

A PLAN FOR EDUCATIONAL
PUBLICITY THROUGH RADIO AS
DEVELOPED IN THE LANSING
PUBLIC SCHOOLS

Thesis for the Degree of M. A.
MICHIGAN STATE COLLEGE
Stanley Newell Kinney
1946

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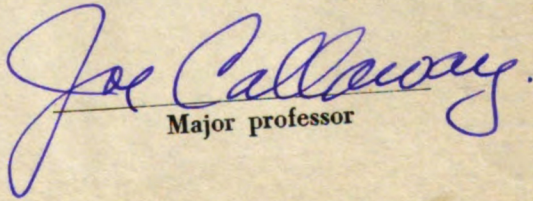
"A Plan for Educational Publicity Through
Radio as Developed in the Lansing Public
Schools."

presented by

Stanley Newell Kinney

has been accepted towards fulfillment
of the requirements for

Master of Arts degree in Speech, Dramatics, and Radio


Major professor

Date August 19, 1946

**A PLAN FOR EDUCATIONAL PUBLICITY THROUGH RADIO
AS DEVELOPED IN
THE LANSING PUBLIC SCHOOLS**

**by
STANLEY NEWELL KINNEY**

A THESIS

**Submitted to the Graduate School of Michigan
State College of Agriculture and Applied
Science in partial fulfillment of the
requirements for the degree of**

MASTER OF ARTS

Department of Speech and Dramatics

1946

THESIS

7/26/46
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ACKNOWLEDGMENT

The writer wishes to express appreciation to Mr. Paul D. Bagwell, Acting Head, Department of Speech, Dramatics, and Radio, for his suggestions and guidance in organizing this study; to Mrs. Lucia M. Nesom, Director of the Speech Clinic, for guidance in the organization and preparation of the manuscript; and to Mr. Joe A. Callaway, Director of Radio Education, for helpful suggestion and assistance in planning the study.

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CHAPTER I

INTRODUCTION

This study deals with the use of radio as a medium for educational publicity, and presents a plan whereby a school may take advantage of radio to broaden its public relations program.

The public relations program of a school is a term including all activities intended to create goodwill. Policies dealing with the student body, the faculty, school bulletins, press releases, school radio broadcasting, community activities sponsored by the school are all a part of the general public relations program of a school.

Educational publicity is a more specific term which may be defined as "that instrument which interprets to the public the place of the school . . . in the community . . ."¹

The need of instruments for educational publicity becomes evident when we consider the nature of our public school system. It is a social institution attempting to fulfill its functional purpose in a democratic society. Since schools exist at the discretion of the people, they are of necessity concerned with presenting the people

¹ Benjamin Fine, Educational Publicity. New York: Harper Brothers Publishers, 1943. p.3.

with the best possible view of the value and importance of work accomplished by them. The success of the public schools as a social institution depends on how efficiently they serve the social need and how well their work is understood and appreciated by the people.² Thus we see that the success of the public school rests ~~in~~ part on interpreting its function to the community. This interpretative process is educational publicity. School men realize that they must constantly be within the focus of public attention. "In fact, the very origin and continued existence of the schools as an institution in the American social structure are inextricably related to public faith in the value of education."³ Thus it becomes imperative that school people develop every avenue that will bring the public in closer contact and understanding with the school so that it may fulfill its functional purpose in society.

For years the common channels open to schools for educational publicity were school personnel contact with the community, school sponsored activities for the community, and use of newspaper space. Today, however, radio is offering schools a new medium for interpreting their function to the

² Arthur Moehlman, Social Interpretation. New York: D. Appleton-Century Company, 1938. p.3.

³ A. O. Bowden and I. R. Melbo, Social Psychology of Education. New York: McGraw-Hill, 1937. p.218.

community. "An institution ... desiring to make direct vocal contact with large numbers of people at times most convenient to the listeners need no longer depend completely upon successive small audiences gathered in central meeting places or through the medium of the daily press. The radio furnishes opportunities for supplementing the older agencies and methods." ⁴

Therefore it becomes the problem of the school to take advantage of this new medium of interpretation. Though educational broadcasting is still in its infancy, pioneer work has been done by many school systems. In 1924 New York City began to experiment with educational broadcasting. Since that time until the present most of our large city schools have experimented with the use of the radio. Smaller schools have been less able to take advantage of radio, but now with an impetus on educational broadcasting brought about by the recent Frequency Modulation development, there is an increased desire on the part of school administrators and teachers to investigate the uses of radio for education. It is with this increased interest in mind that this thesis is prepared on the topic: "A Plan For Educational Publicity Through Radio As Developed in The Lansing Public Schools."

⁴ Arthur Moehlman, Social Interpretation. New York: D. Appleton-Century Company, 1938. p.376.

CHAPTER II

ORIGIN AND PROBLEMS OF THE STUDY

In August 1945, the writer was asked to make plans for the use of radio in the Lansing Public Schools. A new administration which began at that time felt that there was a definite lag in this area of activity and desired to start developing plans whereby the Lansing Public Schools could take advantage of the opportunities offered by radio. The writer was given freedom to develop any practical plan that would initiate the use of radio in the Lansing Public Schools.

The first problem was to determine the type of radio activity which would be expedient. Educational broadcasting can be pointed in two directions.

1. Broadcasts pointed towards the classroom audience as an aid to instruction in classroom work.
2. Broadcasts pointed towards the community audience to aid in the school public relations program.

The first type of broadcasting was found to be impractical in the Lansing Public Schools because the schools were inadequately equipped for receiving in-school broadcasts, and since radio equipment was not available because of war-time

shortages, this situation could not be corrected. Therefore, attention was centered on the second phase of educational broadcasting.

In setting up plans for the second phase, the following general plans were formulated:

1. To interpret the various activities of the schools to the community.
2. To make available to students a medium of expression for their talents.
3. To give radio experiences to as many students as possible both in studio-audience situation and in use of the microphone.

With these aims in mind a skeleton plan was set up. The junior and senior high schools were arbitrarily chosen as production units, a list of possible programs was made, and a general format of a program was prepared.

The next step was to approach the local radio station, WJIM. The station business manager was favorable to a series of school broadcasts, and offered to broadcast them as a public service feature of the station. He assigned the program director of the station to care for detail matters, therefore, the following problems of production were discussed with the program director:

1. Types of programs
2. Origin of Broadcasts

3. Cost for telephone line rent between station and schools.
4. Scheduling problems.
5. School-station cooperation.

The writer presented an over-all picture of the proposed series, and discussed the aims of the programs at a meeting attended by the Superintendent of the Lansing Public Schools, the three junior high school principals, the two senior high school principals, the business manager of WJIM, and the program director of WJIM. Each principal then called a meeting in his building including the following: the school principal, heads of English, Social Studies, Speech, Music, and Science Departments, other teachers who had special interest in script writing or radio, the program director of WJIM, and the writer.

The agenda for these meetings was:

1. Discussing aims of the program series.
2. Scheduling five dates for broadcasts convenient to the individual school.
3. Determining general outlines of five possible programs which would interpret the function of the school to the community.
4. Assigning teacher-committees to these five various programs.

Following these meetings the writer was appointed coordinator of radio activities, and a master schedule was prepared for the radio series entitled: "The Lansing Public Schools Present ..."

CHAPTER III

THE PLAN

The following plan for educational publicity by means of radio was developed in the Lansing Public Schools, and was initiated in October, 1945:

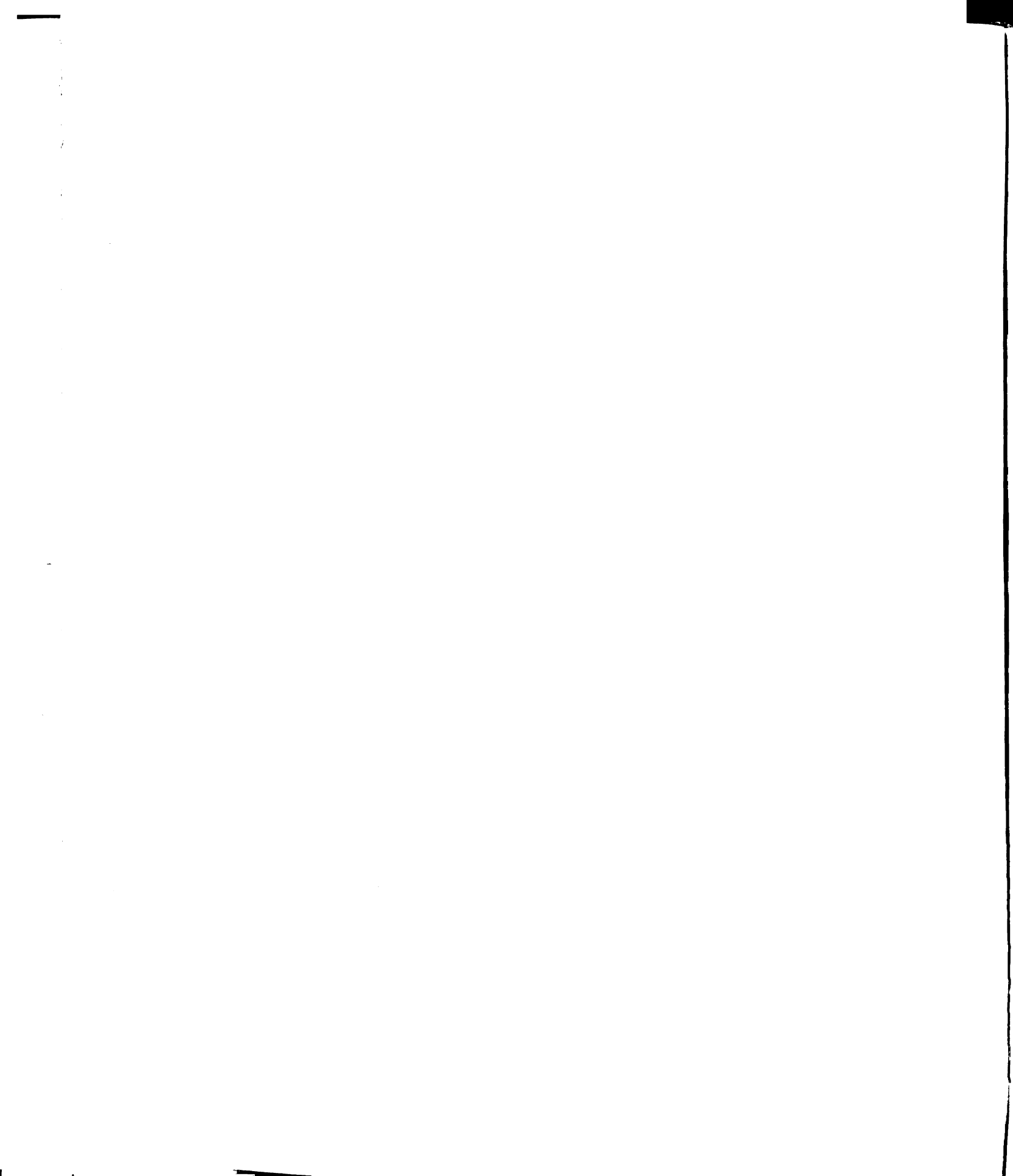
I TITLE OF PROGRAM: "The Lansing Public Schools Present .."

II TIME: 3:00-3:15, Thursday p.m., November through April.
9:45-10:00, Monday a.m., April through May.

III ORIGIN OF PROGRAMS: Programs emanated from the auditoriums of the participating schools and were relayed by telephone line to the WJIM studio. Each school was responsible for one program every five weeks. The participating schools were:

1. Sexton High School.
2. Eastern High School.
3. Pattengill Junior High School.
4. Walter French Junior High School.
5. West Junior High School.

(Note: Schedule adjustments were made between schools to avoid dates that were inconvenient).



IV MASTER SCHEDULE:

<u>DATE</u>	<u>SCHOOL</u>	<u>TYPE PROGRAM</u>
November 1	Sexton	Choral
November 8	Eastern	Town Hall
November 15	West Junior	Band
November 21	Walter French	Choral (Thanksgiving)
November 29	Pattengill	Drama
December 6	Sexton	Operetta
December 13	Eastern	Operetta
December 20	West Junior	Music-Drama (Christmas)
January 10	Eastern	Debate Forum
January 17	Walter French	Band
January 24	Sexton	Debate Forum
January 31	Kalamazoo Grade	Choral (Substitute for Pattengill)
February 7	West Junior	Drama (Lincoln)
February 14	Pattengill	Choral (Valentine Concert)
February 21	West Junior	All school speech contest
February 28	Sexton	Drama (Literature)

<u>DATE</u>	<u>SCHOOL</u>	<u>TYPE PROGRAM</u>
March 7	Eastern	Girls' Band
March 14	Walter French	Drama (vocational)
March 21	West Junior	Orchestra and Harp
March 28	Pattengill	Drama (journalism)
April 4	Sexton	Drama (history)
April 11	Walter French	Drama (science)
April 25	West Junior	Hobby Show
April 29	Walter French	Round Table
May 6	Pattengill	Band
May 13	Sexton	Drama
May 20	Walter French	Variety Show
May 27	West Junior	Variety Show

- V PROGRAM COMMITTEES: Each program was in charge of a committee which met at least one month before the broadcast date to discuss plans for its program.
- VI SCRIPT DEVELOPMENT: The coordinator of radio activities supervised and edited all scripts. Scripts had four sources:
1. Scripts written by students as class projects.
 2. Scripts prepared by teachers working with teacher committees.
 3. Scripts prepared by individual teachers interested in script writing.
 4. Scripts prepared by the coordinator of radio activities in cooperation with a program committee.
- VII DIRECTION: The programs were directed by the coordinator of radio activities who was assisted by teachers from the participating schools.
- VIII REHEARSAL: Rehearsals were scheduled during home room periods, and were rehearsed for two weeks before the broadcasts. (Six rehearsals were planned for most of the programs.)
- IX STATION RELATIONS: Station microphones and an engineer were supplied by WJIM for each broadcast. The radio

station was responsible for arranging the installation of Bell Telephone circuits from each of the various school auditoriums to the station.

