

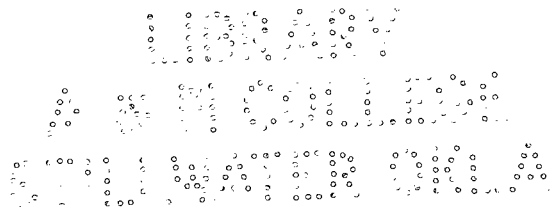
RADIO LISTENING HABITS OF STUDENTS
OF THE
UNIVERSITY PREPARATORY SCHOOL AND JUNIOR COLLEGE
TONKAWA, OKLAHOMA

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RADIO LISTENING HABITS OF STUDENTS
OF THE
UNIVERSITY PREPARATORY SCHOOL AND JUNIOR COLLEGE
TONKAWA, OKLAHOMA

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1931

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Oklahoma Agricultural and Mechanical College
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May 12, 1939

Ervin K. Oshel

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PREFACE

The advent of the radio in American homes has caused a great amount of discussion as to its values and influences upon the lives of its listeners.

Surveys have been made in the elementary and high school fields, but none were found that applied directly to students of junior colleges.

To this end, the present survey is dedicated. It is hoped that many of the facts, trends and tendencies established herein may be of value first, to the educators, as an object of student guidance of leisure time, and second, providing source material for the basis of further surveys in the junior colleges of today.

INTRODUCTION

The entire field of radio as compared to other entertainment activities, is comparatively new. No source as yet has completely exhausted its possibilities, and the effects of its subtle reach into the American home life has yet to be determined. For a number of years, new inventions have made their appearance upon the horizon of American home life, some of them, such as the electric light, telephone, auto, phonograph, player piano, sewing machine, etc., have contributed not a little to the general well being and prosperity of families all over our great nation. These are universally accepted as "desirable achievements" and many of them next to food, clothing, and shelter, are often sought after and classed as needs.

The history of the growth of radio since 1930, is rather startling. From a survey made by McGraw-Hill, CBS and NBC surveys and estimates, and released by the National Broadcasting Company, New York City, the following figures regarding families owning radios, have been revealed.^{1/} The following table shows the growth of the home owned radios from 1930 up to 1938.

^{1/} McGraw-Hill Surveys and Estimates, based on United States Census figures 1930-37

TABLE I

Table Showing The Yearly Increase In Home
Owned Radios Over A Period Of Nine Years

YEAR	No. Of Home Owned Radios	Amount Of Increase
1930	12,048,762	
1931	14,000,000	1,951,238
1932	16,000,000	2,000,000
1933	17,000,000	1,000,000
1934	18,000,000	1,000,000
1935	21,456,000	3,456,000
1936	22,869,000	1,413,000
1937	24,500,000	1,631,000
1938	26,666,500	2,166,500
Total	26,666,500	14,617,738

The above figures do not include extra sets, or more than one set in each home, neither do they include automobile sets. The National Broadcasting Company, by surveys, has estimated that there are 6,000,000 extra sets in homes and 5,000,000 sets in automobiles, as of January 1, 1938. This number, 26,666,500, represents 82 per cent of the estimated families, and is an increase of 17 per cent in number over the 1936 estimate made by the NBC Joint Committee.

The Committee ^{2/} also reported the radio families whose radios were, and had been out of commission for a period of six months, as representing 4 per cent of the total number given, 26,666,500. It can be clearly seen from the above stated facts that the general trend of radio listening is definitely on the increase year by year.

Of the large number of radio families, it is interesting to note their distribution state by state. As space forbids this we shall present only the state of Oklahoma and each of its counties, which are shown by the following table.

TABLE II
Distribution Of Radios In
Oklahoma By Counties

OKLAHOMA		TOTAL--454,300	
County	No. of Radio Families	County	No. Of Radio Families
Adair	2,170	Harmon	2,240
Alfalfa	2,710	Harper	1,350
Atoka	2,240	Haskell	2,400
Beaver	1,890	Hughes	5,090

^{2/} Estimates of Joint Committee on Radio Research,
National Broadcasting Company

TABLE II CONTINUED

County	No. of Radio Families	County	No. of Radio Families
Beckham	5,230	Jackson	5,180
Blaine	3,430	Jefferson	2,820
Bryan	5,290	Johnston	2,100
Caddo	8,360	Kay	11,040
Canadian	5,340	Kingfisher	2,990
Carter	7,980	Kiowa	5,160
Cherokee	2,630	Latimer	1,790
Choctaw	3,970	Le Flore	6,860
Cimarron	950	Lincoln	5,710
Cleveland	4,580	Logan	5,560
Coal	1,860	Love	1,510
Comanche	6,300	McClain	3,260
Cotton	2,490	McCurtain	5,450
Craig	2,860	McIntosh	3,650
Creek	12,130	Major	2,090
Custer	4,960	Marshall	1,740
Delaware	2,300	Mayes	2,770
Dewey	2,240	Murray	2,240
Ellis	1,870	Muskogee	12,960
Garfield	10,330	Noble	2,950
Garvin	4,960	Nowata	2,380

TABLE II CONTINUED

County	No. of Radio Families	County	No. of Radio Families
Grady	2,660	Okfuskee	4,680
Greer	3,410	Oklahoma	54,080
Okmulgee	10,690	Seminole	15,090
Osage	8,940	Sequoyah	2,890
Ottawa	7,500	Stephens	6,030
Pawnee	3,610	Texas	2,450
Payne	7,630	Tillman	4,340
Pittsburg	8,460	Wagoner	3,510
Pontotoc	5,770	Tulsa	45,550
Pottawatomie	3,240	Washington	6,170
Pushmataha	2,400	Washita	4,820
Roger Mills	2,200	Woods	3,400
Rogers	3,220	Woodward	2,000

Oklahoma has 454,300 radio listening families in its 77 counties out of its approximate 619,000 families. Naturally the question arises as to what practical use is being made of the radio by this large group of listeners, especially the younger generation, the boys and girls who are to become the future guardians of our nation.

Indeed, one might ask the following questions:

1. How much time do the boys and girls of the junior college school age spend listening to the radio?
2. What types of programs do they like?
3. How does listening to the radio affect their daily lives in respect to their school subjects, their leisure time, their morals, their physical health?
4. Does radio aid in establishing a life philosophy for them, and if so, to what extent?
5. Does the radio present inducements to the extent that young people may be aided in making a selection of their life's work?

These are some of the questions that the writer has attempted to answer in this study.

CHAPTER I

History And Scope Of Survey With Procedure
And Methods Of Presentation Of Data

Not many studies have been made, as yet, in the field of radio listening. Those that have been made are nearly all in either the elementary school or in the high school departments, and scattered widely geographically. One of the most outstanding authentic surveys was made by Eisenburg, of Cincinnati, Ohio, who made a very comprehensive and detailed study of over 3,000 children of the fifth, sixth, seventh, and eighth grades of the New York Metropolitan area.

The purpose of the survey was to determine the listening habits, choice of programs, and general reactions to radio programs of the grade levels above mentioned, also the reactions of the parents as to the radio activities carried on by their children.

Most of his research was made by the questionnaire method, supplemented by telephone calls and personal interviews with the parents.

His data was carefully checked and re-checked, and carefully tabulated.

He found that radios were more prevalent in the homes surveyed than automobiles, pianos, phonographs or even telephones. In short, 91 per cent of the homes

in the Metropolitan area had radios of some sort. Children have become radio fans, he states, listening on the average of six hours and sixteen minutes per week to 6.99 per cent of the programs. And as to the time of year best suited for radio listening, he found the first half of the year to be the best portion of the year because children were indoors then, and the best of programs were on the air at that time.

The above and many other findings are mentioned in his text, "Children and Radio Programs," first published in 1936.

Akin to the work of Eisenburg is the Master's Thesis Radio Survey by Ralph Kermit Hewes, Temple University, Philadelphia, Pennsylvania. This survey is on a smaller scale than the one by Eisenburg, and uses 1,000 high school students as subjects for the survey. Mr. Hewes' procedure is practically the same in collecting data as the method used by Eisenburg, the use of the questionnaires being stressed.

Of the high school students surveyed, Hewes found that 97.1 per cent of the entire group had access to radios either in their own homes or the homes of friends. He points out this immense coverage of radio distribution as being a fertile field for educational purposes.

Of the 97.1 per cent that had access to radios, 95.2 per cent listened regularly to programs.

In checking the most popular hour for listening, he found it to be from 7 to 8 P.M. for the first five days of the week and that Tuesday night from 7 to 8 was the most popular time of the entire week. He cites that Saturday and Sunday were the least used by the high school students for listening purposes.

One more study of much importance, is the Master Thesis Survey made by Imogene Steeves Monk, of the Teacher's College Department of Columbia University. In the Monk survey, the idea of music appreciation correlated with findings on radio listening, and she has made recommendations that are of much value both to the listeners and the broadcasting companies. Her work deals with the general public more than specific school grades.

Other minor studies have been made but as they are either elementary or high school in nature, we need not consider them here.

Considering surveys made upon junior college students, the writer could find no surveys of any note, made upon this subject up to the present time. To this point, the following information is presented from the United States Department of the Interior, Office of Education.

"No thesis on the subject of radio listening habits of junior college students has been reported to us. It would seem to me that this subject has not been taken up for thesis study. We have theses reported to us from the outstanding universities in the country, and we have looked over the list and find nothing that would be of interest to you.

Very truly yours,"

(signed)

Sabra W. Vought
Librarian

Thus the writer is embarking upon a foreign field with no set criteria to follow and with the hope that more and larger surveys may be made in the future for comparative findings.

