

INTERPRETATION OF HOME ECONOMICS BY RADIO

INTERPRETATION OF HOME ECONOMICS BY RADIO

By

JUANITA M. PRICE

Bachelor of Science

Oklahoma College for Women

Chickasha, Oklahoma

1935

Submitted to the Faculty of the Graduate School of
the Oklahoma Agricultural and Mechanical College
in Partial Fulfillment of the Requirements

for the Degree of

MASTER OF SCIENCE

1950

JAN 17 1951

INTERPRETATION OF HOME ECONOMICS BY RADIO

JUANITA M. PRICE

MASTER OF SCIENCE

1950

THESIS AND ABSTRACT APPROVED:

Anna May Johnson

Thesis Adviser

John Woodward

Faculty Representative

Millie Pearson

Head of the Department

D. E. McIntosh

Dean of the Graduate School

266771

P R E F A C E

This study is a direct outgrowth of a venture in home economics education by radio which my position as Vocational Home Economics Teacher in Miami, Oklahoma enabled me to participate during the academic year of 1949-50. The data were obtained through the preparation and broadcasting of twenty radio scripts, involving the participation of seventy persons from the local community. I want to express my sincere appreciation to that group, who were unflinching in their courtesy and assistance. I also wish to express my appreciation to Mr. Wallace Dunn, General Manager of Radio Station KGLC, and to Mr. John Kennedy, Program Manager, for their allowance of public service time in behalf of this study and for their great interest in educational radio programs.

At Oklahoma Agricultural and Mechanical College, I am especially indebted to Miss Anna May Johnson, Associate Professor of Home Economics Education for her invaluable direction, advice, and constructive criticism. I am also grateful to Dr. Millie Pearson, Head of the Department of Home Economics Education, and to Dr. Cecil B. Williams, Professor of English, for their interest and valuable help. I am very grateful also to Mr. John G. Woodworth, Program Manager of Radio Services, for his willing assistance, which not only made the study interesting, but also made it a pleasant and stimulating experience.

Only through the cooperation of the above mentioned and others who have helped in a variety of ways could this study have been completed.

TABLE OF CONTENTS

CHAPTER		PAGE
I	ORIGIN AND NATURE OF THE PROJECT	1
II	SCRIPT WRITING	9
III	BROADCASTING	38
IV	REACTION-RESPONSE	45
V	LOOKING FORWARD	53
VI	SUMMARY	58
	BIBLIOGRAPHY	61

LIST OF TABLES

	PAGE
TABLE I. SPREAD OF CORRESPONDENCE RECEIVED FROM TOWNS	52

LIST OF FIGURES

	PAGE
FIGURE 1. LISTENING SPREAD OF KGLC BY CLOVER-LEAF DESCRIPTION	5
FIGURE 2. RESPONSE RECEIVED FROM LISTENING AUDIENCE	51

CHAPTER I

ORIGIN AND NATURE OF THE PROJECT

In the beginning, cooking and sewing were learned in the home. Then, our Boston cousins introduced them into their school curricula as such. As the new world of learning emerged into more scientific and artistic trends, the subject became known as domestic science and domestic art. Later when the need was felt for more training in family living, other household and homemaking terms were used. Eventually, home economics was the name which provided the best description of the field. Today home economics is one of the few programs taught which cater to the needs of a changing society in a changing world. Yet, as a hangover from its developing terms, home economics is still considered in the eyes of a certain percentage of the general public as "cooking" and "sewing." The problem of terminology has been a concern of the writer for some time. For the past two years, she has made a detailed study of the problem and has been working in an effort to devise efficient ways and means of planning and directing teaching activities which will interpret home economics and its related subjects of home and family living in the community. The writer believes that it is a major responsibility of homemaking teachers to interpret the areas which point out the total program of home economics. The following general units might serve as a basis for such a program:

1. Maintenance of satisfactory personal and family relationships.
2. Selection, preparation, service, conservation, and storage of food for the family.
3. Selection and purchase of goods and services for the home.
4. Care and guidance of children.

5. Selection, care, renovation, and construction of clothing.
6. Conservation, use and selection of home equipment.
7. Selection and care of the house and its furnishings.
8. Maintenance of health and home safety.
9. Home care of the sick.
10. Accident prevention and first aid.
11. Individual personal improvement.

Since the general trend of homemaking education seems to be toward training in a cross-section of real life, and toward extension and expansion to pre-school and adult levels, then teachers must use techniques which will most likely reach the various interest levels. Because of this need and desire to reach out to more families, home economists have an opportunity to capitalize on one of today's most widely used methods of communication, the radio. This tool can be a teaching medium for all the related subjects designated as home economics. There is no better method than radio for presenting timely information to a wide audience.

There is a need to develop a public relations program which will interpret what home economics means. Many towns today have local radio stations which would be glad to set up a regular program time to be used by the home economics department of the local high school.

As of July 1, 1950 in the state of Oklahoma there are forty-four local radio stations representing twenty-nine counties.¹ While radio has gone far in the last twenty years of its existence, its educational program has frequently lagged. So far as can be determined from annual reports of 1949-50 from vocational home economics teachers on this same date, July 1, 1950,

¹Radio Map of Oklahoma, Office of Burnis Arnold, Extension Radio Specialist, Oklahoma A. & M. College, Stillwater, Oklahoma.

the Miami program is the only weekly educational program being given by vocational high school home economics departments in Oklahoma.²

Miami, Oklahoma is a well organized community, one which has made good use of its natural resources. It was here in 1905 that lead and zinc were discovered and developed into one of the largest mineral wealth centers in the world. The population growth has been from approximately 8,000 in 1940 to approximately 13,000 in 1950.

Miami is very proud of its educational facilities. The city has six elementary schools and one central junior and senior high school to care for a school population of 2,246. There is a faculty of eighty-seven teachers. The Northeastern Oklahoma Agricultural and Mechanical Junior College is located at Miami and is a definite asset through its progressive preparatory and vocational courses of training. Miami has considerable industrial developments, one of which employs two thousand persons alone. Facilities for recreation are above average for cities of this size. There are more than a score of federated civic clubs supplementing the social demands of a one hundred percent white population.

Miami's radio station, KGLC, was built in 1947 by a private individual, George L. Coleman, whose initials are used in the naming. This 1000 watt daytime station has a frequency of 910, covering the major portions of 23 counties in Oklahoma, Kansas, Missouri, and Arkansas, encompassing some 840,000 persons (1940 census). KGLC is located in the Miami Hotel in the center of downtown Miami. John Kennedy, as program manager, has set a high standard of public service. The listening spread of KGLC is displayed on

²Maurine S. McNall, Northeast District Supervisor, Vocational Home Economics, Oklahoma City, Oklahoma. Information in personal letters to the writer (July 3, 12, 1950).

page 5 by clover-leaf description.

Radio stations are expected to devote a certain percentage of daily broadcast time to public interest, hence service is free for educational broadcasts. Obviously, in order to hold the listening audience and meet the local interests, the home economics teacher must furnish worthwhile materials with effective presentation.

Educational radio programs not only aid in informing the public but also offer possibilities for training students. The public believes in the educational theory that we as educators should try to bring out the full capacities of every student. The school and the home must work together, for they represent the two most important educational institutions, especially in the fields of family living and citizenship. During the school year of 1949-50 the writer prepared and presented twenty fifteen minute radio scripts for the purpose of wider interpretation of home economics related subjects. Participating in these scripts were seventy different individuals, each of whom was securing his first experience in radio broadcasting. Students were selected according to their particular interests, and an attempt was made to select as many as possible who had not been recognized in other school activities. Giving a student actual experience in participation in a radio program is a memorable personal event, and one which may lead to further career explorations. In any case participation enhances learning. Many educators would say we learn by doing an activity.

If programs can be built around facts which help to meet the problems of today's world, such participation in radio will be building basic skills and understandings, which will prepare youth for adult life. It will also satisfy the aim of educators by encouraging schools to provide experiences which will develop individuals for taking a responsible place in our society.

RADIO COVERAGE MAP OF KGLC

Four State Area Map Including Parts of Oklahoma, Kansas, Missouri, and Arkansas.

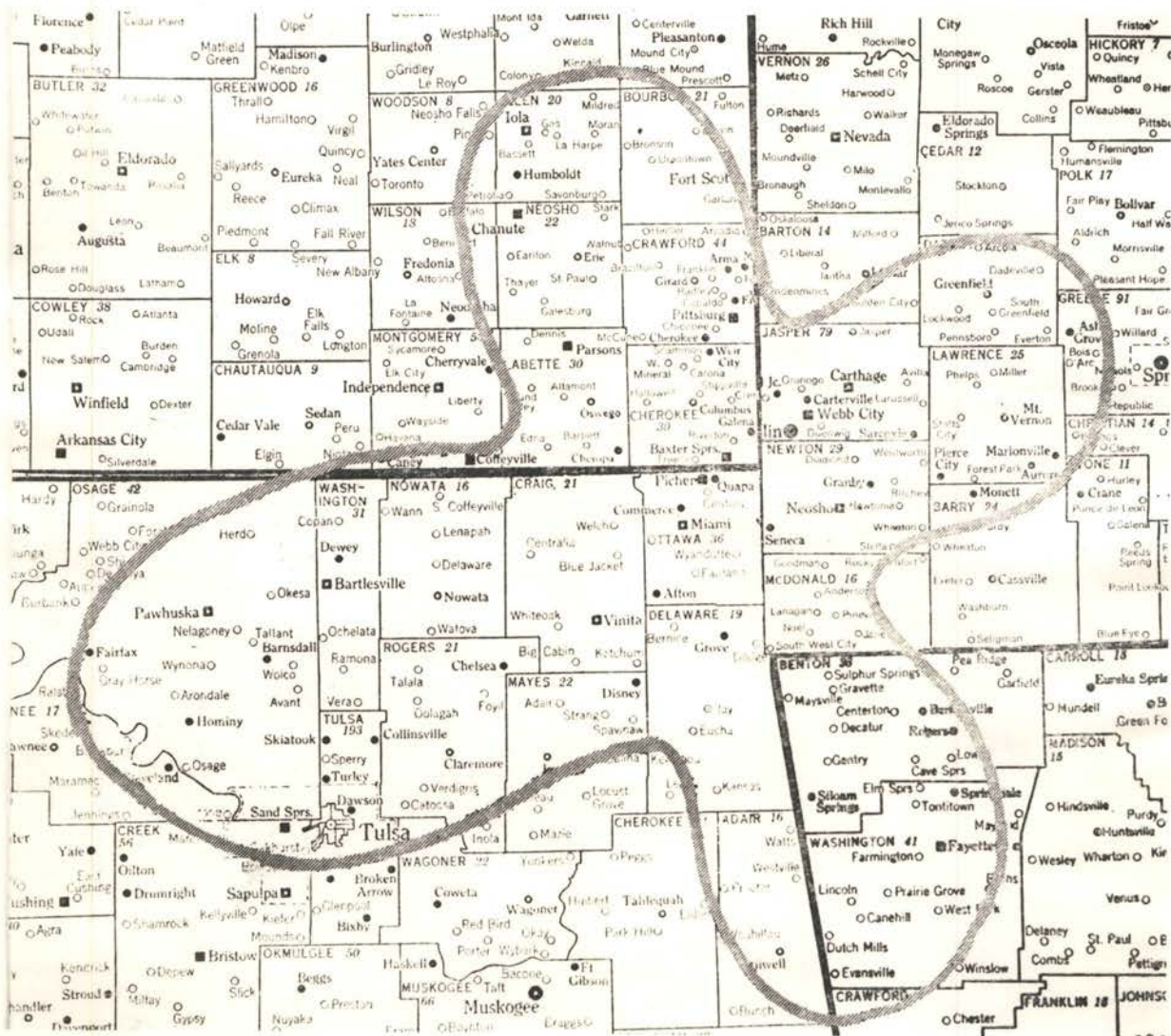


Fig. 1. Listening spread of KGLC by clover-leaf description. Photostatic reproduction from original in an advertising rate folder supplied by Station KGLC.