X TRANSCRIPTIONS: At the request of the coordinator of radio activities, WJIM transcribed any of the programs for future use in the schools. This service was free of charge.

XI COST OF PROGRAMS: The only broadcast expense of the programs was the Bell Telephone line rent. Following is an itemized record of the line costs between the various schools and Radio Station WJIM:

Eastern Auditorium. (Used jointly by Eastern High School and Pattengill Junior High)

Installation	\$ 7.50
Monthly rate	5.50

Sexton High School.

Installation	7.50
Monthly rate	8.00

Walter French Junior High School.

Installation	7.50
Monthly rate	10.50

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West Junior High School.

Installation	\$ 7.50
Monthly rate	5.50
 Total cost of series	 226.54
Average cost per program	8.44
Prorated cost per school	45.30

CHAPTER IV

SCRIPT DEVELOPMENT

In order to achieve the aim of interpreting the function of the school to the community, the scripts of necessity had to be an outgrowth of the particular activity involved. Therefore, each script was developed cooperatively. For example, if the activity being broadcast involved a student group which was interested in writing, the script was written as a class project. The teacher of the class supervised the work and edited the script in cooperation with the radio coordinator. An example of this type of script is the East Courier Show which describes the activities of the Pattengill Junior High journalism class.

Scripts presenting integrated activities of several departments were written by teacher committees in cooperation with the radio coordinator. Examples of such scripts are Gramp Goes to Junior High which describes the activities of the Vocational Departments of Walter French Junior High and the Round Table Discussion sponsored by the Physical Education, Art, and Home Economics Departments of the same school.

At West Junior High all of the scripts were prepared by a teacher who acted as supervisor of radio activities for that building.

When there was no logical writing group involved in a broadcast, the scripts were prepared by the radio coordinator. Examples of such scripts are the music programs, the Walter French Cabaret Show, operetta previews, and continuity for discussions and forums. Copies of representative scripts are included in Appendix I.

The broadcasts of the series can be classified into four general groups.

1. Broadcasts interpretative of classroom activities.
2. Broadcasts interpretative of extra class activities.
3. Music broadcasts.
4. Educational entertainment broadcasts.

Following is a listing of all programs according to the above classification.

I PROGRAMS INTERPRETATIVE OF CLASSROOM ACTIVITIES.

- A. AIMS: (1) To present to the community some of the
 ideas and activities which are developed in
 the classroom.
- (2) To increase student interest in classroom
 activities.

B. LIST OF PROGRAMS.

1. Town Hall of the Air.

DATE: November 8, 1945.

SOURCE: Social Studies Department, Eastern High
 School. Script was developed by the
 radio coordinator in cooperation with a
 student committee.

TOPIC: "How Can We as Youth Learn to Accept
 Civic Responsibility."

STUDIO AUDIENCE: 400 social studies students
 from Eastern High School.

2. "Macbeth" -- A Dramatic Skit.

DATE: February 28, 1946.

SOURCE: English Department, Sexton High School.
 The script was written and the program
 produced by an English class studying
 Shakespeare.

3. "Gramp Goes To School." -- A dramatic skit showing some of the vocational opportunities our junior highs offer to boys and girls.

DATE: March 21, 1946.

SOURCE: Vocational Arts Department of Walter French Junior High School. The script was developed by a teacher in cooperation with a teacher committee.

STUDIO AUDIENCE: The Walter French student body.
(785)

4. "Science Marches On." -- A skit showing the progress of science and the value of studying sciences.

DATE: April 11, 1946.

SOURCE: Science, Mathematics, Social Studies, and English Departments of Walter French Junior High School. The script was written by the English Department in cooperation with teachers from the other departments involved.

STUDIO AUDIENCE: The Walter French student body.
(785)

5. Personality Round Table -- A discussion of manners, health, and dress by five junior high school students.

DATE: April 29, 1946.

SOURCE: Art, Physical Education, and Home Economics Departments of Walter French Junior High. The script was written by the radio coordinator. Heads of cooperating departments were consulted.

STUDIO AUDIENCE: The Walter French student body.
(785)

6. "Pilot Lights of Destruction." -- A dramatic skit showing the need for world cooperation to avoid disaster in the atomic age.

DATE: May 16, 1946.

SOURCE: Speech Department, Sexton High School.
The script was developed and the program produced in speech classes.

STUDIO AUDIENCE: Thirty teachers and friends.

7. "East Courier Show." -- A dramatic skit showing the activities involved in preparing Pattengill's school paper.

DATE: March 28, 1946.

SOURCE: Journalism class, Pattengill Junior High School. The script was written by the journalism class and the program was produced by the editors and staff of the East Courier, Pattengill's school paper.

STUDIO AUDIENCE: One hundred Pattengill students. The remainder of the student body listened to the program in their classrooms over the central sound system.

II PROGRAMS INTERPRETATIVE OF EXTRA-CURRICULUM ACTIVITIES.

- A. AIMS: (1) To show the community what students are accomplishing in extra-curricular activities.
- (2) To give opportunity for student participation in broadcasting.

B. LIST OF PROGRAMS.

1. "9A Play Skits." -- Previews of two one-act plays.

DATE: November 29, 1945.

SOURCE: Dramatics Department, Pattengill Junior High School. The script was written by the dramatic classes. The theme developed around skits from two 9A plays which were presented to the public the day following the broadcasts.

STUDIO AUDIENCE: Student body of Pattengill.
(1,294)

2. Debate Panel.

DATE: January 10, 1946.

TOPIC: "Resolved that every able-bodied male citizen should be required to have one year of military training before attaining the age of twenty-four."

SOURCE: Debate class, Eastern High School. The script was developed by the radio coordinator in cooperation with the debate class. The program consisted of affirmative and negative statements of issues, then opened up to a round table discussion.

STUDIO AUDIENCE: An Eastern High School government class.

3. Debate Panel.

DATE: January 24, 1946.

TOPIC: "Resolved that every able-bodied male citizen should be required to have one year of military training before attaining the age of twenty-four."

SOURCE: Debate class, Sexton High School. The script was developed by the radio coordinator in cooperation with the students who participated in the discussion.

4. Pre-view of Ruddigore, or The Witches' Curse.

DATE: December 6, 1945.

SOURCE: Music Department, Sexton High School. The broadcast was made at West Junior Auditorium. Sexton students presented a pre-view of the comic opera, Ruddigore, to a West Junior assembly. At broadcast time, the performance was stopped and the students gave the radio audience highlights of their show which was to be presented to the public that evening.

STUDIO AUDIENCE: West Junior student body.
(1,333)

5. Pre-view of "Katinka." -- Skits from the comic opera, Katinka.

DATE: December 13, 1945.

SOURCE: Music Department, Eastern High School.
Script written by the radio coordinator.

STUDIO AUDIENCE: Student body of Eastern High School.
(1,250)

6. "Americanism Program." -- Four speeches on patriotic themes prepared by students.

DATE: March 7, 1946.

SOURCE: Speech Departments of Sexton High, Eastern High, Walter French Junior High, and West Junior High. The four speakers were scheduled to participate in a contest sponsored by the local Chamber of Commerce.

STUDIO AUDIENCE: The student body of West Junior High School.
(1,333)

III MUSIC PROGRAMS.

- A. AIMS: (1) To demonstrate the musical skill and talent of the students to the community.
- (2) To give the students an opportunity to perform for a radio audience.

B. LIST OF PROGRAMS.

1. Choral Program

DATE: November 1, 1945.

SOURCE: Music Department, Sexton High School.
The script was written by the radio coordinator.

STUDIO AUDIENCE: Fifty music students.

2. Band Program.

DATE: November 15, 1945.

SOURCE: Music Department, West Junior High School. The script was written by the West Junior radio supervisor.

STUDIO AUDIENCE: Student body of West Junior High School.
(1,333)

3. Band Program.

DATE: January 17, 1946.

SOURCE: Music Department, Walter French Junior High School. The script was written by the radio coordinator.

STUDIO AUDIENCE: Student body of Walter French.
(785)

4. Orchestra and Harp Program.

DATE: March 14, 1946.

SOURCE: Music Department, West Junior High School. The script was written by the radio supervisor of West Junior High School.

STUDIO AUDIENCE: Student body of West Junior.
(1,333)

5. Girls' Band Program.

DATE: April 11, 1946.

SOURCE: Music Department, Eastern High School. The script was written by the radio coordinator.

STUDIO AUDIENCE: No audience.

6. Band Program.

DATE: May 6, 1946.

SOURCE: Music Department, Pattengill Junior High School. The script was written by the radio coordinator.

STUDIO AUDIENCE: Student body of Pattengill Junior High.
(1,294)

7. Choral Program. --- A Valentine's Day Concert.

DATE: February 14, 1946.

SOURCE: Vocal Department, Pattengill Junior High School. The script was written by the radio coordinator.

STUDIO AUDIENCE: One hundred Pattengill students.
(The remainder of the student body listened to the concert over the central sound system.)

8. Grade School Chorus.

DATE: January 31, 1946.

SOURCE: Sixth Grade, Kalamazoo Street Grade
School. The script was written by
the radio coordinator.

STUDIO AUDIENCE: Two hundred grade school
children.

IV EDUCATIONAL ENTERTAINMENT.

- A. AIMS: (1) To provide "Special Day" entertainment for school and radio audiences.
- (2) To present student talent to the community.

B. LIST OF PROGRAMS.

1. Thanksgiving Day Program.

DATE: November 21, 1945.

SOURCE: Music and Speech Departments of the Walter French Junior High School. The script was written by a Walter French teacher.

STUDIO AUDIENCE: The Walter French student body. (785)

2. Christmas Program.

DATE: December 20, 1945.

SOURCE: Music and Dramatics Departments, West Junior High School. The script was written by the radio supervisor of West Junior.

STUDIO AUDIENCE: The West Junior student body.
(1,333)

"April, Month of Promise." --- A dramatic skit based on important historical events which have taken place in the month of April.

DATE: April 4, 1946.

SOURCE: Social Studies Department, Sexton High School. The script was written by a teacher in cooperation with social studies classes. The program was

produced by students in social studies classes.

4. Lincoln Day Program. --- Sketches from the Life of Abraham Lincoln.

DATE: February 7, 1946.

SOURCE: Music and Dramatics Departments, West Junior High School. The script was written by the radio supervisor of West Junior.

STUDIO AUDIENCE: The student body of West Junior High School.
(1,333)

5. "The Walter French Cabaret Show. " --- A Variety Show.

DATE: May 20, 1946.

SOURCE: Music Department, Walter French Junior High School. Script was written by the radio coordinator.

STUDIO AUDIENCE: The student body of Walter French Junior High School.
(785)

6. West Junior Variety Show.

DATE: May 27, 1946.

SOURCE: School talent chosen by all-school try outs. The script was written by the radio supervisor of West Junior.

STUDIO AUDIENCE: The student body of West Junior High School.
(1,333)

CHAPTER V

EVALUATION

Evaluation of the radio activities was attempted in order to determine the extent to which the programs were fulfilling the original objectives. The writer considered three questions:

1. Were parents listening to the programs ?
2. Was there a large enough radio audience to warrant the effort ?
3. Did the administrators and teachers who came in direct contact with the program believe that the aims were being accomplished ?

Three surveys were made: (1) a school survey to determine the number of parents in the radio audience. (2) A telephone survey to determine the percentage of general listening audience in Lansing. (3) An opinion survey of the forty-two administrators and teachers who came in direct contact with the program production. Following are the results obtained:

PARENT RADIO AUDIENCE SURVEY

Questionnaires were distributed to each particular school on the day following a broadcast. Only the last nine programs were used for evaluative purposes. The following questions were asked:

- QUESTION ONE: How many persons in your family
 listened to the (title of program)
 broadcast over WJIM yesterday morning
 at 9:45 ?
 (count by person)
- QUESTION TWO: How many of your parents have heard at
 least two of the Lansing Public School
 Broadcasts this year ?
 (count by family)
- QUESTION THREE: How many of your parents try to listen
 each week to the Lansing Public School
 Broadcasts ?
 (count by family).

The results of this survey are shown in the following table :

SUMMARY OF RADIO AUDIENCE SURVEY

SPECIAL INTEREST GROUPS

PROGRAM	Q. I	Q. II	Q. III	School Enrollment
Pattengill Junior High East Courier Show March 28, 1946.	718	391 30.21%	290 22.41%	1,294
Sexton High School April, Month of Promise April 4, 1946.	273	264 21.83%	102 8.43%	1,209
Walter French Junior High Science Marches On April 11, 1946.	415	299 38.08%	220 28.02%	785
West Junior High Hobby Show April 25, 1946.	451	553 41.48%	354 26.55%	1,333
Walter French Junior High Round Table - Home Economics, Art, Physical Education Departments. April 29, 1946	380	320 40.76%	230 29.29%	785
Pattengill Junior High School Band Concert May 6, 1946.	936	640 49.46%	394 30.44%	1,294
Sexton High School Pilot Lights of Destruction May 13, 1946.	213	236 19.52%	197 16.12%	1,209
Walter French Junior High Walter French Cabaret Show May 20, 1946.	451	391 49.80%	259 32.99%	785
West Junior High Variety Show May 27, 1946	507	568 42.61%	378 28.35%	1,333

LANSGING RADIO AUDIENCE
TELEPHONE SURVEY

During the broadcasts of May 9, 16, and 23, a telephone survey was made to determine the percentage of Lansing residents listening to the public school broadcasts, Five students from Michigan State College assisted with the telephone survey. Each was given a different section of the Lansing telephone directory, and during the broadcast time they asked the following questions to one hundred and fifty-five telephone subscribers. (Telephone subscribers who did not answer when called were not tabulated in the results.)