SCOPE OF STUDY

The University Preparatory School and Junior College located at Tonkawa, Kay County, Oklahoma was selected for this survey. This institution has an enrollment of over 600 students, with a daily attendance of 550. Four hundred questionnaires were received from students. The questionnaires were given during class periods to insure fullest cooperation of the students.

The junior college students surveyed represented homes within a radius of 100 miles of the college. Each student was a graduate of some high school and

rated as an average student as determined by I Q tests given at the first of the year.

Students were from both country and towns, the larger per cent being from towns. All came from the average American home as was shown by the occupation of the parents. The information was obtained from the enrollment cards on file in the office of the registrar of the college. The average ages of these students are given by tables farther in the survey.

PROCEDURE USED IN GIVING THE SURVEY

The methods used for the survey consisted mainly of printed questionnaires filled in by the students during class periods, private consultations with many students, and telephone talks with parents. The questionnaires were carefully constructed and contained checks to guard against the pupils' guessing. Each set of questions were arranged to meet the general comprehension and vocabulary status of the group to be tested. Suggestions and general information was secured from such sources as "National Broadcasting Company, New York," "National Advisory Council on Radio in Education, Inc. N.Y.," "The United States Printing Office, Office of Supt. of Documents,

Washington, D. C.," "United States Department of the Interior, Office of Education, Washington, D. C.," "National Education Association of the United States, Washington, D. C." and the Chicago State University, Columbus, Ohio.

The questionnaires were largely self-explanatory and very little guidance was necessary in giving the survey. Neither the teachers in charge of the rooms nor the students had advance information regarding the test. This tended to reduce the factor of "cramming" for the survey, and made for greater accuracy. All students filling in the questionnaires were advised that spelling made no difference, and to spell words of which they were not positive, as they desired. This was done in order to gain information that otherwise might have been withheld, if they were not sure how to select and spell the necessary words for their answers.

Ample time for giving the survey was taken, a full 55 minute period being used for the filling in of the questionnaires. Each set of questionnaires contained printed instructions on the front page, which they were asked to read before attempting to give answers of any kind. As a number of programs were included within the questionnaires and placed at the very last, the students were asked not to turn sheets until they had finished

the one with which they were working. This was done to prevent them from being prompted in recalling the programs to which they regularly listened, thus reducing the per cent of inaccuracy which might occur in this manner.

METHOD OF PRESENTATION OF DATA

In giving a written record of the findings from the questionnaires, the writer has made use of various tables, graphs and has very generally followed the course set by the questionnaires. Questions answered by either "yes" or "no" were tabulated and the numbers recorded both by sex and school rating. In some questions, samples of actual replies were given. Some findings are given in lump totals, while others are classified according to age, sex and grade.

Because of the length of the questionnaires, it was to be expected that some of the questions would not be answered. This was found to be true, and each finding when tabulated, was made to show the number of "no answers."

Some of the programs which were on the air at the time the survey was made have since been discontinued. However they are few and do no damage to the value of the survey.

CHAPTER II

Classification Of Programs And Relative Data

A questionnaire survey was made of 343 junior college students, both male and female, ranked and classified as follows:

(a)	Total college males	180
	Total college females	<u>163</u>
	Total	343
(b)	Total college freshmen	222
	Total college sophomores	109
	Total special enrolled	<u>12</u>
	Total	343
(c)	Number college freshmen, female	104
	Number college freshmen, male	<u>118</u>
	Total	222
(d)	Number college sophomores, female	51
	Number college sophomores, male	<u>58</u>
	Total	109
(e)	Number college special, female	8
	Number college special, male	<u>4</u>
	Total	12

TABLE III
 JUNIOR COLLEGE STUDENT AGE, SEX, AND CLASS
 DISTRIBUTION FOR 343 STUDENTS INCLUDED IN
 PART I OF THE SURVEY

Sophomore Boys			Sophomore Girls		
Number	Age	%	Number	Age	%
1	29	2	1	23	2
2	23	3	4	22	7.8
3	22	5.2	3	21	6
9	21	15.6	9	20	17.6
12	20	20.7	20	19	39.2
23	19	39.7	12	18	23.5
8	18	13.8	2	17	3.9
Total	58	100	51		100

Freshmen Boys			Freshmen Girls		
Number	Age	%	Number	Age	%
1	27	.8	1	28	1
1	24	.8	1	24	1
1	23	.8	1	23	1
2	22	1.7	1	21	1
9	21	7.6	8	20	7.7
19	20	16.1	17	19	16.3
34	19	28.8	56	18	53.8
3	17	2.5	2	16	1.9
48	18	40.7	17	17	16.3
Total	118	99.8	104		100

TABLE III CONTINUED

Special Boys			Special Girls		
Number	Age	%	Number	Age	%
1	45	25	1	39	12.5
1	23	25	1	34	12.5
2	18	50	1	32	12.5
			2	25	25
			2	20	25
			1	19	12.5
Total	4	100	8		100

In answer to the first question, "Do you have a radio at home?," 320 junior college students answered "yes", 20 answered "no", while 3 did not answer. To the question, "Do you have a radio in your rooming apartment?," 149 said "yes", 77 answered "no", while 117 did not answer. It is to be noted that of the 117 who did not answer this question, these same students answered "yes" to the first question, thus showing the large numbers that actually make use of the radio.

To (C) part of the question I, "If you have a radio, do you listen to it every day?," 267 answered "yes", 70 answered "no", while 6 did not answer.

The above questions are shown in tabulated form on the following page in table four. This table shows that 93.3 per cent of the students have in their homes.

TABLE IV

Questions	Yes	No	No ans	Total	Percentage		
					Yes	No	No ans
Radios in home?	320	20	3	343	93.3	5.8	0.9
Radios in Apartments?	149	77	117	343	43.4	22.5	34.1
Do you listen Every day?	267	70	6	343	77.8	20.5	1.7

Hewes, in his Master's Thesis, "A Survey of the Radio Interests of 1,000 High School Pupils" 1933, found an average per cent of 97.1 of the 1,000 high school pupils surveyed, having either radios in their homes or access to radios. In view of the fact that this part of the survey is concerned with college students, having an age distribution beginning with 17 and ranging up to 45 years, and also because the majority of the college students do not have every day access to their home radios, and most important of all, the fact that a much smaller number of students have been used in this survey, a strict comparison can hardly be drawn. However, if the above factors were discounted, there would be a difference of 3.8 per cent between the two groups, which under the above stated circumstances would compare favorably.

TABLE V

I (a) Do You Have A Radio In Your Home?

	Soph boys %		Soph girls %		Fresh boys %		Fresh girls %		Special Boys %		Girls %		Total	
Yes	51	87.9	49	96.1	111	94.1	100	96.2	3	75	6	75	320	
No	6	10.3	2	3.9	6	5.1	3	2.8	1	25	2	25	20	
No ans.	1	1.7			1	.8	1	1					3	
Total	58	99.9	51	100	118	100	104	100	4	100	8	100	343	

TABLE VI

I (b) Do You Have A Radio In Your Rooming Apartment?

	Soph boys %		Soph girls %		Fresh boys %		Fresh girls %		Special Boys %		Girls %		Total	
Yes	34	58.6	18	35.2	54	45.8	39	37.5	3	75	1	12.5	149	
No	9	15.5	19	37.3	29	24.6	19	18.3	1	25	7	87.5	77	
No ans.	15	25.9	14	27.5	35	29.6	46	44.2					117	
Total	58	100	51	100	118	100	104	100	4	100	8	100	343	

TABLE VII

I (c) If You Have A Radio, Do You Listen To It Every Day?

	Soph boys %		Soph girls %		Fresh boys %		Fresh girls %		Special Boys %		Girls %		Total	
Yes	49	84.5	37	72.5	88	74.6	83	79.8	3	75	7	87.5	267	
No	7	12.1	14	27.5	27	22.9	20	19.2	1	25	1	12.5	70	
No ans.	2	3.4			3	2.5	1	1					6	
Total	58	100	51	100	118	100	104	100	4	100	8	100	343	

Question I was divided into parts a, b, c, and d. It was shown that 93 per cent of the number surveyed in the junior college had access to radios. Out of this 93 per cent, 267 students, or 77.89 per cent listened to a radio some portion of each day. Part (d) of question I asked, "If you do not listen every day, what days do you listen?" Table number IX shows the results of this phase. Of the 70 pupils who listened only certain days of the week, it was found that Monday was selected 17 times, Tuesday 16 times, Wednesday 22 times, Thursday 24 times, Friday 20 times, Saturday 30 times, and Sunday 43 times.

TABLE VIII

I (d)							
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
17	16	22	24	20	30	43	172

By personal interview with many of these students the writer found several factors that helped cause this variation.

1. Radio available only on certain days.
2. Work in and out of school prevented listening.
3. Schedule more full on some days than others.
4. More leisure time on Saturdays and Sundays.
5. Use of home radios over week ends.

The fact that Saturday and Sunday were selected the highest number of times seems to be what one should expect under these conditions.

TABLE IX

Showing the different radio listening time periods of 343
junior college students

Time Periods	Soph boys	Soph girls	Fresh boys	Fresh girls	Spec boys	Spec girls	Total boys	Total girls
15 min		1		6				7
1 hour	17	7	24	17			41	24
1½ hrs	5	2		3	1		6	5
2 hrs	12	9	22	18			34	27
2½ hrs		1		2		2		5
3 hrs	13	7	16	15		1	29	23
4 hrs	4	18	14				22	19
5 hrs	2	4	3	4		2	5	10
6 hrs			4	7	2		6	7
7 hrs		1		4				5
10 hrs				1				1
30 min	4	4	13		1	1	18	5
8 hrs		3						3
No ans.	1	7	18	13		2	19	22
Total	58	51	118	104	4	8	180	163

The next step in the survey was to tabulate the results from the question, "How long do you listen per day?" Thirteen different time periods were found to be used by the 343 surveyed, ranging from 15 minutes up to as many as 10 hours. The greatest number of students to use a time period from each school classification is as follows:

Sophomore Boys	1 hr. period	17 votes
Sophomore Girls	2 hr. period	9 votes
Freshmen Boys	1 hr. period	24 votes
Freshmen Girls	2 hr. period	18 votes
Special Boys	6 hr. period	2 votes
Special Girls	2½ and 5 hr. period	2 votes each

The fact that both girl groups use the two hour period, while the boys use that of 1 hour, is probably due to the fact that girls are indoors more than boys and have a better opportunity to listen when they desire.