Home economics education in high school has long range value. For many girls high school home economics is the only training received in preparation for home life. Facts and statistics prove the value of home economics training to high school and college girls. According to Elizabeth Amery in her article, "Does Home Economics Result in Better Home Life?"

Incidentally, about 70% of girls graduating from high school are married within the next four years, so that their need for understanding family life and home responsibilities is not in the distant future....women spend or invest 90% of money earned in the family.³

Home economics teachers should be aware that if they are to reach the estimated fifty million Americans whose education does not extend beyond the eighth grade, they must take advantage of the audience radio can give.

Further evidences of better living conditions as the result of home economics training in high school is shown in Marjorie Husted's compiled statistics of the percentage of girls helped in various subject matter fields.⁴

Subject Field	Percentage Helped
Home decoration.....	93%
Meal planning.....	88%
Buying clothes.....	85%
Buying home equipment.....	85%
Food preservation.....	84%
Making clothes.....	83%
Getting along with others.....	82%
Developing family budget.....	81%
Child care.....	77%
Home laundry.....	67%
In other fields.....	62%

In order to reach these girls whose organized training stops at the high

³Elizabeth Amery, "Does Home Economics Training Result in Better Home Life?" Education, LXX (September, 1949), 33.

⁴Marjorie Husted, "Would You Like More Recognition?" Journal of Home Economics, XL (October, 1948), 459.

school level, and to provide the community with current developments in scientific living, radio offers wide opportunities to the home economics teacher. "It is estimated that radio has been taken into 95% of our homes--no other development has achieved such distribution in so short a time."⁵ Broadcasting can exert a tremendous influence on the standards of homemaking and every day living. Suggestions and informative ideas are in general better received because the situation is in the home and is a perfect setting in mood and medium. The homemaker may be just in the right mood to grasp the idea and to put it to work immediately, whether it be a change in attitude toward the family or a new technique in making meringue. The entire home-making program can be developed around the nucleus of radio broadcasts. The leader can direct the discussion without the feeling that she need be an "authority" in the field but only a coordinator who knows the source of information and gives recognition to the reference which supplies the needed information.

Methods of presenting the broadcasts may vary from the forum, interview, round table discussion type of program to realistic skits. Flash photographs of each group broadcasting, may be displayed on bulletin boards or used in the local newspaper occasionally to stimulate interest and direct the interpretation. The fact that the class lesson is to be "on the air" makes the preparation for it more interesting, exciting, and vital.

The material must be presented in a competent manner, since grammatical errors or improper pronunciation and enunciation reflect upon the entire school system. A program which will command respect calls for a well-written script. More detailed information on script writing follows.

⁵ Edward G. Olsen, School and Community, 119.

CHAPTER II

SCRIPT WRITING

Probably the greatest fear of conducting an educational program by radio is getting started. There are a number of questions which must be answered. What are the needs and interests of the listening audience? Will the program manager accept the sample scripts? How will the students respond? Will it be possible to train different individuals for each participation? One by one such questions will be answered, and time, along with a sincere enthusiasm to succeed and conscientious effort, results in satisfactory production.

The first interview with the program manager of the radio station is extremely important, for it affords the opportunity to make a lasting impression. To be able to state clearly what you represent and to give concise statements of how it may be possible to supply the needs of the listening audience with something interesting and educational, are of vital significance. One should have prepared at least two well-written scripts, of approximately fifteen minutes reading time, to leave with the manager for consideration and study. The use of the radio should not be sporadic, but should consist of regular programs in order to enlist the attention and interest of the audience. Radio program directors find that it is a good policy to announce at the end of each script the nature of the one following, the time and date. Qualifications for educational script writing are mainly interest, some radio training, familiarity with your particular field, and a general knowledge of speech and English. Of particular value is teaching experience, having the ability to evaluate good questions and answers, and the talent to stimulate good discussion.

The broadcast should be planned both in content and in form, so that it

will be clearly understandable to listeners. Script writers should remember that the listener's attention must be caught at the beginning of a program. It is advisable to use simple language, since a number of the people in most communities had had only an elementary education.

The script may be written to culminate activities at the close of a unit of class work. A committee of students may write a script following a field trip which has been a desirable learning experience. One can organize a "radio club" to plan programs of broadcasts, and the members appoint committees to do investigations on subject matter for each planned program. The investigation may be a part of the regular class work or they may be supplementary experiences which add to the information of the group. Duplicating the scripts for radio use can become a major problem. Sometimes a student who has had advanced typing in his commercial work can be given the experience of preparing the script.

Each program must be rehearsed to insure accurate timing. Actual timing practice of the script can be a part of the group work accomplished in class with another student substituting for the teacher while other group experiences are progressing. Students can also deliver the "station copy" script to the radio station, thus obtaining valuable contacts and public association experience. Every experience a child has is a potential contribution to building his personality.

A well written radio script that will hold interest as it reaches its listeners should sound spontaneous and give the impression that the speakers are engaged in informal conversation. The introductions of the group participating should be made at the beginning of the program. Interest is sometimes improved if in addition to telling who the guests are, one also tells what they represent or where they live. An example of the correct placing of

introductions may be seen by referring to a copy of the first script used as a part of this study.¹

In the discussion forum, or symposium style scripts, one key person should be given the part of connecting the issues brought out and be responsible for summarizing the points of interest. The script should be written in such a way as to inform the audience of the next speaker's name at each change of conversation. Examples of this are found in radio script number (2) included near the end of this chapter on page 22. One person's part of a discussion should not last more than one minute, since a break in voices tends to add variety to the program and helps retain the interest of the listening audience.

The average educational script should include approximately two thousand words for each fifteen minute period of broadcast. Script should be double or triple spaced for easy reading. Good radio practice requires a copy of the script to be broadcast for each person on the program, and a copy should be sent to the radio management for approval two days prior to the program. One should file a carbon copy for future reference, since the station, as well as the speaker, is held legally liable for what is said. Since this is true students should be cautioned to repeat only what is on the written page lest the whole effect be jeopardized by a faulty statement.

One should also keep in mind the importance of including materials parallel to the principles and ideals of American democracy. The program should not in any way be biased with personal beliefs of racial inferiority, church preference, political aspects, suggestive advertising, or economic interpretations.

When broadcasting, the control of sound is important. Frequently

¹See script number (1), page

unnecessary sounds spoil a program. Even the handling of paper when reading scripts, may mar an otherwise good program. For this reason select paper that will not rattle, and number the pages but not clip them together. The point where each minute ends should be indicated on each script for guidance in timing during the actual broadcast. Since all participating in the broadcast can see the radio time clock, it is possible for each member to judge the time used and to gauge his reading speed accordingly.

Practice has shown that it is desirable to use the same station introduction during each broadcast in the series. The Miami announcer's introduction was as follows:

ANNOUNCER We invite you to listen to the "Home Economic Hour," a public service feature, bringing you informational material on home economics related subjects. This program, under the direction of the home economic department of the Miami High School, is a regular feature coming to you each Friday at 5:15 P.M. The next voice you hear will be that of (teacher).

TEACHER Thank you Mr. . Today, by popular request we are having another teen-age forum. We have as our guest today Mrs. , author of a recently published book on teen age problems.....

Statements made by radio announcers in signing off also are consistent for a series of programs. The "sign off" used by station KGLC throughout the series of programs reported in this study was:

ANNOUNCER You have been listening to the Home Economics Hour under the direction of (teacher), of the Miami High School Home Economics department. We invite you to be with us again next Friday at 5:15 for another instructive round table discussion of Home Economics related subjects.

Microphone fear, one of the problems in directing student participation, is more easily prevented than cured. Individual or group instruction may be given concerning the best position of speaking into the microphone and also

concerning the handling of papers in order to prevent rattling or crackling. To induce relaxation and to establish a feeling of ease and a sense of security that all will go well, it is well to have an informal setting or get together at the drug store just preceding the broadcast. Persons participating in a broadcast should be in the studio at least fifteen minutes ahead of broadcast time in order to allow time for microphone adjustments and voice checks.

The average person speaks about thirteen to fifteen typewritten lines a minute or on the average of about two and one-half minutes per page. A carefully timed script should come out "on the nose" every time.

A variety of voices makes interesting listening and can easily be tied in with forum, symposium, round table or panel discussion techniques. There is no end to the kind of programs home economists are free to try; the interview, the "quiz", the dramatization, or the newscast of current findings. The interview provides an opportunity to "humanize" and bring into the program outstanding visitors, experts in various areas, or perhaps a mother or father to talk over the teen-age problem, and the forming and exchanging of ideas from that important triangle, parent-pupil-teacher. Script number (3) page 30 is an example of an interview type script.

The language of the radio program should be simple; the language a person might use if he went into the home of a friend. But underlying this simplicity should be a feeling of a confidence in ones knowledge of the subject under discussion. Care should be taken that students do not read the script in a manner that sounds "read" but rather as though it is being "talked." Casual remarks go over to the majority of listeners where fixed speeches fail. The subject must arouse interest and catch attention. The voice should be genuinely friendly, flexible, and soft, not harsh or monotonous. Information

can be retained better by the listener if stated slowly and clearly. Persons experienced in radio broadcasting have found that it is better to make one point convincing and understandable in fifteen minutes than to include several ideas, none of which will be remembered if time is crowded and the speech is hurried. Change of speed while talking is considered desirable also the use of various inflections or tones and suitable pauses. The voice is the personality on the radio, and the only scenery is the sound effect it portrays. A smile in the voice lends color and interest to the programs.

