

HISTORY OF THE USE OF RADIO IN THE  
FLINT PUBLIC SCHOOLS, 1925-1953

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HISTORY OF THE USE OF RADIO IN FLINT PUBLIC SCHOOLS

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Dedicated to vmp -- because of whom and  
for whom this was written and from whom  
the necessary inspiration was acquired.

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## CHAPTER I

### INTRODUCTION

Teachers, superintendents, school administrators and other civic-minded individuals and organizations, who are concerned about the education of youth today, have expressed an interest in knowing more about radio and how it can be used as a tool to aid effective teaching. As the use of radio in the public schools has become more widespread, increasing numbers of these persons are looking for some kind of pattern of educational broadcasting. A program of in-school broadcasting, which has been established and has been proved successful, can be considered by them in relation to their own needs, facilities, and objectives.

The purpose of this history is to compile the available data and information relative to the use of radio in the Flint Public Schools. It is intended that this study should trace the development of the various kinds of radio broadcasting activities in which Flint schools have participated. Thus, from the available information, such as personal interviews, existing school files and correspondence, classroom visits and observations, the writer proposes to follow the growth of activities from the first-mentioned program in 1926 through the current year of 1953. This development will include the factors contributing to the change from the use of radio by

the schools, only as a public relations medium, to the use of radio in the schools as a teaching tool.

The study has been limited to a statement of events concerned with broadcasting activities from an administrative level. Since it would appear that the radio classes and school workshops, also developing through these years of 1926 to 1953 were off-shoots of the main administrative program, they are mentioned in relation to the general growth but are not included in detail. Likewise, the various ramifications of finance will not be discussed in detail except to state here that the Mott Foundation <sup>1</sup> purchased \$10,000 of equipment for the new school-owned station WFBE and previously did aid in the financial cost of publishing program bulletins for the year 1948-1949. The Radio Education Department has been financed by the Flint Board of Education with the local commercial stations donating time for school broadcasts.

Flint, Michigan -- located in the eastern side of the state under the "thumb" -- was chosen because it is a medium-sized community, has school studio facilities, and is operating an extensive program under the supervision of the capable and nationally known Miss Ola E. Hiller.

To present an over-all picture of the use of radio in Flint schools, it was necessary for the writer to visit that school system in order to find out the following: when radio

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<sup>1</sup> The Mott Foundation Program is a program in community improvement in Flint. See Appendix A.



was first used and for what purpose; the development of the use of radio in Flint schools; changes in purpose, programs, and personnel as the use increased; recent developments and growth; and plans for the future.

In addition, comments have been gathered relative to the teachers' philosophy of education and their opinions of the value of using radio in the classrooms, several possibilities of radio for the future, and certain obstacles which need to be considered and removed before all Flint schools can use radio more extensively and effectively than at present.

As far as could be ascertained by the writer, the growth and development of the use of radio in the Flint Public Schools has not been recorded in one volume. With the beginning of a new era of educational broadcasting from the school-owned station, WFEE, it seemed logical that a record of previous development be made at this time.

It is hoped that, through the compilation of data concerning the vital and progressing use of radio in Flint schools, further interest will be stimulated in the various possibilities of the use of radio in the classroom by other school systems. Perhaps this information can be the impetus for other school systems of similar size to take courage and action. It would seem that they would be able to begin with a greater utilization of existing radio equipment and current programs. By planning further activities and facilities, they can grow and develop to meet the increasing demands of education and the needs of the students.

In order to present the events in this history in a logical manner, the study has been divided into chapters dealing with certain areas. First are presented the early years of growth, both those with little administrative direction and those later having more. Then the later years of development after Miss Miller became Director of Radio Education for Flint Public Schools are discussed. A description of programs, utilization of them, and a discussion of station WFLB are included in the current year of 1952-1953. Comments by the teachers on a philosophy of teaching and their opinions on the use of radio in the classroom as well as evaluations of programs made by the radio education staff are then presented. A summary, conclusions, and suggestions for further studies complete the material compiled in this study.

## CHAPTER II

### BACKGROUND

"Broadcasting, like press and motion pictures, is essentially only a technological tool, which is intrinsically neither good nor evil."<sup>1</sup> This idea was recognized early in the sessions held during June and July, 1949, at Allerton House, the Conference Center of the University of Illinois. The twenty-two educational broadcasters, who met as a seminar, also agreed that communication, like transportation, is a general concept which achieves meaning only in terms of specific uses.

Although educational broadcasting has better facilities today than ever before, the Allerton Conference concluded that its full potentialities are by no means being realized. Fortunately, however, there is an indication of growing interest and faith on the part of educators in these media, so that many institutions are now thinking more seriously than ever before about broadcasting's educational potential.<sup>2</sup>

Educational broadcasting, according to Dr. William B. Levenson,<sup>3</sup> may be considered either broadcasting as part of a formal curriculum into the actual classroom or a wide variety

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<sup>1</sup> Allerton Conference, unpublished report, University of Illinois, July 1949, p. 1.

<sup>2</sup> Ibid., p. 2.

<sup>3</sup> Levenson and Stasheff, Teaching Through Radio and Television, New York: Rinehart and Company, Inc., 1952, p.47.



of more informal presentations, such as news, music, etc. In-school broadcasting schedules are composed of programs prepared by a city school system and broadcast either over their own school radio station or the commercial facilities in the city. These programs are of definite classroom value and are listened to within the school rooms. School systems, such as Cleveland, Chicago, and Detroit, prepare such programs as aids to curriculum and broadcast over their own school-owned stations. Systems such as Pontiac, Philadelphia, and Flint, to the present time, have prepared programs which have been broadcast over local commercial stations.

As a result of the F.C.C.<sup>4</sup> ruling on January 26, 1937, providing the opportunity for additional ultra-high frequencies, FM<sup>5</sup> radio stations have expanded and the number and variety of more informal presentations has increased.<sup>6</sup> Many of these FM stations are devoted to local service and, so, feature local events of their community, the churches, sports events, and the schools. Many of these stations make standing offers of air time available for school programs.

Numerically, educational broadcasting stations represent only slightly more than three percent of the total number of stations. The significance of these stations,

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<sup>4</sup> Federal Communications Commission is the Government agency concerned with control and regulations of the broadcasting industry.

<sup>5</sup> Frequency Modulation is characterized by high fidelity, and freedom from static and interference.

<sup>6</sup> Levenson and Stasheff, op. cit., p. 52.

however, in respect to wattage and many other ways, is far greater than the numbers would indicate. The Allerton Conference brought out that thirteen of these educational AM<sup>7</sup> stations broadcast on regional channels with 5000 watts power. Many of the FM stations radiate effective power of more than 15,000 watts. In terms of population areas served, many of these educational stations are located in or near such centers as New York, Chicago, Detroit, Cleveland, Lansing, Columbus, Minneapolis, Baton Rouge, Portland, and Los Angeles.<sup>8</sup>

In centers such as these, the public schools were not slow in experimentation when radio broadcasting first began.<sup>9</sup> The development of educational broadcasting, by city school systems, began primarily as a public relations tool. Schools would present various school officials who spoke about what the schools were doing within the community. Some systems presented the students in musical or dramatic programs, thus showing their talents. This use of radio, as a public relations medium, is generally accepted by larger systems. Many schools make some use of radio to interpret their school programs to the public. A great number present continuous programs throughout the year. Often these are delegated to the various departments of the system to produce, each one

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<sup>7</sup> Amplitude Modulation is that which is broadcast on the standard broadcasting band.

<sup>8</sup> Allerton Conference, op. cit., p. 21.

<sup>9</sup> Schools were among the pioneers in broadcasting in 1920 and 1921.

presenting the work accomplished in its area. Frequently there may be established a Radio Workshop group to do the broadcasting. This group might consist of any combination of interested students and faculty. It may exist either as a part of the formal school curriculum, as an outside interest group, or as an extra-curricular club. The workshop may have facilities ranging from a "pretend mike", for rehearsals of programs given in commercial studios, to a fully equipped school-owned studio and/or station.<sup>10</sup>

Aside from the public relations aspect, the development of a plan for programs designed for in-school listening has been steady but slow. After the first rush the formative years of educational broadcasting in America took place during depression years. At that time the total of educational stations fell to an all-time low of 34 stations. Since then and, especially, in the last several years a renewal of interest and growth has increased the total now to more than 100 units." Many new applications for FM, AM, and TV facilities are pending before FCC from many other educational institutions. Three agencies have noted and aided this growth and development -- the National Association of Educational Broadcasters, the American Association for Education by Radio, and the U.S. Office of Education.<sup>12</sup>

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10 Levenson and Stasheff, op. cit., p. 308.

11 Allerton Conference, op. cit., p. 22.

12 Loc. cit.

Because of the efforts of both educators and broadcasters through the years, evidences of real accomplishment have become apparent.

Each day education, as a part of life, becomes more complicated. Sooner or later all the products of the new technologies -- such as, aviation, atomic power -- will affect the curriculum of our schools. Some of these developments are introduced to the curriculum in terms of content, but some, such as films and broadcasting, have already influenced methods.

Just as industry has learned that it must use modern tools to achieve efficient production, so education has learned that it must provide the teacher with the latest devices in order to prepare the students to live productively, within society, and happily, within themselves. Educators are constantly exploring any and all new tools to be used in teaching, in order to meet better the needs of youth for more education and specialized training. Radio and television are among the best tools available. "Neither one is a panacea, but there is ample evidence that, when used judiciously, each can be a dynamic force in teaching." 13

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13 Levenson and Stasheff, op. cit., p. 3.



## CHAPTER III

### METHOD OF PROCEDURE

As a background for this study, the writer examined the available literature and publications concerned with the field of educational radio. Also examined were the following theses concerned with educational radio in the State of Michigan: "Survey of Radio in Michigan Public Schools," Ruth Nadal, 1945, unpublished Master's Thesis for Michigan State College; and a "History of Radio Education at Michigan State College," Robert Kamins, 1947, unpublished Master's Thesis also for Michigan State College.

Various authorities on a local, state, and national level, in both radio education departments of school systems and educational radio departments of commercial stations, were consulted by the writer in order to gain a more comprehensive background for the study. Among those consulted were: Miss Marguerite Flemming, Director of Radio in St. Louis Public Schools; Dr. William E. Levenson, Assistant Superintendent of Cleveland Public Schools; Mr. George Jennings, Director of WBEZ for Chicago Public Schools; Mrs. Kathleen Lardie, Director of WDTR for Detroit Public Schools; Mrs. Doris S. Corwith, Supervisor of Talks and Religious Broadcasts for N.E.C. in New York; Miss Ruth Traxler, Supervisor of Educational and Religious Programs for A.T.C. in New York; Miss Judith Waller, Director of

Public Affairs and her assistant, Miss Betty Ross, both of N.E.C. in Chicago.

After this preliminary study the writer felt prepared to proceed from an original plan. The outline included the gathering of information in the following general areas: the development of programs and the purposes for them; the individuals involved in this development; persons concerned with the preparation of in-school programs and broadcasting them; equipment available for both listening and broadcasting from the schools and local commercial stations; and the effect of the programs and the evaluation of them by teachers, students, and parents. It was found necessary to revise the plan as the study progressed. Also planned for inclusion were these areas: philosophy of the use of radio in the school; viewpoints of different teachers about radio in the school; philosophy of teaching in the curriculum program. Concerning the current conditions of radio, this data seemed important: skill in broadcasting educational content; skill in classroom use of broadcasting; suitable broadcasting facilities; suitable receiving equipment; and a means of evaluating the broadcasts by various groups. In addition, it seemed possible that the areas of public appreciation, professional growth of teachers, techniques of teaching and broadcasting, and publicity might also be considered.

In order to gather available information concerning the development and use of radio within Flint Public Schools, a visit was made by the writer to Flint. This visit included



interviews with persons directly concerned with the beginning of the use of radio in the schools, including Mr. Lowell E. Grant, Principal of Whittier Junior High School; Mrs. Helen Hardy Brown and Mr. Fred Harrington, formerly teachers of radio in high schools and now on the radio education staff; Mrs. Nelda Topolka, teacher of speech at Technical High School; Mr. Elmer A. Knopf, Station Manager of WFDF; Mrs. Donna Merrill Vorce, formerly Program Coordinator; Miss Emily Kickhafer, Curriculum Consultant; Miss Vivien Ingram, Director of Tests, Measurements and Guidance; Miss Cornelia Mulder, Health and Safety Coordinator; and Miss Cla E. Hiller, present Director of Radio Education Department.

Files and correspondence, relative to the early plans, growth, and recent development, were made available to the writer. Visits were made to classrooms during reception of the educational broadcasts. The writer also visited over 20 schools and interviewed more than 40 teachers about their own philosophy of teaching and opinions ~~opinions~~ on the use of radio in the classroom. Observed were the rehearsals, staff work, and broadcast activities from the new studios of WFBE, expected to be on the air the fall of 1953. These activities in Flint were carefully planned and supervised by Miss Cla E. Hiller, Director of Radio Education for Flint Public Schools.

In gathering material, the writer found it necessary to adapt the historical approach of the study to the available information. Uncertainty of memories and reports compelled this change in scope and resulted in the previously mentioned limitations of the study.

## CHAPTER IV

### EARLY YEARS

Early in 1925 the Flint Central High School constructed a broadcast transmitter to operate on 600 meters. On March 20, 1925, this transmitter was licensed to operate on 218.8 meters, with 250 watts power, for "unlimited" time. The call letters assigned were WTHS.

The attempt to reduce the wave-length to that required under the station license failed. This was evidence that to complete the station so that it would conform to federal regulations would involve considerable expense. The Board of Education was unwilling to make such funds available.

Consequently, when the license expired on June 19, 1925, no application for renewal was made and the station was deleted on October 1, 1925.<sup>1</sup>

### 1926 - 1935 -- YEARS OF LITTLE ADMINISTRATIVE DIRECTION

Radio as a teaching tool in the classrooms of Flint is only five years old, but broadcasts by Flint schools began a quarter of a century ago with occasional programs presented by musical groups over the facilities of Station WFDF.

The station records indicate that in March of 1926

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<sup>1</sup> Frost, S. E., Education's Own Stations, Chicago: University of Chicago Press, 1937, p. 94.

different groups of high school musicians broadcast programs at various times throughout the year.

This kind of musical program continued into the next year. Then, on May 1, 1927, all of the music groups at Central High School coordinated to present a full evening's program of music. Part of this program was carried by Station WFDF. This was the first time that all of Central's music groups (symphony orchestra, boy's and girl's glee clubs, choruses, and band) had correlated their activities into one program.

Then in November of 1927, during National Education Week, the schools presented a public relations program on Monday, Wednesday, and Friday to interpret to the community their activities. This week's observation became a yearly event. During Christmas week of that same year the Junior High music groups did a special seasonal program.

The graduating class of Central High School in June of 1928 numbered 525 boys and girls. Since this was too many to allow for all parents and relatives interested in attending, Station WFDF broadcast the ceremony so that all could hear it.

On February 6, 1930, the Superintendent, C. V. Courtier, gave the opening address on a program series, "School Hours", which was to promote school spirit, give insight into the activities of the students in their classes, athletics, and dramatics. This series was presented by groups from Central and Northern High Schools and the

Flint Junior College.

In 1933 various programs were presented by the public schools and WFDF in the public interest. The Central High School Band broadcast a weekly half-hour evening program. This soon included outstanding musical talent from Northern High School, as well, and was a show-case for work being done in the schools and an outlet for talented musicians. The Thanksgiving football game between Central and Northern was given in resumé by the station. Parts of the Music Supervisors' Spring Conference, held in Grand Rapids, were re-broadcast. On May 3, a special Anniversary Program for the Junior College was broadcast at 8:30 P.M. That June both Central and Northern's graduation exercises were broadcast by WFDF. A weekly radio story period for elementary schools was conducted in cooperation with the Public Library, but for only part of the year.<sup>2</sup>

In speaking for Station WFDF relative to these early years, Mr. Elmer A. Knopf, Station Manager, said,

"Realizing the power of this medium, we have tried to use it for the good of the community. No better field exists than the schools who are preparing students for tomorrow. It is a real pleasure to cooperate with the schools to increase the value of Educational Radio through their own efforts. We are grateful to them for providing better educational radio programs for us to broadcast."

In 1934 a weekly program on safety education was broadcast through the cooperation of the schools and the Police Department. WFDF worked with the music supervisor

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<sup>2</sup> Atkinson, Carroll, Public School Broadcasting to the Classroom, Boston: Hedor Publishing Co., 1942, p. 80.





that same year in order to present a weekly musical program for the rural schools. This program was conducted as a class, with the students keeping notes on the broadcasts. It was reported that over 100 rural schools in the county participated in the two month course, and many of the city school children were reported to have been regular listeners as well.<sup>3</sup> In order to explain the work of the schools to the public there were, that year, three public relations programs presented over Station WFDF.

In 1935 various teachers, using some students, presented the "Flint Public Schools Workshop" approximately once a month. These programs included groups from elementary through Junior College and were mainly musical presentations.

#### 1936 - 1949 -- YEARS OF INCREASED ADMINISTRATIVE DIRECTION

In 1936-1937 the first administratively directed educational radio broadcasting group went on the air. The object was to acquaint the public with the activities of the schools and give school pupils a chance to learn about radio broadcasting by first-hand experience of participating. These first programs in the schools were directed by Mr. Lowell E. Grant, Principal of Whittier Junior High School. They carried the title, "School Workshop of the Air", and were broadcast intermittently throughout that first year over Station WFDF. The first programs were from the high schools and consisted mostly of adapted radio plays and

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<sup>3</sup> Atkinson, op. cit., p. 80.



music by the high school bands, orchestras, and chorus. Then it was decided to bring the work of all the schools from kindergarten through Junior College, including administration, teachers' clubs, and P.T.A.'s into the workshop. Every program broadcast was based on the work of some department, was prepared, written, and produced by that same department and continued under the supervision of Mr. Grant.

About this time, the Speech Departments of Central and Northern High Schools, under the leadership of Mrs. Helen Hardy Brown and Mrs. Nelda Topolka respectively, began to include radio instruction in the curriculum. Mrs. Brown began instruction in how to present dramatic programs so that her students might present better productions in the workshop series. She soon developed a unit of work on the various phases of radio speaking. Mrs. Topolka began giving some instruction on the use of the microphone in order to create better relations between the schools and the station. Her students were speaking for various community groups on national democratic principles in connection with the Voice of Democracy contests. Because many of these students also appeared on the air, Mrs. Topolka began radio instruction in order to train these high school students. Later, when Mrs. Topolka left the teaching ranks, Fred Harrington continued the work at Northern High School.

In 1941 the first attempt was made to coordinate radio activities, specifically the "School Workshop Programs". An organization meeting, called by Mr. Grant, was attended

by Phillip Vercoe, Principal of Central; Otto Norwalk, Principal of Northern; Fred Harrington, Speech teacher at Northern; Mrs. Helen Hardy Brown, Speech teacher at Central; and Lawrence D. Lundberg, Assistant Superintendent of Schools. At this meeting, standing committees on music, radio research and guidance, policy, publicity, and program were formed. These committees were appointed to determine and to carry out policies for radio activities in the schools. The general committee stated that the aim of the Flint Public Schools' radio program was to "promote a better understanding of the work of the Flint Public Schools on the part of the citizens of Flint." <sup>4</sup> The policies developed by this committee were put into effect and operated until 1948 when a committee of the whole was formed to serve the schools in an advisory capacity.