The remainder of the data is presented in the table IX, showing each classification and the per cent of each. The conclusion is that junior college students can and do spend a certain portion of their time each day listening to radio programs, and since it does claim this portion of their time, it is hoped that the radio provides a good wholesome menu for them.

To question III, which was: "What time of day do you listen most?" a large variety of replies were received. In order to tabulate the results, it was necessary to set up the following time schedule:

Evenings	From 5:30--10:00
Afternoons and Evenings	" 1:00--10:00
Morning, Noon, and Night	" 5:00 A.M.--10:00 A.M. 12:00--1:00 P.M. 7:30--12:00 P.M. respectively

Noon	From 12:00--1:00
Morning	" 5:00--10:00
Afternoon and Night	" 1:30 P.M.--7:30 P.M. and from 10:00--12:00 P.M.
Afternoon and Evening	" 1:30--7:30 P.M.
Morning and Evening	" 5:00 A.M.--10:00 A.M. and from 7:30--10:00 P.M.
Noon and Evenings	" 12:00--1:30 P.M. and from 7:30--10:00 P.M.
Noon and Night	" 12:00--1:30 P.M. and from 10:00--12:00 P.M.
Noon and Afternoon	" 12:00--1:30 P.M. and from 1:30--5:30 P.M.
Evenings and Night	" 5:30--7:30 P.M. and from 10:00--12:00 P.M.
Mornings and Nights	" 5:30--10:00 A.M. and from 10:00--12:00 P.M.

Under the above classification, the following table shows the number of students listening at each stated time.

TABLE X

Periods	Time schedule	No. Students	%
Evenings	5:30--10:00 P.M.	149	43.49
Afternoon, Evening	1:00--10:00 P.M.	15	4.3
Night	10:00--12:00 P.M.	56	16.6
Morning, Noon and Night	5:00--10:00 A.M., 12:00-- 1:30 and 7:30--12:00 resp.	7	2.0
Noon	12:00--1:30 P.M.	7	2.0

TABLE X CONTINUED

Periods	Time schedule	No. Students	%
Morning	5:00--10:00 A.M.	2	.5
Afternoon and Night	1:30--7:30 P.M. and from 10:00--12:00 P.M.	7	2.0
Afternoon and Evening	1:30--7:30 P.M.	14	4.1
Morning and Evening	5:30--10:00 A.M. and from 7:30--10:00 P.M.	17	5.0
Noon and Evening	12:00--1:30 P.M. and from 5:30--10:00 P.M.	13	3.7
Noon and Night	12:00--1:30 P.M. and from 10:00--12:00 P.M.	7	2.0
Noon and Afternoon	12:00--1:30 P.M. and from 5:30--7:30 P.M.	1	.3
Evening and Night	5:30--7:30 P.M. and 10:00--12:00 P.M.	20	5.8
Morning and Night	5:00--10:00 A.M. and from 10:00--12:00 P.M.	3	.6
	No answers	25	7.3
	Total	343	99.6

Table X shows that 149, or 43.4 per cent, of the 343 junior college students listen during the evening time, from 5:30 to 10:00. The next highest time, 10:00--12:00 P.M., was listened to by 56, or 16.6 per cent of the students. This type of results was expected because of the fact that the students are in school both forenoon and afternoon.

It is also probable that certain programs which are presented only during the evening and at night have some effect upon the findings.

These results suggest the idea that since the larger percentage of students listen in the evenings and during the early part of the nights, if education is to be incorporated into radio activities, this time would be favorable for presenting educational programs.

In connection with the various time periods used by the students, an interpretative question, "Why do you choose this period?," was asked. In tabulating the replies, the male replies were filed separately from the female answers. It was found that the entire group could be collected under twelve different headings taken from the exact words of the students. These are presented in Table XI.

TABLE XI

Replies	Girls	%	Boys	%
1. "Only time I have to listen."	17	10.4	24	13.4
2. "Best music at that time."	32	19.7	43	23.9
3. "Most convenient time."	36	22.2	43	23.9
4. "Because it is after school."	9	5.6		
5. "This is when I am home."	36	22.2	24	13.4
6. "Have nothing else to do."	1	.6	10	5.5

TABLE XI CONTINUED

Replies	Girls	%	Boys	%
7. "My rest time."	2	1.2	2	1.1
8. "Because of a certain program."	3	1.3	1	.5
9. "My favorite program comes then."	11	6.9	11	6.1
10. "My time off from work."	7	4.4	12	6.7
11. "To get the news reports from all sections."	1	.6	3	1.6
12. "Not occupied."	8	4.9	3	1.6
No answer			4	2.3
Total	163	100	180	100

From Table XI, it appears that the answers, "Most convenient time," and "This is when I am home," held high place for the girls, while the replies, "Best music at that time," and "Most convenient time," was high for the boys. Since several of the headings are very similiar, such replies as, "My rest time," and "Not occupied," it is evident that these scores might be higher if such headings were tabulated together. If, for example, we should tabulate numbers 1, 2, 4, 5, 6, 7, 10, and 12, which are respectively, (1) "Only time I have to listen," (2) "Most convenient time," (4) "Because it is after school," (5) "This is when I am at home," (6) "Have nothing else to do," (7) "My rest time," (10) "My time off from work," and (12) "Not occupied," it can be

clearly seen that all of these answers could mean either, (4) "Because it is after school," or (3) "Most convenient time." Since this is true and the answer "Most convenient time," held highest place for the girls and tied with the reply, "Best music at that time," for the boys, then we can safely conclude that after school listening is used more by both boys and girls than any other period. This view is supported by the fact that the average schedule of these students kept them in school on an average of four hours in the forenoon and three in the afternoon.

Again we are faced by the fact that evenings and nights would be the proper periods for educational or character training programs to be presented to junior college students, at least through the week excluding Saturday and Sunday.

Question 4 of the survey which reads, "What programs do you listen to most at the following periods: night, evenings, mornings and noons," was inserted for the purpose of a memory test on titles of programs and it was expected, at the same time, to reveal the types of programs desired by the junior college group of people, without their being aware of the fact. It was hoped that in their effort to place the programs at the different periods mentioned, they would become self-conscious as to what types of programs they reported. In this aim the writer was not disappointed, as the tables of the

answers will show. In this tabulation, the answers just as they were given, have been used in order to show the students' grasp of titles, or particular fondness for any one individual artist. The boys and girls are listed separately, giving first, the name of the program, which is followed by the numbers of the students selecting these programs.

TABLE XII

(a)

Night Programs		Junior College Boys	
Jello (Jack Benny)	74	Bob Hope	5
Chase and Sanborn Hour	41	Barn Dance	4
Kraft Music Hall	29	Guy Lombardo	4
News	24	Rudy Vallee	4
Fred Allen	23	Kate Smith	2
Lucky Strike	22	Joe Penner	2
Major Bowes	18	Dick Tracy	2
Artie Shaw	17	Avalon Program	2
Kay Kyser	13	Continued Stories	2
Benny Goodman	12	Ford Symphony	2
Lights Out	10	Kelloggs	2
Comedies (Misc)	10	The Circle	2
Fred Waring	10	Political Speeches	1
Tommy Dorsey	9	Sophie Tucker	1
Recordings	9	The Guiding Light	1
Amos and Andy	8	Saturday Night	
		Swing	1
Lum and Abner	7	The Goldbergs	1
Seth Parker	7	Opera	1
Plays	6	Maxwell House	
		(Baby Snooks)	1
Gang Busters	6	Dark Night	1
Eddie Cantor	6	Bayer Aspirin	1
Sports	5	Stamps Quartet	1
Bands	5	Captain Midnight	1
Fibber McGee	5	Chevrolet	1
First Nighters	5	True-False	1
Hour of Charm	5	Phillip Morris	
		One Man's Family	1

TABLE XII CONTINUED

(b) Noon Programs		Junior College Boys	
Program Title	Votes	Program Title	Votes
Bob Wills Playboys Recordings	35	Magic Key of RCA	3
News	17	Religious Programs	2
Cowboy Programs	17	Police Calls	2
	10	Betty and Bob	1
		Man on the Street	1

(c) Morning Programs		Junior College Boys	
Program Title	Votes	Program Title	Votes
Breakfast Club	32	Early Bird Orchestra	4
News	25	Religious Programs	2
Musical Clock	14	Bands (recordings)	2
Bell Boys	11	Symphony Orchestra (recordings)	1
Popular Orchestras	6	Major Bowes	1
The Arkansawyers	5	Round Table Discussion	1

(d) Night Programs		Junior College Girls	
Program Title	Votes	Program Title	Votes
Jack Benny	53	Hour of Charm	6
Dance Orchestra	46	Bob Hope	5
Chase and Sanborn	44	Lights Out	5
Kraft Music Hall	30	Eddie Cantor	5
Lucky Strike Hit Parade	26	Maxwell House Coffee	5
News	21	Church Programs	4
One Man's Family	20	Bob Wills	4
First Nighter	22	Benny Goodman	4
Major Bowes	12	Betty Lou	3
Town Hall	10	Voice of Firestone	3
Classical Music (Misc)	10	Gang Busters	3
Barn Dance	10	Kaltermiers' Kindergarden	3
Kay Kyser	9	Philip Morris	3
Amos and Andy	9	Big Town	2
Jack Armstrong	8	Kate Smith	2
Rudy Vallee	8	Lum and Abner	2
Lux Program	8	Seth Parker	2
Guy Lombardo	7	Al Pierce	2