Repetition is necessary if you wish to impress an idea. In radio, one might well heed the old adage "if you want to say something, say it once; if you want the listener to remember something, say it three times." In offering a service to the community, such as sending out pamphlets, recipes, nutritional information or other free suggestions, the offer should be repeated in order to clarify the situation in the minds of the listening audience. The same thing is true in announcing a time and place of a special event; it is advisable to repeat the time and place so that the information may be clearly understood.

Included on the following pages are three sample scripts which illustrate the style of writing referred to earlier in this chapter.

Script (1) Toys, Their Importance and Value is included in order to show the possibilities of intergrating adult work to participate in part of the interpretation program.

Script (2) Home Nursing illustrates how an ordinary unit of home economics subject matter can be woven into radio script form.

Script (3) Whats With--Dating points out a method of using community resources or a specialist in any particular field as a guest to be interviewed on the radio program.

SCRIPT (1)

TOYS THEIR IMPORTANCE AND VALUE¹

ANNOUNCER (Standard Opening)

PRICE: Thank you very much Mr. _____. Today we are happy to have visiting the Home Economics hour guests of actual mothers who are finding the things which are taught in Home Economics becoming a reality in life. The discussion today will be about "Toys and Play" a part of Child Care and Development series, one of Home Economics related subjects. Participating on the program today are Mrs. Charles Butler who lives at 136 A. Northeast, Mrs. Perry Hauser of Route 3, Mrs. Don Headlee also of Route 3, and Mrs. William Smith of 224 "B" Northeast.

Toys are important and valuable in the life of the child and since this is Christmas season, we need to be thinking about things to consider in the purchase and selection of toys. Mrs. Headlee, can you remember the kinds of toys you played with when you were a child?

HEADLEE: Yes, but times have changed a great deal since then and so have toys. However, the real happiness that a child has and the joy he receives from playing remains the same through the ages. Can you think of a pleasanter sight than a happy child at play Mrs. Price?

PRICE: No, I can't Mrs. Headlee, and few people seem to realize the importance of play. It is a great builder. It builds bodies by

¹This is a copy of a radio script presented by Juanita Price over Station KGLC, December 16, 1949.

putting muscles to work. It builds minds, for a child at play is inventive and alert and is solving problems. Play builds social awareness, for in play a child must take other children into consideration. Play is more than a mere pastime or a means of keeping a child out of mischief, play is the child's business, a large part of his day's work and his family should recognize it as such. Play materials are essential to the child's creative life and physical well being. It is through play and toys he learns to know about the world in which he lives. Mrs. Hauser since you have six children ranging in ages from three to fifteen, you have no doubt had a lot of experience in buying toys. What do you think is one of the greatest faults in buying toys? What things should adults consider in purchasing?

HAUSER:

I believe the fault of most people is buying too many toys which are not practical. Toys should be for play and none should be bought that are too fragile to use. They should be sturdily built to avoid frequent breakage. Too many toys are bought at the first glance without consideration of what will be the first place it will break. Toys should be simple and meet the needs of the child. It should be suited to his age and to the particular stage of his development. For example, mechanical toys are no more than a fleeting joy to the child of five. He has nothing to do but watch the action. At this age he prefers to do the acting himself. I also think most people tend to buy toys above the age level of the child.

PRICE:

I am glad to hear you mention the fact that we can have too many toys of impractical value and not enough constructive value.

Poorly constructed toys which break frequently tends to develop carelessness and destructiveness in later years. Just allowing cluttered and broken toys to continue as a habit, may cause extravagance and wastefulness in an individual. I agree that too many people buy toys above the developmental age of the child, don't you Mrs. Smith?

SMITH: Yes, but haven't you seen it happen that Johnny's dad buys an electric train for Johnny who is just two years old, not because Johnny needed the train, but because Johnny's dad always wanted a train himself.

PRICE: Yes, Mrs. Smith, a real life situation. What is your most perplexing problem for your two small children?

SMITH: Well, Billy is $2\frac{1}{2}$ years old and we buy a variety of toys, but he tires of them so easily. He will get them all out, and then seems to be interested in none of them. What are we doing wrong?

PRICE: A very universal question Mrs. Smith, all of our listening audience have probably had the same trouble. It may be solved in this way. Keep the toys separated, rather than have one huge box of toys with everything in it. Keep different toys put away in different places. For example, keep all celluloid boats, ducks, fish and floating objects on a shelf or in an attractive display in the bathroom. The children may never use them except during bathing. In the kitchen keep small objects such as miniature pans, rolling pins, irons and cooking equipment so they can play cooking when mother cooks. Special sets of toys can be kept upon a high shelf and taken down only when other children visit and furnish competition. Crayons, color books, and blunt scissors are allowed

only during sessions when supervision is possible. There should be no pencil or crayon marks anywhere except in the color books. There are certain seasonal toys that if cared for and protected can be used from season to season, such as Christmas toys and Easter toys. Don't you think so Mrs. Headlee?

HEADLEE: Yes, toys if properly cared for may be used from one year to another. For example all sand box equipment can be painted and stored away each fall until next summer season. Children will welcome the familiar sight of them the next year. Story books are always more popular in the winter, so I put ours away during the summer months. I have a friend who allows the children to use only one book at a time by a private library checking method, this prevents the entire stack from becoming monotonous. Dominos, tinkertoys, blocks and marbles can be such a mess if they are playing with them all at the same time. They can be stored separately.

PRICE: You are certainly right Mrs. Headlee. I think having access to a few toys which seem to hold their permanent interest would be permissible in the familiar toy box and they should be taught in the beginning to pick up and put away as they go along. Does that answer your question Mrs. Smith?

SMITH: Yes, I will do that this Christmas when we inherit a new supply.

PRICE: Mrs. Butler, you are perhaps the youngest mother here. What problems of constructive play seems important to you?

BUTLER: Well, Sharon is only one-year-old, but I am looking to the future, that is why I am interested in this pre-school study club. I have observed homes where children destroy furniture and mark on

the walls, and I certainly do not want that to develop. How can we help children to accept responsibilities for their own things and a respect for the property of others?

PRICE: Unquestionably, the parent is at fault. This is the age-old topic which recently has become serious because if parents do not demand respect and responsibility, the child is unconquered and not desirable company to have around and property owners find it unprofitable to rent out homes to destructive families. However, the child must play, and have a space he can call his own, even if it is not more than a small space near a window. Again we can repeat he should be taught to put toys back in their place when through playing with them. This is responsibility which is learned gradually. This responsibility for the care of his own toys should be recognized by the family as one of the first steps in family cooperation, don't you think so Mrs. Hauser?

HAUSER: Yes, and again I have found that too many toys cause flitting about, with little purposeful play, and causes a tendency to become destructive. A child will do anything you will allow him to do. If you allow them to climb on furniture one time, they can become quite talented at tumbling, much to the destruction of your divan springs. However, it is unfair to punish them for this at one time and allow them to do it at another.

PRICE: That is absolutely right, Mrs. Hauser, discipline must be reasonable and stable. Mrs. Smith and Mrs. Butler you may have problems in common with our listeners who will be selecting toys this Christmas season for children near the age of one year or less. Mrs. Butler, what are the things you are going to consider?

BUTLER: I have learned by experience that a child must get acquainted

with his new world by handling objects, listening to them, and even putting them into their mouth. Because a one-year-old child still tries things out by his mouth, it is important that toys for his age be safe. They must not have sharp corners and edges or small wheels or parts that will come loose easily; the paint with which they are finished must be non-poisonous.

PRICE: Those are very good points, Mrs. Butler, do you have anything to add Mrs. Smith?

SMITH: Parents can not be too careful about the toys with which small children are allowed to play. Many accidents and deaths have been caused from improperly selected toys and allowing small children to come in contact with small objects which they will place in their mouth. Mrs. Price there is one question concerning play that some people seem to overlook, and that is the fact that a child should not be continuously interrupted in his play. I have read constant interruptions tend to make them irritable, is that so?

PRICE: Yes, if we respect a child's play, we will only interrupt if there is real danger, need for guidance, or to carry out the day's routine of sleep, food, and health habits. If we intend to interrupt, warning should be given the child, so that he can bring his play to a satisfactory stopping point. It is true that constantly interrupting a child at play may cause an irritable personality. Allow the child to carry out his own ideas and finish what he starts. Too many adult suggestions only tend to make them dependant upon us. The value of play is having ideas of their own, and being allowed to carry out the constructive one. Mrs. Headlee, do you think through organized play, we can stimulate or direct a child's talent?

HEADLEE: Yes, for example, finger painting can stimulate any natural talent for art---allowing children to finger paint gives them a chance to express themselves artistically and also according to child specialists, it is supposed to give release of nervous tension and helps develop good manipulation of objects.

PRICE: A good answer, Mrs. Headlee, and for our listening audience we have a recipe for poster paint which is to be used as finger painting. $1\frac{1}{2}$ cup hot water, $\frac{1}{2}$ cup soap flakes, $\frac{1}{2}$ cup starch, one tablespoon glycerine and add a small amount of colonge for attractive odor. This is very good for winter time recreation. Mrs. Hauser, do you have any suggestions for home made toys to be used for winter pastime?

HAUSER: Stuffed toys for the very young, are easily made from the family scrap bag and can also be washed in the family wash to keep them clean. Brightly enameled spools strung with elastic can attract the two-year-old. Molding clay can be home made also.

PRICE: Yes, will you give us the recipe we discussed in this adult class Mrs. Hauser?

HAUSER: Two cups flour, two-thirds cup salt, one tablespoon alum, and enough water to make it pliable. Divide it into sections and color it with bright colored cake coloring.

PRICE: This is very desirable clay, anyone needing this recipe at a later date contact the home economic department of the Miami public schools. Mrs. Butler, do you think it is necessary that physical activity fill the entire playtime for the child? If not, what are some quiet ways to keep children amused in the winter season?

BUTLER: We can provide picture books, tell them rhymes to repeat,

learn simple songs, listen to the radio programs, and at a very early age take some activity such as speech or piano. All these are experiences that are learning and are considered good educational methods of supervised play.