It was not until the organization meeting in 1941 that files and correspondence were kept concerning the activities of Flint schools in radio broadcasting. Up to that time, Mr. Grant had been the person responsible and had given any needed help to the various departmental persons handling each program. After this meeting, however, the activities and plans became more of a group effort and of concern to the committee of the whole. According to Mr. Grant, more effort was expended to publicize the programs

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<sup>4</sup> Files and Correspondence of Flint Public Schools, Report of the Committee on Policies for Radio Programs to be given by Flint schools over WFDF. 12-15-41, p. 1. See Appendix A.

within the schools so that parents and students alike would listen. He also indicated that there was a more integrated program during the year. Much of the following information on the development of the broadcasting activities of Flint schools was taken from reports and correspondence made available to the writer, in addition to the many interviews with persons directly concerned during these years of growth.

During the year 1943-44, the "Workshop of the Air" presented over Station WFDF on Thursdays at 2:00 P.M. a series of public relations programs. The following is a sample of the planned schedule.

12-2-43	Music Walter Bloch	"Flint Schools Music" Central High School
12-9-43	Social Studies Miss Jean Caldwell	"Flint Tech in the Service" Flint Technical High School
12-16-43	Nott Foundation Frank Manley	"The School Work Program"
1-6-44	Mathematics Dept. Mrs. Alice Schultz and Miss Ruth Horine	"Insurance, What is it?" Longfellow School
1-13-44	Science Department Mrs. Julia Burd and Mrs. Vera Coffeen	Science Curio Facts Whittier Junior High School
1-20-44	Music Walter Bloch	"Flint Schools Music" Central High School

These fifteen minute weekly workshop broadcasts were continued over WFDF until 1946. Then the program was extended to a half-hour at the request of the station. This thirty-minute program remained until January 1949 when the fifteen-minute program returned. The School Workshop laid the



foundation for "education by radio" in the Flint Schools.<sup>5</sup>

The second semester programs of 1946-1947 were continued as half-hour weekly productions to inform the citizens of Flint about the work of the schools. They were broadcast over WFDF from 9:30 - 10:00 P.M. each Tuesday evening. The "Radio Workshop Programs" included broadcasts prepared and presented by Administration, Mott Foundation, Teachers' Club, P.T.A., different departments and various schools.<sup>6</sup>

As part of the public relations program of these broadcasts, mimeographed copies of the schedule were sent to each teacher and posted on bulletin boards so that all might listen to the schools' programs. Parents and friends were also urged to write the station, the school, or the class presenting the broadcast. These letters, containing comments and suggestions, were not only greatly appreciated by the students and teachers preparing the programs but also gave an indication of the progress and acceptance of the series of public relations broadcasts.

As far as the writer was able to learn from the available records, there had not been to this date any series of programs planned for, or broadcast to, the classrooms. The use of radio was still that of a public relations

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<sup>5</sup> Files and Correspondence of Flint Public Schools, Annual Report, 1948-1949, Radio Department of Flint schools,

<sup>6</sup> Files and Correspondence of Flint Public Schools, "Radio Workshop Programs", 1946-1947, Second Semester Program mimeographed schedule.

medium and it had not yet been utilized within classrooms as a system-wide basis.

The "Radio Workshop Programs" were still assigned to the supervisors of the various departments who were responsible for their production on the air. Many of these broadcasts were presented by students from various classes under the direction of their teachers. Mr. Grant stated that, at this time, the workshop programs has become an effective means of interpreting to the community, parents, and citizens alike, just what the schools were doing to educate their young people for the tasks ahead of them.

By this time not only the program of the schools had grown and developed, but the number of radio stations in Flint had also grown.<sup>7</sup> In a letter sent by Mr. Grant, Director of Radio, on September 25, 1947, to all the radio stations in Flint, he explained that a radio committee had been established to screen proposals for radio programs because of the demand for school programs and school time. Mr. Grant quoted the policy of the committee and stated the arrangements under which proposals from any radio station would be handled. He ended his letter to the stations, assuring them that the schools would be glad to work with all the stations.<sup>8</sup>

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7 See list in Appendix A.

8 Files and Correspondence of Flint Public Schools, Letter sent by Mr. Grant to all radio stations in Flint, September 25, 1947. See Appendix A.



In 1947-1948 radio activities were widened by Flint schools to include more than the workshop programs. The following programs and comments appeared in the annual report of Lowell E. Grant, Radio Director, to the Superintendent of Schools.<sup>9</sup>

The Radio Workshop Program was broadcast over WFDF from 9:30-10:00 P.M. each Tuesday evening under the supervision of Mr. Grant. This program was on a sustaining basis by WFDF and was picked up by direct wire from Central and Northern High Schools. The program was transcribed each Monday during the school day. The workshop was an outlet for all the schools, representing all school activities from the kindergarten to the Junior College, including the administration, P.T.A., and teacher groups. This was the oldest school program, had received wide publicity, and was well received by the citizens of Flint. Since the responsibility for programs was widely distributed, it was of no great burden to any one school group. Mr. Grant suggested that, with the aid of a program director, the broadcast should be continued another year.

WFDF also aired the school broadcast, Great Plays, each Saturday from 6:15-6:30 P.M. This program was produced by the Central High School Radio Workshop, under the direction of Mrs. Helen Hardy Brown. This broadcast was also

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<sup>9</sup> Files and Correspondence of Flint Public Schools, Annual Report, 1947-1948, by Lowell E. Grant, Radio Director, to the Superintendent of Schools.

transcribed and done entirely by students in radio classes.

The Teen-Age Commission was broadcast by WBBC on Tuesdays from 8:00-8:30 P.M. This was under the sponsorship of the Junior Chamber of Commerce and Station WBBC. The high school principals had informed Mr. Grant during the year that they were not satisfied with the program because of the lack of direction and of proper preparation. It seemed that the Junior Chamber of Commerce representatives did not have the necessary time, the station was unable to get the people together, and the principals claimed that the boys and girls found the program director did not keep his appointments. The program was considered good and the basic idea an excellent one. Mr. Grant suggested that the responsibility be given directly to a teacher to avoid further confusion.

Although not a direct school project, but included in the annual report, the Flint Interracial Adult Chorus was broadcast live from WFOK on Sundays at 8:15 A.M. This group of adult Negro singers from the Interracial Center was well received by the station and the participants have indicated they enjoyed doing the program.

Musical Journey was broadcast Mondays from 7:30 - 7:45 P.M. over WTAC and was also transcribed. The work was divided evenly between Technical, Central, and Northern High Schools, each taking turns. Under the general supervision of Dr. W. W. Norton the orchestras, bands, and choruses from each high school were used. The program consisted of

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classical music with a narrator explaining something about each composer.

Also organized that year was an amateur broadcast. It was performed in the Whittier Auditorium on Saturday mornings and was sponsored by the Hott Foundation. It was an entertainment program in which any school child with talent could have a chance. The auditorium was open for spectators. Mr. Grant stated that it proved to be a most popular program for both students and the public. The shows were carried by WTAC. Auditions were held in mid-week and the shows were transcribed two weeks in advance.

This made a total of six weekly programs over local stations, carried out with no cost to the Board of Education.

Facilities for the work included direct lines from both WFDF and WTAC to Central and Northern High Schools. In addition, WTAC soon ran lines to Technical High School and Whittier Junior High. Both Central and Northern had up-to-date studios for radio broadcasting. Studios at Northern were not completely finished at this time, but the work was progressing as fast as they could afford it. Central had its studios completed, with the latest R.C.A. studio console and turntable. Although Technical did not have any radio equipment, it had indicated an interest in doing some radio work, if given the opportunity.

Returning to 1943 to comment on the program in the high schools, the values of education by radio were apparent. Mrs. Helen Hardy Brown at Central and Fred Harrington at

Northern High Schools were both teaching "radio speech classes." Between 1943 and 1945, while radio was being taught as a unit, these classes produced many local programs over WFDF, such as public service programs for Red Cross, Community Chest, etc.

The first correspondence between Mr. Varcoe at Central and the Superintendent of Schools, in regard to remodeling and equipping room 500 at Central for a radio studio, is recorded in November of 1945. The studio was finished and equipment was installed in the fall of 1946. Mrs. Brown's classes used portable equipment during this time to produce continuous programs. From the time of dedication on November 12, 1946, to 1948, Central's two radio classes produced from their studio, over direct wire to WFDF, one show per week of the school year. In 1948-1949 these classes were producing two shows on the air each week and participating in three other shows weekly.<sup>10</sup> The cost of Central's studio and equipment was approximately \$9000, all of which was raised by the students and teachers.

Northern High School started radio speech classes and the construction of a studio a year later than Central and did not advance as fast because of a lack of funds. Northern, in 1949, had spent about \$8000 for its studio and public address system. They still needed a console and two turntables. During 1948, Northern's radio speech classes were

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<sup>10</sup> Files and Correspondence of Flint Public Schools, Annual Report, 1948-1949, Flint schools Radio Department.

on the air for two programs, one each week and one every third week.

In January of 1948, a letter was sent by Mr. Grant to radio departments of several boards of education in the United States using radio.<sup>11</sup> The letter asked for specific information about the use of radio in the schools. In December of the same year a letter was sent to the same and additional radio departments asking for information concerning FM installment -- cost and necessary equipment. Thus, the idea of radio in the schools had grown from a public relations kind of broadcasting to an interest in in-school programs and even to the thoughtful possibility of having a school-owned station in Flint.

In 1948 two extra people were assigned to help Mr. Grant produce the seven radio series put on the air during the year 1948-1949. These were Miss Donna Merrill who acted as Program Coordinator and Miss Lois Young, script writer. Their salaries were paid equally by the Board of Education and the Mott Foundation.

The radio programs for 1948-1949 were presented as a joint undertaking of the Mott Foundation and the Board of Education. There were 179 programs presented for a total of 60 hours and 15 minutes on the air.<sup>12</sup> The programs were:

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<sup>11</sup> See Appendix A

<sup>12</sup> Files and Correspondence of Flint Public Schools, Historical Report by Mrs. Helen Hardy Brown.

Radio Workshop -- Tuesdays from 9:30 to 10:00 P.M. WFDF

The series was produced by staff members and officers of the Flint Public Schools and by students from the Central High School radio class. It highlighted the all-important role of the schools in everyday life.

Great Literature -- Saturdays from 5:45 to 6:00 P.M. WFDF

The series was produced by the Central High School radio class and was directed by Mrs. Helen Hardy Brown.

Junior Varieties -- Saturdays from 12 noon to 12:30 P.M. WTAC

The half-hour amateur show featured talent selected from over 27,000 Flint school children.

Adventures for Children -- Thursdays from 1:45 to 2:00 P.M. WEBG

Even as a teaching aid, radio was used for the first time to bring lessons to the classrooms. The series of stories from the best children's literature was produced in the Central radio class. The programs were planned for the lower primary grades and follow-up questionnaires were sent to teachers whose classes listened.

Our School Family -- To be announced from 1:45 to 2:00 P.M. WTAC

Weekly informal talks presented by administration heads plus musical selections were aimed at harmonizing the relationship between the schools and the people who fix the policies for running them. It was another classroom "listening-in" service.

Junior Town Hall -- Thursdays from 8:30 to 8:55 P.M. WJIC

A new addition to school radio productions of a round-table discussion of current local, national, and world affairs was handled by students from Flint's three senior high schools with a faculty moderator. The program was presented through the cooperation of the Flint Junior Chamber of Commerce.

Youth Forum -- To be announced

WTIF

In this first series of programs from the Northern High School radio class, the actors told how they felt towards international relationships in the form of authentic dramatic skits.

Young Americans -- Third Wednesday from 7:30 to 7:45 P.M.

WTIC

From actual cases taken from records on file, the complex and penetrating problems facing the youth of the day were reviewed.

At the end of the first and of the second semesters, the radio department sent out an evaluation sheet on the in-school broadcast, "Adventures for Children." This was to be filled out by the classroom teachers and was the first attempt to evaluate any of the school broadcasts.

According to Donna Herrill Vorce, the objectives that year were to set and to keep standards. The Radio Education staff attempted to do more in-school broadcasting, to get greater acceptance of school radio within the community, and to gain better and more complete radio equipment, both receiving sets and public address systems



in the schools. In this transition year, changing from public relations broadcasting over into in-school programming, Mrs. Vorce remembered that her duties included correlation of existing programs and the dissemination of information about the new programs to all interested parties.

Looking ahead to the year 1949-1950, there was to be a full-time director of radio heading Radio Education in the Flint Public Schools, with a script writer and production directors completing the new staff. Miss Ola E. Miller, Director of Radio, enjoyed a national reputation for developing and producing educational radio programs. She came from the Pontiac, Michigan, school system.

Thus, programs developed from occasional musical presentations to a regular series, illustrating to the community the various kinds of experience gained in the public schools. Two high schools were equipped with studios and lines to commercial stations for broadcasting purposes. Classes were being held in radio in the high schools. At least one program had been broadcast for in-school listening and evaluated for that year. The Radio Education Department had grown from one principal doing broadcasts as part of his school public relations to a staff including a coordinator and script writer. The programs had enjoyed success enough to warrant the future enlarging of the department to a full-time director, script writer, secretary, and two teacher-producers. The effectiveness and importance of radio in Flint schools was rapidly growing within the community and within the schools.

Except for the intrusion of the photographer, this third grade at Washington School is typical of second and third grade listeners in many classrooms in Flint as they enjoy stories old and stories new dramatized by senior high school students.



## CHAPTER V

### LATER YEARS

#### 1949-1950

With the knowledge that boys and girls of today will be the listeners and broadcasters of tomorrow, Miss Hiller believed that they could be taught by means of classroom listening, to understand the power of radio, to appreciate its educational and cultural potentialities, to become more discriminating listeners, and to detect programs contrary to the public interest. She further believed that if young people learn to use this tool of communication wisely and if they prepare to assume the responsibility which each citizen shares in the final use of this power of radio, that schools must use radio with the same serious purpose with which they have always used printed materials.

With these thoughts in mind the Radio Department of Flint Public Schools, under the supervision of Miss Ola E. Hiller, in 1949 stated its responsibility to the educational objectives of the community as threefold: <sup>1</sup>

"First: we aim to help teachers achieve the goals of education by providing programs which may be used as aids to teaching,

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<sup>1</sup> Files and Correspondence of Flint Public Schools, "Our Philosophy of Radio's Place in Education," Radio Department of Flint Public Schools, 1949. p. 1.

Second: we enlist the teachers' help in rearing a generation of Americans

who understand the power of radio,

who appreciate its effectiveness as an educational force,

who are alert to any attempt to use radio contrary to the best interests of the people,

who know how to employ this fastest and most far-reaching medium of mass communication to carry the message of hope, the assurance of friendship, the blessings of freedom to all peoples everywhere,

Third: We provide radio experience for children and young people - not primarily as preparation for careers in radio - but as an activity which provides unbounded opportunity

for individual growth,

for learning by doing,

for achieving group cooperation,

for practicing democratic principles,

for meeting school and community needs,

for developing the ideal of service toward their fellow citizens from the kindergarten through the junior college."

During the previous two years, when in-school listening had just been begun, the acceptance by the school and the community had been gratifying. Teachers found that radio could be one of their most effective teaching tools. They also asked for programs to supplement more subject matter areas, for broadcasts which would help them keep classroom instruction up to date.

The plan of broadcasting, when Miss Miller began her work, seriously limited the service that could be rendered

to the classrooms for these reasons:

"Commercial stations, constantly adjusting to network pressures and commitments, and to recent rate reductions, have little available air time during hours suitable for school broadcasts.

Many types of educational programs, valuable as teaching aids, cannot be offered a commercial station which must hold a mass audience.

Repeat broadcasts for later classes are never possible."<sup>2</sup>

In view of these facts the commercial station managers agreed that there was a need for an educational station in the community, to serve not only the school audience but also special minority audiences who wanted educational and cultural radio fare which the commercial broadcasters could not afford to offer.

The Radio Education staff felt that desirable attitudes could be created, better ways of living could be encouraged, worthy action could be motivated and hopes and dreams could be inspired by radio broadcasts to the classrooms.

At the end of that first year, Miss Hiller made an "Annual Report of Progress of the Radio Education Department." The theme for this report was, "Radio - A Modern Teaching Aid." The report showed a definite increase in the number of programs broadcast for use in the classrooms. The program schedule for this year included: <sup>3</sup>

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<sup>2</sup> Files and Correspondence of the Flint Public Schools, Radio education Department's Philosophy, op.cit., p. 3.

<sup>3</sup> Files and Correspondence of Flint Public Schools, Annual Report of Progress, 1949-50, Miss Ola E. Hiller.

Program -	Broad - casts	Teachers - using	Students - listening	Grade
<u>Adventures in Storyland</u>	26	150	4614	Primary
<u>Nature Trails</u> animal studies adapted to environment and seasons	26	55	1850	3-4
<u>Stories to remember</u> human relations	22	4	1393	Junior High
<u>What's In a Melody</u> music appreciation	9	26	1138	Later Elementary
<u>Economic Detective</u> social studies	24	22	861	Junior & High S.
<u>Junior Town Hall</u> discussion of current interests	26	Evening program		
<u>Great Literature</u> dramatized stories	24	Saturday morning		
<u>Your Mott Founda- tion Speaks</u> informative public relations				
School Workshop school public relations				

Radio Workshops and classes were held for senior grades in the high schools. These acquainted the students with radio skills of speaking, writing, acting, creating sound effects, running turn-tables, audio-volume control (riding gain), playing records, producing and directing shows, and all phases of broadcasting. The Workshop teachers reported that the students learned to work together with a common purpose, to understand themselves and their behavior





in various group and individual situations, and to be concerned for the common welfare.

Miss Hiller also reported that the teachers within the Flint school system used 204 broadcasts for educational purposes. The Radio Education Department staff prepared the manuals that made these broadcasts more meaningful and useful to the teachers. The programs were an honest and sincere effort to meet the teachers' needs as a teaching tool. Also, for the teachers, were held in-service training sessions, in order that they might learn how to use, to better advantage, this new tool in their classrooms.

The community was part of the classroom broadcasting program, too. Parents could follow, on their radios at home, several subject areas, such as Michigan History, Music, and Science, that their children were studying in school and help them by their questions and home discussions. Spot announcements were used to publicize various school programs and activities. The director was instrumental in the presentation of a pageant which commemorated the 75th birthday of Mr. Charles Stewart Lott, Flint school's benefactor. As well as taking part in the United Nations Week activities, the director fulfilled thirty speaking engagements to explain the program of classroom broadcasting.

The staff of the Radio Education Department at this time consisted of Mrs. Helen Hardy Brown, teacher of Radio at Central High School; Mr. Fred Harrington, teacher of Radio at Northern High School; Miss Lois Young, Script

Writer; Miss Helen Salisbury, Secretary; and Miss Ola E. Miller, Director.

During the Radio Department's evaluation of in-school broadcasts, it became apparent that the classroom broadcasts were more effective in the elementary rooms than in the secondary and more effective in junior high than in senior high school. At the secondary level certain limitations were noted: a lack of training of the teachers on how to use radio most effectively, a difference as to the most convenient broadcast time, crowded study and teaching programs, and the continuous change from room to room for subject matter.

Students taking part in various broadcasts showed definite voice growth, speech improvement, increased reading ability, and confidence and self assurance.