TABLE XII CONTINUED

(d) Night Programs Junior College Girls

Program Title	Votes	Program Title	Votes
Fibber McGee	7	Tommy Dorsey	1
Burns and Allen	6	The Circle	1
Texaco Theater	1	Cab Calloway	1
Terry Clinton's Orchestra	1	Vic and Sade	1
Al Jolson	1	Joe Penner	1
True-False	1	Ben Bernie	1
We, the People	1	Roi Tan Program	1
Show Boat	1	Dot, Dean and Jean	1
Artie Shaw's Orchestra	1	Easy Aces	1

(e) Noon Programs Junior College Girls

Bob Wills	31	News	16
Farm and Home Hour	23	Magic Key (Sunday)	6
Popular Music (Misc)	22	Betty and Bob	3
		Continued Stories	3

(f) Morning Programs Junior College Girls

Breakfast Club	41	Myrt and Marge	1
News	24	Hilltop House	1
Cowboy Programs	11	Linda's First Love	1
Musical Clock	9	Bands	1
Church Music	8	Aunt Jenny's Story	1
Bell Boys	7	Happy Gilmans	1
Continued Stories	7	Party Line	1
		Aunt Susan	1

A survey of the Tables XII a-f shows that the largest per cent of both boys and girls selected the same night program, "Jack Benny's Orchestra," there being 74 votes for it from the boys and 53 votes for it from the girls. The "Chase and Sanborn" program ranked second with the boys and third with the girls. In view of the fact that Table X shows the larger per cent of the

students listen at evening and night (43.4% evenings, and 16.6% at night), and considering the fact that there is a great variety of programs on the air at that period, to which they could listen, it would seem to indicate a special attraction of the "Jack Benny" type of program.

A study of the program for the noon period shows both boys and girls again selecting the same program, that of Bob Wills' dance orchestra, by giving it the highest number of votes. (Boys, 35, Girls, 31). Next to the Bob Wills' program, the boys gave 17 votes each to Recordings and News, while the girls gave 23 votes to the Farm and Home Hour, and 22 to Miscellaneous Popular Music. However, the News Review program totalled nearly the same for both groups, there being 17 votes from the boys and 16 from the girls.

In making a comparison of the morning programs for both boys and girls, once more the same program was selected. This was the "Breakfast Club of the Air." The boys gave it 32 votes while the girls gave 41 votes. The data for the second program, "News Review", show that it was placed second by both groups, the boys and girls voting 25 and 24 respectively.

At noon the girls seem to prefer the "Farm and Home Hour", while the boys did not. The girls also had a preference for the program "Betty and Bob".

FINDINGS

From the findings in this particular phase of the survey, it has been shown that for the first selection of programs for night, noon, and morning for both boys and girls, the same programs were selected and the next two or three ran nearly parallel. It seems that both sexes were interested in the same type of programs and in about the same variety. The boys naming 57 while the girls named 56 different programs.

Not a great deal of information came from part (e) of question IV, namely, "Who are the sponsors of each program you mentioned?" Only 9 per cent of the boys and 14% of the girls gave answers. Of the 9 per cent given by the boys, 3.4 per cent were incorrect, and of the 14 per cent given by the girls, 4.3 per cent were incorrect. One of the greatest faults common to both boys and girls was the placing of characters in programs in which they did not belong, thus giving the wrong sponsors for the programs they had named.

This finding was rather contrary to expectations as the age distribution of the junior college students was quite more advanced than elementary or high school students, and we would naturally expect more from them.

Additional information secured by private talks along this line with many of the students revealed the fact that many who were not able to name correctly the

sponsors, tuned in after the programs had started and many tuned the programs out before it was finished, thus cutting out much of the advertising portion of the program.

In question V (a) the students were asked to name their favorite programs, and spaces were provided for eight programs to be named. Many did not name the entire eight, but named from three to five programs. Some did not answer the question. The first tabulation given in this question was made by sex but not by class and age. The programs listed are according to the greatest number of times they occurred on the questionnaires. Since many listed as many as eight programs, a great variety of programs were secured as the following table shows.

TABLE XIII V(a) BOYS

Programs	Soph Boys	Fresh Boys	Special Boys	Total
Jello Program	58	69	3	130
Chase and Sanborn	58	53	3	114
Town Hall (Allen)	33	31		64
Lucky Strike Hit Parade	25	30		55
Kraft Music Hall	14	34		48
Lights Out	20	20		40
Guy Lombardo	19	21		40
Benny Goodman	20	17		37
Bob Wills	15	17	1	33

TABLE XIII CONTINUED

Programs	Soph Boys	Fresh Boys	Special Boys	Total
Kay Kyser	15	17	1	33
Eddie Cantor	15	14		29
Joe Penner	18	6		24
Chesterfield Program	10	10		20
Gang Busters	12	8	1	21
First Nighters	8	13		21
News	7	10		17
One Man's Family	9	8		17
Major Bowes	7	10		17
Fred Waring	8	8		16
Paul Whiteman	12	2		14
Tommy Dorsey	6	8		14
Seth Parker	6	7		13
Voice of Firestone	6	7		13
Fibber McGee	7	4		11
Flint Hill Cowboys	5	6		11
Grapenuts (Brown)	5	5		10
Barn Dance	5	5		10
Farm and Home Hour	4	6		10
Bob Hope	5	4		9
Philip Morris	5	3		8
Breakfast Club	3	5		8
Artie Shaw Orchestra	1	7		8
Lux Program		8		8
Al Jolson	3	3		6
Rudy Vallee	3	3		6
Magic Key RCA	3	3		6
Horace Heidt		5	1	6
Al Pearce	3	2		5
Bell Boys	1	3		4
Amos and Andy	1	3		4
Sports Review	1	2	1	4
Cab Calloway		4		4
Walter Winchell		4		4
Blue Barron Orchestra		4		4
George Hall Orchestra	2	1		3
Andrew Sisters		2		2
Army and Navy Bands		2		2
Eddie Duchin		1		1
Chevrolet			1	1
Henry Bussey		1		1
March of Time			1	1

TABLE XIII CONTINUED

Programs	Soph Boys	Fresh Boys	Special Boys	Total
Quaker Oats			1	1
Texas Rangers			1	1
Sunday Drivers	1			1
Foreign Broadcasts	1			1
Plantation Party	1			1
Boswell Sisters	1			1
Crime does not Pay	1			1
Detroit Symphony	1			1
Marriage License Bureau	1			1
Captain Midnight	1			1
Dick Tracy	1			1
The World is Yours	1			1
Words Without Music	1			1
Melody and Madness	1			1
Herbie Kay Orchestra	1			1
Alka-Seltzer (Uncle Ezra)	1			1
Big Town	1			1
The Guiding Light	1			1
Texaco Star Theater	1			1
H. G. Wells Plays	1			1
Man on the Street	1			1
Woodbury Program	1			1
Phil Harris Orchestra	1			1
Show Boat	1			1
The Arkansawyers	1			1
Ted Weems Orchestra	1			1
Universal Children Round				
Table Discussion	1			1
Easy Aces	1			1
Sarah and Sally	1			1
NBC Symphony	1			1
Jack Armstrong	1			1
Total Programs	81	544	16	1018

TABLE XIV V(a) Girls

Programs	Soph Girls	Fresh Girls	Special Girls	Total
Chase and Sanborn	23	66	5	94
Jello (Benny)	25	60	4	89
Lucky Strike	13	46	2	61
Kraft Music Hall	18	35	6	59
Kay Kyser	12	22	2	36
Lux Theater	9	24	1	34
Major Bowes	10	20	2	32
Tenderleaf Tea	6	21		27
Guy Lombardo	9	11	3	23
Town Hall	3	14	4	21
Maxwell House Coffee	5	12	3	20
First Nighters		19	1	20
Hour of Charm	5	14	1	20
Woodbury's	4	14	1	19
Chesterfield	6	10	1	17
Bob Wills	6	10	1	17
News	4	10	2	16
Majic Key RCA	3	12	1	16
Breakfast Club	3	12	1	16
Tommy Dorsey	5	10		15
Camel Caravan (Cantor)	3	11		14
Rudy Vallee	5	8		13
Benny Goodman	8	5		13
Cities Service	3	8	2	13
Firestone	6	5		11
Barn Dance	3	8		11
Salt Lake City Tabernacle	3	6	1	10
Bob Hope	2	8		10
Quaker Oats	2	7		9
Metropolitan Opera	4	4	1	9
Kate Smith	2	6		8
Seth Parker	3	3	1	7
Lights Out	3	4		7
Betty and Bob	3	4		7
Johnson's Wax	1	4	1	6
Flint Hill Cowboys	1	5		6
Ben Bernie	3	2		5
Joe Penner	1	4		5
Farm and Home Hour	2	3		5
Lum and Abner	2	3		5
Wayne King		5		5
Alabama Boys	4	1		5