QUESTION ONE: "Good morning, were you listening to the radio just now ?"

QUESTION TWO: "To what program were you listening ?"
(If the answer was WJIM or a school broadcast, the next question was asked.)

QUESTION THREE: "Have you listened to this program before ?"

The results of this survey are tabulated below:

TELEPHONE SURVEY RESULTS

I	Number who answered the telephone	155
II	Number who had the radio on	61
III	Percentage who had the radio on	39.6%
IV	Number who were listening to the school broadcast	20
V	Percentage of listeners who were listening to the broadcast	32.7%
VI	Number who had listened before	16
VII	Percentage who had listened before	80%

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OPINION SURVEY OF ADMINISTRATORS
AND TEACHERS

Following is a copy of the evaluation sheet given to administrators and teachers, and a tabulation of their responses. Forty-six school people were included in the survey. For more clear analysis of responses, those surveyed have been classified into four groups:

1. Administrators
2. Speech Teachers
3. Music Teachers
4. Other Teachers

The "yes" and "no" responses have been tabulated accordingly, and all comments have been listed.

THE LANSING PUBLIC SCHOOLS PRESENT
EVALUATION SHEET

This evaluation sheet is being distributed to teachers and administrators who have come in direct contact with the radio activities carried on in the Lansing Public Schools during the 1945-46 school year.

1. Do you believe that the radio series "The Lansing Public Schools Present" aided our school public relations program ?

Yes _____ No _____

Comment:

2. Do you believe that the programs were of educational value to the students participating ?

Yes _____ No _____

Comment:

3. Do you believe that the programs have had educational value for our student audiences ?

Yes _____ No _____

Comment:

4. Do you favor broadcasting from our various auditoriums in spite of line rent cost ?

Yes _____ No _____

Comment:

5. Do you favor planning programs that can be broadcast from the WJIM studio thus saving line rent ?

Yes _____ No _____

Do you believe that this type of activity is of enough value to the student and the public relations program of the school to warrant time and effort necessary ?

Yes _____ No _____

Comment:

6. Have people in the community (other than parents) mentioned our radio series to you ?

Yes _____ No _____

Comment:

7. Have parents spoken to you concerning the series ?

Yes _____ No _____

Comment:

Will you list a few parent-community reactions to the series ?

TABULATION OF EVALUATION SHEET

QUESTION I Do you believe that the radio series "The Lansing Public Schools Present ..." aided our school public relations program ?

	YES	NO
Administrators	5	0
Speech Teachers	7	0
Music Teachers	8	1
Other Teachers	20	0

POSITIVE COMMENTS:

"One of the best ways for us to better our public relations program is to actually prove to the public what we are doing. The radio series certainly helped do that."

"I wish I knew, but at least it's better advertising than the papers give us."

"It helped bring the school closer to the community."

"It let the parents know what goes on in the various schools."

"It should give a better idea of some of the activities of the school. Most programs are based on regular school work. Good advertising."

"I doubt if it had much 'measurable' value. However, by and large it didn't do any harm and possible built up 'good will.' "

"Anyway in which our schools are placed in public view will undoubtedly improve public relations."

"Brings school before public frequently in a pleasing manner in contrast to school tax statement."

QUESTION I
COMMENTS:
(cont.)

"To a certain extent everything counts in public relations. The more activity the better."

"Depends upon how many people actually hear it."

"Quite a few parents of my home room pupils listened."

"Favorable comments were heard in stores, Masonic Groups, parents of children, etc., showing that many people listened."

"I heard many favorable comments from radio listeners."

"People are just beginning to get interested."

NEGATIVE COMMENTS:

"I doubt that a fifteen minute broadcast could inform the public of school activities. Student participation cannot be broadcast."

QUESTION II Do you believe that the programs were of educational value to the students participating ?

	YES	NO
Administrators	5	0
Speech Teachers	7	0
Music Teachers	9	0
Other Teachers	19	1

POSITIVE COMMENTS:

"Students who participated benefited greatly through actual experience. Character has been developed, and knowledge has been gained."

"Our announcer has benefited the most, but several others have gone into other school activities after having gained a feeling of 'I can do it'. We have used several that previously had never appeared before an audience."

"This was the first time that many of the students had participated in any program."

"It gave them a chance to be on the inside of radio. This is important since radio is so vital to our everyday life."

"They learned about how radio programs are given and had actual experience in giving them."

"Not only from the actual radio experience, but also the gathering together and the preparation of the material afforded many opportunities for learning."

"Training in radio speaking. Better understanding of radio broadcasts."

"Decidedly."

"Yes, definitely."

"Definitely, participating in any program has value."

QUESTION II
POSITIVE COMMENTS:
(cont.)

"Junior High School stands for 'exploring', and 'exploring' the radio is a feat worth undertaking."

"Never has there been a class so interested in Macbeth and in Shakespearean plays as the class that broadcast over the radio."

"Not only to those who were on the air but to those who looked up materials, etc."

"Several hundred students had their thinking activated by the programs put on by our school."

"Very worthwhile."

"It is a very real experience."

NEGATIVE COMMENTS:

"Based on the experience in our own school (Eastern) only --- perhaps they could be made of value."

"Possible in Junior High where no such opportunity exists."

QUESTION III Do you believe that the programs have
had educational value for our student
audiences ?

	YES	NO
Administrators	5	0
Speech Teachers	6	1
Music Teachers	7	2
Other Teachers	17	3

POSITIVE COMMENTS:

"Student audiences have been broadened --- more
school spirit has been developed."

"My home room students have commented on some of the
sound effects, and even the way the applause is timed, etc.
I think they have gained insight into what goes on in
back of the radio."

"They have greater appreciation of the technique and
effort necessary to make a good radio broadcast."

"Yes, they are more critical of the programs when
they know the students broadcasting."

"They are given the same experience as those taking
part in the program, in a smaller degree, however."

"Valuable as far as teaching the students how radio
programs are organized."

"Some programs are mostly entertaining. Most were
instructive, also."

"Some value. However, I would suggest that the student
audience listen over the radio at least some of the time
rather than go to the auditorium."

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QUESTION III
POSITIVE COMMENTS:
(cont.)

"A little."

"They learn the procedure of broadcasting."

"Up to the present, yes. Whether they would continue to have value, I don't know. A radio program is still a novelty to them. If it gets to be an old story, I doubt its value."

"It gave them a new conception about the radio industry and how it operates."

NEGATIVE COMMENTS:

"Entertainment, yes."

"Not particularly. More entertaining than educational."

"Not after the first one. Many programs are best to listen to, and with the short interest span (especially of junior high), they are of little value."

"Very much so at first. I wonder if their value has not decreased now?"

"Slight."

"They took it as entertainment too often rather than education."

QUESTION IV Do you favor broadcasting from our various auditoriums in spite of line rent cost ?

	YES	NO
Administrators	5	0
Speech Teachers	7	0
Music Teachers	9	0
Other Teachers	15	5

OR: Do you favor planning programs that can be broadcast from the WJIM Studio thus saving line rent ?

	YES	NO
Administrators	3	1
Speech Teachers	3	2
Music Teachers	2	7
Other Teachers	9	0

Comments Favoring Broadcasts From The Auditoriums.

"Programs should be broadcast from our various auditoriums because (1) of the educational value for our student audiences and (2) of the educational value to students participating. Students like to perform in front of fellow students."

"We should broadcast from the auditoriums so that the whole school can be benefited by the program --- provided they are given the privilege of going to the auditoriums to hear it."

"There is a more natural situation for the performers and student audience in the school auditorium. This makes for a better show. WJIM does not have suitable rooms for band broadcasts, large choirs, etc."

"It saves time."

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Comments Favoring Broadcasts From The Auditorium.
(cont.)

"Yes, if the Board of Education can help finance it."

"I am afraid the programs would lose their value if the participants had to use the downtown studios. And how would the larger musical organizations be taken care of?"

"To use the studio would limit the number of participants and would upset the school more."

"I feel that in spite of the cost it would be easier to get the students together, control them, etc. in the school building, and would require less loss of student and teacher time."

"Part of the value arises from participating in and seeing an actual broadcast. This would be impossible if we sent our programs to the studio."

Comments Favoring The Use Of Both The WJIM Studio And The School Auditorium.

"If possible I would like a combination --- some programs broadcast with a student audience and some done from the studio. I think an audience gives those participating a good 'build up'. Audience reaction usually is encouraging. And I think we'll get a larger listening audience. If Johnny says he's going to listen to the school broadcast, mama is more apt to also. On the other hand, some studio experience would be good for our students, and give them a little more atmosphere."

"When the program is of great student interest, such as music, variety, or special day shows, give it at school. For small casts such as panels or speeches, take them to the studio at WJIM."

Comments Favoring Broadcasts Originating At The WJIM Studio.

"I think we will get more from the students if they are at the actual station broadcasting. It also gives them an experience that cannot be equaled in broadcasting from the school. This would be most effective with the exception of the shows in which you have a large audience."

Comments Favoring Broadcasts Originating At The WJIM Studio.

"Broadcasting from the studio would take many pupils out of school but would have much educational value."

"Facilities would be better at WJIM resulting in better broadcasts, but large groups such as bands and choirs would find their own auditoriums more convenient."

"However, I believe Pattengill should not have to pay line cost for other schools. If all broadcast and audition time would be outside of school hours, I would favor broadcasting from the studio of WJIM."

QUESTION V Do you believe that this type of activity is of enough value to the student and the public relations program of the school to warrant the time and effort necessary ?

	YES	NO
Administrators	5	0
Speech Teachers	7	0
Music Teachers	8	1
Other Teachers	17	3

POSITIVE COMMENTS.

"More of this type of activity is needed. 'Problem children' are often helped by such work."

"It will help to educate the parents as to what is going on in the schools, and possible cause them to be more interested in the school activities than they are."

"We shouldn't pass up this fine opportunity of letting the parents and citizens of Lansing know what we are doing in the schools. However, I do feel that better and more publicity is needed to have a larger radio audience."

"In general, yes. Let's not make it just one more thing for the already overworked and underpaid teacher to have to do."

"It certainly requires a lot of effort, but I feel it has been of value to the participants."

"Yes, but time will have to be given to those teachers who work regularly on it to prepare programs and materials during school hours."

"Yes, but I would suggest provisions be made in our teaching schedule for it. I don't believe a teacher should carry a full teaching load and radio programs too."

"For the students, yes. I do not know very much about the size of the listening audience."

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QUESTION V
NEGATIVE COMMENTS.

"Questionable."

"I am on the fence."

"Doesn't present the right things."

"Only provided it can be so organized that our classes will not be deprived of a teacher and our teachers on the other hand won't have to continually substitute. No public relation program in my opinion can ever substitute for good teaching."

QUESTION VI Have people in the community (other than
parents) mentioned our radio series to
you ?

	YES	NO
Administrators	5	0
Speech Teachers	7	0
Music Teachers	3	6
Other Teachers	10	10

POSITIVE COMMENTS.

"Several people have commented favorably on the various programs."

"Yes, they think it is a fine program."

"Many members of Fraternal organizations, many people who own businesses downtown, and several dentists and doctors spoke about the program to me."

"Friends have listened in when I mentioned that we were giving a program, and a few times I've had people say, 'Heard your school on the radio.' "

"Yes, quite a few radio people mentioned it to me."

"Two or three have mentioned they enjoyed the programs."

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QUESTION VII Have parents spoken to you concerning
the series ?

	YES	NO
Administrators	5	0
Speech Teachers	5	2
Music Teachers	4	5
Other Teachers	10	10

POSITIVE COMMENTS.

"Typical remarks made to me were:

- (1) 'More of this type of activity is needed.'
- (2) 'I didn't realize junior high school students could do so well.'
- (3) 'The training is wonderful. I wish I had had that opportunity when I went to school.'

"The programs are very interesting."

"Parents are very much interested in the program. In my opinion, this program should be continued. It is a necessary part of education for the world, today."

"Parents of pupils taking part were very proud -- thought the programs 'exceptionally fine'."

"Parents said that the program was enjoyable and valuable."

"A business friend who is a parent has mentioned the program several times as being worthwhile."

"Parents like the broadcasts."

"As a parent, I feel it has been of value to my own child. Not only has it given her a first hand knowledge of how radio programs are broadcast, but it has also given her assurance by participation."

QUESTION VII
POSITIVE COMMENTS.
(cont.)

"Parents are interested and curious."

"Parents have been appreciative of the quality of work done in the school and the type of work done in the school."

"Parents whose children have participated have frequently attended that broadcast to see as well as hear. A social worker heard one of her clients and made an opportunity to see me and express how grand she thought it was for any individual with her background to have the chance to participate."

"Generally --- very favorable towards the broadcasts. This was particularly true when their child was on the program."

"It was mentioned by a number at 'Open House' but I can't state anything that was said. However, all comment was naturally favorable."

"What few people I have talked to concerning the programs have been very much impressed with the high type of material and the fine way it was presented."

"Typical comment: 'I heard your program over the air, yesterday. It was good. Interesting.'"

NEGATIVE COMMENT:

"Entirely apathetic and lethargic as far as I have heard. Practically no comment whatsoever --- just accepted."