There seemed to be a need for more good radios and/or central sound systems which could pipe the programs into the school rooms. For more convenient usage in the junior and high school classes, tape recordings and play-back equipment would be needed. Staff time and station time were considered to be important in the problem of broadcasting or taping for re-broadcast of the school programs. Also, the necessary time for rehearsals with students for the taping was a serious consideration. Always, the commercial audience needed to be considered - and kept.

The community responded favorably, for there were many requests for additional information and speakers to

explain the classroom programs. Also, community groups aided in the purchase of radios, players, and tapes.

Perhaps all of these values - and limitations too - would have been brought into sharper focus had the coal strike, threatening at the time, actually taken place. The radio education department had prepared, with the help of subject matter personnel, broadcasts to be given for the children at home. These had carried explanations and assignments with the purpose not only of giving necessary subject information but of enriching the program as well. The crisis was averted, and the need for complete teaching by radio, therefore, unnecessary. However, the potentialities of regular in-school broadcasting had been explored and a degree of coordination had been experienced by both teachers and radio staff. As a result, a more thorough understanding developed among administrators, curriculum supervisors, teachers, and radio staff, of the respective problems and objectives. A new perspective for another year developed.

#### 1950 - 1951

The year 1950-1951 included changes both in staff and in programs. Now, Mrs. Brown acted as Assistant to Miss Hiller; Miss Cynthia Winters taught the radio classes at Central and also worked as production assistant. Mr. Harrington added some production work to his teaching duties. Miss Salisbury remained secretary, and this year there was

no full time script writer.

The annual report for 1950-51 was entitled, "Radio - An Aid to Learning," and stated the year's classroom broadcasts as follows: <sup>4</sup>

Program -	Broadcasts -	Students listening -	Grade
<u>Story Book Box</u> stories, games, rhythms, songs	26	3500	Primary
<u>It's Story Time</u> new stories narrated	26	3000	2-3
<u>Tell Me About</u> <u>Michigan</u> to meet need for Michigan history	13	1500	4
<u>What's In A</u> <u>Melody</u>	9	1800	Later Elementary
<u>Real People</u> American biographies	26	3000	Later Elementary
<u>Success Story</u> <u>United Nations</u> programs	15	3000	5-9
<u>What's Your Batting</u> <u>Average ?</u> series on guidance			
<u>Youth Talks It Over</u> current topic discussions			
<u>Great Literature</u>			

In the presentation of these programs over 160 students participated. Teachers used 207 broadcasts and the

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<sup>4</sup> Files and Correspondence of Flint Public Schools  
"Report of Progress, 1950-1951, Radio Education Department,  
Flint Public Schools.

staff-prepared manuals for them. More of the teachers' needs had been met, but they still requested some kind of health program. The community again asked for information about the series, and the director fulfilled twenty-four speaking engagements. Spot announcements were once more used frequently, to give news of school activities and programs.

Teachers used classroom broadcasts almost three-fold over the previous year. Much of this increase was due to the purchase of radios through the aid of the Board of Education, the P.T.A., and the Junior League. By this time elementary schools had at least one Freed-Hisemann radio, which is considered adequate for classroom listening. All secondary schools were equipped with a public address system which could be fed into classrooms, gymnasium and auditorium. Northern High School was also equipped with broadcasting facilities from the studio-classroom.

Although the commercial stations were able to assure less time, and there seemed to be additional changes in scheduling and cuts in time, the Radio Education Department and the schools looked ahead to the possibility of television and their own FM station, which would carry the call letters, W.F.B.E., for Flint Board of Education.

#### 1951 - 1952

This possibility was kept in mind and the programs for the following year, 1951-1952 were planned. The staff,

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by now, had increased to include Mrs. Brown, Assistant to Miss Miller, Director of Radio Education; Miss Sara Insor, Script Writer; Miss Elizabeth Fuller, teacher of Radio at Central High; Fred Harrington, teacher of Radio at Northern High School; and Miss Rosella Hardie, staff secretary. The programs for that year are listed in the following brochure.





## A Message To Our Listeners

The Radio Education Department of the Flint Public Schools invites your use of the radio programs described in this brochure. We hope you will read the descriptions of the different radio series carefully and that you will find at least one which you can use with your students. We have planned all of them after consultation with teachers and administrators and have made every effort to select themes and topics that will be useful in the courses of study at various grade levels. For effective use of the programs, teacher manuals will be sent to Flint teachers in the school mail. We urge you to send us your suggestions, comments, and criticisms at any time.

"I stretch my thoughts  
And I cannot imagine all the world.  
I stand on tiptoe and reach up and up —  
The world is taller still."

These lines, written by a child, remind us of our grave responsibility in helping children and young people to understand and interpret the people and events of today's world. They remind us, too, of the grave necessity of helping young minds and hearts to cherish freedom and to build daily toward the creation of a better world. May our radio programs become real classroom aids in accomplishing this sacred task.

Ola B. Hiller, *Director of Radio Education*  
Helen Hardy Brown, *Assistant*  
Fred Harrington, *Northern High School Radio Teacher*  
Cynthia Winters, *Central High School Radio Teacher*  
Helen Salisbury, *Staff Secretary*

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## CONDENSED RADIO LOG

Flint Public Schools

1950-1951

MON

9:30 A.M.—WMRP—1510

"The Storybook Hour"

10:30 A.M.—WBBC—1330

"Youth Talks It Over"

1:15 P.M.—WFDF—910

"Adventures of Real People"

10:30 A.M.—WTAC—600

"Tell Me About Michigan"

WED

1:15 P.M.—WBBC—1330

"It's Storytime"

2:45 P.M.—WFDF—910

"Great Literature"

THU

8:45 A.M.—WMRP—1510

"What's Your Batting Average?"

10:15 A.M.—WMRP—1510

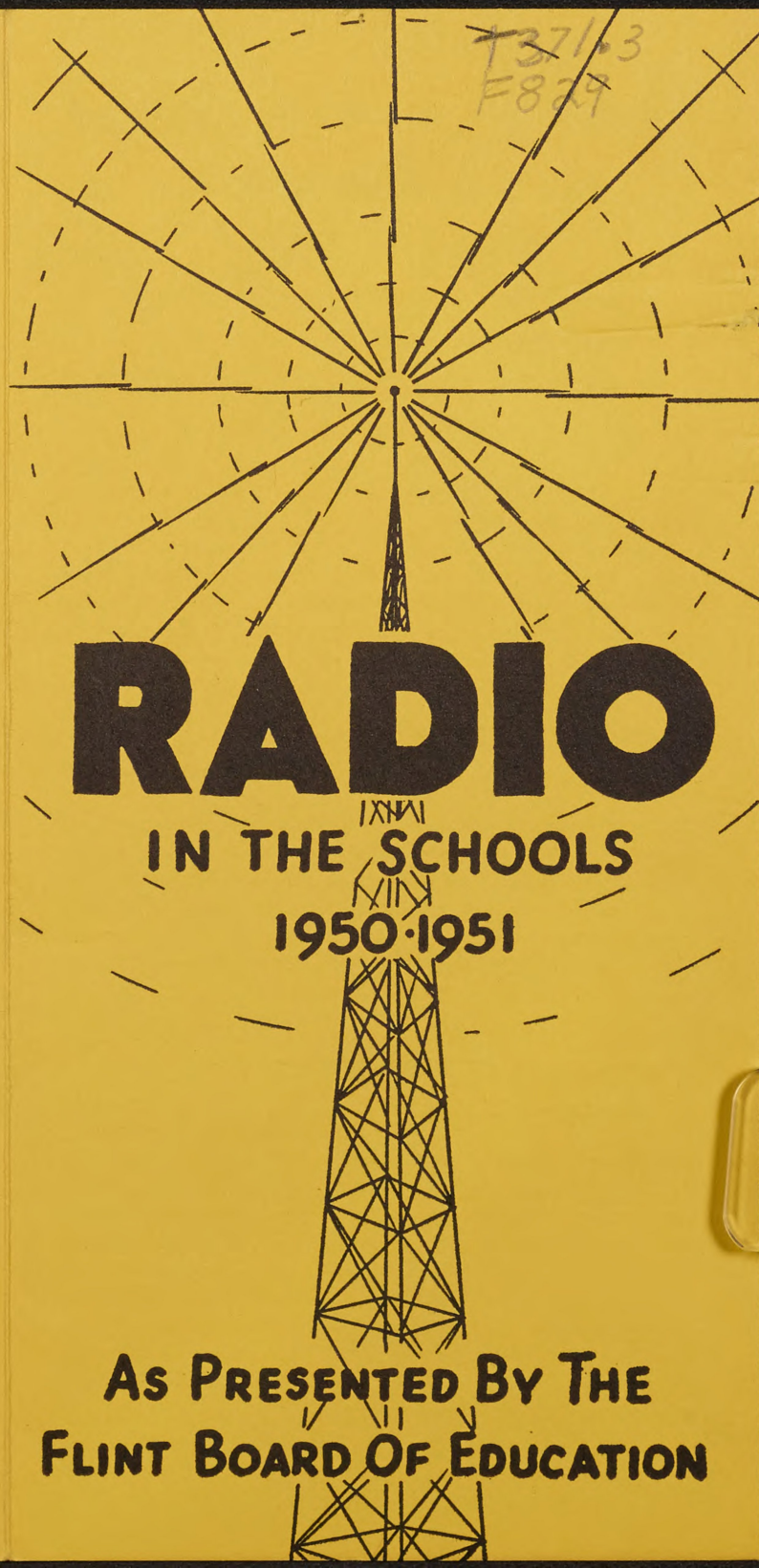
"What's In a Melody?"

To be announced

"Success Story"

SUPPLEMENTARY  
MATERIAL

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# PROGRAM SCHEDULE

## RADIO IN FLINT SCHOOLS

1950-1951



### THE STORYBOOK BOX

Monday—9:30 A.M. . . . . WMRP—1510

THE STORYBOOK BOX contains many wonderful things for our very youngest listeners—songs, poems, finger plays, rhythms, stories—things to hear and things to do to help the five and six year olds learn to listen. Your Radio Department is cooperating with personnel wise in the ways of kindergarten and first grade children. We hope that these variety programs for little people will provide valuable aids in the work of your classrooms and serve as tools for the teaching of good listening habits to tomorrow's citizens.

### YOUTH TALKS IT OVER

Monday—10:30 A.M. . . . . WBBC—1330

One of the greatest needs in education today is to teach boys and girls to think logically, to weigh all of the facts, and to make judgments only after thorough consideration of all sides of an issue. These discussion programs are designed to help meet this need. The young people from Northern, Central, and Technical High Schools will take turns presenting discussions of vital issues of our day.

### ADVENTURES OF REAL PEOPLE

Monday—1:15 P.M. . . . . WFDF—910

ADVENTURES OF REAL PEOPLE is a new series this fall, dramatizing the early lives of men and women—explorers, scientists, statesmen, and humanitarians—who helped build America. It is the Radio Department's hope that the stories of these famous people may help in molding the characters of our children today—that they may inspire new dreams of service to mankind and greater reverence for the blessings of freedom. Designed for boys and girls in the Upper Grades and Junior High School, ADVENTURES OF REAL PEOPLE will provide inspirational listening.

### TELL ME ABOUT MICHIGAN

Wednesday—10:30 A.M. . . . . WTAC—600

Presented this fall for the first time, by the Department of Radio Education, TELL ME ABOUT MICHIGAN is a series of broadcasts to supplement the social studies curriculum at fourth grade level. Michabo, the Great Indian Spirit, is our Guide to the adventure and romance that is Michigan's story. The dramatizations in this series are designed to interest young listeners in the people, the resources, the progress, the events that make Michigan a good State in which to live. An imaginative approach is used to appeal to young listeners. However, great care has been taken to insure accuracy in the historical content of the series.

### IT'S STORYTIME

Wednesday—1:15 P.M. . . . . WBBC—1330

The world of books is a friendly place for boys and girls. It brings them new experiences with people, animals, places, events, and things. Books help them to live more happily and effectively in their real world, too; for stories nearly always point the way to a helpful truth or a way to live with those around one. IT'S STORY TIME brings our Second and Third Grade listeners dramatizations of a few of their favorite stories and introduces them to many delightful new books for young readers.

### GREAT LITERATURE

Wednesday—2:45 P.M. . . . . WFDF—910

This program which has come to you for the last five years on Saturday will for the first time this year become an "in-school listening program". During the first semester, the Great Literature broadcasts will dramatize Short Stories from the literature books used in the high school English classes. The program for the second semester will dramatize excerpts from the lives of great authors. We hope that these programs will stimulate a greater interest in further reading and make the stories more vivid in the minds of the young people. It is hoped that the biographies will take on new, vital significance as they are given in dramatic form.

### WHAT'S YOUR BATTING AVERAGE?

Thursday—8:45 A.M. . . . . WMRP—1510

In cooperation with the Guidance Director, the Radio Education Department offers a series of guidance programs for and by pupils in the junior high schools. These broadcasts, written in the language of young Americans, will provide a springboard for discussion of personal, social, and vocational problems in the homerooms of our junior high schools. Here are a few titles: I Feel Grown Up, So You're Afraid, Too?, Nobody Understands Me, The Lone Wolf, The Chain Gang, Does Your Tongue Need Watching?, Who's in Your Grandstand?

### WHAT'S IN A MELODY?

Thursday—10:15 A.M. . . . . WMRP—1510

Music has become a part of the daily life of every boy and girl. The degree to which each child appreciates good music depends upon his understanding and familiarity with it. In this attempt of your Radio Department to serve the musical needs of the upper grades we are guided by the principle that all children can learn to enjoy the relaxation, the stimulation, and the inspiration that comes with listening to good music.



### SUCCESS STORY

This is a series about the United Nations for use in the upper grades and junior high schools. The scripts were prepared last year by the Radio Department of the Los Angeles Schools and produced by the radio classes of the University of California at Los Angeles. Such high praise was accorded the series on the West Coast that recordings are being made for distribution to other school systems of the nation. When the records are available, the Junior League of Flint stands ready to meet the cost of airing the series for the schools of this area.



## A Message To Our Listeners

Once again the Radio Department of the Flint Public Schools announces its radio services to the boys and girls in our classrooms. Today radio—with its ability to span oceans, leap mountains, and provide information to the millions who cannot read—becomes our greatest hope for carrying the messages of free men to all peoples everywhere. By radio, desirable attitudes can be created, better ways of living can be encouraged, worthy action can be motivated, hopes and dreams can be inspired.

Boys and girls of today will be the listeners and broadcasters of tomorrow. By means of classroom listening, they can be taught to understand the power of radio, to appreciate its educational and cultural potentialities, to become discriminating listeners, to detect programs contrary to the public interest. Through participation in the school radio programs, children and young people can learn to make this powerful means of communication not only another activity for individual growth, but also a true service to the classrooms within our listening area.

We believe it is good for growing minds to be encouraged to use their talents to serve their schools and their community. Indeed, we want these boys and girls to recognize that the frontiers of tomorrow are world-wide and that radio is the quickest means of reaching these frontiers. We hope that one day they will use radio in their chosen fields of work to serve mankind everywhere. The agriculturist, the scientist, the health specialist, the engineer, the social worker, the theologian, the teacher can use radio to reach the minds of men—to create that better world for which so many generations have fought and died. We have faith that our school radio service today may foster a significant world service tomorrow.

Ola B. Hiller, *Director of Radio Education*

Helen Hardy Brown, *Assistant*

Sara Ensor, *Script Writer*

Elizabeth Fuller, *Central High School Radio Teacher*

Fred Harrington, *Northern High School Radio Teacher*

Rosella Hardie, *Staff Secretary*

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## CONDENSED RADIO LOG

### Flint Public Schools 1951-1952

**MON**

9:15 A.M.—WMRP—1510

"On the Beam"

10:30 A.M.—WBBC—1330

"Adventures of Maggie Muggins"

1:15 P.M.—WFDF—910

"Tales from the Four Winds"

**TUE**

9:15 A.M.—WMRP—1510

"What's in a Melody?"

1:15 P.M.—WBBC—1330

"Youth Talks It Over"

1:45 P.M.—WTAC—600

"Tell Me About Michigan"

**THU**

8:35 A.M.—WAJL-FM—107.1

"On the Beam"

10:15 A.M.—WMRP—1510

"Uncle Dan"

1:15 P.M.—WBBC—1330

"It's Story Time"

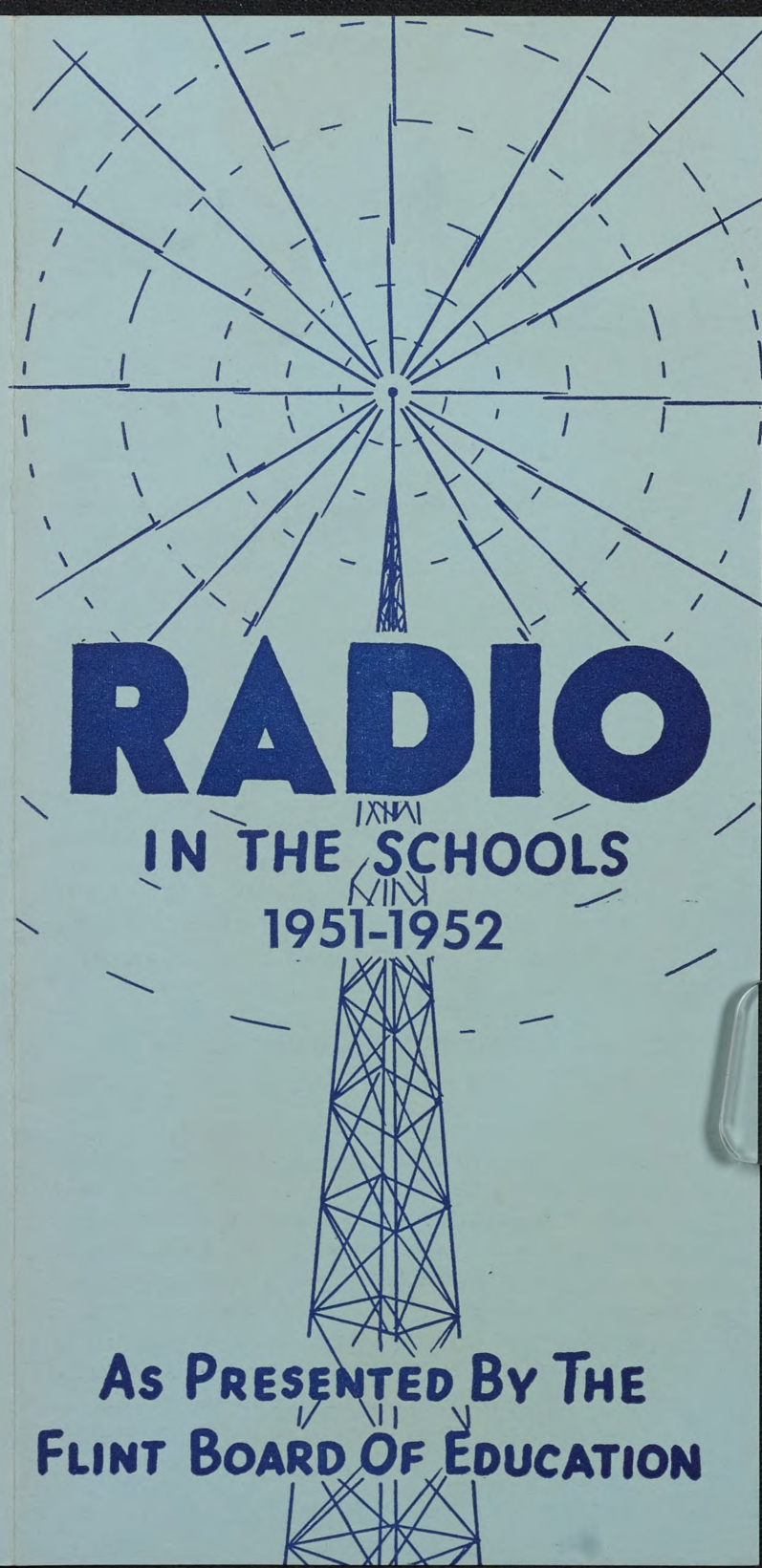
**SAT**

5:15 P.M.—WFDF—910

"Great Literature"

SUPPLEMENTARY  
MATERIAL

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# PROGRAM SCHEDULE

## RADIO IN FLINT SCHOOLS

1951-1952



### THE ADVENTURES OF MAGGIE MUGGINS

Monday—10:30 A.M. . . . WBBC—1330

Maggie Muggins knows how to turn the dulllest day into a real adventure. For years these stories have been enjoyed by the children of Canada. Their author, Mary Grannon, has given us permission to use the scripts for kindergarten and first grade listeners. The series will provide opportunities for teaching good listening habits, help the five and six year olds find adventure in everyday living, and stimulate interest in nature.