PRICE: Thank you ladies, for spending your time away from your families to participate in this program. The participants you have just heard are mothers from a recently organized pre-school section for adult education. They study problems of the pre-school child under the name of "La Madre" study club. For the close of this program you will hear a piano solo by a seven year old pupil, Sharon Steele, who will play the Christmas carol "Oh, Little Town of Bethlehem". Until next week at this time, "Happy Homemaking Everyone."

SCRIPT NUMBER (2)

HOME NURSING²

ANNOUNCER (Standard Opening)

PRICE: Today our program will be concerning "Home Nursing". Home Economics students participating in the program are Helen Hale and Carol Phillips of the eighth grade Home Economics class.

The quotation that "Health is Wealth" is particularly true. Anyone having had a serious sickness himself or in his immediate family will more than agree. We shall discuss today some of the things that one might consider in caring for the ill or visiting the sick.

Ideal conditions for the care of the sick are found in very few homes, so it is advisable for every person to learn to make the best use of what he has. In illness of short duration, or of a minor nature, very few adjustments need to be made; if the probabilities are that the illness will be long, or of a chronic nature, more elaborate preparations will be necessary. Carol Phillips, what are some of the things one needs to consider in arranging a room for home nursing?

CAROL: First, the patient should have a room to himself. Closets, bureaus, and tables should be emptied of the belongings of other members of the family, so the patient will not be disturbed by their

² A copy of a radio script presented by Juanita Price over Station KGLC, March 10, 1950.

interruptions. A desk piled high with unfinished work, a basket overflowing with mending, or a sewing machine buried in half-finished sewing are constant reminders of one's helplessness, and may actually delay recovery. Mental rest is equally as necessary to the welfare of the patient as physical rest.

All articles or furnishings which are not actually needed, and which would involve extra care, should be removed from the room. Wood or linoleum-covered floors are more sanitary than carpets. Small rugs which can be removed and washed are convenient and help in preventing noise. They should be laid on felt pads, however, to prevent slipping.

PRICE: A good idea, Carol. Now Helen, can you give us some things to remember about accessories such as curtains, walls, pictures, and etc.?

HELEN: Painted or tinted walls in soft colors, or wall paper without a distinct design are more restful to a sick person than a wallpaper of bright color or elaborate pattern. Some patients have a tendency to count, or to try to follow a wallpaper design, or even to imagine unusual figures and faces in it. This is hard on the eyes, exhausting in general, and may even contribute to mental confusion.

Simple washable curtains and light washable covers for the bed are both pleasing and sanitary. I have been wondering, Mrs. Price, should we use pictures in the room where there is someone ill?

PRICE: According to general rules Helen, a cheerful picture adds to the attractiveness of the room and prevents the patient from complaining about the bare walls, but the theme of the picture should suggest restfulness rather than motion or excitement. A simple print of flowers or a quiet winter landscape obviously would be more soothing than a fox hunt scene. By all means be sure the picture is hanging

straight. A picture out of line with other vertical lines of the room can create a hub-bub of nervousness. Speaking of irritations, Carol, do you remember others, or are they too numerous to mention?

CAROL: Well, small repeated noises are usually more irritating to a sick person than large disturbances. Flapping curtains, rattling windows, squeaking doors, the clatter of hard heels on a bare floor, loud ticking clocks, rustling newspapers or people whispering.

PRICE: Those are items disturbing to people whether they are sick or not; but of course we must correct them. Helen, how would you eliminate these pet disturbances that Carol has named?

HELEN: Well, a wedge of wood or a folded paper can be used to stop a rattling window,....The squeaking door hinge should be oiled; or if the squeak comes from the door that fits too tightly, rubbing the surfaces with a bar of soap may help. Loud ticking clocks may be removed from the room. The noise of walking can be avoided by the use of rubber heels.

PRICE: A good solution for them all I should say, Helen. Now, Carol, you might mention ventilation and heating for the sick room.

CAROL: There should be some provision for fresh air to come into the room and an outlet for stale air to escape. A window open at both the top and the bottom will serve the purpose. Odors may become very annoying to the patient and to the family as well. It is possible in some cases to open the doors and windows of the room wide, once a day, until the air has been thoroughly changed. This requires only a few minutes. Care must be taken, when this is done, that the patient is well covered and protected from direct draft. A scarf may be put on the head to avoid exposure.

Heating can be maintained most satisfactorily if a thermometer is used. Generally speaking, the temperature should not be above 70 degrees. Open gas stoves or oil stoves should never be used to heat the sickroom if it can be avoided, because they use a great deal of oxygen and make an extra hazard for the patient.

PRICE: So much for ventilation and heating. Helen, can you suggest any important factors in lighting?

HELEN: The light in the sickroom, both day and night, should be regulated so that it does not fall directly in the patient's eyes. To avoid this the bed may be arranged so that it does not face the window. If the patient is seriously ill and requiring the constant care of a nurse, the room may be dimly lighted by a small watt bulb, placed under the bed by an extension cord. A pocket flashlight is also a great convenience for the patient if he wants to check on the time or something during the night, and being noiseless, it seldom wakes other members of the family.

PRICE: That is well said, Helen. Carol, do you have any other suggestions about the art of home nursing?

CAROL: One thing, certain, you should follow the doctor's orders carefully, Keep notes on when certain medicines are to be given, and do not depend upon your memory for dosage. Some people set the alarm clock if the medicine is to be taken every two or three hours. Medicines should be kept out of sight from the patient, for no sick person likes to be constantly reminded of his illness. Soiled dishes and linens should be taken from the room and placed where well people will not come in contact with them before they are properly cleaned. Wilted and faded flowers should be discarded promptly.

PRICE: Helen, would you like to describe some homemade equipment for serving a sick person food in bed?

HELEN: Inexpensive trays of various sizes can be bought at stores. But in an emergency there are several household articles which make good substitutes. You may use (1) a large cookie sheet, (2) a framed picture if the hangers are removed, or (3) a breadboard.

PRICE: Right here we should say something about the importance of colorful foods and attractive trays to encourage the appetite. Carol, you may make some suggestions.

CAROL: In preparing food for the patient, his likes and dislikes should be considered, but it is better not to ask him in advance what he wants to eat. Frequently a sick person will say he has no desire for food, when asked, but if presented with an attractive tray will be tempted to eat. Food should be well cooked and carefully seasoned. It should be served in small amounts, and carefully placed on the dishes, so there will be no appearance of messiness. An over-filled plate, a glass with contents spilled over may be so disgusting to the patient that it takes away his appetite for food.

PRICE: Then, Carol, for children who are ill, small surprises on the tray such as a gay little toy dressed up differently or a small flower or a whatnot will give them an added interest to respond to food.

Helen, you might give some of the new suggestions we found recently about convalescing youngsters.

HELEN: When youngsters are convalescing from colds or other illnesses, nutritious and appetizing foods speed recovery. But it usually takes a few food fixing tricks to tempt small appetites. The first rule is: Make the meal attractive. Use your prettiest china. Get down that

flowered plate from the top shelf. Serve the child's milk in your gayest pitcher, or in a hob-nailed tumbler. Lacy paper doilies and colored paper napkins brighten food trays. It takes only a minute to put a paper frill around a lamb chop and garnish the spinach with grated cooked egg. Don't offer a sick child too much food at one time. Five small meals are better than three large ones. And eating often helps break the monotony of the day especially when there are delightful variations in food served—a red cherry frozen in an ice cube, for example, turning orange juice into a party drink. Toast becomes special when cut out with animal cooky cutters. It's amazing how a toasted elephant floating on top of a cream soup makes the soup disappear. Pink vegetable coloring makes a malted milk or an egg milk shake taste better to a small child.

The child with a cold needs citrus juices which are rich in ascorbic acid (vitamin C). These are instrumental in combating infections and in replacing fluids taken from the body by fever. If a child is feverish, sherbets and ices made from fruit juices are also welcomed. In feeding a sick child the mother's attitude is of major importance. No emotional appeals, please! If the child does not eat his meal, the tray should be removed with no remarks about how hard Mother worked to prepare it and won't he eat just a little more to please her. If the child is recovering normally, and if he is given a chance to eat the food he likes, attractively served, the chances are he will soon be cleaning up his plate and asking for more.

PRICE: I believe some things which should be included in this lesson on Home Nursing are the twelve rules of etiquette to be observed in the presence of a patient. These would surely be worth remembering. These

rules were compiled in a recent class which completed a study of First Aid and Home Nursing. Important rules to observe when visiting are: Do not discuss the patient's condition. (2) Do not remain in the room during the doctor's visit. The doctor may need to make an inquiry or examination which should be personal and private. (3) Do not whisper in a sick room. The patient quickly thinks he is becoming worse. (4) Do not rock in a rocking chair. This is a monotonous procedure which makes a patient nervous. (5) Don't rattle a newspaper or thumb constantly through a magazine. (6) Do not sit on the patient's bed, it forces him to lie at an angle and thus makes him uncomfortable. (7) Don't talk too much or stay too long. Far more people have stayed too long rather than not long enough. (8) Don't discuss with the patient the dangers of his case. This by no means leaves a cheerful atmosphere. (9) Don't bring strong odored flowers. (10) Do not chew gum in the presence of the patient. (11) Don't fail to act calmly and wisely in an emergency.

The period of convalescence may be long or short, depending upon the quality of nursing care the patient receives. The understanding and good judgment of the home nurse can sometimes do as much as the doctor to hasten the patient's recovery.

Have you noticed that the question usually uppermost in the mind of a patient who has been ill in a hospital is "When can I go home?" Even though the hospitals give the best of care, there nearly always comes a time when the patient will make much better progress at home, provided conditions are such that his basic needs for rest and nourishment can be met. Family relationships mean a great deal to patients and they need the feeling of security of familiar surroundings and the

affectionate concern of those whom they love, to bolster their courage and make them feel they still have a place to fill in the family life.

Thank you, Carol and Helen. It is well to inform the radio audience that different girls are used each week to participate in these interpretative programs of related subjects in Home Economics. These two girls were selected for this program particularly because they show and indicate interests leading to the nursing profession.

As a continuation to this program next week will be a presentation of suggestions on First Aid and accident prevention.

SCRIPT (3)

WHAT'S WITH DATING--TEEN AGERS?³

ANNOUNCER (Standard Opening)

PRICE: Thank you Mr. Harmon. Today, by popular request we are having another teen-age forum. Well, by popular teen-age request anyway. After all, if you haven't been a teen-ager, then you will be and we know their problems are very serious not only to them but to parents and teachers as well.