TABLE XIV CONTINUED

Programs	Soph Girls	Fresh Girls	Special Girls	Total
Al Jolson	2	2		4
Stella Dallas	1	3		4
Jan Carber	2	2		4
Bell Boys		4		4
Eddie Duchin	1	3		4
Club Matinee		4		4
American Album of Familiar Music	2	2		4
We, The People	1	3		4
Big Sister	1	3		4
U. S. Bands	1	1	1	3
Paul Whiteman	3			3
Al Pearce	2	1		3
Roi-Tan		3		3
Amos and Andy	1	2		3
Stamps Quartet	2	1		3
Grapenuts		3		3
Philharmonic Orchestra New York		3		3
Big Town	1	2		3
Professor Quizz	1	2		3
The Circle	1	2		3
Aunt Jenny	1	2		3
Fred Waring		1	1	2
Gang Busters		1	1	2
Kiddies Review		1	1	2
Manhattan Merry-Go-Round		2		2
Larry Clinton's Orchestra	1	1		2
Sammy Kay Orchestra		2		2
Artie Shaw Orchestra	1	1		2
Texaco Star Theater	1	1		2
Linda's First Love		2		2
Judy and Jane		2		2
Happy Gilmans	1	1		2
Believe it or Not	1	1		2
Guiding Light		2		2
Hymns of all Churches	1	1		2
Viennese Ensemble	2			2
Ma Perkins	2			2
Pepper Young's Family	2			2
Easy Aces			1	1

TABLE XIV CONTINUED

Programs	Soph Girls	Fresh Girls	Special Girls	Total
Ted Weems		1	1	2
Old King Beer		1		1
Ma Perkins		1		1
Judy and Jane		1		1
Paul, Organist		1		1
Jimmy Fidler		1		1
Edward McHugh		1		1
Monticello Party Line		1		1
Chevrolet Program		1		1
Ken Wright, Organist		1		1
Battle of the Sexes		1		1
Universal Children Round Table				
Discussion NBC		1		1
Man on the Street		1		1
Blue Barron's Orchestra		1		1
Pick and Pat		1		1
The Arkansawyers		1		1
Death Valley Days		1		1
Shorest Hour in Radio		1		1
Philip Morris		1		1
The O'Neals		1		1
H. G. Wells Plays	1			1
Sunday Drivers	1			1
Texas Rangers	1			1
Ken Miller (News)	1			1
Henry Bussey's Orchestra	1			1
Griffin Polish	1			1
Cab Calloway	1			1
Herbie Kay	1			1
Ford Symphony	1			1
Silver Theater	1			1
Facts for Feminine Ears	1			1
Kitty Kelly	1			1
Kitty Keen	1			1
Southernmaires			1	1
Between the Book-ends	1			1
Contented Hour	1			1
No answers				7
Totals	283	642	54	986

TABLE XV

Summary of Boys' Favorite
Programs

No. of Programs	No. of Votes	% of 180 Males
1	130	72.2
1	114	63.3
1	64	35.6
1	55	30.6
1	48	26.7
1	37	20.6
2	40	22.2
2	33	17.8
1	29	16.2
1	24	15.6
2	21	11.7
1	20	11.1
3	17	9.5
1	16	8.9
2	14	7.8
2	13	7.2
2	11	6.2
3	10	5.6
1	9	5.0
4	8	4.4
4	6	3.3
1	5	2.8
6	4	2.2
1	3	1.7
2	2	1.1
34	1	.5

Total Programs 81

TABLE XVI

Summary of Girls's Favorite
Programs

No. of Programs	No. of Votes	% of 163 Females
1	94	57.6
1	89	54.6
1	61	37.4
1	59	36.2
1	36	22.1
1	34	20.8
1	32	19.6
1	27	16.5
1	23	14.2
1	21	12.9
3	20	12.3
1	19	11.6
2	17	10.4
3	16	9.9
1	15	9.2
1	14	8.6
2	13	8.0
2	11	6.7
2	10	6.1
1	9	5.5
2	8	4.9
5	7	4.2
3	6	3.7
6	5	3.1
9	4	2.4
12	3	1.8
17	2	1.2
38	1	.6

Total Programs 120

TABLE XVII

Showing Identical Programs For Both Boys and Girls

Programs	Boys Vote	%	Girls Vote	%
Jello	130	72	89	55
Chase and Sanborn	114	63	94	57
Town Hall	64	36	21	13
Lucky Strike	55	31	61	37
Benny Goodman	37	21	13	7
Lights Out	40	22	23	14
Guy Lombardo	40	22	23	21
Joe Penner	24	13	5	4
Camel Caravan	29	16	14	9
Bob Wills	33	18	17	10
Kay Kyser	33	18	36	22
Kraft Music Hall	48	27	59	36
Paul Whiteman Orchestra	14	8	3	2
Gang Busters	21	12	2	1
Chesterfield	20	11	17	10
Tender leaf Tea	17	9	27	16
First Nighters	21	12	20	12
Fred Waring	16	9	2	1
News	17	9	16	10
Major Bowes	17	9	32	19
Voice of Firestone	13	7	9	6
Seth Parker	13	7	7	4
Tommy Dorsey	14	8	15	9
Grapenuts	10	6	3	2
Philip Morris	8	4	1	.6
Flint Hill Cowboys	11	6	6	4
Barn Dance	10	6	11	7
Bob Hope	9	5	10	6
Farm and Home Hour	10	6	5	4
Rudy Vallee	6	3	13	7
Eddie Duchin	1	.5	4	2
Al Jolson	6	3	4	2
Chevrolet	1	.5	1	.6
Breakfast Club	8	4	16	10
Magic Key	6	3	16	10
Al Pearce	5	3	3	2
Bell Boys	4	2	4	2
Artie Shaw	8	4	2	1
Amos and Andy	4	2	3	2
Cab Calloway	4	2	1	.6

TABLE XVII CONTINUED

Programs	Boys Vote %		Girls Vote %	
Lux	8	4	34	21
Henry Bussey	1	.5	1	.6
Blue Barron Orchestra	4	2	1	.6
Quaker Oats	1	.5	9	6
Hollywood Playhouse	1	.5	19	12
Texas Rangers	1	.5	1	.6
Sunday Drivers	1	.5	1	.6
Herbie Kay Orchestra	1	.5	1	.6
Big Town	1	.5	3	2
Guiding Light	1	.5	1	.6
Texaco Star Theater	1	.5	1	.6
H. G. Wells Plays	1	.5	1	.6
Arkansawyers	1	.5	1	.6
Ted Weems Orchestra	1	.5	1	.6
Universal Children Round Table Discussion	1	.5	1	.6

Boys' Results

Out of the total of 180 boys surveyed, in answer to question V (a), 81 programs were mentioned. The largest number of votes for the first five highest programs were: 130, 114, 64, 55, and 48 respectively. The names of the programs in order of their ranking were: Jello (Jack Benny), Chase and Sanborn, Town Hall (Fred Allen), Lucky Strike Hit Parade, and Kraft Music Hall. The other 76 programs received lower rankings, some tying with others in groups of two or more as shown by Table XIII.

The Jello program is presented each Sunday evening at 6 p.m. over the NBC network. It carries with it

such artists as Jack Benny, Mary Livingstone, Kenny Baker, and also Phil Harris and his orchestra at time. It is a variety program combining splendid artists in music, both vocal and instrumental, some dialogue and is full of wit and humor. We must conclude that it is the type of program that one might well expect junior college age students to select, especially boys.

In another part of this survey it was pointed out that 267 students listened to radio some portion of every day including Saturday and Sunday (Table No VIII) while 70 used only certain days of the week. It was shown that Sunday was the largest listening day, chosen by these 70 and evening was chosen as the best and most used time. All these facts point to the conclusion that at least three factors are responsible for the findings; 1st, the "Jello Program" comes on the air at a time when the greatest number are listening; 2nd, this type of program is much admired by the entire listening group, since there are a very great number of other programs on the air at that time to which they could listen; and 3rd, since the girls selected the same program as second on their list, (Chase and Sanborn, a kindred program to Jello, being their first choice by a vote of 94), a close correlation is established between the two groups, thus showing a definite trend by both sexes to make use of this type of program.

The following table gives a comparison of the five highest ranking programs for both boys and girls.

TABLE XVIII

Boys

No.	Program	Soph Boys	Fresh Boys	Spec Boys	Total	%
1.	Jello (Benny)	58	69	3	130	72.2
2.	Chase and Sanborn	58	53	3	114	63.3
3.	Town Hall	33	31		64	35.6
4.	Lucky Strike Hit Parade	25	30		55	30.6
5.	Kraft Music Hall	14	34		48	26.7

TABLE XIX

Girls

No.	Program	Soph Girls	Fresh Girls	Spec Girls	Total	%
1.	Chase and Sanborn	23	66	5	94	57.6
2.	Jello (Benny)	25	60	4	89	54.6
3.	Lucky Strike Hit Parade	13	46	2	61	37.4
4.	Kraft Music Hall	18	35	6	59	36.2
5.	Kay Kyser Orchestra	12	22	2	36	22.2

Four of the five highest selected by both groups are the same programs, though not ranked exactly the same. Kay Kyser, the girls' fifth highest choice was eighth choice for the boys, while Town Hall, the boys' third choice was tenth choice for the girls. This was not a wide difference. There was a difference of 17.6 per cent between the two groups on the Jello Program; 5.7 per cent on the Chase and Sanborn Program; 1.8 per cent on the Lucky Strike Program; and 9.5 per cent on Kraft Music Hall.

The boys have the highest percentage rating on the Jello Program, 72.2 per cent as against 54.6 per cent of the girls; they also have a higher per cent rating on the Chase and Sanborn Program, 63.3 per cent as against 57.6 per cent, while the Lucky Strike Program percentage is highest for the girls, 37.4 per cent against 30.6 per cent. It must be kept in mind, however, the difference in the number of boys and girls, which is, boys, 180; girls, 163.