### IT'S STORYTIME

Thursday—1:15 P.M. . . . WBBC—1330

The world of books is a friendly place for boys and girls. Books help them to live more happily and effectively in their real world; for stories nearly always point the way to a helpful truth or a way to live with those around one. IT'S STORYTIME this year seeks to interest boys and girls in some of the truths and the mysteries of nature and to stress desirable traits of character.

### TELL ME ABOUT MICHIGAN

Tuesday—1:45 P.M. . . . WTAC—600

At the request of fourth grade teachers and pupils, your Radio Department again offers the Michigan History Series to supplement the 4B social studies curriculum. Michabo, the Great Indian Spirit, is our Guide to the adventure and romance that is Michigan's story. The dramatized programs are designed to interest young listeners in the people, the resources, the progress, the events that make Michigan a good state in which to live. An imaginative approach is used to appeal to young listeners. However, great care has been taken to insure accuracy in the historical content of the series.

### TALES FROM THE FOUR WINDS

Monday—1:15 P.M. . . . WFDF—910

The stories in this series of folk and fairy tales of many nations have been written for radio by Fan Kissen of WNYE, the New York Board of Education Station. Pupils of the third, fourth, and fifth grades, finding many of their favorite stories in this series, will realize that every nation has contributed its share of folk tales for the enjoyment of boys and girls. Knowing a nation's stories and songs helps one to understand and appreciate its people. Such understanding is needed in our world today.

### WHAT'S IN A MELODY?

Tuesday—9:15 A.M. . . . WMRP—1510

This year our music appreciation programs will include music appropriate to the various holidays, and will supplement the sixth grade social studies program with music of various nations. This series might also be correlated with TALES FROM THE FOUR WINDS.

### UNCLE DAN OF FROGGY HOLLOW FARM

Thursday—10:15 A.M. . . . WMRP—1510

For the first time we offer our listeners programs in the field of natural science. Uncle Dan is an excellent broadcaster who knows and loves nature's creatures. Originated on WAVE, the Board of Education Station in Atlanta, Georgia, the series was offered last year on the Ohio School of the Air. We feel sure the boys and girls in the science classes of the upper grades will like this new friend.

### ON THE BEAM

Thursday—8:35 A.M. . . . WAJL-FM—1071

Monday—9:15 A.M. . . . WMRP—1510

Once more the Radio Education Department is cooperating with the Guidance Director in the preparation of a series of guidance programs for and by the six junior high schools of Flint. We hope that these programs will again serve as springboards for the discussion of personal, social, and vocational problems in the homerooms of our junior high schools.

### YOUTH TALKS IT OVER

Tuesday—1:15 P.M. . . . WBBC—1330

One of the greatest needs in education today is to teach boys and girls to think logically, to weigh all of the facts, and to make judgments only after thorough consideration of all sides of an issue. These discussion programs are designed to help meet this need. The young people from Northern, Central, and Technical High Schools will take turns presenting discussions of vital issues of our day.

### GREAT LITERATURE

Saturday—5:15 P.M. . . . WFDF—910

This series, broadcast on Station WFDF for the past six years, will provide a good out-of-school listening assignment for English and Speech classes. The dramatizations include adaptations of short stories, plays, and scenes from some of the world's great novels. We hope the program will stimulate a greater interest in further reading and make the stories more vivid in the minds of young people. Flint Junior College students are taking part in this series.

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*You might like to hear . . .*

### THE KING FAMILY

Saturday—6:45 P.M. . . . WBBC—1330

These programs are prepared and recorded at WKAR, the Michigan State College Station, for the Michigan Congress of Parents and Teachers. Using the technique of the familiar soap serial, the broadcasts portray the everyday problems, activities, and adventures of a typical American family.

### CARNIVAL OF BOOKS

Saturday—12:00 Noon . . . WTAC—600

This series is being carried locally at the request of the staff of the Children's Library.



Pocket 145: 2 cups.



## CHAPTER VI

CURRENT YEAR -- 1952-1953

### Programs

Planned for the year 1952-1953 were ten program series for classroom listening. These were aired on the five commercial radio stations in Flint. Teachers' Manuals for the various series were sent to the schools for pre-program planning and post-broadcast utilization. Similar programs were aired the second semester, since the opening and dedication of the school station WFEE was delayed until fall.

Polly and Puffy Time was presented for the kindergarten and first grades over WMFP each Thursday from 9:15-9:30 A.M. Concerning the story idea, Miss Polly had an extraordinary friend, a friend whom she never really saw. His name was Puffy, and he could do the most unusual things. He had a whistle for a voice, and Miss Polly understood everything he said. Together they brought the youngest listeners a happy fun time. The games, stories, rhythms, rhymes, and songs were selected to help teachers develop better group living, safety and health habits, creative expression, and motor coordination.

The Polly and Puffy program was planned to aid the teachers in the classroom activities and to follow the curriculum wherever possible. The program each week gave for the children a song, a story, a poem, and something to do.



Miss Polly used records and material from books as well. This program was produced by radio staff members. The first semester Miss Polly included a picture of Mother Goose's Kitchen and the different characters she talked about each week. The idea was for the teachers to cut out the characters, let the children color them, and put them into the kitchen. However, Miss Polly found that the figures were too small for the children and the teachers did not have the time for this activity. She also found from the questionnaire she sent out, at the end of the first semester's programs,<sup>1</sup> that the teachers would appreciate less program-directed room activity during the broadcast but that the children did like the individualized participation.

The first semester's programs were being rewritten for next fall while the second semester programs remained the same. The final program included requests from the children for their favorites during the year. The Polly and Puffy program series has been chosen for distribution by the NAEB tape network during 1953-1954.

Miss Polly was aware that much of the fun of the program depends on the teacher's having fun too, to help the children catch the spirit of the broadcast. In observing a first grade room's listening to the program, the writer noticed how spontaneously the children reacted to Miss Polly's questions, how very quietly they listened to the story, how much fun they had doing the rhythm actions, and how they

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<sup>1</sup> See Appendix B.



enjoyed singing the song with her. This particular teacher was also adept at making the program part of the activity of the room. The suggestions given her in the manual were followed as well as her adding many utilization ideas of her own.

The Tiptop Twins was presented for the second grade over WFDF on Mondays from 1:15-1:30 P.M. Peter and Patty, the Tiptop Twins, lived in Florida where the circus had its winter headquarters. Each Saturday morning their two good friends, Policeman rat and Bobo, a circus clown, helped them to have many adventures which taught lessons in health and safety. A staff member directed the program using high school and elementary students in production.

The Tiptop Twins series was the result of close cooperation between the Health and Radio Departments and the elementary classroom teachers. The Health and Safety Department makes in-service training available to teachers. Departmental resources are used to meet the teachers' needs. There was, among the elementary teachers, an indicated interest in school broadcasts along the health line for second grade. This interest turned into teacher projects of writing scripts with the aid of Miss Miller and Miss Sally Ensor of the Radio Education Department. Out of group discussions, the teachers were able to decide what subject areas should be emphasized and how they could be tied-in with the monthly health and safety activities in the schools. Thus, these teachers were able to use another tool to aid

Walker Elementary and Central High School students  
rehearse for a broadcast of the Tiptop Twins, a series of  
weekly health and safety programs for second grade listening.





MOTT FOUNDATION PHOTO



the development of proper attitudes in health and safety. Both the Radio and the Health and Safety Departments cooperated to improve further the curriculum programs throughout the schools. Tiptop Twins, as a continuous program during the year, met a need for teachers in the health and safety program. It is believed that continued use of the program would show increased use and value; more understanding means greater meaning.

The elementary teachers aided considerably in the preparation of the material for the manual for this series. They suggested motivation ideas and even developed practical areas of utilization. It is hoped that the Health and Safety Department could meet with the teachers to evaluate the current year's broadcasts and to suggest changes for the coming year.<sup>2</sup> Also, it is hoped that many of these teachers would find it possible to participate in a radio in-service training course, in order to become better acquainted with the many ways in which radio can be used as a teaching tool. The Health and Safety Department has been interested in developing similar programs to serve grades two, six, and nine.

The Tiptop Twins program was felt to present good material, well-organized, and to develop good health concepts. However, it was felt that there was a definite need for more personalized contact with the teachers through visits and

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<sup>2</sup> An evaluation made by the script-writer for the series is included in Chapter VIII.

bulletins. Also, the teachers need a better understanding of the program, what to do, and how to use it effectively.

The second grade, which the writer visited, was most interested in the broadcast. The children easily remembered and seemed to understand the health concepts being presented, as well as thoroughly enjoying the characters of the boy and girl, policeman and clown. The teacher was clever at broadening the utilization suggestions to include other areas, such as arithmetic, in deciding how much sleep each child needed each night. All enjoyed the program.

It's Story Time was presented for the first through third grades over WDBO on Thursdays from 1:15-1:30 P.M. Through the dramatized stories, the children could gain a better appreciation of nature, could develop a greater interest in books, could learn the significance of special days, and could build finer attitudes concerning family and community living.

This program was produced by a staff member, using a cast of high school and junior college students from the Radio Workshops. Story Time has been one of the oldest broadcast programs for in-school listening.

The first graders, whom the writer observed listening to the broadcast, were completely absorbed in the story. After the program the teacher did the best job of correlating it into regular classroom work that the writer had thus far seen. The teacher used pictures of the bees, whose story had been dramatized, discussion about bees, and, finally,

another story about a different phase of their life cycle. The teacher also held up pictures during the program as certain flowers were mentioned.

Tell Me About Michigan was presented for the fourth grade over WCLC on Mondays from 10:45-11:00 A.M. Michabo, Great Indian Spirit, told of the changes that have come to the "Land of the Shining Big Sea Waters." These stories were to help teachers create an interest in the Michigan heritage, develop a pride in the progress of the State, appreciate its contribution toward a better life for human kind, and motivate further learning experiences concerning life in Michigan. This program was produced by a staff member, using students from Central High School's Radio Workshop in the cast.

The semester's series of programs was developed out of many requests from fourth grade teachers for a program which would express pride in the heritage of Michigan. Children, who, because of migratory life or a minority group, have lost a feeling of belonging, needed something to make Michigan history more meaningful to them. The broadcast series aimed to coincide with and supplement subject matter in this area. The narrator was the Indian Spirit, Michabo, who told in dramatized scenes an historical event.

The series was being reproduced in order to improve the areas commented on during the first year's broadcasts. Both the narrator and the cast were felt to have grown during this year, and the new series was expected to be much better.

What's In A Melody? was presented for grades four to six over WTAC on Fridays from 1:15-1:30 P.M. This music appreciation series was planned and produced by a member of the music staff. It included various selections for the different seasons and holidays.

Uncle Dan of Froggy Hollow Farm was presented for grades five and six over WMRP on Mondays from 9:15-9:30 A.M. This was a new series of Uncle Dan programs, designed to make boys and girls more conscious of the wonders of nature as revealed in the life around them. Uncle Dan encourages them to examine and understand the life they find in the grass, in the water, in the air, and under the ground.

This was a program taken from the NAEB<sup>3</sup> tape network. It originated in Atlanta, Georgia, and was an excellent broadcast which communicated extremely well as indicated by the fact that it has been distributed by NAEB and seemed to enjoy special popularity among all grade levels.

Within Our Land was presented for grades five and six over WBBC on Tuesdays from 1:15-1:30 P.M. The series of dramatizations, highlighting the contributions of many peoples to life in America, was offered to teach an appreciation of the heritage which is ours as Americans. It was hoped that good attitudes, fine traits of character, better human relations, and a deeper understanding of true brotherhood would result from the use of this series.

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<sup>3</sup> National Association of Educational Broadcasters.



The program was produced by a staff member, using radio workshop students in the cast. The sixth grade room, which the writer visited, listened attentively all the way through the broadcast. Afterwards, stimulated by the teacher, they discussed the story and planned some additional group reading on the subject.

Book Clues was presented for grades seven through nine over WTAC on Thursdays from 1:15-1:30 P.M. The series was for and by junior high school students. It aimed to create interest in books and was planned with the help of the staff of the children's library and with the cooperation of the librarians in the junior high schools.

Down Poetry Lane was presented for grades nine and ten over WCLC on Fridays from 10:45-11:00 A.M. and attempted to build an appreciation of poetry.

Last spring a questionnaire was sent out to the English teachers of the three high schools, asking for suggestions for the series. An attempt had been made to incorporate as many as possible of the ideas contributed.

Great Literature was presented for grades nine through twelve over WFDF on Saturdays from 5:15-5:30 P.M. Aimed to build an appreciation of the heritage of literature, the series featured some of the best short stories of the past and present. The programs were produced by a staff member, using Junior College Radio Workshop students as the cast for the dramatizations. This was one of the first educational radio programs to be broadcast in Flint.

### Utilization

It is easy to point out to teachers that the value students receive from a radio program depends largely on the use made of that program within the classroom. However, the effective use of radio in the classroom is influenced by several factors, some of which may be beyond the control of the teacher.

Two often suggested factors are content and time. If the teacher tunes in to find a program which is in no way related to the interests, abilities, and subject needs of her pupils, effective utilization is doubtful. Likewise, if a desirable program conflicts with the established school schedule, the results are the same.

School owned and operated stations, with more flexible programs and repeat broadcast schedules, can alleviate this to some extent. The problem can be further solved by the use of recordings, tapes, and other methods. As these limitations are lessened, a more general acceptance and greater use of radio in education can be expected. But teachers, now, still need to understand the problems involved.

Many capable teachers find the utilization of radio as easily adopted as that of other visual materials used by good teachers in the classroom. As Dr. Levenson states so well, "It is axiomatic that the best teachers make the best use of most teaching aids, and that the teachers who need these

aids most use them least."<sup>4</sup>

It is generally agreed that for the best utilization of in-school programs by the teacher, she needs to know about the program before it is broadcast. General information bulletins can serve this purpose as well as specific teacher manuals for in-school listening. These manuals usually include suggestions for pre-broadcast planning, after the broadcast discussions, and related activities stimulated by the broadcast content. As far as the records would indicate, there was little system-wide utilization of in-school broadcasts prior to 1949. With the arrival of Miss Miller, an increased emphasis was given classroom utilization in the teacher manuals.

In Flint a teacher manual is prepared for each program. There are suggested things for the classroom teacher to do and discuss with the class before the broadcast, new words to be put on the blackboard and explained, things to listen for during the program, and topics for discussion afterward. Often, there will also be included in the manual other activities and ideas that can be related to the broadcast. Each fall Miss Miller sends out to the Radio Chairman in each school a letter explaining a bit about the manuals and the programs.<sup>5</sup> She requests that they become familiar with the

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<sup>4</sup> Levenson and Stasheff, Teaching Through Radio and Television, p. 216.

<sup>5</sup> See Appendix B.

various program series, make any suggestions for improvement, and help to evaluate the effectiveness of the programs. She also suggests that they encourage good procedures in the use of the programs by preparing the class for listening, planning meaningful follow-up activity, developing good listening attitudes, properly tuning in radio receivers, and maintaining good physical conditions for listening.

Some of the teachers who commented on utilization in letters and in interviews mentioned these things:

My 6A group listened to the Tiptop Twins on Monday. They all agreed that the voices were clear and distinct. We are devoting some time to speaking over the public address system. The children are alert, now, in detecting good and bad points in a broadcast.

Under the "Listen to Learn" section of the manual, I think a little more of the story could be told. It would create more interest for listening.

The manual helps them to get into a listening attitude and creates curiosity as to what the program is about.

Our theme teaches safety and health during each week. We discuss each program and pronounce words from the blackboard and give illustrations. We listen to learn about Patty and Peter and their adventures. We discuss and draw and use pupil and teacher references.

Where songs are used, could they be given in the manual? Children responded so well to rhythm of 'elephant music' and would like to learn the little song.

The teacher manual is well planned. It provides me with pre-listening, listening, and post-listening activities.

Story Time follow-up activities often lead us to look for more information in science or social studies books, and the children do a great deal of creative work in our art and literature. The special language activity this year has been writing creative stories of their own after the broadcast.



I always try to have other records to play at the end of the broadcast, about the country, or related in some way.

We often act out the story after Storytime is over.

Also important to effective utilization by the teachers is their understanding of how to use these suggestions made in the manual. Miss Miller has attempted to offer some in-service training in order that the teachers might become more familiar with this new teaching tool. It is hoped that the teachers' response to this training will be greater in the immediate future years because of two reasons. With the new facilities of station WFBE there is now an adequate place to hold these in-service training sessions. The necessary room and equipment is available for demonstration or use. Also, since the studios are on the first floor, they are readily accessible to all teachers. The other factor is that the utilization course will carry credit for the first time. Since each teacher is eligible for an increase in salary with each additional twelve hours of credit, this is a real consideration. It also seems logical to expect the utilization of the programs to increase, as the series expand and develop. As more teachers would use programs and discuss the possibilities with the help of the radio staff, utilization would expand and develop as well.

The staff of the Radio Education Department of Flint Public Schools under the direction of Miss Cla B. Miller has included, this current year, Mrs. Helen Hardy Brown, Assistant; Fred Harrington, producer; Miss Sara Insor, script



writer; Miss Donna Benson and Peter Clancy, writers and producers; Miss Elizabeth Fuller, half-time teacher of radio at Central High and half-time producer in the radio department; Miss Rosella Hardie and Mrs. Beatrice Kelly, department secretaries; and Lerton Jacobs, engineer.

### Station WFRB

As a part of the background for the material on WFRB in Flint, a consideration of the development of school-owned stations in the nation would seem applicable. The school-owned radio station is no longer an experiment. It has been accepted as an educational-cultural school and community service. Today there are over 100 non-commercial educational stations in the United States. Recent grants, by the Sloan and Ford Foundations for program experimentation and development of pilot projects in the field of educational radio and television, are hopeful signs that programming for the cultural minority may take its place beside the programs for the masses. The vigorous educational programming of the public school stations of Cleveland, Chicago, New York, Detroit, Atlanta, and St. Louis has been further proof of the value of radio as a classroom teaching tool. Because of the availability of lower power FM stations, many smaller cities have joined the ranks of educational broadcasters, such as the following: Elgin, Illinois; Huntington, Muncie, New Albany, and New Castle, Indiana; Mt. Vernon, Ohio; Eugene, Oregon; Haverton, Pennsylvania; and Tacoma, Washington.