We have as our guests today, Mrs. Velma Nieberding, authority of teen-age problems, not only because she is the author of the current book, "Sugar and Spice", but also because she has the experience of dealing with teen-agers first hand with three sons of her own. Besides Mrs. Nieberding, guests of the Home Economics Hour today are students from the Home Economics Departments of Miami Public Schools. Representing the boy's angle will be Paul McCray and Dallas Graham. Giving the girl's pet grievances will be Vildeen Groves and Delores Houseman. These questions have been obtained and selected at random by a survey made in the classrooms as to what are the most popular local teen-age problems. Mrs. Nieberding, since you are our authority today, explain just in your own opinion, what is the general survey of dating problems?

NIEBERDING: Customs concerning dating change rapidly and vary according

³ A copy of a radio script presented by Juanita Price over Station KGLC, January 13, 1950.

to the school you attend or the community in which you live. But wherever you are, the intention back of the customs is to please the other person. So if what you do is courteous and thoughtful, you can't go far wrong. If dating is to be successful either as recreation or as preparation for homemaking, there are many things that need to be considered. Countless questions arise about dating. Some fundamental principles of dating may help you to answer them. As a rule high school young people are double-daters. There is a security that comes from the feeling that the whole responsibility for the success of the date is not on one person's shoulders. Four people can keep things moving more easily than two, and transportation and other expenses may be less when shared. Single dating lends a situation which may increase the tendency to indulge in petting.

PRICE: And as a result perhaps the affair will be shortened. Isn't that the trend Mrs. Nieberding? Let's find out from Delores just what girls like about boys. Delores, what do you consider in selecting a boy friend?

DELORES: He should have a neat personal appearance, clean, appropriate clothings, well-groomed hair, nails, teeth and skin.

PRICE: Even on a very limited budget these requirements may be met. What else, Delores?

DELORES: He should have good social manners, including good table manners, and he should dance well.

PRICE: Yes, since dancing is such a common activity of young people the boy who does not learn to dance is missing many opportunities for good times. Good dancing comes as a result of practice after

learning a few fundamentals of position, steps of the common dances, and the recognition of rhythm. What else Delores?

DELORES: He should be attentive and I don't mean talking about the dates he has with other girls, flirting with other girls or leaving me out of his conversation when double-dating with some other cute girl. He should have poise, or the ability to take care of difficult situations without letting them upset the evening. Also, a sense of humor which means lots of fun. Most of all a boy should not be a "show-off". It is disgusting to have a boy constantly drawing attention to himself.

PRICE: Well, that is a real pattern you have set up, Delores. Virldeen, do you suppose she has possibly left out anything?

VIRLDEEN: Maybe. In general, boys' bluntness or lack of consideration. For example, they may drop in unannounced or drive up outside and honk. One may have other guests or plans for the evening or is not as presentable as they would like to be. I think such visits are inexcusable. Then there is the type of boy who will say when he calls you for a date, "Are you busy tonight?" or "What are you doing tomorrow night?" What causes boys to make that approach, Mrs. Nieberding?

NIEBERDING: Simply lack of training or reading up on manners. Guys, when you call a girl for a date, state your invitation in such a way that it will be equally as easy for her to refuse as to accept. If you say "Do you have a date Saturday night?" it places her in an awkward situation. It hurts her vanity to say "No". If she does admit that she doesn't have a date, and yet doesn't care to accept your invitation she is without the simple excuse of "I'm

sorry, but I already have made plans for that evening." Do you agree, Mrs. Price?

PRICE: Yes. In calling for a date the boy should state the occasion, such as, "Would you like to go to a movie tomorrow night?" or "Would you like to attend the St. Patrick dance next week?" The girl prefers to know as far in advance as possible so she may make the necessary arrangements. For example, formal occasions where she may have special clothing problems to meet. Mrs. Nieberding, suppose you give the boys a chance to express themselves about girls.

NIEBERDING: Okay boys! Let's give the girls some things to think about. What's with you today? Paul, you look a little like getting a bit of verbal revenge.

PAUL: Well, as far as the things that girls like about boys, such as manners, poise, tact, cleanliness, good grooming and consideration—that goes double. We think personality, cleverness and a good sense of humor are as important as good looks. One very undesirable trait of many girls is their uncertainty. For example, regardless of what you ask them if its, "What show would you like to see?" or "What would you like to eat?" or "Where would you like to go?" the only answer they know is "Oh, I don't care!" We wish they would have a definite idea and stay with it.

NIEBERDING: Very uninteresting I'll admit, to draw a blank mind. What is your pet peeve today, Dallas?

DALLAS: Some girls are not very considerate of the boy's purse. Most boys' allowances are limited and they have to make it cover entertainment for two. Since eating after shows is a common

practice we might suggest to get a coke, which would give the girl a hint as to the amount of material to be ordered and keep within bounds of the pocketbook. Yet, some girls will invariably order everything on the menu.

PRICE: We hope girls who are so unjustly demanding upon your purse are in the minority. Dallas, what else is a common complaint of our boys?

DALLAS: The most recent I remember is "What do you think about girls asking boys for dates?"

PRICE: Occasionally an opportunity arises for the girls to return some of the favors shown them by inviting the boys to some affair put on by a girls' organization. Such invitations are called "Girls' Choice" or "Leap Year Dates" or "Twirp Season dates". The girl may buy the ticket in advance or arrange for refreshments. This is a socially acceptable form, don't you think, Mrs. Nieberding?

NIEBERDING: Yes, however, I should like to ask this: What do the boys think about the girl taking this method of getting a date? Traditionally of course, the boy is the aggressor in dating. Paul, what do you think?

PAUL: Its embarrassing if the wrong girl happens to ask you. I'd like to know how to refuse without hurting her feelings.

NIEBERDING: Virlddeen, can you answer that?

VIRLDEEN: I think that when the girl asks for the date she may expect to be turned down, that is she takes that chance. Wouldn't you think so, Mrs. Nieberding?

NIEBERDING: Yes, because after all, she has put herself on the same basis

as the boy in regard to dating and shouldn't be too disappointed at a refusal. After all, boys receive many turn-downs during their dating careers.

VIRLDEEN: Mrs. Nieberding, what do you think about blind dates?

NIEBERDING: Blind dates may be acceptable in emergencies, Virlddeen. A friend may have an out-of-town guest and arrange a date for her. Some fine friendships may result from blind dates if the go-between or the person who makes the date is dependable; frequently, however, disappointment is the outcome. If a boy must constantly rely on his friends to get dates for him, he should study himself to see what is wrong that girls don't accept dates when he asks them. Dolores--do you have a question?

DELORES: What should a girl do about boys who are the show-off types, especially the fast drivers?

PRICE: Quoting from the chapter on Safety from "Sugar and Spice", if Joe is the show-off type, fast-driving, bumper tag enthusiast, corner-on-two-wheels guy, you can slow him down by refusing to ride with him. You don't have to be the one to share his accident. You can say in a tactful manner with your usual charm but very firm, that your parents are rather fond of you. Mention local traffic laws; also the fact that you admire emotional maturity in men and that nowhere is it more manifest than in the way a person handles a car. The chances are, if he doesn't know what emotional maturity is he'll slow down long enough to find out. Don't let his driver's license be a license to murder. Dolores, I see your hand.

DELORES: What should a boy do in case the parents do not approve of him going steady with their teen-age daughter?

PRICE: We always get to the "going steady" question. Paul, what is your opinion?

PAUL: I think it may be the boy's fault if the parents don't like him. Maybe they don't know him. I think he should simply ask them why they object. And parents should consider also that the boy feels responsible for a girl when he takes her on a date and they should put the responsibility of getting her home on time on the boy. Often when a boy keeps a girl beyond her designated hour to return, the parents reprimand the girl. I think the parents should have a talk with the boy. I'm sure they will find the teenage boy will cooperate with them and respect them more.

PRICE: That seems a sensible angle to the problem, Paul. After all most people bear acquaintance, even boy friends. Virlddeen, what is your question?

VIRLDEEN: Should we girls ask the boy in to meet our parents the first date?

PRICE: What do you say Paul?

PAUL: Well, I certainly wouldn't want to wait outside if that's what she means. I think the association with the girl would be more enjoyable if the parents were acquainted with the boy. Don't you think so, Mrs. Nieberding?

NIEBERDING: I can't imagine a girl going out with a boy who hadn't been introduced to her parents. I see that Dallas has a question.

DALLAS: Questions, Mrs. Nieberding. Why don't girls be more honest in dating? Why don't they simply say "I don't care to go out with you" instead of making a lot of excuses that you know are phony? It looks like they want us to keep asking them so they can turn us down.

NIEBERDING: Paul has his hand up, here.

PAUL: I just want to add that some of the things boys don't like about girls or hate to see their date do, is to smoke, use too much make-up, arch their eyebrows or put on eye make-up. We don't like to see them wear high heels to school, either.

PRICE: I see that our time is running out. Mrs. Nieberding, thanks for appearing with us today and lending your time and quotations. Do you have any suggestions for the continuation of teen-age assistance in their problems?

NIEBERDING: Why don't you tell them about our little contest?

PRICE: Members of the Home Economics class of Miami High would like to exchange views on dating with you listening teen-agers. If you have any questions send them in and they will be discussed on next week's program. And here's an extra inducement for you to write in. For the best letters and suggestions on "Going Steady" submitted not later than January 27th, 2 copies of Mrs. Nieberding's book "Sugar and Spice" will be awarded. Letters will be judged on general interest and importance to the high school group. For instance, Why do you want to go steady? Is it a form of selfishness? Does it interfere with group activities? Do boys want to go steady because they are afraid to face competition in dating? Are the girls afraid they will be left out at school dances if they don't have steady dates?

Send in your letters to "Sugar and Spice" in care of Miami High School. Give your age and grade in school. Winners will be announced on the February 3rd program of the Home Economics Department.

CHAPTER III
BROADCASTING

However successful the writing of script may have been, one must realize that it is only the first major step in successful radio work. Selecting the cast, planning and arranging the broadcast make possible the actual audience contact. The conditions under which students participating in this study were selected vary somewhat from the usual manner of procedure reported in educational literature. Some schools limit the privilege to students of high scholastic ability or high achievement; while other schools extend the opportunity to participate as a reward for leadership and ideal behavior. Others limit radio participation to those students who were able to spare after school time for that purpose. "If we claim no classes or castes in America-- then there should be equal opportunities for all."¹ Believing this, the writer used none of the plans which she had found described in her readings but tried to cross section her classes as democratically as possible. Therefore students were selected from various interest groups, "across the track" labels were ignored, and a variety of intelligence quotients were combined-- inconspicuously. If any preference was shown at all, it was more likely that a student who had not obtained recognition in any other school activity, such as plays, band and orchestra, but one who was somewhat shy would be accepted.