CHAPTER VI

SUMMARY AND CONCLUSION

The parent audience questionnaire covered nine programs and included 10,027 student responses. The study of these questionnaires revealed the following data:

- I Tabulations taken from the last three junior high school programs show that 46.8% of the students had parents who listened to at least two public school broadcasts and 30.2% who had parents that planned to listen each week.
- II Results from the high school broadcast show that 20.6% of the students had parents who listened to at least two public school broadcasts and 12.3% who had parents that listened each week.

The telephone survey included one hundred and fifty-five persons. A study of this survey revealed the following data:

- I Of the 39.6% who were listening to the radio, 32.7% were listening to the school broadcast.
- II Of the 32.7% who were listening to the school broadcast, 80% had heard the program before.

The evaluation sheet was filled out by 41 administrators and teachers who had had the direct contact with the program. A study of these evaluation sheets revealed the following data:

- I Out of 41, 40 believed the radio series aided the school's public relations program.
- II Out 41, 40 believed that the programs were of educational value to the students participating.
- III Out of 41, 35 believed the programs had educational value for our student audiences.
- IV Out of 41, 36 favored broadcasting from the various auditoriums in spite of the cost. 17 favored broadcasting a few of the "small cast" programs from the WJIM Studio. 10 preferred that all broadcasts originate at the school before a student audience.
- V Out of 41, 37 believed that this type of activity was of enough value to the student and the public relations program of the school to warrant the time and effort necessary.
- VI Out of 41, 25 had heard favorable comments from Lansing citizens.
- VII Out of 41, 24 had heard favorable comments from parents.

Conclusions

The surveys indicate that the plan developed in the Lansing Public Schools was successful in fulfilling the accepted objectives which were to interpret the various activities of the schools to the community, to make available to students a medium of expression for their talents, and to give radio experiences to as many students as possible.

In the survey of administrators and teachers, it was found that 100% of the administrators and 97% of the teachers believed that the public relations program of the school had been improved through interpreting the school activities to the community.

Student participation was considered valuable by administrators and teachers. 100% of the administrators and 97% of the teachers believed that the programs had had educational value for student broadcasters and student audiences.

Student participation, both in studio-audience situations and in use of the microphone, was extensive. This is indicated by the following figures:

I. Aggregate student audience participation

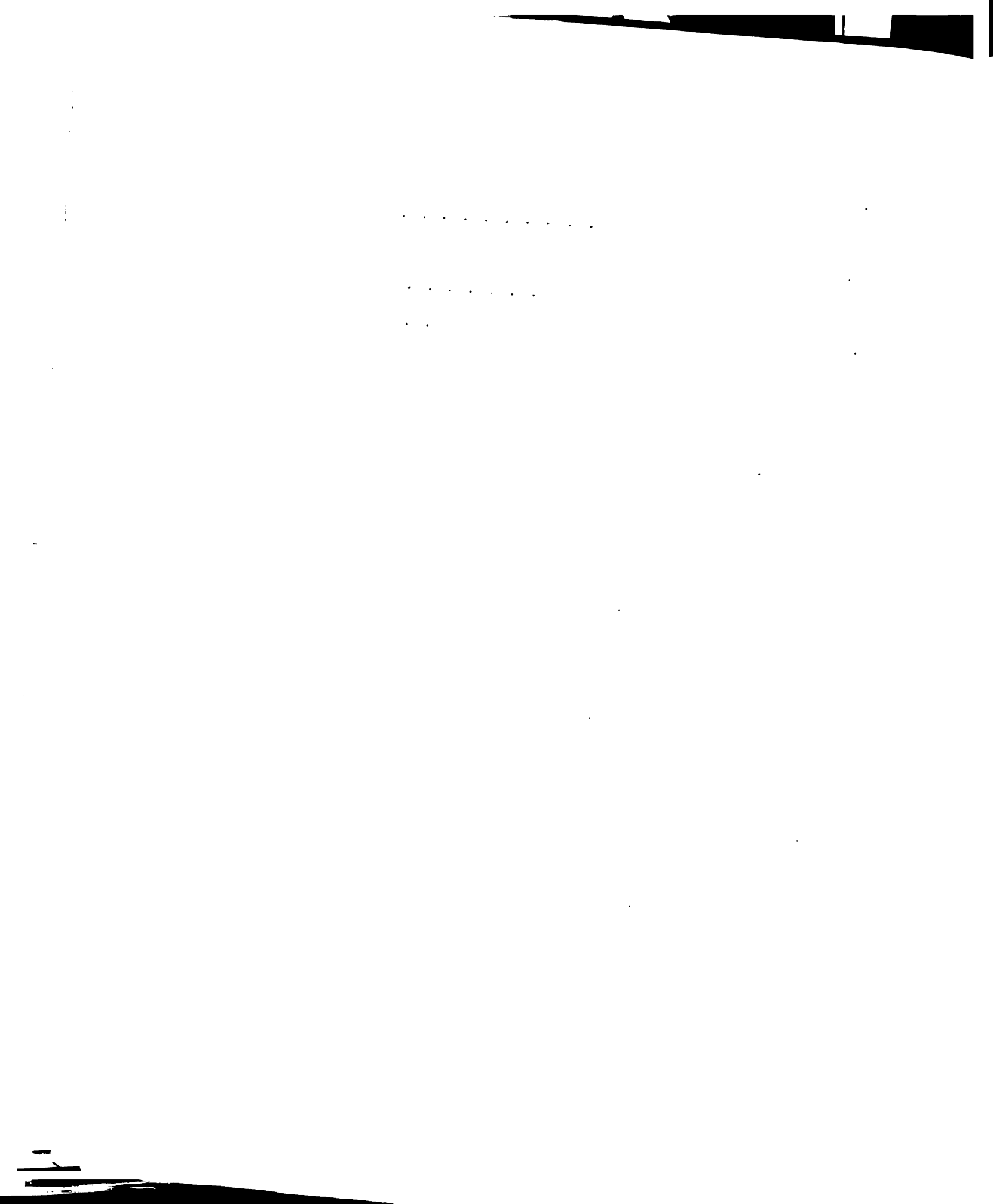
in 28 broadcasts 21,237

II. Number of students who participated in the program at least once	1,333
III. Number of students who participated in the program at least twice	128
IV. Number of student announcers trained . .	15

The Parent-Audience Survey shows a low percentage of students in the Sexton High School who had parents listening to the programs. Several factors may account for this. None of the Sexton programs was presented before a general student assembly because the auditorium was still under construction. Therefore, interest had to be aroused by means of posters and home room announcements. Since only a few of the students could expect to hear the program, interest was not great.

There seems to be a definite correlation between student interest and parent listening. Programs that were advertised extensively in the school and in which the student body was allowed to participate, had larger percentages of parent listening. This supports the majority opinion of administrators who felt that the programs were of most value when presented before student audiences.

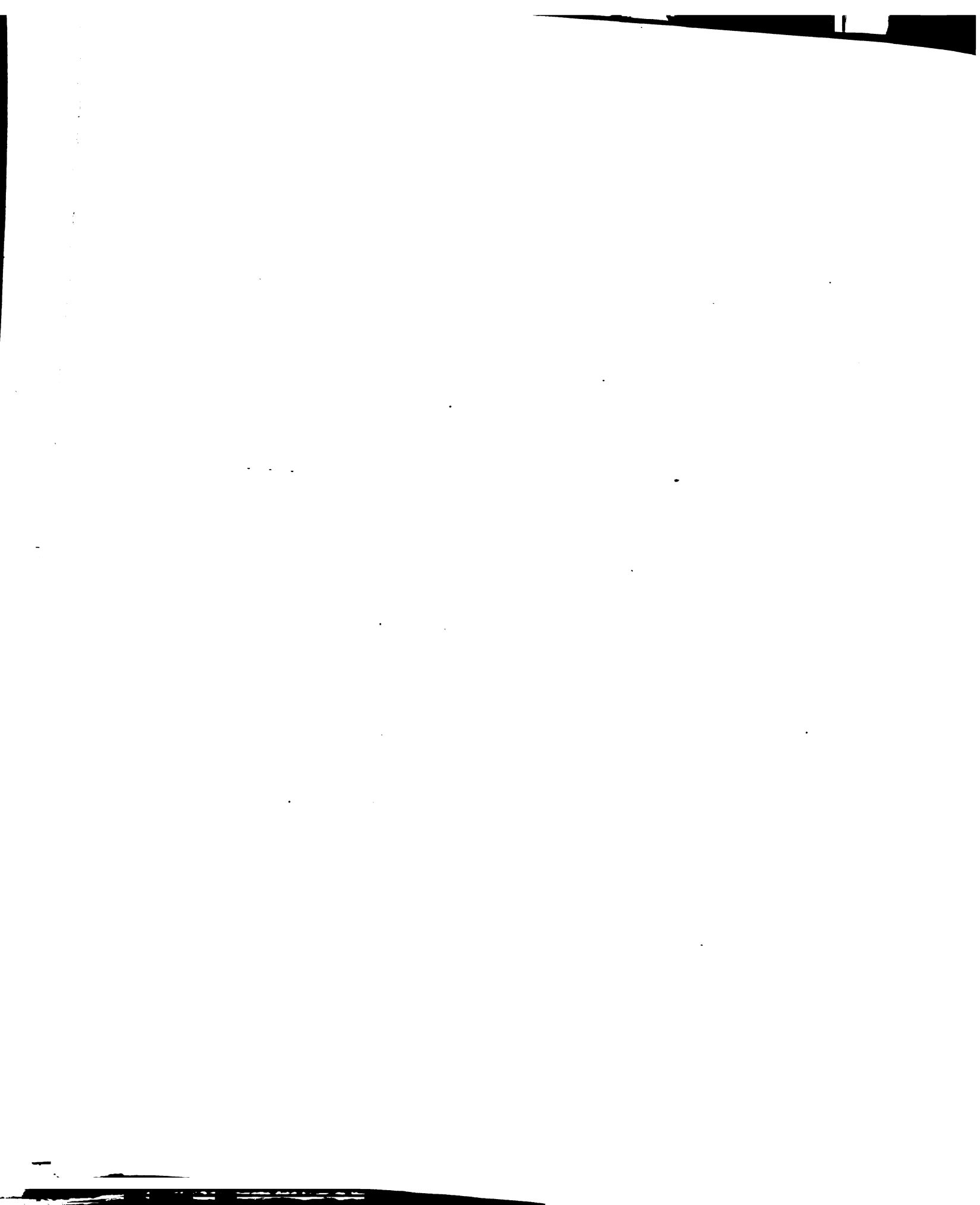
Though student audiences were considered valuable, it is interesting to note that one administrator and seventeen teachers favored broadcasting a few of the programs from the WJIM Studio in order to enlarge student experiences.



The suggestion has been made that auditions be scheduled each Fall for students interested in radio activities. It was felt that much time can be saved, and a more extensive use of student talent made through this process. However, such auditions might limit rather than increase the number of student participants. There is a need for further study of this before conclusions can be made.

It is hoped that the experience received by students and teachers in producing "The Lansing Public Schools Present . . ." series will serve as impetus to enlarge the radio activities of the Lansing Public Schools. It is significant to note that the first radio workshop in the Lansing school system will be established at Sexton High School September, 1946. Other schools are looking forward to the purchase of recording and radio equipment.

In view of the data presented by the surveys, the writer assumes that the initial step taken by the Lansing Public Schools to organize radio activities has been successful. The writer further assumes that the series was a worthwhile educational publicity project facilitating the school's public relations program.



CHAPTER VII

RECOMMENDATIONS

- I "The Lansing Public Schools Present ..." series should be continued.
- II A few programs should be broadcast from the WJIM Studio in order to broaden student experiences.
- III Auditions and a talent survey should be made in each school to assure extensive participation.
- IV There should be one building radio supervisor in each junior and senior high school. This person should have definite interest in acquiring radio techniques. This person must have his teaching load adjusted to provide time to develop scripts, and other materials (bulletins, announcements, etc.) in cooperation with the city radio coordinator.
- V More responsibility should be placed on student-teacher planning committees.
- VI A definite plan for advertising the program should be established.
- VII Art and journalism departments should be included in on the plans for advertising.
- VIII Transcriptions of each program should be made available to the various schools.
- IX A radio workshop should be established in each high school as a regular class. The course of study should be developed in cooperation with the city radio coordinator.
- X Schools should be encouraged to develop radio equipment.
- XI An in-service training program for teachers should be developed.
 - a) Classes to study effective use of radio in the classroom.

- b) A city workshop for teachers interested in radio production.

XLI

A radio program service should be established.

- a) The city radio coordinator should provide bulletins on current radio programs useful to the classroom teacher.
- b) Publicity for the school broadcasts should be available in all schools and to the general public.

