1939

Sound and Screen - Education Vitalizers

Margaret Boeye
Iowa State College

Follow this and additional works at: http://lib.dr.iastate.edu/homemaker

Part of the Home Economics Commons

Recommended Citation
Available at: http://lib.dr.iastate.edu/homemaker/vol19/iss5/6

This Article is brought to you for free and open access by the Student Publications at Iowa State University Digital Repository. It has been accepted for inclusion in The Iowa Homemaker by an authorized editor of Iowa State University Digital Repository. For more information, please contact digirep@iastate.edu.
Sound and Screen—Education Vitalizers

Margaret Boeye takes you into the modernized American schoolroom

TINY and woebegone the schoolhouse of yesterday stands in comparison to its grandchild, the big, sleek modern school. Yet the change goes on and conceptions of more radical changes loom in sight in the school of tomorrow.

The radio is making its appearance in school work rapidly and definitely. There are two main ways in which the radio may directly take part. The first is the simpler and less expensive, that is the individual classroom radio, whether operated from the electric current circuit or with storage and dry “B” batteries. The second consists of the installation of a receiving set in the principal’s office or another central point and the extension of speakers or speaker outlets to various classrooms throughout the school.

The latter system is the one used in the new Ames High School. Loud speakers in each room are wired to the principal’s office in which the master radios are located. It is possible to have two different programs on at the same time. The teacher informs the principal of the hour she wishes a certain program. At that hour the loud speaker is turned on and the pupils may listen to the program from their regular classroom.

The national chains carry definite educational programs such as CBS’s “Adventures in Science,” “Men Behind the Stars,” “Highways to Health” and NBC’s “Farm and Home Hour.” Radio stations differ in respect to their support. Iowa State’s WOI belongs to the National Association of Colleges and Universities and is supported by taxation. WOI presents many educational programs during the day. The “Homemaker” series and “Today’s Dinner” are programs full of home economics hints gained from actual experience.

“It’s Your Future” presented under the direction of A. H. Hausrath, WOI vocational counselor, advises young people of the different occupations awaiting them. Professor Hausrath interviews guest-speakers representing different vocational fields. When he has finished, the interview is turned over to high school students who have the opportunity to ask any questions that might have been aroused.

The Ohio State Department of Education sponsors “The School of the Air.” This program is presented in three 20-minute periods during the day. WMAQ presents the “Chicago Daily News” school program. College extension courses are given over the radio by the University of Southern California. A tuition fee is charged and the lectures are supplemented by a complete syllabus. Each course is preceded by a conference at the university with all entrants attending.

Visual aids include motion pictures, lantern slides, school trips, museum materials, pictures, models, objects and graphic materials.

Available at Iowa State for a small service fee are motion picture films, glass lantern slides, film slides and mounted prints and exhibits, with the motion picture the most outstanding visual aid. So far there has been very little work done in the home economics field. A few films have been taken in foods, textiles and the nursery school.

The trend is toward sound, although the silent film has a definite place in teaching. Here the teacher may give her own lecture or insert comments to the printed narrative accompanying the film. Colored films are popular but expensive. Also the color has been found to deteriorate after long use.

The motion picture shows close-ups and slow-motion. They are the best substitute for travel and firsthand experience. Films produce the observable and the unobservable. Lapse of time may be seen without waiting a day.

In an experiment concerned with the use of films in schoolwork it was discovered that pupils not only noticed main characters but also many details. They desired to see the film more than once so as to learn to know more. They appreciated the sound as it enriched their learning experience.

Films are used to stimulate interest in the introduction of a new unit of instruction, as a direct teaching aid in presenting major concepts of a unit which are otherwise difficult or often impossible to present, to enrich or extend the content of a unit and to summarize or review a unit’s work.

The teacher should first preview the film and learn all about it. A teacher’s handbook accompanies many films. They include a statement of the objectives of the unit, suggested study approaches, ideas for utilizing the matter covered by the unit, suggested outcomes, a scene-by-scene description of the film and reading references for both the teacher and the pupil.

Many classrooms are equipped with screens and projectors

The Iowa Homemaker