An invitation was issued once each semester to all students in class to write whether they would be interested in participating and to make suggestions they might have for improving the type of programs to which they had been listening. A number of suggestions for future subject matter and titles were

¹Paul R. Mort and William S. Vincent, Modern Educational Practice, p. 375.

contributed. Naturally the most frequent suggestions were teen-age problems, which resulted in three of teen-age problems being included in the twenty broadcast series. When they became really concerned some of them began asking their mothers, aunts, and outside friends what they would like to have discussed. As a result of the outside contributions to the programs, suggestions came in concerning the use of modern equipment such as deep freeze and modern laundry appliances; hence the two programs which discussed those factors. The program on "Household Hints" was made because of a survey made by different members of the class in an effort to find out-of-town contributors as well as local. A brief summary of the twenty programs under discussion will be found on the following pages. The name of the program, the type of persons participating, and a brief annotation of the content and a suggested purpose of interpretation is presented.

TITLE	PARTICIPANTS	CONTENT-PURPOSE ²
<u>Home Freezers</u> <u>Frozen Foods</u>	A married senior girl who did much work in preservation of frozen foods. Questions answered which had come up in adult meetings.	<ol style="list-style-type: none"> 1. Cost of freezer operation cited. Methods of preparing foods for the freezer discussed. Suggestions for cooking frozen foods given. 2. To encourage the home freezer as one of the most desirable methods in the preservation of foods.
<u>Good-Bye</u> <u>Blue Monday</u>	Educational skit using two eighth grade girls who wanted to help on radio	<ol style="list-style-type: none"> 1. Subject matter included services rendered by automatic washers and dryers. 2. Proper care and use of equipment is important for durability. To point out advantages of modern laundry appliances.
<u>Home Nursing</u>	Two ninth grade girls having a definite interest for the nursing profession.	<ol style="list-style-type: none"> 1. Discussion of things to consider in caring for the sick in the home. Rules for etiquette given which should be observed when visiting the ill. (hospital or home) 2. To suggest improvised equipment for home use and first aid emergencies. Suggestions for care of patient and preparation of dietary.
<u>First Aid</u> <u>Accident</u> <u>Prevention</u>	Two ninth grade girls from the rural area, two eighth grade girls needing recognition of interest in their behalf.	<ol style="list-style-type: none"> 1. Check list given for a home "first aid" kit. Survey given of the places in the home where accidents are most likely to happen. 2. Suggestions to improve homes for safety measures.
<u>Interpretation of</u> <u>Home Economics</u>	Two high school senior girls, four high school senior boys.	<ol style="list-style-type: none"> 1. A review of the total school program. An invitation to attend adult classes. A survey of home economics. Differences pointed out between general and vocational home economics. 2. Purpose was interpretation of home economics in high school.

² Content is listed as number (1), Purpose is listed as number (2).

TITLE	PARTICIPANTS	CONTENT-PURPOSE
<u>Careers in Home Economics</u>	One high school girl planning on home economics as a career. Two senior high school girls yet undecided on a vocation.	<ol style="list-style-type: none"> 1. Discussion of possible professions branching from home economics. Fields included: dietetics, food management, food demonstration, food photography, home economics journalism, radio and television fields, dress designing, modeling, family life consultant. 2. To present a view of possible occupations that might develop from high school and college training in home economics.
<u>Household Hints</u>	Three very shy eighth grade girls. Two of their mothers sat in the studio as if it were the "day" of recognition.	<ol style="list-style-type: none"> 1. A collection of household hints made by the class. A survey of hints made among relatives and friends. These were given and the names of those contributing were given on the program. 2. To supply the request of students and mothers for a program on household hints. To provide for a way for more community participation.
<u>The Return of Cinderella</u>	Three freshmen girls who had worked up a skit for demonstration in a foods class.	<ol style="list-style-type: none"> 1. Presented as if it were the kitchen of a typical high school girl who was frantic for some new ideas to impress the "gang". 2. Purpose to show use of ready-mix packaged food as an important element in management of time.
<u>Outdoor Cookery</u>	Two girl scouts, age thirteen, two other girls from the rural areas.	<ol style="list-style-type: none"> 1. Directions for homemade outdoor cooking equipment. Some suggested menu's for outdoor cookery. 2. To suggest activity for families together. To point out the importance of wise use of leisure time.

TITLE	PARTICIPANTS	CONTENT-PURPOSE
<u>Making Children Feel Secure</u>	Four mothers representing club work from two different sections of town, which study the problems of the pre-school child. Both clubs were organized by the writer who is trying an organization method of adult education.	<ol style="list-style-type: none"> 1. Discussion of situations which might contribute to the feelings of insecurity. 2. To point out the value, importance, and purpose of making your children feel secure.
<u>Nutrition</u>	Three girls representing underprivileged class section of town. One other girl of high financial status, yet indicative of poor nutritional development.	<ol style="list-style-type: none"> 1. Discussion of minerals, vitamins, calories and essential foodstuffs. Instructions on how to figure individual calorie requirement. Free offer, of a calorie chart. 2. To stress relation of food habits to health.
<u>Interpretation of F.H.A.</u>	Two senior girls, Two freshman girls.	<ol style="list-style-type: none"> 1. Interesting letters read from foreign pen pals. Miami F.H.A. sponsors 97 girls communicating with 49 different countries. Home, state, and national projects were discussed. 2. To show F.H.A. part in contributing to world peace. (world festival, pen pals). To point out the value of the organization as leadership training.
<u>Teen-Age Problems</u>	A popular freshman girl. A senior girl and boy. Mrs. N____ a parent, and teen-age authority.	<ol style="list-style-type: none"> 1. Problems of dating concerning both parent and youth were aired by interview method with a parent. 2. To develop basic habits and actions that will lead to desirable popularity for both sexes.
<u>Introductions Living with Others</u>	Four ninth grade girls who were interested in improving their personality as a class project	<ol style="list-style-type: none"> 1. Special recipes for living with others. Principles of introductions cited. 2. Methods pointed out which would develop personality. To show proper ways for introducing people to one another.

TITLE	PARTICIPANTS	CONTENT-PURPOSE
<u>Whats With-- Dating</u>	Two popular freshman girls who had started dating. Two senior boys, one an idol and favorite of the girls: the other had been a dicipline problem in school. Also a local author Mrs. N____ who had just published a book on teen-age problems.	<ol style="list-style-type: none"> 1. The questions used were selected at random by a survey made by students in a working committee. The boys angle and the girl's pet grievances were aired by forum method. 2. The program was designed to meet the interests and needs of the teen-age problems of dating and social behavior.
<u>American Teen- Age Versus Australian Teen-Age</u>	Two ninth grade girls whose interest in scholastic achievement was at a minimum. As a guest, a war-bride who is the wife of a local resident, and also mother of three small children.	<ol style="list-style-type: none"> 1. Questions which were written in concerning dating were discussed. The girls inter-viewed the guest concerning differences in food, dress, social customs, and edu-cational practices of Australia. 2. Purpose was to compare American youth, schools, and mannerisms with that of Australia.
<u>Juvenile Delinquency</u>	Invited guests were: District Judge and Chief-of-Police. One boy, from the boys home economics class contacted men for inter-view and acted as M.C. Note: this is the boy referred to in human interest story, page 45.	<ol style="list-style-type: none"> 1. Discussion of the causes of juvenile delinquency. Improper home situations including lack of love are pointed out as a cause. 2. Suggestions of possible developments and programs which might prevent or control deliquency.
<u>Table Manners- Ettiquette</u>	Three eighth grade girls and one senior girl participated. The eighth grade girls made notes during class discussion to construct the format of the script.	<ol style="list-style-type: none"> 1. A review of the basic rules for table manners, hostess duties, and guest responsi-bilities. 2. Interesting examples cited to stress the importance of these fundamental applications.

TITLE	PARTICIPATION	CONTENT-PURPOSE
<u>Toys, Their Importance and Value</u>	Four adults, representing two sections of pre-school mothers clubs which study problems of the pre-school child. One lady, a mother of five children drives in from the rural area. Ages of the women range from twenty-eight to forty. One mother was a former home economics student of the writer in 1936.	<ol style="list-style-type: none"> 1. Value of constructive play pointed out in such things as finger painting. Recipe for finger paint and molding clay given. Other suggestions for home-made toys. 2. To stress the importance in selection of play materials as essential to the child's creative life and physical well being, pointing out that the things taught in home economics are realities of life.
<u>Problems of Baby Sitting</u>	Two eighth grade girls interested in baby sitting, but having below average grade points scholastically. As guests, two college seniors, from A. and M. college at Stillwater, Oklahoma, who for the past week had been engaged in observation teaching in Miami, Oklahoma.	<ol style="list-style-type: none"> 1. Discussion of things parents should consider in selecting a baby sitter. Main points to emphasize was a list or code of ethics the class had adopted as responsibilities of the baby sitter. 2. To point out that this unit of child care and training was approached from the angle of a baby sitter.

CHAPTER IV
REACTION-RESPONSE

Usually student reaction was enthusiastic, but one instance of extreme change in attitude is shown in the following human interest story:

Paul wanted recognition... it was an underlying factor rather hard to determine in his somewhat split personality. Paul had been considered by his parents, teachers, and the local police as a problem child. He had been told in front of a teacher and a few of his friends that he had for three years been a detriment to the school system of around eight hundred students of junior and senior high school age. Paul was a senior in high school, a handsome chap, who had a likable personality worthy of direction. His only recognition had been as a disciplinary problem.

Paul and his teacher were returning to the Boys Home Economics class together, after an unsuccessful conference about his class behavior. Since there seemed to be no feeling of resentment, the teacher suggested, "Paul, come in today at 3:00 o'clock maybe we can work this out together...besides I have something planned you might enjoy."

"O.K." said Paul, "I'll be there."

Before the appointed time, the teacher planned that instead of meeting Paul alone, she would have him meet with a group, all of whom would have radio program planning as their common interest. When Paul arrived, care was taken to introduce the presence of the other persons tactfully, and no reference was made to the preceding trouble. First Paul was introduced to Mrs. Velma Nieberding, local Miami author of Sugar and Spice, a currently published book on teen-age problems, who had been invited to help plan a

script on teen-age problems. Also present were two high school girls and another boy, three of Paul's friends who had been appointed to serve on committees making a survey of dating problems. Paul had not been on this working committee, but when invited, he joined the group with zest and enthusiasm. At last someone had recognized his ability to be of value.

Paul's participation on the actual broadcast was excellent; his natural spontaneous manner painted the forum discussion with vitality, color and humorous "ad libbing."