APPENDIX

REPRESENTATIVE SCRIPTS

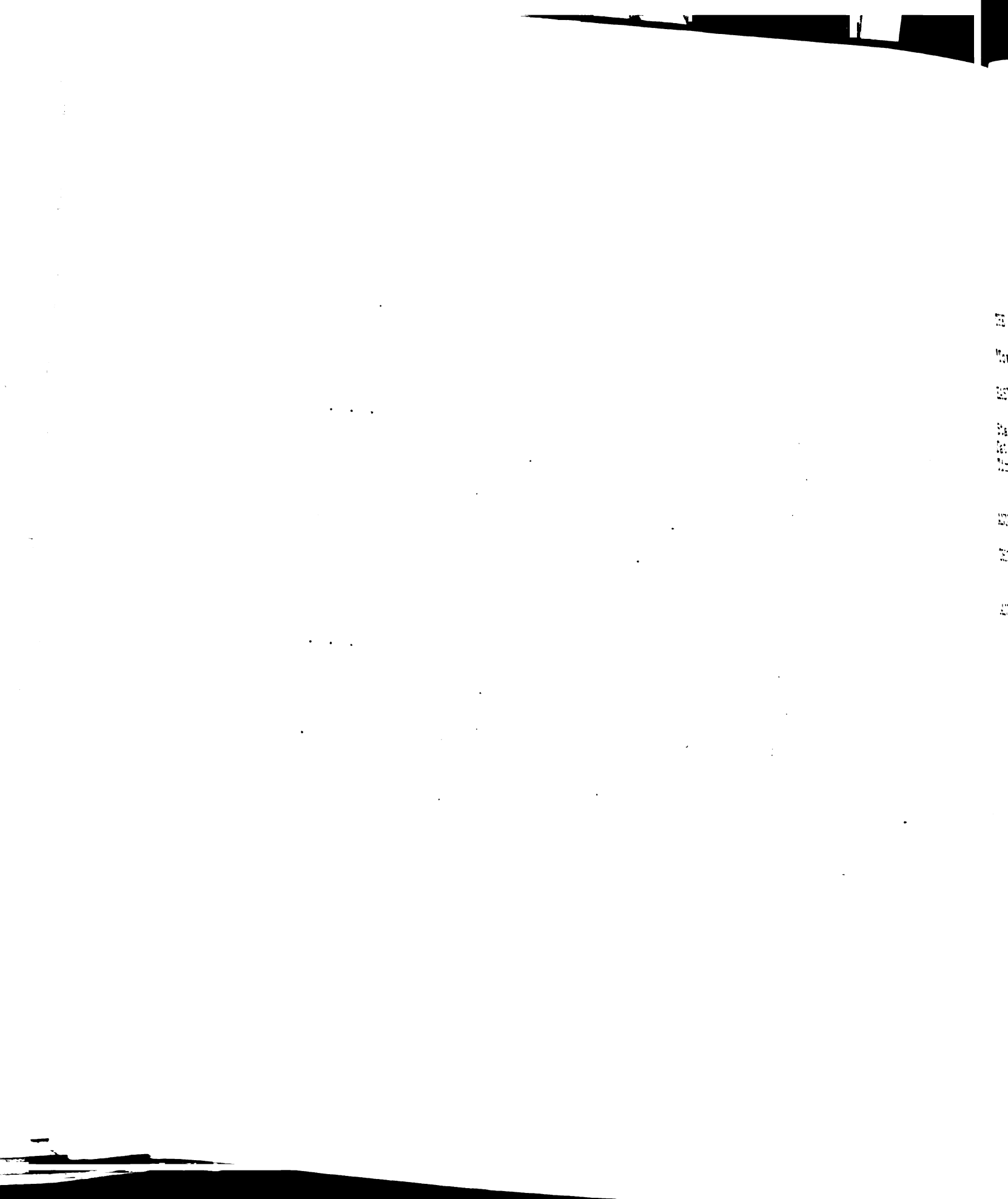
I Programs Interpretative of Classroom Activities.

SCRIPT ONE

Series: "The Lansing Public Schools Present . . ."
Title: Town Hall of the Air.
Source: Social Studies Department, Eastern High School. Script developed by the radio coordinator in cooperation with a student committee.

SCRIPT TWO

Series: "The Lansing Public Schools Present . . ."
Title: Personality Round Table.
Source: Art, Physical Education, and Home Economics Departments of Walter French Junior High. The script was written by the radio coordinator. Heads of cooperating departments were consulted.



SCRIPT ONE

THE LANSING PUBLIC SCHOOLS PRESENT ...

"Town Hall of the Air."

EASTERN HIGH SCHOOL

Station: WJIM
Date: November 8, 1945
Time: 3:00 - 3:15 P.M.

ANNCR.: "The Lansing Public Schools present ..."

CHORUS: SCHOOL SONG. (SING ONE CHORUS ... THEN HUM CHORUS
UNDER AND END)

ANNCR.: "Good afternoon ... this is _____, your Eastern High School Announcer. Today, we are bringing you the second of a new series of public service programs presented over radio station WJIM in cooperation with the Board of Education. These broadcasts originate in turn from the Lansing High Schools and Junior Highs, and serve a two-fold purpose: First, to demonstrate to the people of Lansing some of the various activities of the Public School System, and secondly, to give the boys and girls an opportunity to express themselves over the air. (PAUSE) Today, we are going to participate in an open forum discussion originating in the Auditorium of Eastern High. We have an audience of 400 Social Studies students who have come to

discuss the topic: 'What may we as a student group do to increase civic responsibility ?' Our key speakers will be _____ and _____, who were State Debate Champions of 1945. They will each have three minutes to express their ideas, after which the members of the audience will have an opportunity to question them. Remember, our subject is 'What may we as a student group do to increase civic responsibility ?' Now, I'll turn the microphone over to our first speaker, _____."

SPEAKER I: THREE MINUTES

ANNCR.: "Thank you, _____. Now, we will hear from _____."

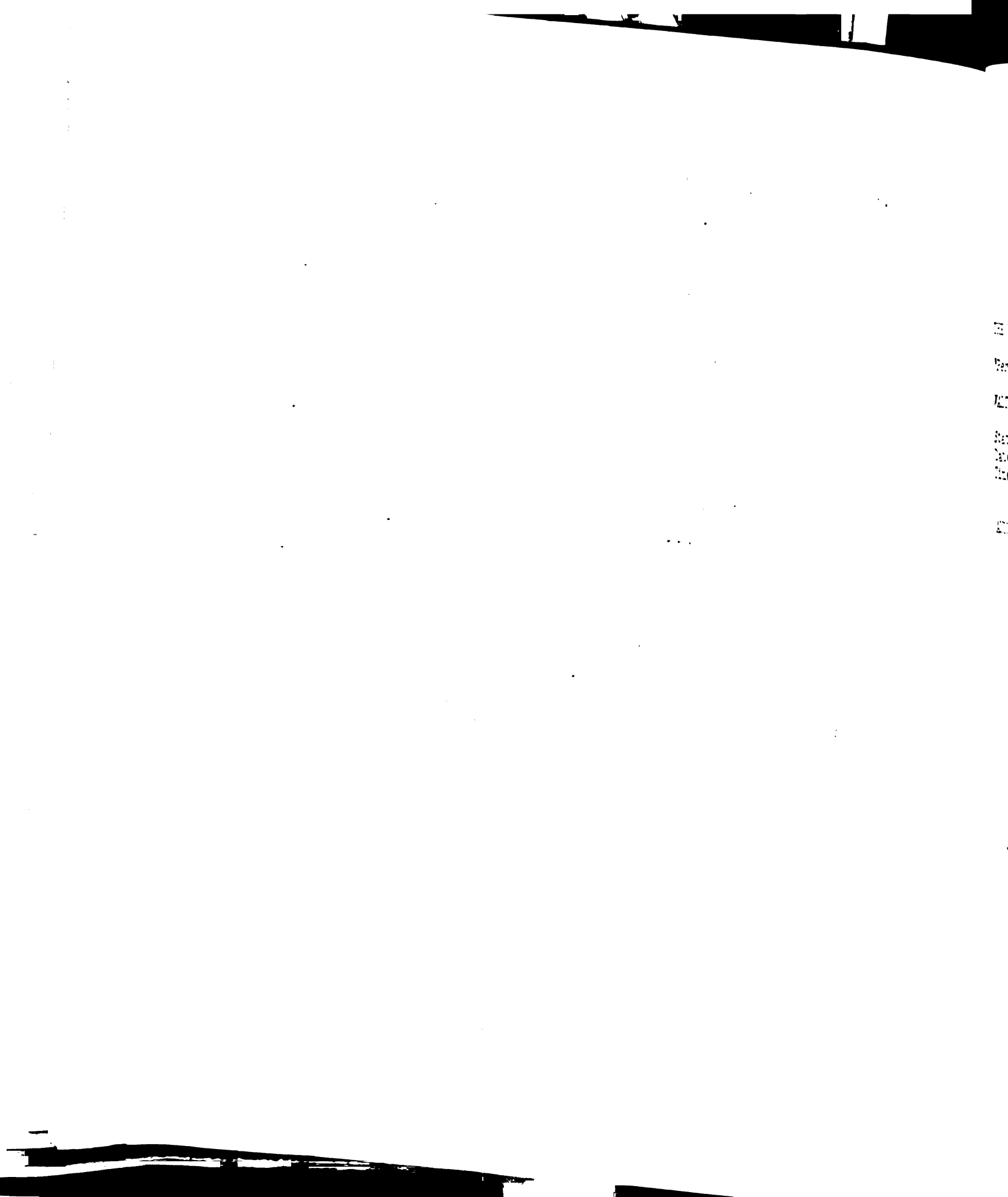
SPEAKER II: THREE MINUTES

ANNCR.: "Now, you students in our audience, you have heard _____ and _____ express their views on the subject, 'What may we as a student group do to increase civic responsibility ?' Do you have any questions you would like to ask either of our speakers ? Please raise your hands, and when recognized, give your name, and address your question to the speaker you wish to answer it." (NOTE: REPEAT EACH QUESTION AS IT IS ASKED)

ON SIGNAL:

ANNCR.: "Well, that's all the time we have for questions. From Eastern High School, we have brought you the second in a new series of broadcasts, 'The Lansing Public Schools Present.' You have been listening to a discussion on the subject: 'What may we as a student group do to increase civic responsibility ?' The key speeches were given by _____ and _____ . You are invited to tune in again next Thursday at 2:30, when the Lansing Public Schools present ... the West Junior High Band. Your Eastern High School announcer has been _____ . This was a public service program of radio station WJIM, presented in cooperation with the Board of Education."

CHORUS: SCHOOL SONG UP AS TIME PERMITS.



SCRIPT TWO

THE LANSING PUBLIC SCHOOLS PRESENT ...

"Personality Roundtable."

WALTER FRENCH JUNIOR HIGH SCHOOL

Station: WJIM
Date: April 29, 1946
Time: 9:45 - 10:00 A.M.

ANNCR.: "The Lansing Public Schools present ... Good morning, this is _____, your Walter French Junior High School announcer bringing you the twenty-fourth in a series of public service programs broadcast each week over WJIM in co-operation with the Board of Education. Today, our program is sponsored by the Physical Education, Art, and Home Economics Departments of Walter French."

VOICE 1: "What can I do with my leisure time ?"

VOICE 2: "How can I improve my personality ?"

VOICE 3: "How can I dress more attractively ?"

VOICE 4: "Why do I have to eat breakfast if I'm not hungry ?"

VOICE 5: "How can I become better liked by my classmates ?"

ANNCR.: "Yes, these and many other questions face Junior High School students of today."

VOICE 1: "I wish I could have cute clothes like Jane."

VOICE 2: "Jane studies how to buy clothes that are suited to her."

VOICE 3: "Why can't I be popular as Mary ?"

VOICE 4: "Do you take as much interest in your friends as Mary does ?"

VOICE 5: "How can fellows become more popular with girls ?"

VOICE 6: "Do you dress neatly ? Do you keep clean ? Do you have good manners ?"

ANNCR.: "There are real problems facing us. Our happiness and success in life depend on how well we, as Junior High students, solve these problems."

"This morning we have a panel of Walter French students who are going to discuss some of these problems before a student audience in the auditorium of our school. I'm going to ask that each member on the panel introduce himself to the audience:"

1. _____
2. _____
3. _____
4. _____
5. _____

ANNCR.: "Now that the formalities have been taken care of, just which of our personal problems are you going to discuss first ?"

- GIRL 1: "One of the problems that seems most important to me is the problem of having cute clothes."
- BOY 1: "You mean cute packageing?"
- GIRL 1: "Yes, I suppose that's one way to put it -- it seems like some people just always look neat and cute. I guess it's a knack -- you've either got it or you haven't got it."
- GIRL 3: "I think it's a matter of learning how to dress. There's no secret to it. It just takes a little ambition and planning. For instance, in our Home Economics classes we learn how to plan and buy our clothes. You see, the less money you have to spend for clothes the more skill you need in making up your mind what to buy. You have to know the clothes that do something special for you; the color and style have to be right."
- GIRL 2: "A lot of folks just buy something because it looks nice, and never think how it's going to fit in with the rest of their clothes."
- BOY 2: "Yeah, it's just like a woman to get a new hat and then have to buy a new pair of shoes - gloves - suit - and coat to match it."
- GIRL 3: (LAUGH) "We'll have to admit, boys, that there is a temptation there, but as I said, if you plan your clothes carefully, you won't have to go on

a spending spree."

GIRL 2: "Then, too, in Home Making Class we learn to make many of our own clothes -- that saves a lot of money; (especially now when it's hard to buy good clothes.)"

GIRL 1: "It's fun, too --- fine experience. We buy our cloth, select our pattern and learn how to do a real professional job. I've made several of my school dresses."

GIRL 3: "Well, _____, you boys could give more thought to the things you wear. A lot of you look as though you jumped into the first thing you found. Don't you take any time to plan what you want to wear ?"

BOY 2: "Sure we do. We don't take as much time as you girls do, but the fellows who really care how they look have to know some of the tricks for dressing."

GIRL 1: "I think the boys would be more popular if more them learned the 'tricks' for dressing. So many of the boys are careless about their clothes and don't bother to wash their hands and face. It seems that cleanliness should be the first 'trick' for them to learn."