Girls Results

A portion of the results for the girls favorite programs has been given in the discussion of the boy's tabulation. A correlation of the few highest programs are given in Table XIX. Out of the total of 163 junior college girls, 120 separate programs were listed. The entire number of boys surveyed exceeds the number of girls, but of the number of programs reported, the girls exceeds those of the boys. Since these are "favorite programs" and do not include general or promiscuous listening, we may assume that the girls seek more variety than do the boys if we discount the possibility that girls are in a position to listen more readily than boys.

Table XX shows the following programs to be correlated the nearest. (Not more than 3 votes difference)

TABLE XX

Programs	Boys	Girls
Kay Kyser Orchestra	33	36
First Nighter	21	20
Chesterfield	20	17
News	17	16
Tommy Dorsey Orchestra	14	15
Barn Dance	10	11
Bob Hope	9	10
Al Jolson	6	4
Al Pearce	5	3
Bell Boys	4	4
Amos and Andy	4	3
Cab Calloway	4	1
Blue Barron Orchestra	4	1
Eddie Duchin Orchestra	1	4
Big Town	1	3
Chevrolet	1	1
Henry Bussey	1	1
Texas Rangers	1	1
Sunday Drivers	1	1
Herbie Kay Orchestra	1	1
The Guiding Light	1	1
Texaco Star Theater	1	1
H. G. Wells Plays	1	1
Arkansawyers	1	1
Ted Weems Orchestra	1	1
Universal Children Round		
Table Discussion	1	1

Table XX presents twenty-six different programs upon which the votes of both boys and girls, respectively, either came within three points or gave equal votes. Many of these received only one vote from each group thus showing that the programs named were not as popular as others named on this part of the survey. It points out the fact that both groups were very consistent in placing a large number of programs. A wide sampling range was indicated.

FINDINGS

In answer to question, "Name your favorite program," the girls named 120 and the boys named 81 separate programs. Of these named by the boys, the five highest received, respectively, the following votes: 130, 114, 64, 55, and 48. These programs in order of their ranking consisted of: Jack Benny's Orchestra, (Jello), Chase and Sanborn, Town Hall, (Fred Allen), Lucky Strike Hit Parade, and Kraft Music Hall. The other 76 programs selected, were distributed from 40 votes down to one, some tying in groups of two or more. The Jello Program was the outstanding program for the boys, carrying 130 votes, while the Chase and Sanborn program ranked highest for the girls, having received 94 votes.

It was concluded that the Jello Program and the Chase and Sanborn Program received these ratings because they both came on the air on Sunday evenings at six and seven respectively, at a period when the greatest number of junior college students are listening; (2) they are highly desired by the listening groups, and (3) both boys and girls manifest a close correlation between the program types.

It was found that the entire number of boys surveyed exceeded the number of girls, but of the number of programs reported, the girls exceeded those of the boys. Because these were "favorite programs" it was assumed that the girls seek more variety of programs than do boys.

Twenty-six programs were found which correlated within three points of both boys and girls. A large per cent of these programs received only one vote from each group and were judged not popular with a large number of junior college listeners, but yet, showed consistency and a wide range of listening.

In order to ascertain what elements within the favorite programs appealed more strongly to the students, they were asked the question, "Why do you like these programs best?" Of the sophomore and freshmen groups, male and female, it was found 43 sophomore girls replied, 8 did not; 46 sophomore boys replied, and 12 did not; 94 of the freshmen girls replied, while 10 did not; 101 freshmen boys replied, while 17 did not. All four boys of the special group answered and only 1 of the 8 special girls did not.

86.5 per cent of the entire group replied to this question, while 13.5 per cent did not.

Twenty replies are given in Table XXI as samples of the answers received, five from each of the following groups respectively; male sophomores, female sophomores, male freshmen, female freshmen. These examples are typical of the entire group.

TABLE XXI
(a) Male Sophomores

Programs Mentioned	Statement
1	
1. Breakfast Club	
2. Chesterfield Program (Burns & Allen)	
3. Benny Goodman's Orchestra	1. "Good musical value."
4. Lights Out	
5. Chase and Sanborn	2. "To my liking and humor."
6. Kraft Music Hall	
7. Lucky Strike Hit Parade	
8. Eddie Cantor, Camel Caravan	
2	
1. Lucky Strike Hit Parade	
2. Hour of Charm	1. "Music and education value."
3. Professor Quiz	
3	
1. Lucky Strike Hit Parade	
2. Professor Quiz	
3. Jello Program	1. "Humor"
4. Kraft Music Hall	
5. Chase and Sanborn	2. "Good Swing"
6. Lady Esther	
7. Tommy Dorsey's Orchestra	
8. Flint Hill Cowboys	
5	
1. Kraft Music Hall	
2. Town Hall	
3. Fibber McGee	1. "Because I like a mixture of several things"
4. Benny Goodman	
5. Tommy Dorsey	

TABLE XXI CONTINUED

Programs Mentioned	Statement
1. Joe E. Brown (Grapenuts)	
2. Lucky Strike	1. "Most original"
3. Kraft Music Hall	
4. Al Pearce's Orchestra	

(b) Female Sophomores

1

1. Between Book-ends	
2. Kay Kyser's Orchestra	
3. Chase and Sanborn	
4. City Service Program	1. "I like the music."
5. Voice of Firestone	
6. Contented Hour	
7. Hour of Charm	
8. Lucky Strike Program	

2

1. Kay Kyser	
2. Guy Lombardo	
3. Kraft Music Hall	
4. Jack Benny (Jello)	1. "Because I like their orchestras best"
5. One Man's Family	
6. Henry Bussey	
7. Tommy Dorsey	
8. Paul Whiteman	

3

1. Ma Perkins	
2. Betty and Bob	
3. Hillbilly Orchestras	1. "They are the things that I am most interested in."
4. News Broadcasts	
5. Voice of Firestone	
6. Chase and Sanborn	
7. Bob Wills Playboys	
8. Alabama Boys	

TABLE XXI CONTINUED

Programs Mentioned	Statement
4	
1. Benny Goodman 2. Bob Hope 3. Jack Benny 4. Chase and Sanborn 5. Kay Kyser 6. Tommy Dorsey 7. Eddie Cantor 8. Lux Program	1. "They are interesting and move fast."
5	
1. Texaco Program 2. Jello Program 3. Chase and Sanborn 4. Hour of Charm 5. Rudy Vallee 6. Kraft Music Hall 7. Guy Lombardo's Orchestra 8. Viennese Ensemble	1. "Good music, comedy and education"
(c) Male Freshmen	
1	
1. Joe Penner 2. Camel Caravan (Cantor) 3. Musical Clock Review 4. Gospel Singers	1. "Because they are very interesting and some are educational."
2	
1. Jack Benny 2. Fred Allen 3. Dance Music 4. Benny Goodman	1. "Because I prefer comedians"

TABLE XXI CONTINUED

Programs Mentioned	Statement
3	
1. Chase and Sanborn 2. Ben Bernie 3. Gang Busters 4. Fibber McGee 5. Big Town 6. First Nighter 7. Al Jolson	1. "There is more variety and entertainment."
4	
1. Tommy Dorsey 2. Kay Kyser 3. Kraft Music Hall 4. Lights Out 5. Philip Morris 6. Artie Shaw 7. Andrews Sisters	1. "Because I like popular music"
(d) Female Freshmen	
1	
1. Eddie Cantor's Caravan 2. Pepper Young's Family 3. Major Bowes 4. Benny Goodman's Orchestra 5. Lux Radio Program 6. One Man's Family	1. "I like music and drama."
2	
1. Jello 2. Chase and Sanborn 3. Town Hall 4. Kay Kyser 5. Tommy Dorsey 6. Hollywood Playhouse 7. Lux Theater 8. Benny Goodman's Orchestra	1. "Because of the comedy and music"

TABLE XXI CONTINUED

Programs Mentioned	Statement
3	
1. Ma Perkins	1. "The story is connected."
2. Judy and Jane	
4	
1. Kraft Music Hall	
2. Kay Kyser	
3. Tommy Dorsey	1. "They have good jazz and classical music and emotional appeal."
4. The Circle	
5. One Man's Family	
6. Good News of 1939	
7. Chase and Sanborn	
8. American Album of Familiar Music	
5	
1. Chase and Sanborn	
2. Jack Benny	1. "They are the most varied and interesting."
3. Voice of Firestone	
4. Kay Kyser	
5. Major Bowes	

Having presented a sampling of the answers to the question, "Why do you like these programs best?", by the use of twenty actual replies taken directly from the questionnaires, this same question was again tabulated with respect to sex, age, and academic classification. This shown in the table XXII. In gaining this information, the following method was used: Complete statements were collected from each questionnaire, and out of the entire group, 31 were selected which titles would include all answers given. The replies were then classified by school groups such as: sophomore boys, age 18, 23, etc. By this method a comparison of different programs could be accomplished, and the interpretation of the findings recorded.

The highest number of sophomore girls to use the same reason was 4, out of a total of 42 girls. (nine did not reply) This occurred with two programs (1) "They have good jazz, classical music, and emotional appeal," and (2) "Because they are more interesting."

On the following page appears Table XII showing actual replies to the question, "Why do you like these programs best?" This tabulation shows replies from freshmen, sophomore, and special boys and girls.