Walking down the hall following the broadcast, Paul's teacher remarked "You did very well, Paul... I wonder how many people were listening today?"

Paul was quite optimistic, "Probably four or five thousand," he remarked, "because after all that was an interesting program; then, too, since we followed the Requestfully Yours Program¹ I'm sure those teen-agers wouldn't turn the radio off when it was on dating problems." Paul went on, "I liked to do that better than anything I have ever done before. I'd like to be listened to, and respected."

"Surely, Paul," replied his teacher, "You have a very nice voice, very good possibilities. Well, I'll see you Monday, Paul; thanks for helping."

Two weeks later, someone persuaded Paul to attend church. His attendance was amusing to his associates, and a majority of the teachers and students were skeptical when he joined the church, but his reform proved genuine and lasting.

This incident began in the Boys Home Economics class in April, 1950. June, 1950 finds Paul with confidence that he can get recognition in legitimate ways; he has graduated from high school, is doing some missionary

¹Requestfully Yours has proved to be a very popular local program, probably because it is a program of requests for the favorite recordings of teen-agers.

preaching in nearby communities, and has enrolled in Oklahoma Baptist University.

The general type of response received centered around subject matter requests, or complimentary acknowledgements. Many people responded favorably toward the objectives of home economics. Some actual expressions of appreciation were as follows:

"I thought Helen did wonderfully on the radio program, I was so proud of her. Her daddy got off work an hour early to listen to the program."

"Carol's experience on radio was the most exciting thing that has ever happened to her in school...she wrote to her sister who is in nursing training in Tulsa, and the group of the girls on her floor listened in on your program. They are sending in a card of appreciation for your suggestions to the public for rules of ettiquette to be observed in visiting the sick room."

"Virginia really thought she was important in the F.H.A. program. She had me entertain twelve of her friends here at the house while she was at the radio station, to be sure they would listen to the program. We also had her grandmother out on the farm to tell all of her neighbors to listen in."

"I want the directions for a 'buddy burner' that you gave on your radio program about two weeks ago. I wrote them down at the time but have lost them. My husband said that would be a handy thing to have in the car at all times in case of a flat tire at night it would serve as a 'flare' and might prevent an accident."

"I thought the program on 'Table Manners' was excellent, I think it is nice to have them reviewed in such a manner that is easy to understand."

"I really was glad to hear the program on 'deep freeze' I needed to defrost my freezer at the time and your new suggestion was much simpler than the way I had used before."

"I really was glad to hear the program on 'Toys' I had never thought of the importance of play in the life of a child before. Please send me a copy of your recipe for home-made

molding clay, I have been wanting some suggestions to help spend the winter months with my two small children. I think that will be fun."

"Would it be possible to have a copy of your entire script of household hints, I thought that was the best collection I had ever heard. It was very interesting to know who had contributed the suggestions; I hope you have another such program some day."

"I was just getting ready to trade off my stove because of the terrible condition of the oven. After hearing the program of Household Hints, I used the method suggested for cleaning the oven, and now I will keep my stove another year."

"Guess what--I was spring housecleaning at the time your program of household hints was on and that suggestion on washing windows really did save time and energy."

"I am fully aware of the amount of energy consumed in planning, preparing, and presenting these worthwhile radio scripts. The value received in public relations would be hard to measure. My sincere congratulations upon the success of the programs given during the past academic year."

Student response was generally concerned with their own personal feelings. Some typical quotations are:

"I thought the broadcasts were exciting; they made me feel that I had really done something worthwhile."

"I thought I would be frightened because I never could talk in front of people, but now I am confident that I can."

"I never had so much fun learning before."

"What about another program on teen-age problems. After mother heard that one Friday, she decided to let me have a party at home so she could meet some of the boys I like that she does not know. After that I may be allowed to start 'group dating'."

"I liked the script on introductions; that is one thing teen-agers are self conscious about, especially when it's our responsibility to introduce an older person."

"I think home economics is the most interesting subject of all--the program on 'Careers' gave me an idea: I want to be a food demonstrator on TV."

"I think our radio programs have done a lot to popularize home economics. I am taking it again next year and I hope I can work on the radio programs again."

"Well, being on radio for the first time is certainly an experience that I will always remember, and of course, associate with home economics. I think these programs have been wonderful, they make us feel we are keeping up with the times."

Local response was naturally greater than response from distant cities. The week-end was frequently interrupted by telephone calls from parents and other adults who had listened to the Friday afternoon programs and were wanting additional information or supplying other comments concerning the past or future programs. Many times, mothers would call concerning a daughter who had currently appeared to offer congratulations to the home economics department in their new venture, and incidentally revealing how well they thought their daughter had done on the preceding program.

As a result of the script on "Baby Sitting" many requests came in for reliable baby sitters. A list of available telephone numbers of girls who were interested in earning pin money by baby sitting was kept on the writer's personal desk.

Several diet-conscious people sent in their weight and activity for the boys home economic class project, which had offered to figure the individual caloric requirement free.

Perhaps the reason that the most responses came in from the "Household Hint" program was that this program was more widely advertised than any other. The people whose names were used as contributors evidently "talked up" the program, because response was far beyond expectations.

Many cards came in relating to teen-age problems from other towns nearby--whose teen-age need had evidently not been met. Response ratings for individual programs are found on page 51. Spread of correspondence received from the listening audience may be found on page 52.

PROGRAM RATINGS

Title of Program	Number of Responses
"Household Hints"	*****
"Problems of Baby Sitting"	*****
"Whats-With Dating"	*****
"Teen-Age Problems"	*****
"American Teen-Age"	*****
"Toys--Importance-Value"	*****
"Home Freezer"	*****
"Nutrition"	*****
"Careers"	*****
"Good-Bye Blue Monday"	*****
"Making Children Secure"	*****
"Juvenile Delinquency"	*****
"Outdoor Cookery"	*****
"Home Nursing"	*****
"Table Manners"	****
"Introductions"	****
"Interpretation of H. E."	***
"Interpretation of F.H.A."	***
"Return of Cinderella"	***

Fig. 2 Response Received From Listening Audience.
 Note: Each star (*) represents one response.

TABLE I. Spread of Correspondence Received From Towns

Town-State	Number of Responses
Miami, Oklahoma	82
Fairland, Oklahoma	22
Commerce, Oklahoma	18
Vinita, Oklahoma	12
Afton, Oklahoma	10
Wyandotte, Oklahoma	9
Welch, Oklahoma	8
Grove, Oklahoma	8
Quapaw, Oklahoma	6
Seneca, Missouri	6
Chelsea, Oklahoma	5
Tulsa, Oklahoma	5
Carthage, Missouri	5
Joplin, Missouri	5
Rogers, Arkansas	4
Pryor, Oklahoma	4
Jay, Oklahoma	4
Cushing, Oklahoma	3
Lenapah, Oklahoma	3
Neosho, Missouri	3
Fort Scott, Kansas	3
TOTAL TOWNS 20	TOTAL RESPONSE 224.

CHAPTER V
LOOKING FORWARD

Education must be progressive, keeping step always with scientific developments. Since the scientists and engineers have given the world television, it is up to those interested in education to learn to use it effectively. Home economists should now be knee deep in plans to make available to listeners via television countless lessons related to home and family living. Television could best be used as means of stimulating interest in our subject matter for after-school hours in order to tie together student-teacher-parent relationships. Burnis Arnold makes an interesting prediction.

Guess we're among the few who've tried to analyze the part which television will play in our home entertainment and educational field in the years to come. For the skeptical, you might be interested in knowing that the number of TV sets in private homes had increased from two hundred thousand on Jan. 1, 1948 to nearly four million sets on Jan. 1, 1950. It is estimated that by the first of 1951, that number will increase to better than eight million homes. Prediction is that by 1955 over 28 million homes will have TV sets...that's out of a possible total of 43 million homes.¹

It is not fanciful to believe that television may become the greatest advance in human communication since the printing press. There is a place in television for really good home economic programs. Television gives the homemaker a chance to see new ideas as they develop. The television equipped world of the future may make provisions for more uniformly progressive home situations. Television can become a tremendous power for good in the education of children. With its use, they can give undivided

¹Burnis Arnold, "Radio Ramblings," Oklahoma Extension News, June, 1950, p. 2.

attention to one subject, and can learn visually as well as orally.

Since television is a new medium and its techniques are still developing, performances are in their infancy of experimentation. Reading from a script is not permissible, so one will need to have a personality which will thrive with no more stimulation than a little red light that glares from each of the cameras.

The home economist will be concerned with getting across something about food, equipment, textiles, fashions, crafts, interior decorations, family life or other areas of homemaking, and will need to be able to talk and demonstrate in such a way as to make the program interesting enough to hold the seeing audience. In making plans for participation, one should first visit a telecast and observe rehearsals of presentations. More do's and don'ts can be learned by observing than can be understood from reading a book. A rehearsal will be a must, since it is important to go through the activities to be shown and check the timing. All activities shown will need to be carefully planned; many will have to be done off stage with only the resulting product shown. Actions such as beating a batter, or stirring a pudding; though they may be necessary, spending time on them while broadcasting over television will create a lull in the program. Television will give the audience a feeling that the process looks easy and that they can do it too.

Some parts of the world are beginning to use television for educational purposes. It is too costly as yet for public service participation but as soon as advertising programs tend to fill the schedule to a paying basis, there will be space for educational interpretation on a a public service basis.

In Philadelphia, the board of education office of school community relations is presenting a series of programs called "Here's How." This series is directed to school-age boys and girls. Philadelphia is also pioneering in in-school viewing. Television manufacturers are lending sets to the schools in the local area. The sets are placed in small classrooms where groups of students watch the programs. Various subjects are presented, also forums on careers and demonstration of related skills.²

Undoubtedly this will spread throughout the country as educators realize what an important addition television can be in teaching. Having the addition of color by technicolor television will be an additional advantage. A prediction which radio technicians say will develop within the next two years is as follows:

An all-electronic system which does not require any change in present transmission standards---reported by New York Times. Black and white will be replaced to full color with a minimum of expense to public and industry.³

From a survey of homes using television sets it was found that the purchase of television was made from families whose financial earnings were less than \$250.00 per month.⁴ This finding seems to indicate people consider television as a means of saving money under a long-range investment. Having home shows will cost less than commercial recreation---for the family. This might indicate that television can do more than any other recent trend has done to bring the family circle back into the living room.

Problems of increased industrialization have brought about increased leisure. Unwise use of leisure time has been a stumbling block for many.

²Henrietta Battle, "Television and Your Child," Parents, XXIV (November, 1949), 45.