For the most part the college and university stations are serving adult audiences, whereas the school stations primarily are serving classroom audiences. Part of the philosophy in Flint is:<sup>6</sup>

"... we should like to lead the way in developing a community-wide educational and cultural broadcasting service. We feel that such a service would be an excellent contribution to the educational and cultural growth of the people of this area."

With this purpose in mind, the Radio Education Department of Flint Public Schools had been planning for the past three years for its own station. On July 3, 1952, a request for license was originally filed with FCC. They granted a C.P.<sup>7</sup> on September 10, 1952, and had originally assigned to Flint one of the frequencies reserved for education on the FM band. Because Flint is still in a fringe area for television, it was claimed by TV servicemen that this frequency would interfere with TV reception. So, on December 11, 1952, the Board of Education asked for a temporary commercial frequency and permission to operate according to the rules designated for educational stations. The FCC granted this request on February 5, 1953.

When station WFEE does go on the air in the fall of 1953, it will be located at 95.1 megacycles on the FM dial. The equipment,<sup>8</sup> purchased by the Hott Foundation from WJJW

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6 Files and Correspondence of Flint Public Schools, Philosophy of Radio's Place in Education, 1949, p. 4.

7 Construction Permit allows building to be started.

8 See Appendix **B**.



Miss Ola B. Hiller, director, and Peter Clancy, writer  
and producer, listen critically to a WFBE production in a corner  
of the master control room.



MOTT FOUNDATION PHOTO

in Wyandotte, has been installed. The 1000 watt transmitter, 154 foot tower, and 2-bay antenna are expected to furnish an effective radiated power of 1300 watts, assuring a good signal in all parts of Genesee County. A dedication week has been planned during which the public may inspect the station.

The new studios have been located in the most north-early building on the Oak Grove Campus. Sound-proofing, remodeling, colorful paint, and the workmanship of the Board of Education maintenance department have transformed the building into convenient and attractive radio studios.

These studios have been in the process of being built for the past two years. A variety of obstacles has slowed the progress toward completion. First of all, the students using the building where the studios were to be located had to be moved into a new school. The building redecoration necessarily waited until these students had left. Then the equipment had to be purchased. Before it could be installed, the rooms for the studios had to be remodeled. Finally, everything -- and everybody -- got moved into the new studios. In July of 1953, the last waiting is taking place. When the new crystals for the transmitter arrive, the station will be ready at last for the dedicatory services and "on the air."

It is expected that WFRE will become the radio voice of the Flint schools, giving opportunities in broadcasting to boys and girls and furnishing additional teaching aids to the classrooms of the area. The station has planned to open on a limited schedule in the fall of 1953, broadcasting about

four hours each school day. As the programming develops, plans have been made to serve many social agencies in Flint and to develop an adult program schedule as well.

When the station goes on the air, broadcast opportunities will be given to elementary and junior high school classes wishing to write and present programs. Radio groups previously organized at Walker and Pierce schools, will be able to prepare children to take part in programs produced by the staff of the radio department. Plans are also being made to establish Saturday morning and summer radio workshops for these children.

At Central and Northern High Schools radio has been included in the speech curriculum. Students, who want to become active in radio, may enroll in the beginning radio class. The class presents an understanding of the importance of the broadcast media in modern life and practical experience in all phases of radio broadcasting, such as program planning, writing, acting, directing, sound, music, recording, and program engineering. These skills are all included plus a criteria for becoming a more discriminating user of the media.

After these students have completed the basic course, those who qualify may have the opportunity to gain station experience on WFBL. Others can work in programs produced at the high school studios.

At the Flint Junior College, a two-semester course in the Fundamentals of Broadcasting has been offered.





The first semester was planned to give students an understanding of the social and economic aspects of broadcasting, the growth of the American system, public policy toward broadcasting, international broadcasting, station and network organizations and relationships, advertisers and agencies, programming, standards of criticisms and listener rights and responsibilities. The second semester was devoted to the techniques of broadcasting and laboratory work in station WFBL.

It has been planned that the engineer for WFDE will cooperate with technical radio and electronics classes in the high schools and junior college to furnish practical laboratory work.

All of these plans have been made with this aim in mind:

"To speed the community-school cooperative effort to provide the best schools for the boys and girls and young people of Flint

by enabling parents to follow school programs, thus developing greater understanding of educational purposes and strengthening the link between the home and the school,

by carrying the teaching methods and techniques of master teachers into every classroom, thus upgrading teaching skills,

by developing a city-wide educational service which shares programs, personalities, and master teachers with children, young people, and adults in every home -- regardless of location or economic or social status.

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9 Files and Correspondence of Flint Public Schools, Philosophy of Radio's Place in Education, op. cit., p. 9.

Encourage wider participation and greater interest in the growing cultural opportunities of our city.

Instill a greater spirit of unity and deeper sense of responsibility among the citizens of the community.

Inspire faith in the future of our city, our nation, and our world."

When the school-owned station of the Flint Board of Education, WFBE, goes on the air for the first broadcasts in the fall of 1953, it will mark the end of long years of hoping and many years of planning. The plans will no doubt be changed as radio broadcasting, itself, changes; as the needs of the students and teachers change; and as facilities, programs, and personnel grow. As these changes in plans take place there will, similarly, be an increasing development in the service given the community.



## CHAPTER VII

### TEACHERS' COMMENTS

In order to gain a perspective concerning the use of radio in the Flint Public Schools during the current year, the writer visited classrooms in 12 of the 40 schools and interviewed over thirty elementary teachers and nine secondary teachers.

Two questions were asked of these teachers, one concerning their own individual philosophies of teaching and the other about their opinions or attitudes toward using radio in their classrooms. Following are, first, the comments on their various philosophies of teaching, and then their remarks about the use of radio as a teaching tool.

#### Philosophy

Kindergarten and First Grade Teachers stated:

One needs to love to teach children. I like to teach first grade best because it is the foundation of all they learn - phonics and attitudes. One needs lots of patience, understanding and enthusiasm. And above all, one should take the child where he is and then help him to develop individually.

A teacher needs to change with the years and grow with her children. The first year is of prime importance so that the children will like school. They need to learn that there are both privileges and responsibilities for the group.

One needs to like children so that they catch an eagerness to want to learn. If the teacher is flexible and gives a subject an aliveness, then the children will have a "glow" of inner happiness.

We need to teach students the skills and knowledge they need for life in today's world. They need to accept whatever handicaps they may have as well as uphold the standards they have set for themselves.

Most teachers are humanitarians, as well as being interested in children. I get a thrill and a satisfaction from helping children, from working and being with them.

A teacher needs to provide a variety of experiences for her children, open new avenues to their curiosity and extend their present knowledge of the world.

A teacher must be happy herself so that her children will be. In that way she can better correlate all subject matter into a full-rounded program, in order that the students can learn good working habits and form a sound foundation for their studies. Most important, a teacher must grow up with her children, learn and use new methods of teaching, help each child in the best way for him, while helping him to learn to work with the others in group activity.

#### Second and Third Grade Teachers stated:

Children profit by doing. By working together as a group, the children learn respect for others' opinions. We talk out all our differences so that we are sure we understand why we behave as we do. A teacher needs to be flexible - both in herself and her program of work. Patterns do change, but planning work with the children gives them a feeling of doing things together.

The teacher needs to take the child where he is and then develop the weak ones in the group while encouraging the strengths in the strong ones.

There should be a friendly feeling in the room. The children should "like" the teacher. And she should have a human understanding of their needs as individuals.

#### Fourth, Fifth, and Sixth Grade Teachers stated:

Teachers today need to help children learn to live in the world in which they find themselves. This includes being able to work with people in society and handling their own responsibilities as well as a knowledge of the three "R's". A teacher should always - in all ways - be friendly and

sympathetic and help each student make the best use of whatever talents he may have.

Of prime importance is the development of top-notch world citizens.

If a teacher is concerned over the development of the child, she will educate that child and he will get the necessary subject matter as well. Most important is the child - not the subject.

Each child is an individual. The teacher should take him where he is and then go on from there.

A teacher should be flexible - able to change and grow. Each child is an individual: a teacher should study her children to know them as individuals.

A teacher should know each child, take him where he is, and then be flexible enough to grow as he does. Sometimes, studying the background of the children is necessary, too.

A teacher's first task is to help the child make the transition into community life. Good citizenship and living on a larger scope are most important.

Rather than stress the three "R's", a teacher should first teach each child a way of life, give him the tools with which to live. A teacher must meet the emotional needs of each individual child with an easy and assured manner.

Music-Auditorium Teachers in Platoon systems stated:

The teacher needs to integrate the child and the program.

A teacher needs to be flexible and permissive in the classroom in order to present a correlated and integrated program. Teaching the child should come first, but teachers are greatly burdened today by "paper work".

The Orthopedic School Teachers stated:

We stress the importance of pleasing personalities and of making ourselves liked by others for what we are inside. We attempt to develop a spirit of independence, an attitude of accepting situations and adjusting to them effectively. Good manners and good citizenship are also stressed.

In occupational therapy we learn by doing - for ourselves. Importance is placed on the strengthening of muscles and the use of leisure time, actively and profitably, as individuals.

In sight saving, I strive to keep the child up to his grade, whether it is elementary or junior high. I feel that I must help each child, individually, and teach the subjects so that he will like them.

In hearing conservation, we try to teach the youngsters what they will need to know in order to continue from where they are with their handicap.

The Junior and High School Radio-Speech-English Teachers said:

First of all, you have to like teaching and then you have to be able to keep your schedule fluid and flexible to meet the individual needs of your class.

It would be ideal to be able to teach school without any interruptions. It is necessary for the teacher to provide something for every student, whether it be for the retarded pupil, the average, or the talented. There must be appeal to the students in the subject matter so that they will want to get it.

Speech is an area in which the teacher can make it possible for each student to develop some individual skill while working together as a group.

During recent study groups on Child Development, Human Relations and Curriculum Studies, we agreed that it is necessary to give every child an opportunity to develop knowledge, skills and attitudes within his potentialities so that he will be able to fit effectively into life as he will live it in our democracy. Therefore, a teacher needs to be flexible in order to grow with her students.

In teaching speech and dramatics, radio has its place as a medium of communication and helps to give the students a feeling for better relations within a community and for a social consciousness.



## Opinions

The following are comments made by various elementary teachers. Some are on the use of radio, in general, as a classroom teaching tool. Other comments pertain to specific programs. The final comments included in this chapter are those made by the teachers concerning certain "needs" they would like to see radio education fulfill.

Elementary Teachers stated:

Radio gives the children something specially for them. The programs can be correlated with art and other subject discussions as well as being used with other visual aids. Sometimes, if the children miss some of the words they lose the story, though.

The children didn't seem as interested this year in the program as they did the dramatic story of last year. They enjoyed the familiar characters each week, the repetition of words. They could identify themselves with Maggie Higgins, it gave them a lift, and their listening attitude was always good.

The students have grown to like "Polly and Puffy" better. When they are at home, they always listen. Last year's program was too old for my group of first graders.

I think they enjoy "Polly and Puffy" and "Uncle Dan" best, but let's ask the children themselves. The children answered they liked the stories, songs, rhythm actions, and poems best--in that order. They seemed to remember quite fine details about the different programs and enjoyed them all.

I have to give radio programs secondary attention in my room, for it takes such strict discipline to keep them quiet enough to be able to hear.

Radio helps the children to learn to be good attentive listeners. They particularly like the recreation ideas of finger plays and drawings. It also helps them to learn new words.

We find "Story Time" opens up all sorts of new things for us to find in books and to talk about. We have fun acting out the stories, too.

"Polly and Puffy" is a favorite and helps the children learn a lot of new words. It ties in nicely with our language work. The children especially enjoy the actions and finger plays, too. We'd like some every time.

The programs are well prepared, but we don't have enough radios in our school so that we can all listen.

Our students have radio and television in their homes and do a lot of listening outside of school hours so that it is not of any great interest to them in connection with their school subjects.

We've noted definite improvement in listening habits.

"Polly and Puffy" is a highlight of each week. Each different activity of the varied program has a special appeal. But, best of all, Polly and Puffy are real, as far as my first graders are concerned.

I have found the "It's Storytime" programs very helpful with my group in developing good habits of listening, enlarging vocabularies, and improving their taste in literature. I have found the manuals extremely helpful, and the children look forward to each broadcast.

The "Tiptop Twins" help emphasize health habits, which we are trying to establish, and it correlates well with our health program. It is effective in bringing home to the children the facts we wish to teach.

The animals in "Tiptop Twins" program were very good. The children talked a little too fast; the beginning of the program was clearer than the last part.

My children remembered best what the Faty Elephant ate so, perhaps, other suitable proper breakfast foods could have been stressed.

I think stressing the lack of fear of the doctor was instrumental in all my children's being vaccinated and immunized.

"Tiptop Twins" is fine and has good child appeal, while being worthwhile. We could have used the better breakfast program earlier in the year, however.

The science program helps our room to listen attentively and to learn new words.

We like ~~to~~ "Tiptop Twins", especially, when we can get good reception.

"Story Time" helps us learn new words and ideas.

Our fourth graders are used to radio, for it is an everyday part of their living and home life. The Michigan history program helps to add to our source material and make things come alive for us.

We have found "Tell Me About Michigan" a helpful tool in the teaching of Michigan history. If we have already gone over the material, the program summarizes it; if we have not gone over it, it serves to introduce it. Children sometimes get tired of routine, and this provides a pleasant pastime, as well as a teaching aid. If I forget the program, the children remind me of it.

The children seem to like science better, the way Uncle Dan tells about it. The Michigan history program is behind my curriculum, so I have to re-teach it and there is less interest. However, it is good as review.

We like both the science and the "Within Our Land" programs. It helps to vary my teaching.

"Within Our Land" helps us to learn patience in listening attitudes and adds color to our classroom. It is a release from routine and a rest from the monotony of regular teaching.

The radio programs are a helpful supplement to our teaching. The children were disappointed, though, that the ending of last week's story was not given.

We listen to "Uncle Dan", "Within Our Land", and the music program. Everyone must listen, so the room is quiet. We find that the children taking part in the programs are careful to talk clearly, eliminating confusion.

We like the "Within Our Land" program but find the Michigan history series more to the point of what we are studying.

We find that both the "Uncle Dan" and "Within Our Land" programs help us to better understand our responsibilities of social living with each other in the classroom and home.

When we have the time, we listen to "Uncle Dan", "Within Our Land", and the music program. This last gives the children a good selection of music and an appreciation of performance.

We don't have time to discuss the programs and, often, the reception is poor, too. So we don't always use them.

The stories dramatized on "Within Our Land" reach right into the heart. My class is a slow group, and they sit quietly during the stories; there is never a sound. The

people in the group are thoughtless of one another many times, but there is a different atmosphere when the story is over with. Last week we listened to the Presidential Inauguration. I asked them how it tied in with the programs we'd been hearing each week, and they spoke of the different races and religious groups represented in the ceremony.

The attitudes built through the "Within Our Land" program are excellent. My older children watch the radio techniques and enunciation very carefully, so that they can do their own classroom broadcast.

Radio is a helpful tool in teaching for me, for it creates interest among the children in some subjects they are usually lazy about. The programs could have more reference to reading in order to stimulate more discussion, writing, and art afterwards.

In occupational therapy we cannot very well use radio, for we are learning how to make things to strengthen muscles and there are no programs along that line. Besides, the instructions would be given too fast for us to follow.

In our sight-saving room the radio is a personal friend. We especially like to listen to the news broadcasts, as well as the school programs.

In the orthopedic room we have to make plans to use the radio for programs, but the children enjoy them. We could use more pre-broadcast planning, though.

Thanks to Uncle Dan and his ability to interest children in nature, my science teaching has been a real pleasure this year. He provided the interest which makes the children eager for the further learning experiences in our science study.

My children have enjoyed the "What's In A Melody?" series very much. They have improved in forming good listening habits and in memory tests.

Secondary teachers commented both on the use they made of programs within their classrooms and the value of Radio Workshops to their students. There are also included, after these teacher comments, some remarks made by students from various workshop groups.

Secondary Teachers stated:

"Book Clues" has stimulated reading in our English class a great deal. The poetry program has done much to help the students like various kinds of poems, too. In the workshop, our most active group is the Radio Engineers Club who really take, seriously, the responsibilities of running the control board for the public address system.

The variety of activities possible in the Radio Workshop seems to appeal to all my Speech and English people. However, the "Book Clues" program was not popular with them and did not hold their interest.

Our Workshop activities help the students to be better listeners, too. Taking part also helps them to understand the techniques of radio broadcasting better and the task of producing programs.

Radio is the avenue through which values may come. It can contribute much to the classroom, should always be used as an aid to teaching, but is only a means to an end. We found that "Book Clues" needed to be used with integrity.

We haven't done too much with radio, because we don't have the facilities for a workshop. Perhaps the students would enjoy that kind of class if it were possible.

"Book Clues" has provided a fine stimulus for furthering outside reading. It is a real aid to the reading program.

### Needs to be fulfilled

Many of the teachers, while talking about the place of radio within their own classrooms, also mentioned some "needs" they would enjoy seeing fulfilled by educational radio in the coming years. This would seem to indicate that they are interested not only in what is available to them now, but are also concerned over the further correlation of radio within their teaching schedule as a useful tool. Some of these needs were expressed as follows:

It would help us if the programs could be more closely correlated with our curriculum schedule.

We need better reception, for the children seemed to listen better during the last part of the story while they were not able to understand it at first.

Even though the children enjoy the animal voices, there isn't enough action to keep the interest of the children, for they get restless and inattentive.

We would like a social science program for first graders.

Our first graders sometimes cannot understand the words, for the speaking is too fast for them.

We need all the visual aid suggestions possible, to use with the programs for first graders.

We would enjoy more action, some every time, for the first graders. Also, we sometimes tire of listening the first hour in the morning but would like to be able to choose from, perhaps, two different times.

We need to have more radios in the school so that more than one room can be using them.

The children like to feel a part of the program by doing something, too, with the broadcasting person.

For my third graders I would enjoy more information on social studies and science in a broadcast.

Since fourth graders are still hero-worshippers, I would like to be able to use programs on great Americans in connection with our history. Also, the children would be better able to understand the program if the students taking part in the broadcast would enunciate more clearly.

We just don't always have time to listen.

It would help the teaching of social studies, if the program would follow the curriculum in subject matter. Limited time for listening, preparation, and utilization is also a consideration in our use of the program.

I never seem to have time for adequate utilization. Often, I feel that the program has too much 'entertaining' and not enough subject matter.

In the platoon system, it would be easier for me to use tape recordings which I could play back for a class at more convenient times. The programs seem to come at the wrong time for every class I teach.

We need a good radio for listening. We could also use a program of elementary social studies.



I would like more pre-broadcast planning suggestions. Also, being able to have a choice of broadcast times, or the tapes to play back later, would be helpful. A complete series in social studies for fourth to sixth grade is also needed.

We could will use a series on civics or Michigan history for the Junior High level. Also, a tape recording on the making of the Constitution could be used at different times.

For Junior High English I would like to use a program which could correlate music, art, and literature in a dramatic presentation.

Through more careful utilization in Junior High English, we need to teach the students to evaluate their listening more carefully, both in the classroom and outside. Somehow, we need to be able to stress values, attitudes, and concepts more than just subject matter.