- BOY 1: "You're right. One of our biggest headaches is to keep our clothes neat and our hands and face clean. Our school clothes take a beating when we play ball outdoors."
- GIRL 2: "Why don't you change your clothes after school ?"
- BOY 1: "Of course, we should. One of the most important items in a fellow's personality is neatness."
- GIRL 1: "Neatness is a point girls have to consider, too. Pressed clothes, clean sweaters, polished shoes, and clean blouses really put a plus sign on personality. Say, do you fellows ever take care of your own clothes ?"
- BOY 2: "I'll say we do. Lots of times the reason some fellows look so sloppy is that they're too lazy to do their own pressing and shoe polishing. We can't expect our mothers to do everything."
- GIRL 1: "That's really all right. Say, I've noticed that some fellows are paying more attention to color."
- BOY 1: "Boy, do we like color. Sometimes, we do get a bit flashy, don't we ?"
- GIRL 2: "I like lots of color -- as long as you use good taste. But, did you see the girl with the red hair wearing a red suit ?"

- BOY 1: "Yeah, and there's the girl with the green skirt, blue sweater, and red babushka. It really looks different."
- GIRL 3: "In our art classes we learn what colors go well together, and we've discussed what colors go best with our complexion. It really helps to know these things when you're planning what to wear."
- BOY 1: "Fads and styles present quite a problem, too."
- GIRL 3: "In our Clothing and Art classes, we learn what styles and patterns fit our personality best."
- BOY 2: "You mean they try to persuade the pudgy five-by-five girl not to wear stripes going around?"
- GIRL 3: "That's right ----, and the tall, lanky girl shouldn't wear stripes going up and down. Oh, I tell you, we have quite a time getting styles and patterns to suit our figures. We can't all wear a particular style just because it happens to be a fad."
- BOY 2: "You would suggest, then, that the short, round girl should avoid the fad of wearing boys' shirts with tails flying?"
- GIRL 3: "It certainly wouldn't do much for her."
- BOY 1: "I can't say that the fad has done much for any of the girls."

- GIRL 1: "Oh, now wait a minute. Before you start slamming the girls, better check up on your own record ... how about the sloppy Joe fad -- pants rolled half way up to your knees"
- BOY 1: "O.K., O.K., let's change the subject. It's three of you against two of us."
- GIRL 2: "Another thing to remember, if you want to look smart, is to dress plainly. It looks silly for a girl to be smothered in frills and silks, and jewelry ..."
- BOY 1: "Yeah, and this flashy fingernail polish."
- GIRL 3: "It's just as becoming for a girl to wear red fingernail polish as it is for boys to wear black rims under their nails. You know, some of you should read the soap ads."
- BOY 1: "You've got me, there"
- GIRL 1: "But, we started out talking about how we can look well in clothes. It seems to me there's another thing here that we should consider. That is health. We can have the most beautiful and well chosen clothes, but still not look smart in them if we don't take care of our health."
- BOY 2: "Our gym classes are valuable because we develop our muscles and learn to develop good posture. I



don't mean that we have to be little wooden soldiers, but we do learn to have a natural and easy posture."

GIRL 3: "We've learned in Home Ec. how important a natural and easy posture is to good appearance. You have to be on constant guard or you start to slump."

BOY 1: "We have to learn to walk, too ---."

GIRL 2: "Anything but that camel-back walk."

BOY 2: "Or that Octopus sprawl."

GIRL 1: "Yeah, some folks sit like a collapsed accordian."

BOY 1: "And you shouldn't let your tummy precede you when you walk."

GIRL 3: "Some of us stand like a melancholy Dane with our nose pointed at our chest."

GIRL 1: "All of these things have to be checked on. But, if you get plenty of shut-eye at night so that you feel rested and alert, it will be a lot easier to develop good posture habits."

GIRL 2: "Food is an important item here, too. If you choose the right foods, you will have more energy to keep a good posture --- it makes your complexion better, also."

GIRL 1: "Our Foods classes have been stressing this and have been helping us pick our balanced meals in the cafeteria at lunch time."

- GIRL 3: "Then, there's that bug-a-boo, breakfast. A lot of us don't save time in the morning to eat breakfast."
- BOY 2: "And we should, because breakfast is one of our most important meals. The body has gone thirteen or more hours without food. If we wait 'til noon, the body has to without food for eighteen hours. .. little wonder that breakfast dodgers get headaches and sickish hungry about eleven o'clock."
- GIRL 2: "A lot of us spoil our appetites by eating candy between meals."
- BOY 2: "Candy and sweets don't help our complexion blotches, either, if we eat them too much."
- GIRL 1: "Speaking of complexion blotches, cleanliness is a big item for all of us ... there's no substitute for frequent suddzing ... and that goes for you boys, too."
- GIRL 2: "Another thing that I believe is important to our personality is the way we act."
- GIRL 3: "That's right, neat and well chosen clothes and perfect health aren't going to give us a good personality if we don't know how to act and how to get along with other people."
- BOY 1: "In gym class, we learn how to get along with others, how to cooperate, and to be a good sport

about things."

GIRL 1: "We discuss manners in Home Making and try to develop good manner habits to use regularly. It just doesn't do to have a set of Sunday manners. You've got to have good manners all the time if people are to like you."

GIRL 2: "What good manners should we know?"

BOY 2: "Eating habits can make or break you socially. Soup-swoozling, sandwich-wolfing, open-mouth chewing, and mouthful talking can make life unpleasant for your friends."

GIRL 1: "And if you continue these bad habits, you won't have many friends to bother --- you'll have to be a hermit."

GIRL 3: "Well, I was going to say that you boys might brush up on your date manners a bit."

BOY 1: "What do you mean, _____?"

GIRL 3: "Suppose you were asking a girl for a date. Don't ask her if she is going to be busy Friday night. No girl wants to admit she may have to sit home because she isn't the center of the social whirl ---. Come right out and ask her, 'Would you like to go to a show with me Friday night?' --- then she may accept or refuse you politely."

- GIRL 2: " --- And, if she accepts, don't toot the horn out in front of the house when you call for her. Go in and meet her parents."
- BOY : "Good suggestions, girls --- can you give us any help on one of the big date problems ? Lots of us fellows don't know what to talk about on a date. I guess we get weak knees around the fairer sex."
- GIRL 3: "I think the best thing to remember if you want to improve your conversation is to have a lot of interests. Read and take interest in things that are going on ---. Be alert ... don't be a Dope, in other words."
- BOY 2: "It's fun to talk about our leisure time activities, sports, and so on Do girls like to hear about that ?"
- GIRL 3: "Sure. Girls will be flattered to talk about sports with you. The wise girl keeps up on topics like that."
- BOY 1: "And the projects we do in art class, such as, woodcarving, linoleum blocks, soap carving, painting, etc., give us experiences that are fun to talk about."
- GIRL 1: "I don't want to seem too critical of fellows, but there are some other good manners that boys should know about. Eating on the street, chewing gum

noisily, making noise in the theater ... All of these are out for the girls who are particular. And if fellows want dates, they've got to learn to act right so we will be proud of them and not embarrassed for them."

BOY 2: "I hope you are not inferring that boys are the only ones with these bad manners."

GIRL 1: "No, of course not, a lot of girls show very poor manners such as cracking gum, etc., but remember, I said 'particular girls' ----"

ANNCR.: "I'm sorry to break in here, but we have just time enough for summaries. _____ will you summarize for the boys and _____ for the girls?"

BOYS' SUMMARY

To summarize our discussion for the boys -- I can list these points:

1. Neatness and cleanliness should be stressed more by all of us.
(Girls suggest we use more soap.)
2. If we want to be more popular with our classmates, brush up on manners.
3. Good health is the basis for a brilliant personality.
- 4.
- 5.

Yay

all in

1. 100

100

1. 100

100

1. 100

100

100

100

100

100

GIRLS' SUMMARY

You called it personality. For the girls, I'm going to call it charm.

1. Learn to eat right -- learn to sleep right -- learn to walk right -- learn to sit right -- learn to dress right.
2. Keep healthy -- keep clean. (Do you suppose the soap companies appreciate these plugs ?)
3. Keep your manners in sight always.

These will add up to personality plus -- or charm.

4.

5.

ANNCR.: "Thank you _____, _____, _____, _____, and _____ for this fine discussion of problems facing junior high school students of today. Faculty members who cooperated in this program were: _____, _____, _____, and _____. The music was furnished by the Girls' Ensemble directed by _____. Your announcer has been _____. We invite you to listen again next Monday morning at 9:45 when the Pattengill Band will present a program."

II Programs Interpretative of Extra-Curricular Activities.

SCRIPT ONE

Series: "The Lansing Public Schools Present . . ."

Title: "9A Play Skits."

Source: Dramatics Department, Pattengill Junior High School. The script was written by the dramatics classes. The theme was developed around two 9A plays which were presented to the public the day following the broadcast.

SCRIPT TWO

Series: "The Lansing Public Schools Present . . ."

Title: Pre-view of Ruddigore, or The Witch's Curse.

Source: Music Department, Sexton High School. The script was arranged by the radio coordinator.

SCRIPT ONE

THE LANSING PUBLIC SCHOOLS PRESENT . . .

"9A Play Skits"

PATTENGILL JUNIOR HIGH SCHOOL

Station: WJIM
Date: November 29, 1945
Time: 3:00 - 3:15 P.M.

ANNCR.: "The Lansing Public Schools present . . ."

CHORUS: SCHOOL SONG (UP AND UNDER).

ANNCR.: "Good afternoon, this is _____ your
Pattengill Junior High School announcer. Today,
we are presenting the fifth in a series of
programs broadcast weekly over Radio Station
WJIM in cooperation with the Board of Education.
These broadcasts are serving a two-fold
purpose . . . first, to demonstrate to the
people of Lansing some of the various activities
of the Public School System . . . and secondly,
to give the boys and girls an opportunity to
present their talents over the air. (PAUSE) This
broadcast is being staged before a student
audience in the auditorium of the Pattengill
Junior High School. (PAUSE) "

CHORUS: SCHOOL SONG (UP AND OUT)

ANNCR.: "This afternoon, we're going to take a 'look in' on some of the activities of Pattengill students. Say, there are Pat and Gill standing near two large posters. They seem very interested in something. Let's join them and see what this is all about."

GILL: "Gee, Pat. Am I excited about my new formal. Is it ever pretty. You'll have to see it sometime."

PAT: "Gee whiz, Gill, you've been talking about that formal for two weeks now. Every time I see you, 'Oh, Pat. Did I tell you about my new formal ?' Let's find something interesting to talk about."

GILL: (IN A HURT VOICE) "Well, gee Pat . . ."

PAT: "Say, did I tell you that I've got a job now ? I'm working for Mr. Bradley at the drugstore. It's a lot of fun and besides, it pays for the sodas I eat (heh, heh) when business isn't rushing."

GILL: "Now, listen here, Pat. You talk about MY harping on MY new formal. You ought to hear YOURSELF brag about YOUR Job. Why for three weeks straight now you . . . Pat, what are you looking at ?"

PAT: "Look, Gill. What are those big posters for ?"

GILL: "Well, well. The 9A plays and . . . Pat were these posters made by students ? They certainly are good. We surely are turning out a good crop of artists this semester."

PAT: "Does that mean they are giving two plays ?"

GILL: "Sure. Instead of one, we are having TWO 9A plays . . . and all for thirty cents."

PAT: "They certainly sound good . . . 'Elmer and the Lovebug' and 'The First Dress Suit'. Gee, when are they to be presented ?"

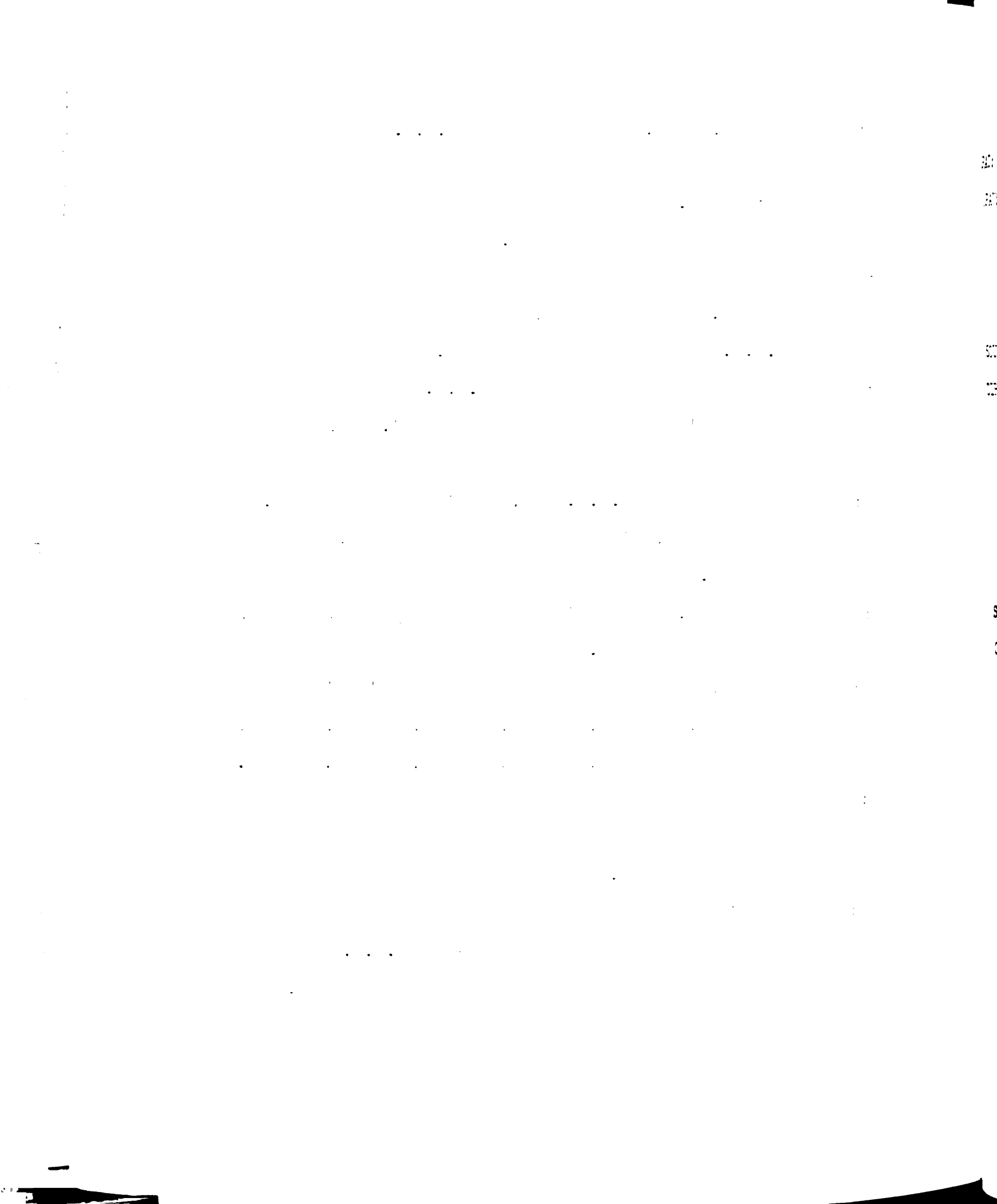
GILL: "November 30th. . . why, that's tomorrow night. Let me see, I'm not doing anything then, I hope I can go."