TABLE XXII

Statement	Soph	Soph	Fresh	Fresh	Spec	Spec
	Girls 51	Boys 58	Girls 104	Boys 118	Boys 4	Girls 8
1. I like the music.	3	3	7	7		
2. Because they have all types of entertainment	3	2	2	3	1	2
3. They have good jazz, classical music, and emotional appeal.	4	1	2			1
4. Good music, comedy and education	2	7	5	3		1
5. They are interesting and move fast.	3			2		2
6. They best satisfy my desires.	2	3	5	5		
7. They have the best jokes and laughs.	2	6	4	4		
8. They are the things I am most interested in.	1	2	4	6	1	
9. Suits my humor	3	2	5	10		
10. Because I like their orchestras best	2	1				
11. I am very classical music inclined.	1					
12. I prefer dance bands.	2		1	1		
13. Because they are more interesting	4	10	21	27	2	
14. Mystery and musical	1					
15. I like to listen to stories on the radio.	1		2			
16. I don't like classical music and these programs appeal to me.	2					

TABLE XXII CONTINUED

Statement	Soph	Soph	Fresh	Fresh	Spec	Spec
	Girls	Boys	Girls	Boys	Boys	Girls
	51	58	104	118	4	8
17. Good music and drama	1	3	8			1
18. They are entertaining and some are religious.	2					
19. The only ones I can hear.	1					
20. I like to listen to news	1			1		
21. I like modern music.	1	2	1	3		
22. Music of educational value		3		1		
23. Most original		1		3		
24. I am a music major.			1			
25. They touch almost every field of music			1			
26. It tells of exciting adventure.				1		
27. They hold my interest.		2	4	6		
28. They are the best arranged			1			
29. Because of the humor and music			5	5		
30. Comedy and music			6	8		
31. Comedy and drama			4	3		
No answers	9	10	14	17		1

The programs pointed out as stimulating the reply under (1) above, were:

- | | |
|-----------------------------|--|
| 1. Jello Program | 7. Lux Theater Program |
| 2. Chase and Sanborn | 8. Benny Goodman |
| 3. Town Hall | 9. Major Bowes |
| 4. Kay Kyser Orchestra | 10. Seth Parker |
| 5. Tommy Dorsey's orchestra | 11. University of Chicago Round Table Discussion |
| 6. Hollywood Playhouse | 12. The Guiding Light |

Those included in reply No. 2 were:

- | | |
|---------------------|-----------------------|
| 1. Kraft Music Hall | 7. Voice of Firestone |
| 2. Hour of Charm | 8. Ma Perkins |
| 3. Fibber McGee | 9. Betty and Bob |
| 4. Professor Quiz | 10. Guy Lombardo |
| 5. Benny Goodman | 11. Gang Busters |
| 6. Joe E. Brown | 12. Town Hall |

As one surveys the group of programs listed in group one, it is obvious that the statement made is meant to include most of the programs in their group. Three outstanding popular orchestras are included, thus showing that "jazz" or dance music was desired and appreciated, while in such programs as are offered by Major Bowes Capital Family, and even the Amateur Hour, there is usually some classical music. The Seth Parker programs comprise mostly singing of religious, popular and bedtime songs, combined with dialogue. The Parker program

combined with the Lux Theater and Hollywood Playhouse programs would certainly furnish enough material along the emotional line.

To group 1, the sophomore boys gave 1 vote, the freshman girls, 2, the freshman boys, none, while the special girls gave 1. The special boys gave none.

In considering group 2 which supported the title, "Because they are more interesting," one can readily see that any one of these programs could be so considered, as a great amount of variety is to be found in each.

It is to be noted that this title polled the largest number of votes of any one of the other 30 titles, the sophomore boys giving it 10 votes, the freshman girls 21 votes, the special boys 2, and the freshman boys 27.

As shown by the table No. XVII, the entire distribution of programs is very large; the 58 sophomore boys naming 40; the 51 sophomore girls, 44; the 104 freshman girls, 51; the 118 freshman boys, 49; the 4 special boys, 6; the 8 special girls, 24. These facts all point to the conclusion that two points are in evidence; 1st, the junior college age students desire variety, and 2nd, the programs must have plenty of "spice", "wit", "humor", and "good music" in them. One reads from the statement, "Because they are more interesting" that the junior college students have been and are, listening to a great number of programs from which they selected their favorites, and

are very definitely making up their minds as to what they like and dislike.

It was rather a disappointment to the writer to find that only one, a sophomore girl, voted for the title, "I am very classical music inclined." One of the freshman girls stated "I am a music major," from which we may assume that her preference was for classical music. Three freshman boys stated they preferred programs because these programs contained "music of educational value." Five of the 31 titles selected indicated plainly that popular dance music was preferred. One title, "Good music and drama" was given in the following order: sophomore girls, 1; sophomore boys, 3; freshman girls, 8; special girls, 1. Since the term "good music" can be applied to either popular or classical music, to nearly the same degree, according to personal taste, the meaning of this title is rather obscure.

A rather good rating was given to the title, "good music, comedy and education." This was supported in the following order: sophomore girls, 2; sophomore boys, 7; freshman girls, 5; freshman boys, 3; and special girls, 1. This title gives promise of educational value being associated with the desire for entertainment.

The writer realizes that in a number of the titles given, no exact or hard and fast rule can be stated.

For example, under the title, "Comedy and music," six freshman girls and eight freshman boys are listed as supporting it, while none of the other groups do, however, under the titles, "They hold by interest.", "Because they have all types of entertainment," "They best satisfy my desires." and "I don't like classical music and these programs appeal to me." are used by the other group who did not register under the title "Comedy and music." To classify this condition, the writer wishes to state again that this survey intends to reveal trends and tendencies, as well as establish facts.

The writer concludes then, that the general trend of junior college students listening is toward programs containing (1) good popular music, (2) plenty of wit, humor, and spice, (3) rather a disregard for severe classical music, (4) programs that are intense in emotional quality, thus stimulating or holding the listener's interest, and (5) the best talent must present these programs.

After tabulating the results found in question V (a), a check-up question was inserted within the questionnaire more for the express purpose of checking information already given before than extra findings.

Question II asked for the average amount of radio listening per day, then V (B) asked for the length of each favorite program. It was found in checking that

in nearly all cases, they covered the time stated for their favorite programs, and even included some time for extra listening. Since the two answers checked, there was no need to again tabulate program lengths which were duplicated in question V (B).

Thus, we may consider the question next in order V (B)b which was, "Do you listen to the entire program?" In asking this question, the writer had in mind that if the full time was not used, there must be several factors involved to cause the listeners to leave, or "tune out" the unfinished program. It would be interesting to know if certain programs were too long, too complicated to follow readily, too much advertising involved; or any other factors that might interfere with the listening to the entire program. This question, for diagnostic purposes, was naturally followed by the question, V (B)c, "Why do you not listen to the entire program?" The replies to the second question were expected to clarify any objections that the junior college students might have experienced.

In answer to the first question, "Do you listen to the entire program?" of the entire 343, 284 answered "yes", 49 said "no", while 10 gave no reply.

Of the 49 who said "no", it was found that 33 or 67 per cent stated the lack of time prevented them from listening to the entire program. The remaining sixteen

gave various reasons which are included in Table No. XXIII. This table shows the number of boys and girls grouped by school classification, age and the general reasons for not listening to the whole program.

TABLE XXIII

Age	Soph Boys	Soph Girls	Fresh Boys	Fresh Girls	% Boy	% Girl	Statements
18-23	9	1			5.	.6	"Do not have time"
18-23		6				3.7	"Do not have time"
18-23		1				.6	"The dramatic portions do not interest me."
18-23		1				.6	"I do not like the advertising."
18-23		1				.6	"Because I get tired of it and want another"
17-21			11		6.1		"I don't have time."
17-21			1		.6		"Don't like all of it"
17-21			1		.6		"Don't like some parts of them"
17-21			1		.6		"Parts undesirable"
17-21			1		.6		"They usually have an advertising portion"
17-21			1		.6		"I find another program when the advertising starts"
17-20				7		4.3	"I do not have time."
17-20				1		.6	"Some parts I do, and some parts I don't"
17-20				1		.6	"Sometimes they don't have good program all through"

TABLE XXIII CONTINUED

Age	Soph Boys	Soph Girls	Fresh Boys	Fresh Girls	% Boy	% Girl	Statements
17-20			1	1	.6	.6	"All of it don't interest me"
17-20				1		.6	"I become interested in something else"
17-20				1		.6	"I don't know"
17-20				1		.6	"Some have nonsense which I don't enjoy"
17-20				1		.6	"I don't care to hear so much advertising."
19-39		1	Special Girl				"To avoid hearing Dorothy Lamour on the Chase and Sanborn hour"

From the table it is seen that 9 of the sophomore boys; 6 of the sophomore girls; 11 of the freshman boys, and 7 of the freshman girls, cite the time element as a prevention to their listening entirely through programs. Four students mentioned advertising as an objection, while the remaining 12 mentioned trivial reasons which mean little. For example, one girl classed as special, said, "To avoid hearing Dorothy Lamour on the Chase and Sanborn Hour," which, of course, is merely personal opinion and not representative of the group.

The conclusion then, is that were it not for the element of time, by and large, the highest per cent of

junior college students listen entirely through their favorite programs.

It was expected that from the answer to V (a), "Name your favorite programs," a great variety of programs would be submitted. This was found to be true. However, to narrow down the program field, another question along that line was asked, "Name the three programs which you consider the best you have ever heard over the radio." This question was used largely to gain some insight into junior college students' likes and dislikes, without them being tied to a series of programs to which they regularly listened. No mention was made as to whether they ever heard the program again, after once hearing it, stress being placed upon some three programs which to their minds were far above all others.

TABLE XXIV

Programs	Soph Boys	Soph Girl	Fresh Boys	Fresh Girls	Spec Boys	Spec Girl	Total	%
Chase and Sanborn	15	14	44	40	4	3	120	35.
Jello	21	13	23	20	3	1	81	23.6
Kraft Music Hall	15	5	13	14		3	50	14.6
Lucky Strike Hit Parade	8	4	15	18		2	47	14.