For workshop groups in Senior High Speech, we need more extensive facilities than just a public address system in the principal's office where it is inaccessible much of the time.

### Radio Workshops

Perhaps the previous comments are indicative to a great extent of the place radio enjoys within the classrooms of Flint Public Schools. Another question, often raised, is that of the value of the radio workshop experience to the average school child or youth. Following are some answers from young people themselves who were, at some previous time, members of radio workshop groups.

"A great deal of time and hard work went into the making of each radio show, but the sense of satisfaction that came with a good production was always worth the effort put forth."

Mary Alice Skinner

"We are especially grateful for our experience in radio while in school in Flint. We are finding that we have a much better understanding of what radio can contribute to elementary education than our university (Michigan) classmates whose high schools did not provide such opportunity. What we learned in Flint helps us to appreciate what we are being taught right now - that radio



can play a vital part in the elementary classroom. It brings characters alive, makes facts meaningful, stimulates the child's imagination, fosters good thinking, and, above all, makes learning fun."

Barbara Legner & Joan Prescott

" . . . Particularly valuable has been the association with other members, cooperation, and the ability to work as a team and, most important of all, learning how to get along with people."

Don McComb

" . . . Our dramatizations taught us much of psychology and sociology, not to mention the history and literature we absorbed in presenting many of the world's fine stories. Perhaps, best of all, radio workshop taught us the importance of effective teamwork."

Quentin Nesbit

" . . . I found that good sportsmanship was not a term applied solely to athletic endeavors and that unselfish service is life's greatest good."

Thelma C. Lacy

"Radio Workshop gave me a feeling of belonging. I ceased to be only a student and became an individual who had something to offer."

Eleanor Bilingslee

"Radio Workshop taught me how to understand people, their differences, and their problems."

Joyce Grandlund

" . . . We all learned to think in terms of a group and as a group. We exchanged ideas, accepted and refused ideas, and learned why some were better than others. How grateful I've been for this preparation for successful living."

Naomi Smeltz

"Radio Workshop was the most important experience of my school life. It taught me a sense of responsibility. I learned that the young people of today would soon be leaders of tomorrow. I began to realize the importance of straight thinking, the necessity for knowledge of government and of people, and American youth's responsibility to other young people. The workshop also taught me faith. Faith is very important in this world of false security. I learned that even through the chaos of war, destruction, and false concepts, we must believe that the way of peace and right can prevail."

Nancy Davies

"I shall cherish my Workshop experience until the day I die. It was my training ground because of the spirit and confidence it gave to me. I belonged to something worthwhile. It was my world of expression. It let me release any inhibition that I had locked up inside me in a sedate, responsible manner."

A young mother wrote, "I believe the most valuable thing I gained from the Workshop was tolerance. It made me a better person. Now I know it is what a person is that counts----not his religion, his nationality, or the color of his skin."

A housewife wrote, "The greatest value I gained from Radio Workshop training is a better understanding and appreciation of the broadcast media and their potentialities. Communication is of the greatest importance in today's tangled world. Its power can reach from peoples to other peoples, or from tyrants to people. However, few realize that strife need not be won but can actually be prevented through communication. And where but in our own land, through our own schools, and with our own youth, can we better condition the soil of understanding for this value and its more effective use? We cannot reach lands of other language and culture until we first reach each other. Student workshops plant the seed of this development and see that the roots are healthy and probing further and further afield. From these, the seed can flower into understanding and young people can enter the working world realizing that Peace is gained not with implements of war but through communication. There is so much more that could be said from so many different viewpoints. However, this is what has come to my mind most frequently during my years in college and now as a potential mother and homemaker. If my children can have the opportunity to experience the production activity, the pleasure in a job well done, the sense of brotherhood and "togetherness" which I gained with you and all the Workshopppers, I will ever be grateful."

From all of these comments it would appear that, among the elementary and secondary teachers alike, there prevails the primary educational philosophy that it is more important to teach individual children than it is to teach subject matter. This belief seems to be prevalent throughout the school system. From the preceding comments, it would seem as well that the teachers are using radio within the classroom whenever possible. As many of the now-present limitations can be removed, it would appear that they will make even further use of all available programs. In this way, they will probably use radio as one more effective tool in aiding the teaching program.

## CHAPTER VIII

### EVALUATIONS BY FLINT RADIO DEPARTMENT

In order to evaluate the effectiveness of a radio broadcast it is necessary to know what objective that program had. In educational radio broadcasting it is generally assumed that its objectives are the same as general educational objectives. However, there are many various methods of evaluation. Different kinds of rating scales and questionnaires have been developed for use in as many school systems and educational broadcasting stations.

In 1948-1949 the report form taken from the evaluation form of Ohio State University was distributed to the teachers asking their evaluation of the program, "Adventures for Children." This questionnaire gained for the Department some idea of the number of children listening, the ages of the listening groups, whether or not they even had a radio in the school, some suggestions for further developing the program.

At the conclusion of 1949-1950 school year, Miss Miller sent to each teacher an "Let's Evaluate" sheet. The reactions were varied. Most teachers reported they could distinctly hear the programs, "most of the time." Many of them reported they were listening to small portable radios hardly suited to classroom listening. Establishing new and broadening students' interests, stimulating investigation

and creative expression, and providing new information were the objectives the teachers felt the programs accomplished. The remaining answers the teachers gave would imply that the series were all well accepted and used. The evaluation sheet, Miss Miller found, had not been answered carefully by the teachers nor any detailed information given to her. The same form was used the following year and the comments were similar--so were the areas of careless answers.

To the next year, 1951-1952, a new evaluation form was adapted for each series. The questions were pertinent to that particular show, so that there were no questions on music bridges to be answered in the evaluating of a talk program. An overall questionnaire about which programs the teachers liked best and wanted continued was also sent out. These tabulated results on the evaluation form are included in the appendix. "Story Time" was popular as were other story and dramatic programs. The second page of the evaluation form for each program was the same and the objectives that seemed to be accomplished by the series remained the same through these years. The manuals, according to the teachers answering the questions, had become "very helpful" within the last year. Since radio listening facilities had been improved there were fewer comments about poor reception.

During the current year, 1952-1953, rather than send out one final evaluation sheet, each program writer has been asking individual program questions of the teachers throughout the year. In answer to the questions asked at the end

of the first semester about the "Polly and Puffy" program, teachers replied:

Most successful part of the program was finger plays, the story, and group participation activities. The least successful were activities requiring space and movement too far from the radio. The Mother Goose Kitchen should be omitted for the pictures were too small. Stories that would be more appealing to the children should be added to the series. It was suggested that programs on health, safety, and animals be included. All of these suggestions were incorporated in the second semester's programs.

In a questionnaire sent out on reception on TipTop Twins the following results were obtained. Twenty-two schools reported thirty-one teachers getting good reception. 19 Freed-Eisemann radios were used, 4 Public Address systems, and 8 other kinds of radios. Eleven schools and thirteen teachers reported snags in reception and three schools and three teachers reported poor reception. Further comments are included in the form in the appendix.

In general it has been found by the radio education staff to be true that where poor reception was reported the teacher was using a small portable completely unsuited to classroom listening. Frequently she would have the volume turned so high that a great degree of distortion would result. The same program listened to by children over an adequate classroom Freed-Eisemann was reported clear and distinct. However, there was occasionally difficulty in clarity and

often the trouble developed at the radio station because of a difference in speeds that the tapes were recorded and played back for broadcast. This can be overcome with the use of school studio facilities.

Through these years of evaluation, it would seem that the most often made criticism has been on clarity. Miss Miller summarized that,

"The non-clear way of operating has been largely responsible for this. We have had to record in the high school studios which are not of excellent broadcast calibre or "down the line" to the local commercial stations. Neither way is adequate. From the checks we have been able to make, any of the teacher comments on enunciation of the actors has been unfounded, and the technical difficulties will be eliminated with our own station broadcasting. However, the evaluation of too fast a pace is valid and of constant concern."

The evaluation of programs is expected to continue so that the staff can constantly keep in mind the areas of need for both teachers and students in relation to the programs and the manual material.

## CHAPTER IX

### SUMMARY, CONCLUSIONS, AND SUGGESTIONS

In reviewing this historical study of Flint Public Schools, it would seem to indicate that Flint schools have been able to envision the use of radio as an effective teaching tool. There was a definite period of growth and development during which the programs broadcast by the schools were intermittent and handled as public relations broadcasts by many different school people. Then a plan for a regular series of in-school programs emerged. After a transition period, a Radio Education Department was formed with a competent staff to be responsible for the broadcasting of a regular series of in-school programs. Now the work has been completed for the broadcasting operation of a school-owned radio station, WFEE.

Flint schools have followed in general the same pattern of development as educational radio throughout the nation. In 1920, broadcasting was being enthusiastically received and by 1922 the growth of radio stations had mushroomed. In these early years, educators also were experimenting in the field of radio. The broadcasts were of a sporadic nature until the great surge of interest and growth around 1925. The Federal Radio Act of 1927 followed by the depression were contributing factors to the decline of educational radio. After this period, government guidance and control

had been developed so that there was a gradual and steady growth both in commercial and educational broadcasting. Because of the tremendous training program carried out by the Armed Forces during World War II, an increased significance was given to all audio-visual aids and placed on radio as a teaching tool. A more recent encouragement to educational broadcasting interests was the development of FM and the FCC ruling which allocated five FM channels for educational broadcasting.

The factors had corresponding results in the development of radio in Flint Public Schools. Certain schools in Flint began by using local commercial stations as a public relations medium. The enthusiasm of the educators presenting these programs seemed to be reflected in the acceptance and support given them by students, parents, and the community as a whole. As the Board of Education realized the impetus in the schools and community, it also gave support. These pioneer broadcasting educators attempted to know and understand the problems and needs of the community as well as to present the work being done in the schools. By making friends with the various organizations and civic-minded individuals within the community, the administrators were able to exercise greater insight, leadership, and service. As the community interest in what the schools were doing increased, the number of programs a week also increased to give additional service to the public and make available to students opportunities to broadcast. The schools used every



possible means available to them to promote and publicize these programs in order to attract the largest possible audience. These school administrators also used this opportunity to try different ways of reaching and informing this public audience effectively. Not only did the community seem pleased with the efforts of the schools in using this new medium of communication, but the local commercial stations also were most cooperative. This spirit of cooperation and the exchange of useful information and assistance between the stations and the schools was of mutual benefit and in a large part directly responsible for the continued expansion of educational programs.

Eventually, in order to prepare students to participate, English and Speech teachers began to give radio instruction in their classes. And finally there evolved sufficient incentive to present a program for school children for classroom listening. The project characterized a year of transition, the beginning of in-school broadcasting by Flint schools over commercial facilities. Flint did not seem bothered by one of the more common problems among other school systems, that of winning popular support. The year of 1948-1949 was one of great change and growth in philosophy, programs, and hopes for the future. Additional confidence and support from the public was gained for the schools were offering the students a unique and appreciated service. Moreover, they seemed to be able to tell the story of radio to the right people at the right time. They apparently had

the courage to want to put a new wrapper on an old product -- education --, to want to put into the teachers' hands another tool to make education vital and worthwhile.

From the present study it is apparent that none of these forward moving steps could have been taken without the enthusiasm and untiring work of far-sighted educators, the incentive of civic pride within the community, the continuous cooperation of the local commercial stations, and the understanding and sympathy of the Board of Education and the Superintendent of Schools. One of the administrators instrumental in aiding the later growth of radio in the Flint schools was Dr. Mark W. Mills, Superintendent of Schools from 1947 to 1952. He firmly believed that since radio had become a medium that young people were listening to so extensively within their homes, the schools should also take responsibility for the good use of radio just as they were concerned within the classroom about good taste in reading material. He further believed that if the schools were to develop a generation of young people who would know how to use radio well and listen critically, then the schools would have to acquaint them with good broadcasting as school youngsters. Dr. Mills was concerned that the radio development in the Flint schools contribute to the educational growth of both participants and listeners.

Other school personnel actively interested in the Project and helpful in program planning for classroom use were Frank J. Ranley, Assistant Superintendent in charge of



the Mott Foundation Program; Lawrence L. Lundberg, Assistant Superintendent in Charge of Curriculum and Budget Services; Miss Emily Kickhafer, Curriculum Consultant; Miss Vivien Ingram, Director of Tests, Measurements and Guidance; John Ackerman, Audio-Visual Coordinator; Miss Cornelia Mulder, Health and Safety Coordinator; and Dr. Myrtle Black, Director of Adult Education.

Having successfully established a series of public relations programs using both students and teachers as participants to interpret the schools to the community over local commercial facilities, the next objective of the Flint schools was to develop the in-school listening programs presented thus far into an organized, coordinated, and well directed program series. Another objective was the eventual operation of a school-owned station for the needs and convenience of the school system.

It was at this time that Miss Ola B. Miller became active in Flint Public Schools as Director of Radio Education. Miss Miller founded her program of in-school listening on the belief that the greatest need in education today is for teachers who understand children -- their interests and needs -- at least as well as they understand subjects. Since radio is one of the new elements in today's environment and children spend more time listening than they do attending school, Miss Miller maintained that undirected and unsupervised radio listening might well have a marked effect on attitudes, habits, and points of view. Realizing that the

school cannot compete with the radio, Miss Miller further developed the high school radio workshops to provide instruction in the radio arts. She presented additional programs for in-school listening to teach discriminating listening, to help youngsters detect propaganda, and to develop appreciation for the good and resistance to the bad. In order to maintain a high level of in-school programming, Miss Miller, with the support of the Board of Education, was able to staff her expanding department with highly qualified broadcasting and teaching personnel. Miss Miller felt it equally important to keep the school administrators informed about the probable place and importance of in-school broadcasts. She realized that it was necessary to make clear to both administrators and teachers what educational broadcasts could do and to demonstrate both limitations and strengths whenever possible. She explained what was being done and urged what could and should be done by talking before school and community groups and by visiting classrooms.

This understanding by the community of what the schools were attempting to do with radio in the classrooms was to become tangible with the donation by the Lott Foundation Program which enabled the Board of Education to purchase equipment necessary to build a school-owned station. Concrete plans could then be made and effected for the eventual operation of the station. With full knowledge of the responsibility involved in this bold step, Flint schools planned for the equipment, a competent staff, and a budget

for what the Board of Education hoped would be sufficient for effective operation.

In looking ahead to the actual operation of the school-owned station, WFBE, Miss Hiller and the Radio Education Department have indicated that the following areas of previous limitations could be overcome: the broadcast schedule could better meet class schedules; the time of broadcasts could be governed by the schools; broadcasts could be repeated for increased usage; and the FM reception would be expected to be better. The Flint Board of Education seemed to be aware of what could be done with a school-owned station. Certain goals that radio broadcasting seemed to accomplish in Flint schools include: an "up-grading" of teaching by enabling an expert teacher to present an excellent lesson shared by many listening to the radio; an interpretation to the public of what community schools are accomplishing with public funds, why additional ones are necessary, and the acquiring of those funds through public support; and a better understanding by the community of the program of the schools.

In relation to these facts, Flint schools have planned to make extended use of the school-owned station. The Radio Education Department has indicated that WFBE will make it possible to overcome the obstacles of time and scheduling, and to use more effectively personnel and facilities. It is expected that WFBE will make it convenient and possible to meet the needs of students and teachers. Thus, radio broad-

casting will at last have a fair chance to become an effective and integral part of the school and community life in Flint.

### CONCLUSIONS

This history has traced the development of events pertinent to the use of radio in the Flint Public Schools, as noted in the preceding chapters. The writer has compiled the available data and information and followed the growth of broadcasting activities in which Flint schools participated from the initial use of radio by the schools for public service programs to the use in the schools as a teaching tool, as well. It is hoped that this study might serve as a means of insight into the development of school broadcasts and an impetus for other school systems to take courage and action to plan the increased use of broadcasting activities and facilities. It is further hoped that this study may even be of some value to Flint students and school personnel interested in the record of previous development as a new era of broadcasting from the school-owned station becomes a reality.

### SUGGESTIONS

From this study it would appear that there are many areas that might be probed more extensively for additional information concerning educational broadcasting. It seemed to the writer that particularly there is needed further study that would give a qualitative evaluation of school program efforts, the effects of these programs on both

schoolroom and community audiences, the effect of the time element in schoolroom broadcasts, the adequacy of program techniques and presentations, the effectiveness and possible means of utilization within the classroom, the response to different types of programs, and the receptivity to and the retention of the ideas communicated. Three broader, more general areas the writer would like to suggest for further study are these: the various aspects involved in the School Workshop Program and its effect and effectiveness; a compilation of data concerning the different radio curricula in high schools throughout the country; and the reporting, evaluation, and suggestions for various kinds of effective utilization of in-school broadcasts.

All of the work of the past years in Flint has been backed by the belief that it is good for growing minds to be encouraged to use their talents to serve their schools and their community. Miss Ola E. Miller has stated her looking ahead,

"Indeed, we want these boys and girls to recognize that the frontiers of tomorrow are world-wide and that radio is the quickest means of reaching these frontiers. We hope that one day they will use radio in their chosen fields of work to serve mankind everywhere. The agriculturist, the scientist, the engineer, the social worker, the theologian, the teacher can use radio to reach the minds of men -- to create that better world for which so many generations have fought and died. We have faith that our school radio service today may foster a significant world service tomorrow."



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## APPENDICES

December 15, 1941

## FLINT PUBLIC SCHOOLS

Report of the Committee on Policies for Radio Programs  
to be given by Flint Schools over W. F. D. F.

### Aim:

The aim of the Flint Public Schools' radio programs shall be to promote a better understanding of the work of the Flint Public Schools on the part of the citizens of Flint.

### Policies:

The following policies are to be observed by each school presenting radio programs over W. F. D. F.

1. Radio programs are to be built around fundamental principles of education.
2. Radio programs are to be fifteen minutes in length. For special programs a longer period may be granted. In no case may a program exceed thirty minutes, except as requested by W. F. D. F.
3. Each school is to be responsible for the development and production of its own program and for the transportation of the cast for rehearsals and actual broadcasting.
4. Four typewritten, double-spaced copies of the radio scripts are to be sent to Mr. Grant, chairman of radio committee, Whittier Junior High School, three weeks prior to the day it is to be presented on the radio.
5. The number of programs shall not exceed a total of sixteen per semester for the entire school system unless by special arrangement with W. F. D. F.

### Standing committees:

1. Music--Mr. Walter Floch, chairman
2. Radio research and guidance--Mr. Stewart Willett, chairman
3. Policy--Mr. Philip Vercoe, chairman
4. Publicity--Mr. Melvin Rund, chairman
5. Program--Mrs. Bernice Watson, chairman

December 15, 1941 (2)

## FLINT PUBLIC SCHOOLS

Report of the Committee on Policies for Radio Programs  
to be given by Flint Schools over W. F. S. F.

Duties:

## Program committee

The program committee will determine the subject of each school broadcast. This committee will work out the entire schedule for each semester and assign the programs to the various schools. The program committee will, further, have an extra broadcast ready in case it becomes impossible to put on any assigned program. Also any school may refer to this committee for help and suggestions in writing radio scripts.

## Policy committee

The policy committee will study the administration of the radio organization and issue new policies or change existing policies as the situation seems to demand. The policy committee will also determine the aims and objectives and make recommendations for the functioning of the entire radio program.