PAT: "So do I. Look who's in this one _____, _____, _____, _____."

GILL: "Yeah, and in 'Elmer and the Lovebug' we'll see _____, _____, _____, _____, _____, _____, _____, _____, _____, _____."

PAT: "I MIGHT be willing to give up some of those sodas so I could take you to see those plays tomorrow night."

GILL: "Before you take such a drastic step, do you suppose we could sneak a pre-view . . . they are practicing over in the auditorium right now."



PAT: "O.K. come on."

(PAUSE) PAT: "S-sh. There they are . . . let's sit down here in the back seat. There's the dramatics teacher getting ready to give some instructions."

SOUND: GENERAL BUZZ OF CAST. (FADE UNDER)

DIRECTOR: "May I have your attention ? Let's have it quiet. Now that last scene was O.K., but we've got to get more punch into it. Let's run over the lines on page one of The First Dress Suit. Start where Mrs. Harding says, 'Operator, Operator'."

SKIT ONE:

CUE LINE: " ----- of all the selfish, greedy, inconsiderable people."

DIRECTOR: "There are still some weak spots there that we must work out before tomorrow night. Teddy, you dropped out of character twice. (PAUSE) Let's see if we can do a better job with the scene on page fourteen. Start where Betty says, 'There's Johnny's now'. That's his signal."

SKIT TWO:

CUE LINE: " ----- I've a good mind not to marry you at all."

DIRECTOR: "ALL RIGHT. THAT'S enough from The First Dress Suit. Will you get set for Elmer and The Love Bug. We'll take the scene starting on page fourteen where Elmer says, 'Hi. Look who came home.' "

SKIT THREE:

CUE LINE: " ---- Elmer, that's enough."

DIRECTOR: "O.K. Stop there folks. You're getting a real workout today. Frank Sinatra is really going to be jealous when he hears your singing voice, Elmer."

SOUND: LAUGH AND BUZZ OF CAST ... FADEOUT.

DIRECTOR: "Now, let's skip over to page thirty-six. Hubert says, 'Hey. Be careful how you handle that.' "

SKIT FOUR:

CUE LINE: " ---- We're going to run for Congress some day."

DIRECTOR: "Let's cut it. And listen, Luke, if you don't pick up your lines faster there'll be another person lying in that coffin with Elmer."

SOUND: LAUGH FADE.

GILL: Sh-sh. Maybe we'd better get away from here before we're caught. Gee, aren't those kids

good ? I really want to go tomorrow night."

PAT: "Does that mean I should come for you ?"

GILL: "Yes, Pat . . . what time shall I be ready ?"

PAT: "The play starts at 7:45 so I'll be after you at 7:00. Is that all right ?"

GILL: "That's fine, Pat . . . see you tomorrow night, then."

CHORUS: (UNDER)

ANNCR.: "This concludes the fifth of a series of public school broadcasts. This program presented from Pattengill Auditorium, has been in charge of the Dramatics Department of Pattengill Junior High School under the direction of _____. Students participating in the roles of Pat and Gill were _____ and _____. The director was played by _____. You are invited to tune in again next Thursday at 2:30, when the Lansing Public Schools present a broadcast from the Sexton High School Speech Department. Your Pattengill announcer has been _____. This was a public service program of Radio Station WJIM, presented in cooperation with the Board of Education."

CHORUS: (UP . . . SCHOOL SONG)

SCRIPT TWO

THE LANSING PUBLIC SCHOOLS PRESENT . . .

"Pre-view of Ruddigore."

SEXTON HIGH SCHOOL

Station: WJIM
Date: December 6, 1945
Time: 3:00 - 3:15 P.M.

ANNCR.: "The Lansing Public Schools present . . ."

MUSIC: UP AND UNDER.

ANNCR.: "Good afternoon, this is _____, your Sexton High School announcer. Today, we are presenting the sixth in a series of programs broadcast weekly over Radio Station WJIM in cooperation with the Board of Education. These broadcasts are serving a two-fold purpose . . . first, to demonstrate to the people of Lansing some of the various activities of the Public School System . . . and secondly, to give the boys and girls an opportunity to present their talents over the air. (PAUSE) This afternoon, we're broadcasting from the West Junior Auditorium where Sexton High School students are presenting a pre-view of the comic opera, "Ruddigore" or "The Witch's Curse" by Gilbert and Sullivan."

MUSIC: UP AND OUT.

AMMCR.: "As the story goes, all the baronettes of Ruddigore have been compelled to commit a crime each day because of a curse placed on them by a witch many years before. The curse is preventing Sir Ruthven from marrying Rose Maybud. However, due to a legal technicality, everything turns out well. In the broadcast, you will hear Dame Hanna, played by _____ . . . Rose Maybud, sung by _____ . . . _____ as Mad Margaret . . . _____ playing Sir Despard . . . and the chorus of Bridesmaids and Bucks and Blades."

SOUND: ORCHESTRA TUNE UP

ANNCR.: "The orchestra is tuning up . . . the house lights are dimming, and the audience of West Junior High School students are preparing for the scene where Dame Hanna, aunt of Rose Maybud, tells the bridesmaids the legend of the Witch's Curse."

DRAMA:

ANNCR.: (LEAD INS) "Now, the bridesmaids have left the stage and Rose Maybud has come to confide in wise old Dame Hanna."

DRAMA:

ANNCR.: "You have been listening to the sixth of a series of public school broadcasts. This program presented from West Junior Auditorium has been a part of the Sexton High School's pre-view of Gilbert and Sullivan's comic opera, 'Ruddigore'. 'Ruddigore' will be presented to the public Friday, December seventh at 8:15. The production is made possible by the cooperation of all departments of the high school. _____ is in charge of the musical portion of the program and _____ is director of dramatics. Your Sexton announcer has been _____. This was a public service feature of Radio Station WJIM, presented in cooperation with the Board of Education."

III

MUSIC PROGRAMSSCRIPT

Series: "The Lansing Public Schools Present . . ."

Title: Walter French Band

Source: The script was written by the radio
coordinator.

SCRIPT

THE LANSING PUBLIC SCHOOLS PRESENT . . .

Band Program

WALTER FRENCH JUNIOR HIGH SCHOOL

Station: WJIM
Date: January 17, 1946
Time: 3:00 - 3:15 P.M.

ANNCR.: "The Lansing Public Schools present . . ."

BAND: SCHOOL SONG (UP AND UNDER)

ANNCR.: "Good afternoon, this is _____, your Walter French Junior High School announcer. Today, we are presenting the tenth in a series of public service programs broadcast weekly over Radio Station WJIM, in cooperation with the Board of Education. The program today features our school band directed by _____ and is broadcast before a student audience in the auditorium of the Walter French Junior High."

SOUND: (AUDIENCE APPLAUSE)

ANNCR.: "For their first selection, the band will play the brilliant 'Washington and Lee Swing March.' "

MUSIC: MARCH (2:05)

SOUND: (APPLAUSE)

ANNCR.: "The catchy melodies of Vincent Youmans are universal favorites. We hear the band now with 'Tea For Two' from Youmans' Broadway musical, 'No, No Nanette'."

MUSIC: "TEA FOR TWO."

SOUND: (APPLAUSE)

ANNCR.: "And now, we are going to have some fun. The band will tell us a story . . . 'A Bed Time Story' . . . or 'The Shooting of Dangerous Dan McGrew' adapted by Matt Callen from the poem by Robert Service. _____ is the narrator."

MUSIC: BEDTIME STORY. (5:10)

SOUND: (APPLAUSE)

ANNCR.: "For their final offering, the Walter French Band returns to martial rhythm, playing 'The National Emblem'."

MUSIC: MARCH. (2:50)

SOUND: (APPLAUSE)

ANNCR.: "This musical program has been broadcast from the auditorium of Walter French Junior High School. The Band was directed by _____, and the narrator of the novelty was _____. Your announcer is _____. We invite you to tune in again next Thursday at 3:00, when the Lansing Public

Schools present a program from the Sexton High School Speech Department. This was a Public Service Program of WJIM, presented in cooperation with the Board of Education."

MUSIC: SCHOOL SONG.

SOUND: (APPLAUSE)

IV

EDUCATIONAL ENTERTAINMENTSCRIPT ONE:

Series: "The Lansing Public Schools Present. . ."
Title: The Walter French Cabaret Show
Source: Music Department, Walter French Junior
High School. The script was written by the
radio coordinator.

SCRIPT TWO:

Series: "The Lansing Public Schools Present. . ."
Title: Lincoln Day Program
Source: Music and Dramatic Departments, West Junior
High School. The script was written by the
radio supervisor of West Junior.

SCRIPT ONE

THE LANSING PUBLIC SCHOOLS PRESENT . . .

"The Walter French Cabaret Show."

WALTER FRENCH JUNIOR HIGH SCHOOL

Station: WJIM
Date: May 20, 1946
Time: 9:45 - 10:00 A.M.

ANNCR.: "The Lansing Public Schools present . . ."

MUSIC: SCHOOL SONG (UP AND UNDER).

ANNCR.: "Good morning, this is _____, your Walter French Junior High School announcer bringing you the twenty-seventh in a series of public service programs broadcast each week over Radio Station WJIM in cooperation with the Board of Education.

MUSIC: (OUT)

ANNCR.: "Today, our students invite you to the Walter French Cabaret Show. . . (PAUSE)

MUSIC: ("SUMMERTIME" and conversation --- fade in as background)

ANNCR.: "The crowds are gathering . . . the lights are low . . . and the song is 'Summertime' . . ."

HEAD WAIT.: "Table for two, sir?"

BOY: "Yes, please."

GIRL: "Oh, I hope we're not too late."

HEAD WAIT.: "Right this way, please."

GIRL: "Gee, this is a nice place. Look at the singing waiter . . . mmmm is this ever going to be fun."

BOY: "Yeah . . . what a spot. - - - gay decorations - - - smooth lighting"

HEAD WAIT.: "Here you are, sir. . . is this table all right ? It has a good view of the floor show."

BOY: "Thanks, this will be fine. Say, a-a-a- what time does the floor show begin ?"

HEAD WAIT.: "Right away, sir. That's _____, the master of ceremonies by the mike, now. May I take your order, please ?"

BOY: "Well, let's see . . . hmm . . . what are we going to have ? Caviar . . . lobster . . . sirloin steak . . . chicken . . . roast beef . . . " (FADE)

MUSIC: ("SUMMERTIME" and conversation up . . . then out as master of ceremonies takes over)

M.C.: "Ladies and gentlemen . . . It's a pleasure to be able to entertain you at the Walter French Cabaret Show. Our first number on the floor show will be _____ and his mirimba playing 'The Bells Of St. Mary's'"

MUSIC: ("THE BELLS OF ST. MARY'S")

SOUND: (APPLAUSE)

M.C.: "Thank you, _____ . . . Our next number is on the smooth side with _____ singing 'Make Believe' from 'Show Boat'."

MUSIC: ("MAKE BELIEVE")

SOUND: (APPLAUSE)

M.C.: "We really liked that, _____ . . . Do you have another one for us ?"

SINGER: "Yes. I have _____, . . . I'd like to sing a melody loved by all . . . 'Without A Song'."

MUSIC: ("WITHOUT A SONG")

SOUND: (APPLAUSE)

M.C.: "For your special entertainment, we bring you _____ . _____ will give us a reading entitled . . . 'The String Bean'."

READER: ("THE STRING BEAN")

SOUND: (APPLAUSE)

M.C.: "Now, we present the Walter French Girls' Trio singing the Jerome Kern hit . . . 'All The Things You Are' . . ."

MUSIC: ("ALL THE THINGS YOU ARE.")

MUSIC: (Modulate to THERE ARE SUCH THINGS)

ANNCR.: (CUE AT 13:45) "As the Girls' Trio sings 'There Are Such Things', we leave the Walter French Cabaret Show. You have been listening to a program presented by the Walter French Junior High School."