³Editorial, Science Digest, XXVI (November, 1949), 93.

⁴Ronald Oxford, Program Manager KOTV Television, Tulsa, Oklahoma, Personal Interview, June 16, 1950.

One is reminded of that age-old quotation "Tell me the way a nation spends its leisure time and I will prophesy the destiny of that nation" makes good philosophy. Educational radio programs could share the burden if they were well directed and entertaining as well as informational. It is true that unguided listening or random listening may prove informational, but listening would have more value if it could be organized. There is evidently some public concern about organized listening when "there are 1,750 inquiries coming in weekly from all parts of the United States and Canada concerning the success of the NBC University of the Air."⁵ Credit courses in radio could be of value for the physically handicapped or those mothers who could be learning better methods of home living at the very same hour they are grasping for help in many other aspects of home life. Words then become meaningful and indeed fall on fertile ground.

The writer is generally concerned about how to motivate home economics teachers to make the interesting attempt at producing educational radio programs. From an interview with Gladys Foris the following comments were made:

No one should be compelled to do a thing for which he has no training or assistance. A teacher training course which introduces the principles of radio training could be offered to stimulate interest and motivate the use of radio as a teaching tool.⁶

The writer believes this a very worthwhile suggestion and along with that stimulus, suggests branching out slowly in all directions of interpretations. Home economics teachers should take advantage of every opportunity

⁵Sterling Fisher, "Credit Courses on the Air," Education, LXX (December, 1949), 225.

⁶Gladys Foris, Assistant Extension Radio Specialist, Oklahoma A. & M. College, Stillwater, Oklahoma, Personal Interview, July 1, 1950.

to be a guest on radio programs, and to make possible friends and contacts that will eventually lead to actual radio participation. In many cases where no local radio station is available the teacher and students can prepare a written report or human interest story of student activities and send it to the nearest extension or home economics program for use on their radio time. Better still, if a station cannot be reached easily a tape recording machine and several dozen tapes may be bought by the school for less than one hundred dollars. In this manner the students may stay at home and listen to themselves. The universal lack of student participation is pointed out in the following quote by Dorothy Lewis of the National Association of Broadcasts. She says:

We must focus our attention on one particular phase of radio--radio education. At the end of the war, it was estimated only 10% of the teachers utilized radio even for organized listening and less than one percent participated in radio broadcasts--evidently because constructing a program entailed more research and planning than most teachers care to provide.⁷

⁷Dorothy Lewis, "The Citizens Role in Radio," Education, LXVII (May, 1949), 568.

CHAPTER VI

SUMMARY

The writer's research indicates that the percentage of home economics educational radio programs is far too low with reference to need and opportunity. Time is available in a number of stations. A few schools have made capital use of this opportunity; others have failed to see its possibilities.

The prevalent reason for using the educational radio programs described in this thesis was to interpret the school to the community to the end that the supporting public would develop a higher and better appreciation of the objectives of home economics. This aim alone is sufficient to justify the establishment of a regular radio program by the teacher in the interest of improved public relations.

The writer believes the use of student participation in educational radio programs developed students in many ways, which in turn reflected and enlarged the parental and public concern relating to the value of home economics training in secondary schools.

The modern educational belief is that the efforts of the home and school should be coordinated in order to promote the best possible development of the student. This study, which made use of parents and students together in both planning and presenting these worthwhile programs, confirms the modern educational philosophy. The writer's observation of the seventy different individuals used in this twenty-broadcast project indicated that participation was beneficial in many ways. Time does not permit the discussion of all the benefits observed, so only a brief statement is made

of the overall values believed to have occurred.

Radio participation offered opportunities for the application of principles and ideals of American Democracy. Planning and arranging the programs developed cooperative planning and ability to work with a group, valuable assets in the qualities of a good citizen; thus, participation developed good citizenship. Individual participation further revealed the understanding of an appreciation for preparing and producing radio programs, which in turn elevated habits of radio listening. This trend of thinking provided an attitude of appreciation for radio production as a distinct field of art and as a vocation.

The writer also feels that the participation was a valuable learning experience for the individual. Students reactions showed an increased knowledge of home economics subject matter and specific improvement in written and oral expression, as well as improved attitudes toward school work, and better relationships within the group. Actual participation improved the ability to speak effectively. In some instances the radio work proved to be an interesting way of providing students with first experiences in individual investigations and organized thinking. In other instances students discovered vocational interests and began to direct their thoughts toward careers.

As results of radio training, various students showed signs of growth in personality development and personal improvement. The feeling of confidence and the ability to do things provided a corrective influence replacing previous evidences of inferiority. Improvements in respect for the rights of others and the ability to get along with people were noted on the part of several individuals. School radio participation also

provided students with additional outlets for creative expression. This study provided means of giving recognition to the student who did not excel in music, dramatics, physical, or scholastic fields.

As a result of scripts on nutrition, home nursing, first aid, and accident prevention, some improvement was noted in the habits of students in relation to good health and safety. Notation was made to the effect that students acquired habits of promptness and accuracy, plus a sense of proper timing, as a result of the mechanics involved in perfecting a fifteen minute radio presentation.

The addition of the twelve adults, representing specific and specialized fields of citizenship, in this radio study, was an effective way to use community resources to help interpret home economics as a subject which offers valuable contributions to the American way of life.

Home economics plays a very important part in the education of youth for the most important position in the world, that of homemaker. The writer feels that home economics teachers should inform the public of what they are doing, for greater recognition means greater accomplishment.

BIBLIOGRAPHY

- Amery, Elizabeth. "Does Home Economics Training Result in Better Home Life." Education, LXX (September, 1949), 32-36
- Alexander, Charlotte (Assistant for Division of Home Economics Chairman of Radio Committee, Oklahoma A. & M. College). Personal Interview. Stillwater, Oklahoma, June 19, 1950.
- Arnold, Burnis (Extension Radio Specialist, Oklahoma A. & M. College). Personal Interview. Stillwater, Oklahoma, June 20, 1950.
- Bartlett, Kenneth G., and John W. Studebaker. How to Use Radio, Washington, D. C.: National Association of Broadcasters, 1941.
- Battle, Henrietta. "Television and Your Child." Parents, XXIV (November, 1949), 45-46.
- Brown, Clara M. Evaluation and Investigation in Home Economics. New York: F. C. Crofts, 1941.
- Cowgill, Rome. Fundamentals of Writing for Radio. New York: Rinehart and Company, 1949.
- Dunn, Wallace (General Manager KGLC, Miami, Oklahoma). Personal Interview. Miami, Oklahoma, August 13, 1949.
- Editorial. Science Digest, XXVI (November, 1949), 93.
- Elliott, Elizabeth E. "Our Public Relations Depend on You." Journal of Home Economics, XLII (April, 1950), 266-268.
- Fisher, Sterling. "Credit Courses on the Air." Education, LXX (December, 1949), 225-227.
- Freegard, Ruth. "Home Economics and the American Girl." Education, LXX (December, 1949), 16-19.
- Foris, Gladys (Assistant Extension Radio Specialist, Oklahoma A. & M. College). Personal Interview. Stillwater, Oklahoma, July 1, 1950.
- Good, Carter V., A. S. Barr, and Douglas E. Scates. Methodology of Educational Research. New York: Appleton-Century Company, 1941.
- Gould, Brenda (Chairman of Home Economics Program for Faculty of Radio Committee, Oklahoma A. & M. College). Personal Interview. Stillwater, Oklahoma, June 30, 1950.
- Herron, John S. "Potentialities of Radio in Education." Education, LXVII (May, 1947), 555.

- Husted, Marjorie. "Would You Like More Recognition?" Journal of Home Economics, XL (October, 1948), 459-460.
- Kirkland, Helen. "TV and the Home Economist." Practical Home Economics, XXVIII (May, 1950), 223-224.
- Kennedy, John (Program Manager KGLC, Miami, Oklahoma). Personal Interview. Miami, Oklahoma, August 13, 1949.
- Lazarsfeld, Paul F., and Patricia L. Kendall. Radio Listening in America. New York: Prentice-Hall, 1948.
- Leahy, Dorothy M. "Trends in Homemaking Education." Journal of Home Economics, XXVIII (April, 1950), 269-271.
- Lewis, Dorothy. "The Citizen's Role in Radio." Education, LXVII (May, 1949), 568-570.
- McNall, Maurine S. (Northeast District Supervisor, Vocational Home Economics, Oklahoma City, Oklahoma). Personal Letters, July 3, 12, 1950.
- Mahoney, Ann (TV Trainer for Oklahoma Natural Gas Company, Tulsa, Oklahoma). Personal Interview. Tulsa, Oklahoma, June 16, 1950.
- Mort, Paul R., and William S. Vincent. Modern Educational Practice. New York: McCraw-Will Book Company, 1950.
- Olsen, Edward G. School and Community. New York: Prentice-Hall, 1948.
- Oxford, Ronald (Program Manager KOTV Television, Tulsa, Oklahoma). Personal Interview, Tulsa, Oklahoma, June 16, 1950.
- Richardson, Lou, and Genevieve Callahan. How to Write for Homemakers, Ames, Iowa: State College Press, 1949.
- Smith, Helen Powell. "Reaching Out With Radio." Journal of Home Economics, XL (October, 1948), 455-456.
- Sowers, Alice. "Teaching Family Relationships by Radio." Journal of Home Economics, XLIII (January, 1950), 16.
- Stanton, Frank. "Television and People." Education, LXX (December, 1949), 217-224.
- Stratemeyer, Florence B., Hamden L. Forkner, and Margaret G. McKim. Developing a Curriculum for Modern Living. New York: Teachers College, Columbia University Press, 1948.
- The A.B.C. of Radio. Washington D. C.: National Association of Broadcasters, 1941.

- Tips for Radio Broadcasts. Oklahoma City, Oklahoma: State Board of Vocational Home Economics Education, 1945.
- Wagner, Jane Tiffany. Home is What You Make It. New York: International Press, 1945.
- Waller, Judith C. Radio-The Fifth Estate. Boston: Houghton Mifflin Company, 1946.
- Weaver, Luther. The Technique of Radio Writing. New York; Prentice-Hall, 1948.
- Woelfel, Norman, and Keith I. Typer. Radio and the School. New York: World Book Company, 1945.
- Wood, Mildred W. "A Slice Out of Real Life." Journal of National Education, XXXVIII (February, 1949), 98-99.
- Woodworth, John (Program Director, Department of Radio Services, Oklahoma A. & M. College). Personal Interview, Stillwater, Oklahoma, July, 1948.

TYPED BY: FLOREINE E. ADAMS