## Radio research and guidance committee

The radio research and guidance committee will serve as an educational medium for all the radio work. It will be the duty of this committee to find what is available in the way of published radio scripts, radio guidance material, radio procedure, and all other literature that may be of assistance in producing good radio programs. This knowledge should be assembled and made available to every school that sponsors a radio broadcast. There are certain professional ethics in radio which this committee might well explain to all the schools. This committee should also keep the committee informed as to the various schools of the air, and the programs that are available for schools from this source. A published bulletin would accomplish this.

## Publicity committee

The publicity committee should make the proper contacts to keep the citizens of Flint and the school membership informed about all radio programs broadcast by Flint schools. This can be done through newspapers, parent-teacher listening groups, school bulletins, radio announcements and by other means as they become available.

December 15, 1941 (3)

## FLINT PUBLIC SCHOOLS

Report of the Committee on Policies for Radio Programs  
to be given by Flint Schools over W. T. D. F.

## Music committee

The requests for music to accompany radio programs should be referred to the music committee. This committee should determine whether requested music can be made available for radio programs. This committee should also organize all musical programs which are to be broadcast. The music committee should have at least one program always ready to use in case of emergency. The music committee should compile a list of music that can be used without the permission of A. S. J. A. P. Also make arrangements with Mr. Grant to clear any numbers which may be necessary.

## Radio Policy Committee:

Nelia Topolka  
Florence Yancey  
Lowell Grant  
Philip H. Verace,  
chairman

PHV:dr

copy

Whittier Junior High School  
 Flint, Michigan  
 May 14, 1943

Miss Merle Merritt, Supervisor  
 Commercial Department  
 Administration Building  
 Flint, Michigan

Dear Miss Merritt:

Next fall, beginning September 23, there will be a new series of sixteen School Workshop Programs over Radio Station W. F. D. F. These programs as planned now will be given every Thursday at 2:00 o'clock.

We are sending you a list of the dates available and asking that you reserve one of them if you wish your department to put on a Radio Program.

May we suggest that you spread your programs between Elementary, Senior and Junior High Schools as much as possible.

May we have your selection of a date as early as possible.

Thank you for the very fine program given this year.

Sincerely,

(Lowell E. Grant)

Lowell E. Grant  
 Radio Chairman

-----  
 Tear off and return to Mr. Grant at Whittier School

AVAILABLE DATES

September 23	November 4	December 9
September 30	November 11	December 16
October 7	November 18	January 6
October 14	November 25	January 13
October 21	December 2	January 20
October 28		

(Merle Merritt)

Signed



## FLINT PUBLIC SCHOOLS

October 13, 1943

SOME TESTS OF A GOOD RADIO PROGRAM

1. Program must attract the listener immediately and then maintain that interest.
2. Program must be fresh and contain novelty from week to week.
3. Dramatic surprises infuse new interest.
4. Constantly seek originality.
5. Broadcast version should always be shorter than the visual program.
6. Must be a carry-over value in the program.
7. Element of timing is vital.
8. Education must be adapted to radio, not radio to education.
9. Average American intelligence 14 years.
10. Style of radio talk is conversational. Every effort should be made to make it sound like an extemporaneous talk.
11. Human interest should be the theme not textbooks, auditions, audiences, etc.
12. Schools need the advice and leadership of the station.
13. Parent teacher organizations can arrange listening groups.
14. The radio play is the life of the radio today.
15. Radio audiences are not interested in drama that aims to teach. They prefer a plot that develops an idea.
16. The plot with the greatest appeal is the one that touches the interests and the experiences of the greatest number of listeners.
17. A good script has purpose and familiarity: purpose to justify listening, familiarity to make it ring true.
18. Everybody is interested in people who do things.
19. No scene should run longer than three minutes without the entrance of a new character or a new element in the plot.

20. The curtain line at the end of the play is just as important in radio as it is in the theater.
21. During the first few moments a listener decides whether he will remain tuned to the station.
22. More than six characters are confusing to the listener since he cannot identify the characters by sight.
23. Radio sponsors claim that it takes about two years to work up a large following for a program.
24. Radio audiences are more interested in people than in ideas.
25. Don't emphasize frills; put emphasis on fundamentals.
26. Programs for children should aim to develop habits of self-control, self-respect, self-reliance, and self-culture.
27. The program should always be accurate in historical dramatizations.
28. The program should make a better citizen out of the youthful listener.
29. Every play should have a mood and an emotional experience to present.
30. Every program should attempt to create good will and friends.
31. Local programs should have "civic interest."
32. An educational program has been defined by Franklin Dunham of the N. E. C. as one "that has for its purpose the increase of knowledge, the development of skills, or the widening of appreciations of the worthwhile activities of life."

EC

Lowell Grant, Chairman  
Radio Committee

Copy to Dr. Hills: This is a copy of the letter that was sent to all radio stations in Flint.

Whittier Junior High School

September 25, 1947

To the Program Director  
Station WFDF  
503 South Sarinaw  
Flint, Michigan

Dear Sir:

In order to provide administrative machinery to screen proposals for radio programs a "radio committee" for the public schools has been established. This has been necessary, because of the demand for school programs and school time.

The policy is as follows: "The responsibilities of the radio committee shall be to screen all proposals from all radio stations in which time, effort, and student participation might be involved. It is the duty of this committee to accept only those proposals which shall be considered educationally justifiable and which call for reasonable limits of time of the staff and students. It is also the duty of this committee to see that every program is impartial and non-partisan in character."

The members of the committee are as follows:

Mr. Lowell Grant, Chairman.	Whittier Junior High School
Mr. Philip Vercoe	Central High School
Mrs. Helen Hardy Brown	Central High School
Mr. Frederick Harrington	Northern High School
Mr. Karl Nehring	Technical High School

Any proposal from any radio station should be referred to Mr. Grant and thence handled by the committee. Mr. Grant's phone number is 2-8181, extension 23.

We will be glad to work with all radio stations, but any proposal will have to take a minimum of teachers' time.

Sincerely,

L. L. Grant  
Director of Radio

LAG:bh

## RADIO STATIONS IN FLINT, MICHIGAN

<u>Call Letters</u>	<u>Established</u>	<u>Frequency Power</u>	<u>Licensee</u>
WRBC	1947	1330 1,000 DA-2	Booth Radio & TV Stations
WGLC	1952	1470 1,000 W-1	Adelaide L. Garrell
WCTV(TV (CP)			Trans-American Television Corp.
WFDF	1922	910 1,000 DA-1	Trebit Corp.
WFUM (FM) (CP)		91.293 (A) 107.1 mc 0.4 kw	Regents of U. of Michigan
WHRP	1946	1510 250-D	Methodist Radio Parish
WTAC	1946	600 1,000-D 500-K-DA-1	Trendle-Campbell Bostg. Co.
WTAC-TV (CP)			Trendle-Campbell Bostg. Co.

D - Day broadcasting

N - Night broadcasting

DA-1 -- directional antenna, same pattern day and night

DA-2 -- directional antenna, different pattern day and night

1953 Broadcasting-Telecasting Yearbook

## WHITTIER JUNIOR HIGH SCHOOL

copy

January 6, 1948

Radio Department  
Cleveland Public Schools  
Cleveland, Ohio

Gentlemen:

We are interested in revising our administrative set-up as it applies to radio in our schools. We know that you have a very efficient radio department. Would you please give us an outline of the way your school radio works administratively and how radio is handled in the individual schools. Any other suggestions that you might give us concerning a complete radio plan for Flint would be appreciated.

At the present time, we have a Radio Department in each of our high schools, a radio director and one assistant. We do not have a station of our own, but have outlets over four local stations. How much radio teacher-time is allowed in high schools of 2,000 to 3,500 students? How many radio classes do you have in your high schools of like number of students? Any literature you have on your radio organization would also be appreciated.

Sincerely,

Lowell E. Grant  
Director of Radio  
Flint Public Schools

leg /nd

sent to: Toledo  
Cleveland \*  
Portland, O  
Chicago \*  
Columbus  
Philadelphia \*

\*answers in file

APPENDIX B

School \_\_\_\_\_ Grade \_\_\_\_\_ Size of Group \_\_\_\_\_

PART I. Reception.

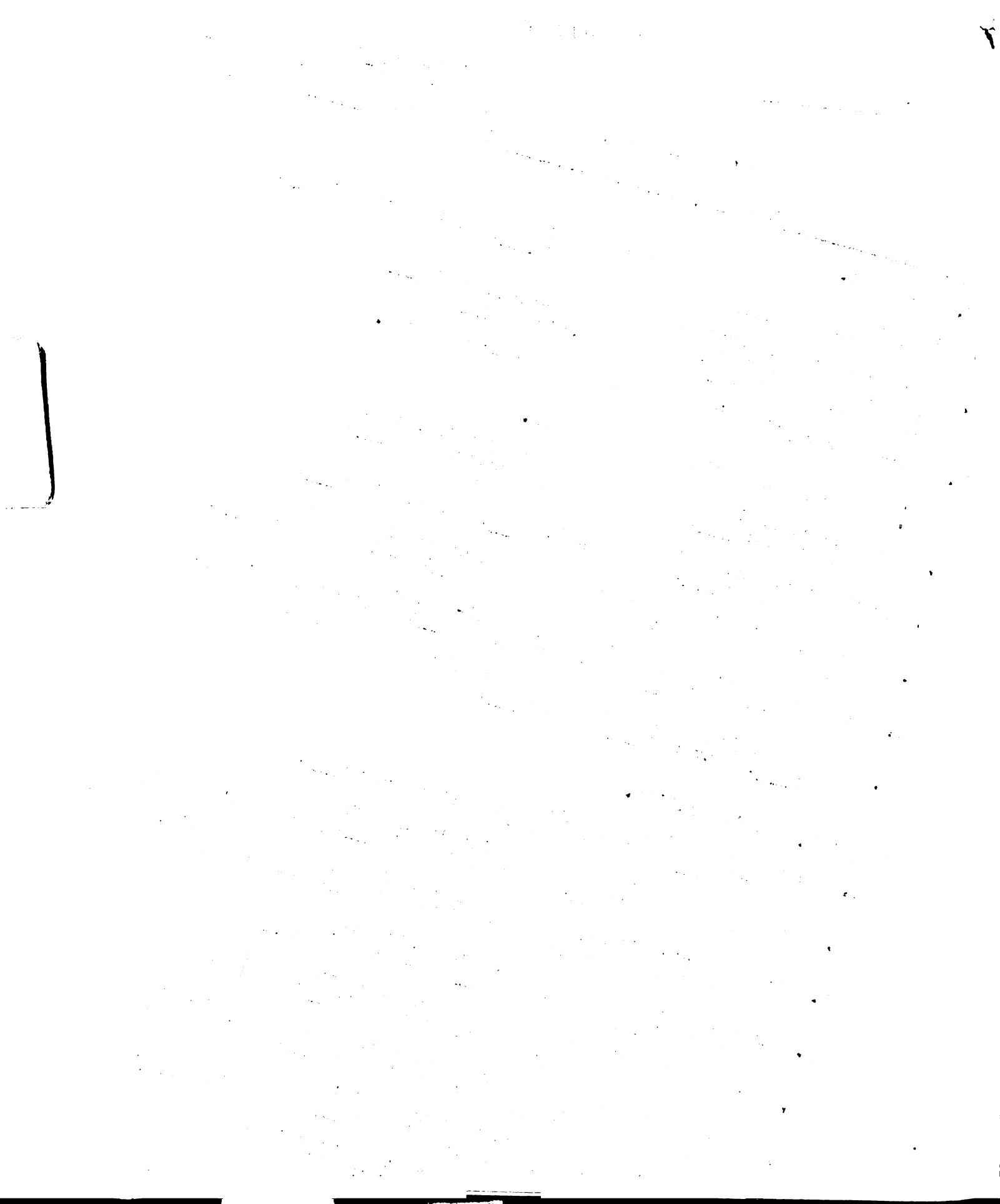
1. Could the broadcast be heard distinctly  
part of the time\_\_\_? most of the time\_\_\_? all of the time\_\_\_?
2. Do you receive the broadcasts from  
central sound system\_\_\_? small portable radio\_\_\_?  
large cabinet radio\_\_\_? Freed-Eisemann\_\_\_?
3. Describe reception difficulties as well as possible.

PART II. Interest and Suitability Factors.

1. For your class is the maturity level of this series  
too elementary\_\_\_? too adult\_\_\_? about right\_\_\_?
2. Is the vocabulary of the series  
too elementary\_\_\_? too advanced\_\_\_? about right\_\_\_?
3. Do the stories hold the interest of most of the group  
none of the time\_\_\_? part of the time\_\_\_? all of the time\_\_\_?
4. Is the time given for participation in songs and rhythms  
too short\_\_\_? too long\_\_\_? about right\_\_\_?
5. Have the stories and activities been timely and well-chosen  
none of the time\_\_\_? part of the time\_\_\_? all of the time\_\_\_?
6. Would you judge the general appeal of the series to be  
low\_\_\_? average\_\_\_? high\_\_\_?

PART III. Radio Quality.

1. Is the pace of the programs  
too slow\_\_\_? too rapid\_\_\_? about right\_\_\_?
2. Are the sound effects appropriately and effectively used  
part of the time\_\_\_? most of the time\_\_\_? all of the time\_\_\_?
3. Is the music within the story appropriately and effectively used  
part of the time\_\_\_? most of the time\_\_\_? all of the time\_\_\_?
4. In relation to the voices, are music and sound  
too soft\_\_\_? too loud\_\_\_? about right\_\_\_?
5. Are the speaking voices clear and understandable  
part of the time\_\_\_? most of the time\_\_\_? all of the time\_\_\_?
6. Have the Story Lady, the Singing Lady, and the Make Believe Lady  
been just radio voices\_\_\_? or have they become real people\_\_\_





PART IV. Educational Values.

1. Which of the following purposes or objectives does the series seem to accomplish?

- ☐ Providing opportunity for teaching good listening habits
- ☐ Providing release for redirection of emotions
- ☐ Vitalizing the subject matter of a unit of study
- ☐ Establishing new interests
- ☐ Broadening the students interests
- ☐ Improving discrimination or critical thinking
- ☐ Teaching specific skills
- ☐ Stimulating student activity or investigation
- ☐ Providing diversion from regular classwork
- ☐ Providing new information
- ☐ Supplementing textbooks
- ☐ Emphasizing information already acquired
- ☐ Stimulating creative expression
- ☐ Motivating discussion and solution of social problems
- ☐ Creating desirable attitudes
- ☐ Building pride in community, state, or national heritage
- ☐ Creating a desire for service to fellowmen
- ☐ Emphasizing desirable personal characteristics
- ☐ Promoting ideals of good citizenship
- ☐ Keeping faith in democratic ideals
- ☐ Emphasizing spiritual values
- ☐ Any others (Specify)

2. What criticisms do you have concerning the educational value of the series?

PART V. Teacher Manuals or Lesson Aids.

1. Are the lesson aids for each program  
of little use \_\_\_\_\_? useful \_\_\_\_\_? very helpful \_\_\_\_\_?
2. What suggestions do you have for the improvement of the manuals?

PART VI. Use reverse side of this sheet for additional help to Radio Department.

1. Describe briefly interesting activities growing out of these broadcasts.
2. Add any comments which will help evaluate the series.

To Radio Chairmen:

In today's school mail you will find two kinds of things to distribute:

1. A "Radio in the Classroom" Bulletin, describing the ten series to be aired, beginning the week of October 20th. One of these should go to every teacher.
2. Teacher manuals for some of the series. The remainder of the manuals will be sent in next week's mail. These should be distributed to the teachers of the grades and subjects which the programs serve.

If we have been mistaken in the number of manuals for your building, please call our office (2-3181) and request more.

As soon as the studios of our new school FM station, WFFL, are finished, we shall invite you to visit them and acquaint you with our further plans for school radio service. It seems unnecessary to call you in for a meeting at this time. We count upon you --

to acquaint teachers in your building with the program offered,

to encourage good procedures in the use of the series --

preparation for listening,  
meaningful follow-up activity,  
good listening attitude,  
proper tuning of radio receivers,  
good physical conditions for listening,

to let us know of reception difficulty, poor program quality, or other suggestions which would help us improve our service to classrooms,

to help us evaluate the effectiveness of the various series.

With our new facilities and your cooperation we hope to make the educational radio service in the Flint Schools rank with the best in the nation.

Your good help is deeply appreciated.

Sincerely yours,

10-9-52

(Ola Miller)

Please return to Radio Department

-----

Name of Radio Chairman:

School:

1

Dear Kindergarten or First grade teacher,

About six programs ago Polly and Puffy Time was first broadcast into your classroom. The first two weeks we had technical trouble which caused blurry, fuzzy listening conditions. After this was remedied we had other difficulties. As I visited schools and classrooms, I met many very pleasant teachers who gave me very helpful suggestions. "The story's too long", one of them told me. Another told me "The directions are not specific enough", "There is so much music that it obscures the dialogue", said another teacher. As each one of the suggestions came to us, we did the very best we could to revamp these programs to suit your classroom needs.

After we had listened to the program, we couldn't talk long, for of course teachers had to return to their classes; and, of course, there are many teachers using the program whom I did not meet at all. So it seems that it would be very good to make an opportunity to ask you for suggestions and criticisms that we could use for bettering this series. Whether you write long and lengthy or short and scribbly, please tell us your feelings on the following questions:

Do the students have a positive or negative feeling toward the program?

Do you have a positive or negative feeling toward the program?

What things were the most successful in communicating with the children?

What things were the least successful?

Do you use the visual aid of Mother Goose's Kitchen?

Is it successful in adding to the enjoyment of the program?

What do you believe should be omitted from the series this next semester?

What do you believe could be added to the series?

Are there any particular subjects we did not talk about that you believe it would be wise to include? (Health, safety, animals, etc.)

I shall very much appreciate your help since we want the programs to be of the very best service to you and your boys and girls.