Speaking parts were taken by _____,
_____, and _____. _____
and _____ were in the Girls' Trio. Theme
music was furnished by the combined chorus. The
program was directed by _____. Your
announcer has been _____. Tune in again
next Monday morning when the Lansing Public
Schools present a variety show from West Junior
High School. This was a public service program
of Radio Station WJIM. The series is supervised
by _____ and presented in cooperation
with the Board of Education."

SCRIPT TWO

THE LANSING PUBLIC SCHOOLS PRESENT . . .

"Lincoln Day Program"

WEST JUNIOR HIGH SCHOOL

Station: WJIM
Date: February 7, 1946
Time: 3:00 - 3:15 P.M.

ANNCR.: "The Lansing Public Schools present . . ."

MUSIC: BAND OF WEST JUNIOR (UP AND UNDER).

ANNCR.: "This is _____, your West Junior
announcer bringing another in the series, THE
LANSING PUBLIC SCHOOLS PRESENT . . . It is a
public service program of Radio Station WJIM,
presented weekly in cooperation with the Board
of Education. Today, the dramatics and music
departments of West Junior High School have
prepared a program commemorating the 137th.
birthday of a great American
Abraham Lincoln."

MUSIC: THE BATTLE HYMN OF THE REPUBLIC (UP ONE VERSE,
THEN BACKGROUND).

ANNCR.: "Yes, 137 years ago this man Lincoln was born,
and in the 81 years since his passing, Time has
not seen fit to decrease his rugged and

imposing stature. Rather, with the passing years, his importance has increased and we look more and more frequently toward him for inspiration and direction. (PAUSE) Now, some of the highlights in the life of Lincoln."

MUSIC: (UP AND OUT) FIVE SECONDS OR TO END OF VERSE OR CHORUS.

NARR.: "February 12, 1809"

MUSIC: MY OLD KENTUCKY HOME. (UP TEN SECONDS AND BACKGROUND).

NARR.: "On February 12, a son was born to the Lincoln Family who lived in a log cabin that has since become the symbol of the American Way of Life. The formal school of this boy covered not more than a year. In its stead, he gained much practical knowledge and work experience and was noted throughout the community for his honesty and integrity, characteristics which never left him."

MUSIC: OUT

NARR.: "Springfield, Illinois - 1837."

1ST MAN: "And now, gentlemen, the next question before the board is the admittance of a new member to the Bar. As lawyers, we must consider carefully every applicant, so that the standards

of our profession may be upheld. The name of this man is Abraham Lincoln."

2ND MAN: "Oh, he's the lanky captain from New Salem."

3RD MAN: "Sure, I served under him in the War."

2ND MAN: "We sure liked"

1ST MAN: Let's get on, gentlemen. Will the secretary read the qualifications of the applicant ?"

4TH MAN: "Worked on farms for those in the neighborhood; split rails; a captain in the Black Hawk War; acted at various times as clerk, county surveyor, postmaster, and grocer at New Salem; three times elected to the state legislature; and studied law with our esteemed and well-known colleague - - - Mr. John T. Stuart of Springfield."

2ND MAN: "Sounds all right to me."

3RD MAN: "But, he's never stuck to one thing very long."

2ND MAN: "What difference does that make ? I know him and he's honest and good."

1ST MAN: "We have recommendations from several people stating that he is a hard-working, honest, sociable, and a good fellow."

4TH MAN: "Then, let's take a vote."

1ST MAN: "All right. Those in favor of admitting Abraham Lincoln to the practice of law in

Springfield, raise their right hand. (PAUSE)
Those opposed . . . Mr. Lincoln is admitted
to the Bar."

MUSIC: BEAUTIFUL DREAMER (UP TEN SECONDS AND FADE
INTO BACKGROUND).

NARR.: "November 4, 1842 . . . Mr. Lincoln and Miss
Mary Todd of Lexington, Kentucky were
married. Four sons were born to them, only
two of which lived to maturity. This grieved
Mr. Lincoln greatly, for he was extremely
fond and proud of his children."

MUSIC: OUT.

NARR.: "In the summer of 1833 . . . In Mr. Lincoln's
office . . ."

SOUND: VOICES AND HUBBUB: "I say it should be three
feet" 'No, 2'6", ' 'You don't know what you're
talking about'."

MAN: "Mr. Lincoln, there are some men outside who
want to see you on very important business.
They seem greatly excited."

LINCOLN: "Well, Mr. Stevens, show them in."

MAN: "Well, if you say so, but they certainly seem
loud and rough."

LINCOLN: "Lots of people are on the surface at least."

SOUND: VOICES AND THEN FADE INTO VOICE OF SPOKESMAN.

SPOKE: "Sorry to trouble you, Mr. Lincoln, but these here men, have been arguing and they can't get nowhere. We said as how they should come to you with their problem."

LINCOLN: "That's very flattering. And what is this important question ?"

SPOKE: "Seems that they"

MAN: (INTERRUPTS) "We been arguin' about how long a man's legs should be."

SOUND: (MEN LAUGHING) "I still say three feet. 'No, that's too long --- about 2'6". 'Why don't you go soak your head', etc."

LINCOLN: (SERIOUSLY) "Now, that really is an important problem. How long should a man's legs be ?
HMMMMMMMM. . ."

SPOKE.: "Wall, they figured it was, and we said you could settle it for us."

MAN: "What is your opinion, Mr. Lincoln ?"

LINCOLN: "This question, gentlemen, has been a source of controversy for untold ages, and it is about time it should be definitely decided. It has led to blood shed in the past, and there is no reason to suppose it will not lead to the same in the future. After much thought and consideration, not to mention mental worry and anxiety, it is

my opinion, all side issues being swept aside, that a man's lower limbs, in order to preserve harmony of proportion, should be at least long enough to reach from his body to the ground."

SOUND: MEN LAUGHING.

MAN: "Boy, nobody but Abe would thought of that."

MAN: "Wall, thanks for helpin' us out, Mr. Lincoln."

MAN: "That man's got a good noggin on him."

MAN: "That boy's got a funny bone in him." (FADE OUT)

MUSIC: THE BATTLE HYMN OF THE REPUBLIC. (UP FIVE SECONDS AND FADE INTO BACKGROUND).

NARR.: "And then . . . 1861 . . . Abraham Lincoln had been inaugurated the 16th. president of these United States . . . So, help him, God. And the headlines began rending the peace of the nation."

NEWSBOY: "Get your paper here, mister. Papers, evening news. Here you are, mam."

NARR.: April 12th."

NEWSBOY: "Fort Sumter attached . . . Read all about it."

SOUND: PEOPLE EXCLAIMING: "Give me a paper." 'Here boy, I want a paper.' "Give me one." FADE UNDER ALL NEWSBOY LINES.

NARR.: April 15th."

NEWSBOY: "President calls for 75,000 volunteers."

NARR.: "April 19th.. . . ."

NEWSBOY: "All southern ports blockaded. Effective immediately."

NARR.: "And in the South"

NEWSBOY: "President Davis calls for 100,000 Confederate volunteers."

NARR.: "May 4th."

NEWSBOY: "Eleven southern states have seceded . . . Union disrupted."

NARR.: "July 20"

NEWSBOY: "Extra . . . Extra . . . North defeated at Bull Run."

SOUND: OUT

MUSIC: UP - ON THE BATTLE HYMN OF THE REUBLIC.

NARR.: "And the war had started . . . a conflict destined to last four bloody years, with father pitted against son, and brother against brother, for feeling ran high within the family as well as within the state. And all the while a familiar, solitary figure worked long hours into the night."

LINCOLN: (SHUFFLING OF PAPERS) "Now, let's see what we have here. Another request for a pardon . . . asleep on guard duty . . . 17 years old . . ."

MUSIC: OUT.

SOUND: KNOCK ON DOOR.

LINCOLN: "Whose there ?"

VOICE: "It's me, Mr. Lincoln."

LINCOLN: "Come in, my dear. Sit here by the desk."

MRS. L.: "Still working on those letters. You should let a secretary answer them."

LINCOLN: "Maybe so, but I feel for these poor people. They have so many troubles."

MRS.L.: "Oh, I'm sorry for them, too, but we must think of you. Two years of war are a drain on your strength."

LINCOLN: "I know my dear. You're right, I do need some rest."

MRS.L.: "Isn't it tomorrow you leave for Gettysburg ?"

LINCOLN: "Yes, a new national cemetery. And we'll have many more before this struggle is over. (SLOWLY) The Gettysburg National Cemetery."

MRS.L.: "Well, forget it now. Tomorrow will take care of that. I'm going to get some rest."

LINCOLN: "I'll be along soon."

MRS.L.: "Good night, Mr. Lincoln."

LINCOLN: "Good night, my dear."

SOUND: DOOR CLOSES.

LINCOLN: "Now, let's see. What can I say to those people at the dedication . . . 'Eighty-seven years ago, when this country was conceived'. . . no, I don't like that. Ah . . . Well, I'll leave that. But, I think this conclusion will be fitting:"

MUSIC: (HUM) THE BATTLE HYMN OF THE REPUBLIC.

LINCOLN: "The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us --- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion --- that we here highly resolve that these dead shall not have died in vain --- that this nation, under God, shall have a new birth of freedom --- and that government of the people, by the people, and for the people, shall not perish from the earth."

MUSIC: (UP FIVE SECONDS AND OUT).

NARR.: "March 4, 1865"

WOMAN'S VOICE: "Here, let's stand so we can see the President."

2ND VOICE: "I've never seen such a crowd as this."

1ST VOICE: "It's a long time since any president had two terms of office."

2ND VOICE: "I'm anxious to hear his stand on slavery now, after four years of war."

1ST VOICE: "You won't have long to wait. They just finished the oath of office."

2ND VOICE: "I'm so excited."

1ST VOICE: "It is thrilling. Imagine women being allowed to attend an inauguration."

2ND VOICE: "Sh. Here they come. Let's listen to him."

LINCOLN: "Fondly do we hope, fervently do we pray, that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue until all the wealth piled up by the bondsmen's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash shall be paid with one drawn with the sword, as was said three thousand years ago, so still it must be said, 'The judgments of the Lord are true and righteous altogether.' With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us

strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and all nations."

MUSIC: TAPS IN BACKGROUND.

NARR.: (SLOWLY) . . . and finally . . . "April 9, 1865 . . . after four long bitter years . . . the generals of the armies . . . Ulysses S. Grant and Robert E. Lee . . . met at the Courthouse at Appomatox, where the formal surrender documents were signed and sealed, and delivered to the White House."

MUSIC: TAPS OUT.

NARR.: "Once again the guns were quiet and Mr. and Mrs. Lincoln decided upon an evening of relaxation. It was April 14, just five days after the war ended. With a few friends, they went to the theater. Just as the curtain was rising on the third act of . .

SOUND: SHOT FIRED:

the play . . . a shot was fired . . . a black clothed man jumped from the box behind Lincoln and onto the stage where he raised his fist and shouted . . .

MAN: "Sic Semper Tyrannis."

NARR.: "And in the box"

MRS. L.: "The President . . . They've shot the President."

NARR.: "And the next day --- early --- the nation was in mourning.

The President was dead.

The man, Lincoln, his life and death, have inspired countless persons to pen their thoughts and memories of him."

WHITMAN: "I'm Walt Whitman. To me, Lincoln was a great leader, and when he died, this nation lost its best friend."

MUSIC: THE OLD FOLKS AT HOME.

"Oh Captain. my Captain. our fearful trip is done,
The ship has weather'd every rack, the prize we
sought is won.

The port is near, the bells I hear, the people all
exulting,

While follow eyes, the steady keel, the vessel
grim and daring;

But O heart. heart. heart.

O the bleeding drops of red,
Where on the deck my captain lies,
Fallen cold and dead."

MUSIC: OUT.

NARR.: "Another great American, speaking forty years later, also measured the quality of the man. It was Theodore Roosevelt, and he said . . ."

ROOSEVELT: "Abraham Lincoln --- the spirit incarnate of those who won victory in the Civil War --- was the true representative of this people, not only for his own generation, but for all time, because he was a man among men. A man who embodied them to the highest and most unusual degree of perfection, who embodied all that there was in the nation of courage, of wisdom, of gentle patient kindness, and of common sense."

NARR.: "Edwin Markham gives a tribute in poetry to Abraham Lincoln."

MARKHAM: "So came the Captain with the thinking heart;
And when the judgment thunders split the house,
Wrenching the rafters from their ancient rest,
He held the ridgepole up, and spiked again
The rafters of the Home. He held his place --
Held the long purpose like a growing tree --
Held on through blame and faltered not at
praise.

And when he fell in whirlwind, he went down
As when a lordly cedar, green with boughs,
Goes down with a great shout upon the hills,

And leaves a lonesome place against the sky."

MUSIC: THE BATTLE HYMN OF THE REPUBLIC. (UP TEN SECONDS AND INTO BACKGROUND).

ANNCR.: "You've been listening to a Lincoln's Day Program presented by the Dramatics and Music departments of West Junior High School. Speaking parts were taken by _____ as Lincoln, _____ as Mrs. Lincoln, _____ as Walt Whitman, _____ as Theodore Roosevelt, _____ as Edwin Markham, _____ as Narrator, and in other parts were _____ all students at West, under the direction of _____. The music was furnished by a stringed ensemble, with _____ and _____ as harp soloists, under the direction of _____ and _____. The vocal numbers were directed by _____ (PAUSE) The next program in the series, THE LANSING PUBLIC SCHOOL PRESENT, will be heard on Thursday, February 14th. at 2:30. Your West Junior announcer has been _____ . This was a public service program of Radio Station W J I M, presented in cooperation with the Board of Education.

MUSIC: UP AS TIME PERMITS.

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