Sincerely,

(Polly)

November 25, 1952

Schools Reporting Good Reception

<u>School</u>	<u>No. 2nd Grade Teachers Reporting</u>	<u>Type Radio Used</u>
Civic Park . . . . .	3 (Three) . . . . .	Freed-Eisemann (All three)
Clark. . . . .	1 (One) . . . . .	Freed-Eisemann
Cody . . . . .	1 (One) . . . . .	Wilcox-Gay portable
Cook . . . . .	1 (One) . . . . .	Freed-Eisemann
Coolidge . . . . .	2 (Two) . . . . .	P.A. System
Dewey. . . . .	1 (One) . . . . .	Freed-Eisemann
Dort . . . . .	1 (One) . . . . .	P.A. System
Doyle. . . . .	1 (One) . . . . .	Freed-Eisemann
Durant . . . . .	1 (One) . . . . .	Freed-Eisemann
Freeman. . . . .	1 (One) . . . . .	Freed-Eisemann
Hazelton . . . . .	2 (Two) . . . . .	Freed-Eisemann Serdix (very small one)
Homedale . . . . .	2 (Two) . . . . .	Freed-Eisemann? School Broadcast Conf. AM-PM Rec.
Lewis . . . . .	2 (Two) . . . . .	Freed-Eisemann
Lincoln (?). . . . .	1 (One) . . . . .	Philco
McKinley . . . . .	1 (One) . . . . .	P.A. System (Much better reception than formerly)
Oak. . . . .	1 (One) . . . . .	Freed-Eisemann
Parkland . . . . .	1 (One) . . . . .	Freed-Eisemann
Pierson. . . . .	1 (One) . . . . .	Spartan, table model
Potter . . . . .	1 (One) . . . . .	Radio, small
Roosevelt. . . . .	2 (Two) . . . . .	Freed-Eisemann
Stevenson. . . . .	2 (Two) . . . . .	Freed-Eisemann, Wilcox-Gay
Washington . . . . .	2 (Two) . . . . .	Freed-Eisemann, RCA Table Model
22 Schools and . . .	31 Teachers reporting good reception	19 Freed-Eisemann's Used 4 Teachers used P.A. System 8 Teachers used other radios

Schools With Some Difficulties in Reception

<u>School</u>	<u>General Reception</u>	<u>Policeman</u>	<u>Manual</u>	<u>Type of Radio</u>
Civic Park	Clear	Better than usual	Helpful	Freed-Eisemann
Dewey . .	Poor	Better	Helps a little	Freed-Eisemann
Garfield.	Better than on Zenith	Not clear all the time.	Haven't used recently	Freed-Eisemann, formerly used Zenith.
Garfield.	Better than on other radio	Children didn't sit quietly	Helpful	Freed-Eisemann
Garfield.	Not too clear	"Too much idle talk."	Yes	
Jefferson	Not always clear	Not always clear	Yes	Sonora - 6 tube.
Lincoln (?)	Not too clear	Not too well	Yes	Table Model.
Longfellow	No	No	Would help F.A.S. if we could hear	
Parkland. .	Yes - some static and blur	Not very well.	Yes, it's helpful	Freed-Eisemann
Potter. . .	Much static			Own radio
Rierson. . .	Fades a little	Fair	Helpful	Freed-Eisemann
Pierson . .	Has not been clear, but didn't hear March 16 broadcast		Helpful	Traveler? 7-inch.
Walker. . .	Clear, except for sharp, crackling sound.	Better	Helpful	Freed-Eisemann (Needs repair)

11 schools and 13 teachers reporting snags in reception. 7 Freed-Eisemann

Teachers Very Negative (about reception)

<u>School</u>	<u>General Reception</u>	<u>Policeman</u>	<u>Manual</u>	<u>Type of Radio</u>
Gedy. . .	Poor	Don't understand	Helpful	Freed- Lisemann
Hearsley	Poor	Don't understand	-----	-----
Pierce. .	Poor	Don't understand	Yes	Freed- Lisemann

---

3 schools and 3 teachers reporting poor reception.

\*\*\*\*\*

Teachers Not Reporting

Doyle -- 1 teacher  
 Freeman -- 1 teacher  
 Jefferson- 1 teacher  
 Clark -- ??  
 McKinley - 1 teacher - (Has been out, quite ill)  
 Pierson -- 1 teacher - (Radio not available for third room)

(There are probably others who didn't report; We have one form all filled out, for which we do not know the school - no name or school given, except on envelope, which was thrown in wastebasket.)

## THE SERVICES OF THE EDUCATIONAL RADIO STATION

### To Children in the Primary Grades

- Provide programs for classroom listening
  - To give the teacher a vehicle with which to teach good listening habits
  - To provide another tool to help teachers
    - promote proper social and emotional development
    - furnish vicarious experiences
    - encourage health and safety habits, good manners, and courtesy
    - motivate creative expression in speech, music, art, and physical activity
    - broaden understandings and appreciations of nature, people, and environment
    - provide examples of good speech patterns and effective reading
    - create proper attitudes toward family and community.
- Provide opportunities for growing up with radio
  - By occasional studio visits for broadcasts
  - By group participation in actual broadcasts

### To Children in the Upper Elementary Grades

- Provide programs for classroom listening
  - To stimulate further interest and exploration in literature, science, art, music, geography, history, etc.
  - to develop comprehension abilities
  - to provide up-to-date information not yet in textbooks
  - to stimulate good thinking
  - to encourage critical listening
  - to bring interesting personalities of the local, national, and world community into the classrooms
  - to motivate creative expression in written and spoken English, art, and music
  - to provide worthwhile emotional experiences which vividly impress boys and girls with respect for
    - the American Way of life
    - the true values of successful living and good citizenship
    - the importance of developing better human relations
    - the worth of every individual
    - the desire to serve in the creation of a better community, nation, world.
- Provide boys and girls opportunities to use radio
  - by participation in programs by groups
  - by participation in programs as individuals



## To Pupils in the Secondary Schools

Provide programs for classroom listening

To supplement instruction in various subject matter fields

by presenting ideas and information in more vivid and interesting ways than the majority of teachers are able to do.

by bringing on-the-spot-history-making events and interesting personalities directly to the classroom.

by providing up-to-date material not yet in the textbooks.

To encourage critical listening and develop an understanding of and appreciation for those programs which

give information as well as entertainment,

stimulate good thinking,  
increase enjoyment of good music  
and good literature,

strengthen loyalties to family,  
community, and nation,

deepen faith in the ideals of freedom,  
the dignity of man, and the  
goodness of God,

stress those values of life which  
encourage personal enrichment  
through service to one's fellow  
men.

Provide opportunities for secondary school pupils to  
participate in radio programs

To increase understanding of the radio as an important  
medium of communication,

to improve pupils' communication skills,

to provide opportunities for self-expression in a  
medium which belongs to their age,

to afford "learn-by-doing" experiences which

teach group cooperation,

develop responsibility,

develop initiative and imagination,

encourage pride in good workmanship,

stimulate the creative urge,

deepen understanding of life and its true values,

strengthen loyalty to the democratic way of life,

give young people a sense of accomplishment and

the satisfactions that come with achievement,

provide students with immediate opportunities to

use their talents in the service of

their community,

inspire visions of greater service in the creation

of a better life for all men everywhere.

## To Students in the Junior College



Afford all students at college level opportunities  
 to hear the best educational and cultural programs  
 of this country and many from other  
 countries  
 to observe first-hand the operation of one of our  
 fastest and most far reaching means  
 of communication,  
 to learn to use this medium to promote community  
 services.  
 Provide especially interested students with opportunities  
 to get actual experience in radio speech, writing,  
 program planning, and production,  
 to gain experience in technical radio operation and  
 in recording,  
 to use the radio station as an outlet for special  
 talents.

### To Adults in the Community

Provide a radio listening service for minority groups  
 not being served adequately by  
 commercial broadcasters  
 by extending local adult education opportunities into  
 the homes of the community,  
 by keeping the people informed about the services of  
 city, county, and community agencies,  
 by rebroadcasting to the people of our area the best  
 programs of other FM educational stations  
 in Michigan

WUOM, University of Michigan  
 WHAR, Michigan State College  
 WMCR, Western Michigan College  
 WDRR, Detroit Public Schools

by bringing to this community the  
 excellent educational programs available  
 through the National Association of  
 Educational Broadcasters:  
 selected programs developed by educational  
 stations all over the country,  
 experimental programs being developed by  
 NAEB in cooperation with various Foundations,  
 programs from other lands, particularly full  
 length plays and symphonies from the British  
 Broadcasting Corporation's Cultural Program  
 Service.

Afford opportunities for community participation  
 in musical programs,  
 in community service programs,  
 in other programs service cultural and educational  
 needs of the community.

Speed the community-school cooperative effort to provide  
 the best schools for the boys and girls  
 and young people of Flint  
 by enabling parents to follow school programs, thus  
 developing greater understanding of  
 educational purposes and strengthening

the link between the home and the school,  
by carrying the teaching methods and techniques of master teachers into every classroom, thus upgrading teaching skills,  
by developing a city-wide educational service which shares programs, personalities, and master teachers with children, young people, and adults in every school and every home regardless of location or of economic or social status.  
Encourage wider participation and greater interest in the growing cultural opportunities of our city.  
Instill a greater spirit of unity and deeper sense of responsibility among the citizens of the community.  
Inspire faith in the future of our city, our nation, and our world.

## AFDE Facilities

### Two Studios

Studio A - larger (Production)  
 Studio B - small (On air)

### Two Control Rooms

#### Control Room A

Altie Lansing Console  
 2 Fairchild Transcription players

#### Control Room B - Master

RLL Console  
 2 Transcription players  
     RCA (B-16 A)  
     Professional Meko-Kut  
 3 Ampex tape recorders (403 console)  
 2 Portable Magnecorders  
 1 Jack panel to tie in all possible  
     operations between 2 studios, remotes,  
     etc.

### Transmitter

RLL-1K Transmitter  
 Winchester Tower 150' plus 3' base  
 Andrew Type 3-450 7/8" lead-in line  
 Andrew Antenna Model 130 2 Multi - V 2 Bay

Two 639 B Western Electric Microphones

One 77D RCA Microphone

Four Western Electric Saltshaker Microphones



the  
mott  
foundation  
program





CHARLES STEWART MOTT, FOUNDER



## **MOTT FOUNDATION BOARD OF TRUSTEES**

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J. M. Barrett



## *What is the Mott Foundation Program?*

A program in community improvement, co-operating with the Flint Board of Education, whereby the Mott Foundation Program acts as pioneer for the Board of Education in trying out needed programs and services for which public funds are not now available.

## *How is it financed?*

### **Where does the money come from?**

The Flint Board of Education appoints a Mott Foundation Coordinating Committee, made up of three members from the Board and three from the community at large. This committee considers proposed budgets and plans for old and new projects. Those which are recommended are submitted to the Board of Education for review. When finally approved, an annual budget request is made to the Mott Foundation trustees. Upon their authorization, checks are sent by the Mott Foundation trustees to the Board of Education.

### **How are these funds administered?**

They are disbursed in the same manner as all others under the direction of the Board of Education, although earmarked for the special projects involved.

## *What is its purpose?*

The Mott Foundation program is a "grass roots" long range program of community improvement. It attempts: (1) to make possible the maximum utilization of school buildings and school facilities, as well as other community resources—personal, material, and organizational; and (2) to act as a "pilot project" to try out and to demonstrate to the local Board of Education and to other communities the possibilities of what may be accomplished; and (3) by demonstrating what can be done to

stimulate constructive influences not only in this community, but eventually in other parts of the state, the nation, and the world.

## *What is its fundamental philosophy?*

The Mott Foundation Program is committed to the philosophy of investing its financial resources not in additional buildings but in the individual by expanding and improving family, recreational, and educational services and opportunities for the entire community. Through cooperative effort and a better understanding of the problems of family and community living, it is hoped Flint may become an increasingly better place in which to live.

## *How is it organized?*

The Mott Foundation Program began in 1935 as a program of after school recreation in five school buildings. It has expanded only when it has been demonstrated that new activities were needed and not otherwise available and could be administered in an effective and business-like manner. It is now made up of many divisions in addition to the original one of recreation and leisure time activities.

## *Why did the Mott Foundation trustees select the Board of Education as a medium of operation?*

School houses are strategically located, geographically, to serve all areas of the community. The Mott Foundation trustees believe in investing in services rather than in buildings.

## *How does it operate?*

The Mott Foundation Program attempts to "fill in the gaps" in community needs and services. Rather than establishing a competing service, it often assists another agency in supplementing and rounding out its program. Sometimes when the Mott Foundation Program has conducted an experimental, demonstration program, another agency then feels it can take over the service. The Mott Foundation is most happy when it can thus "work itself out of a job."

## *What are some of the present divisions and services of the program?*

A child health program; visiting teacher and in-service training program; Mott Camp for boys; the Stepping Stone Program and Hamady House for mothers and daughters; community and social recreation; Flint Youth Bureau (primarily for fatherless boys); interracial program; adult education and adult recreation program; tot lots; teen age groups; and the community school program. (See back cover for detailed information.)

## *How many people are employed?*

Such a program requires enthusiastic, dedicated leaders who like people and want to serve them. Large numbers of volunteers assist in the Mott Foundation Program. The number of paid workers fluctuates considerably according to the time of year and other variations of

programs and needs. In December, 1952, for example, there were 33 full time paid workers (including Children's Health Center and clerical staff), and 282 others who participated on an hourly basis.

## *How are these workers recruited?*

Since it is a Board of Education program, using public school facilities, many public school teachers are employed. However, personality, experience, and the ability to get things done in a harmonious and effective manner are the major criteria. Carefully selected leaders from practically every profession and interest are represented on the staff. These include housewives, tailors, psychologists, store owners, doctors, lawyers, artists, salesmen, furriers, chemists, librarians, ministers, radio technicians, interior decorators, retired people, home economists, clerks, stenographers, industrial workers, and the like. A cross section of almost the whole community is involved.

## *What groups are served?*

The Mott Foundation Program during the 17 years of its existence has touched almost every home in the city and the outlying area. It serves, in its various divisions, young and old—from pre-schoolers to adults of all ages. Participants likewise represent all the community's social, economic and cultural levels. A common hobby, for example, is a bond which permeates all mores. Another example is the program of in-service training in child growth and development, which has to date enrolled about half the teachers in the Flint school system.

## *How and why are certain projects selected and not others?*

Some basic criteria for the selection of projects include:

- How great is the need in the community at the present time for this program?
- Is any other agency prepared to fill this need satisfactorily?
- Can the interest and support of individuals and agencies in the community be enlisted and an effective and business-like program be worked out at this time to serve this need?
- Is the suggested procedure educationally sound?

## *What is the community school philosophy?*

The Mott Foundation Program assists the Flint Board of Education in implementing its community school philosophy. The Board believes that the schools should be not merely school *houses* but *community* school houses, with opportunities and facilities offering the best possible education for both children and adults. Thus the taxpayer, at very little additional expense, buys maximum educational benefits. He gets almost twice the value for his tax dollar—which is good business and good education.

## *What groups are served by a community school?*

A community school serves all ages. It serves the total community. Thus many community groups may, without losing their individual identities, be housed under one roof. Examples of groups now using one elementary community

school are: Flint Community Players, Flint Badminton Club, Junior College Drama Groups, Children's Theatre, Men's Club, Teen Age Clubs, Girl and Boy Scouts, Women's Study Clubs, "Y" groups, Parochial teams, and the like. Neither teachers, pupils, nor staff say, "*my* school." Instead the whole community says, "*our* school."

## *What is the annual budget?*

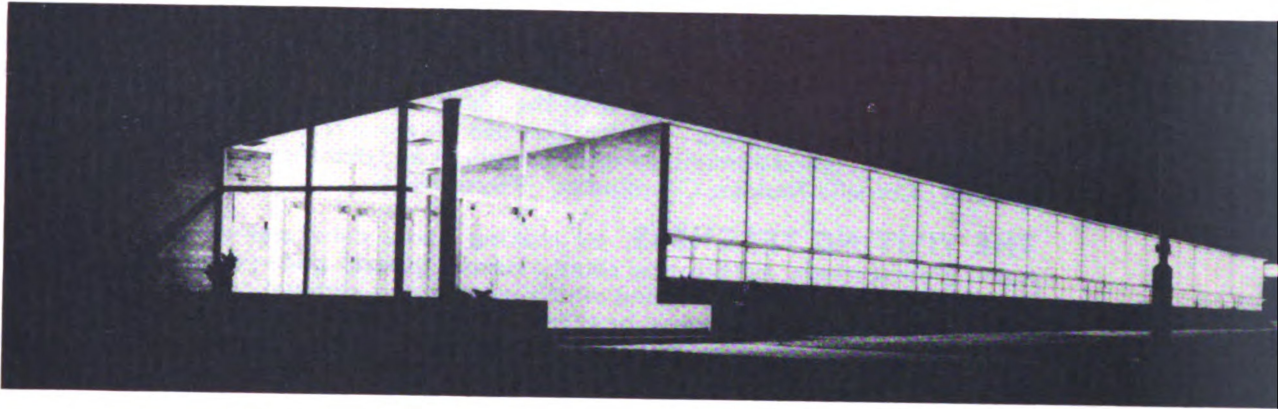
The original budget, in 1935, was \$6,000. Such a program can expand as fast and as far as leadership, creative imagination, resources, needs, and community cooperation will permit. The basic principle is: "Start from where you are and 'inch along' as you are able." The 1952-53 Mott Foundation Program budget is just under \$400,000.

## *"We don't have a Mr. Mott -- what can we do?"*

Every community has schools and dozens of additional resources. In many communities, more money is wasted than the Mott Foundation spends annually. Sensible business practices will often reveal surprising possibilities. Our challenge to any community is: "Take what *you* already have and make from it what *you* want for your community and its citizens."

## *"Where can I get more information about the Mott Foundation Program?"*

Contact Frank J. Manley, director of the Mott Foundation Program and Assistant Superintendent of Schools, Oak Grove Campus, Flint 3, Michigan. Telephone: 9-7649.



## **THE DIVISIONS OF THE MOTT FOUNDATION PROGRAM**

in cooperation with the Flint Board of Education

**MOTT CAMP** each year offers 640 Flint school boys — youngsters of all races, classes, creeds — a chance to earn a sense of security in the out-of-doors, to learn to live safely and usefully among themselves, and to share in democratic group and community living. Lester B. Ehrbright, Director. Phone 2-8181.

**THE ADULT EDUCATION PROGRAM** coordinates and promotes evening courses for college and high school credit, family living, crafts, cultural opportunities, business training and special studies for the entire community during the school year. Myrtle Foster Black, Director. Phone 9-7649.

**THE CHILD HEALTH PROGRAM** has established close cooperation between the County Medical and Dental Societies, private and public welfare organizations, and civic interest groups working with the Mott Children's Health Center. Last year 8,600 school children were "Health Guarded"—made free of all correctible medical and dental defects and immunized against smallpox and diphtheria. Dr. Arthur L. Tuuri, Director; Cornelia Mulder, Coordinator. Phone 2-8181.

**THE VISITING TEACHERS**, by making home calls and directing in-service training for teachers, are bringing about a deeper general understanding of childhood behavior, a kind of understanding which may help in eliminating failing grades, unhappy home conditions, personal problems, physical defects and deficiencies, as well as problems brought about by physical handicaps. Walter S. Holmlund, Director. Phone 2-8181.

**THE COOPERATIVE COMMUNITY RECREATION PROGRAM** has given everyone an opportunity to take part in all forms of athletics. Summer activities, tot lots, social recreation, dancing, adult recreation classes, swimming, and many other activities have been enjoyed by thousands, young and old. Harold D. Bacon, Director. Phone 9-7640.

**THE STEPPING STONE PROGRAM** for girls aims to foster a foundation for future home life through valuable training in homemaking and the "good graces," as well as spiritual and moral guidance. Mothers participate in home counselor groups. Hamady House, a country estate which was given to the Stepping Stone Program by Michael Hamady, serves as a laboratory for the clubs' out-of-school activities. Elizabeth Pollock, Director. Phone 2-8181.

**THE FLINT YOUTH BUREAU** has brought together over 500 "Big Brothers" and 210 service clubs, social agencies and business organizations to help "any boy with any problem any time." Joseph T. Ryder, Director. Phone 8-1861.

**THE INTERRACIAL PROGRAM** may be in part credited for Flint's harmonious interracial relationships and its growing sense of community improvement. At Fairview, Roosevelt, and Parkland Community Schools children and adults participate in recreational and educational activities throughout the year for the strengthening of good citizenship. John D. Russell, Director. Phone 2-8181.

**THE COMMUNITY SCHOOL PROGRAM.** Flint, in its community schools, is pioneering in educational planning. The Board of Education believes that schools should be not merely school **houses** or community centers, but functional **community schools**. Therefore it is adapting its existing buildings and designing its new ones for maximum multi-purpose use by children and adults. Freeman, Pierce and Potter are excellent examples of new Flint community schools. William F. Minardo, Director, School-Community Activities. Phone 4-1206.

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