TABLE XXIV CONTINUED

Programs	Soph Boys	Soph Girl	Fresh Boys	Fresh Girls	Spec Boys	Spec Girl	Total	%
Kay Kyser's Orchestra	7	5	5	12		1	30	9.
Major Bowes	4	7	10	9			30	9.
Lux Radio Plays	1	3	6	12		2	24	7.
Magic Key RCA	2	3	8	7		1	21	6.1
Quaker Oats	1	3	5	11			20	6.
Hour of Charm	3	5	1	8	1	1	19	5.5
News		2	13	2		1	18	5.2
Lights Out	2	1	9	4		1	16	4.6
Guy Lombardo's Orchestra		3	4	8			15	4.3
Town Hall (Fred Allen)	5		6	4			15	4.3
Wayne King's Orchestra	2	2	5	5			14	4.1
Sports Review			7	6	1		14	4.1
Metropolitan Opera	3	1	4	6			14	4.1
Chesterfield (Burns-Allen)	2	4	4	3			13	3.8
First Nighters	3	1	3	5			12	3.5
Joe Emerson's Chair		5		6			11	3;2
Bob Wills Orchestra		4	5				9	2.6
Eddie Cantor	4		5				9	2.6
Bob Hope	5	1	2	1			9	2.6
Barn Dance	2	2	2	3			9	2.6
Professor Quiz		2	1	5			8	2.2

TABLE XXIV CONTINUED

Programs	Soph Boys	Soph Girl	Fresh Boys	Fresh Girls	Spec Boys	Spec Girl	Total	%
U. S. Army and Navy Bands	1	1	4	1		1	8	2.2
Ford Symphony Hour	3	1	1	2			7	2.
Tender Leaf Tea			5	1			6	1.7
Postum (Lum and Abner)	1		5				6	1.7
Death Valley Days	2		3	1			6	1.7
Stamps Quartet	1		4				5	1.5
Philip Morris	1		3	1			5	1.5
The Circle		2	1	2			5	1.5
Benny Goodman's Orchestra	1	1	3				5	1.5
Hollywood Hotel	2	1	2				5	1.5
Believe It or Not (Ripley)	1		3				4	1.1
Gang Busters			2	2			4	1.1
Texaco Star Theater			1	2			3	.9
Bell Boys			2	1			3	.9
Artie Shaw's Orchestra	1	1	1				3	.9
Horace Heidt Orchestra	2		1				3	.9
Betty and Bob			1	2			3	.9
City Service			1	2			3	.9
Farm and Home Hour	1	2					3	.9
Maxwell House Coffee	1	1		1			3	.9

TABLE XXIV CONTINUED

Programs	Soph Boys	Soph Girl	Fresh Boys	Fresh Girls	Spec Boys	Spec Girls	Total	%
Voice of Firestone		2		1			3	.9
Grapenuts (Joe E. Brown)	1			1			2	.6
Uncle Ezra	1	1					2	.6
Crime does not pay	1		1				2	.6
Breakfast Club		1		1			2	.6
Paul Whiteman's Orchestra	1		1				2	.6
Sammy Kay's Orchestra	1		1				2	.6
Ben Bernie's Orchestra	1			1			2	.6
Tommy Dorsey's Orchestra			1	1			2	.6
Fred Waring's Orchestra			2				2	.6
Amos and Andy			2				2	.6
Seth Parker	1						1	.3
The Guiding Light				1			1	.3
Foreign Broadcasts						1	1	.3
No answers	10	7	23	14			54	15.7

From Table XXIV, it is not surprising to again find the "Chase and Sanborn" program heading the list by a total of 120 votes, and the "Jello" program ranking second by a total score of 81 votes. It will be recalled

from the facts presented in Tables XIII and XIV, from the list of favorite programs, that the Chase and Sanborn Program received 114 votes from the boys and 94 from the girls, making a total of 208 votes; while the Jello Program received 130 votes from the boys plus 89 from the girls giving a total of 229 for that particular program.

The Kraft Music Hall program ranked third, by receiving a total of 50 votes. This program received 107 votes in the favorite program check-up, Table XXIV. Out of a list of 47 "best" programs, the three programs; (1) Chase and Sanborn, (2) Jello, and (3) Kraft Music Hall were elevated to the rank of the three "best you have ever heard" class.

An examination of the make-up of these three programs show that they contain all the elements that the junior college group seemed to desire, namely: variety, wit, humor, splendid popular and classical music, combined with much dialogue and drama, all portrayed by the leading artists on the air today. This finding is in keeping with the conclusions reached in the tabulation of the question, "Why do you like these programs best?"

The data further shows that the junior college students do listen regularly to what they consider the "best programs ever heard over the radio" and that poorly organized and poorly portrayed programs do not appeal to the largest group.

To the question, "Why do you select these as best?", 288 answers were given, leaving a total of 55 "no answers." Most of the replies were short and to the point.

In tabulating the results, a number of samples are presented, showing the programs cited and the comment concerning their worth. Space forbids giving all the answers, and it would be boresome as well. Table XXV gives the general tabulation of this question. Throughout the replies, one can read pretty largely the quality of each student's personal taste and the depth of appreciation, by the students' reactions to various programs. This can readily be detected, if one reads between lines.

TABLE XXV

Sophomore Boys

Program	Comment
1	
1. Town Hall (Allen)	
2. Jack Benny (Jello)	"I like comedy and music."
3. Horace Heidt	
2	
1. Crime Does Not Pay	
2. Lucky Strike Hit Parade	"That's my taste"
3. Popular Vocal	

TABLE XXV CONTINUED

Sophomore Boys

Programs	Comments
3	
1. Magic Key RCA	"A general program of various types of entertainment"
2. Major Bowes	
3. Chase and Sanborn	
4	
1. Jello Program	"Because they contain the music and comedy I like"
2. Lucky Strike	
3. Camel Caravan	
5	
1. Hollywood Hotel	"Amusement"
2. Bayer Aspirin	"Quality of music"
3. Kraft Music Hall	"Music, Amusement"

Sophomore Girls

1	
1. Seth Parker	"Human Interest"
2. Uncle Ezra	"Varied features"
3. Chase and Sanborn	"Entertainment"
2	
1. Lux Program	"Outstanding talents and personality"
2. Bob Hope	
3. Benny Goodman	

TABLE XXV CONTINUED

Sophomore Girls

Programs	Comments
3	
1. Jack Benny (Jello)	"Entertaining and educational"
2. Speeches	
4	
1. Chase and Sanborn	"Because of the variety presented"
2. Jack Benny (Jello)	
3. Kraft Music Hall	
5	
1. Betty Lou	"Comedy and educational"
2. U. S. Marine Band	
3. Ma Perkins	
Freshman Boys	
1	
1. Kay Kyser	"Originality in humor and music"
2. Jack Benny (Jello)	
3. Chase and Sanborn	
2	
1. The Will Rogers Memorial Dedication	"It was an educational program."

TABLE XXV CONTINUED

Freshman Boys

Programs	3	Comments
1. Gang Busters		
2. 30 Minutes Behind Prison Walls		"Educational and entertaining"
3. Kraft Music Hall		
4		
1. One Man's Family		
2. We, The People		"I like the music and action"
3. Magic Key RCA		
5		
1. Good News of 1939		
2. Hollywood Playhouse		"Each are different and entertaining"
3. Ripley, Believe It Or Not		

Freshman Girls

Programs	1	Comments
1. Jack Benny (Jello)		
2. Breakfast Club		"I like good jokes and popular music"
3. Lucky Strike		

TABLE XXV CONTINUED

Freshman Girls

Programs	Comments
2	
1. Lux Theater	
2. Chase and Sanborn	"I like plays."
3. Lights Out	
3	
1. Hour of Charm	
2. Guy Lombardo's Orchestra	"Smoother and better arranged and executed"
3. Philharmonic Orchestra	
4	
1. H. G. Wells Plays	
2. First Nighters	"They have a higher standard."
3. Metropolitan Opera	
5	
1. Magic Key RCA	
2. Jello	"They are intellectual and humorous."
3. Chase and Sanborn	

In order to show generally the conception of the programs by the students, the replies were re-classified

under the following headings and tabulated according to votes. This is shown in Table XXVI.

TABLE XXVI

Answers to VI (b)	Votes
General Entertainment (personal taste)	101
Music preference	44
Variety	31
Amusement (humor)	22
Educational value	21
Best Talent	12
Drama and Play preference	9
Smoothness and charm	7
Total Votes	273
No Answers	<u>70</u>
	343

Under answer "General entertainment (personal taste)" was included such replies as "Suits my taste," "I like them," "They are the best," etc. This portion of the table received the highest number of votes, 101 in all. The answer, "Music preference" ranked second with 44 votes while third place went to the answer "Variety," having a total of 31 votes.

The conclusion is that junior college boys and girls are looking for programs that will (1) give them plenty of general entertainment, of such nature that they are perfectly well satisfied with the programs as it fits in nicely with their emotional natures; (2) music is very much preferred, whether popular or classical; and (3) all programs must show variety. Monotony is a thing they do not desire. It is also to be noted that programs of educational value hold 6th place, a fact that might be of interest to educators.

Because some of the replies to the question concerning the three favorite programs were expected to include some that were not on the air every day, the question was asked, "How much time do you listen per week, to the three best programs?" The results are shown in Table XXVII.

TABLE XXVII

Time Period	Soph Boys	Soph Girls	Fresh Boys	Fresh Girls	Spec Boys	Spec Girls	Total
20 min.	3						3
30 min.	2	1	8	3			14
1 hour	6	3	10	13			32
2 hours	10	13	19	13	3	1	59
2½ hours	7	4	10	15		1	37
3 hours	15	17	14	19	1	3	69

TABLE XXVII CONTINUED

Time Period	Soph Boys	Soph Girls	Fresh Boys	Fresh Girls	Spec Boys	Spec Girls	Total
3½ hours	2		10	6			18
4½ hours	3		10	7			20
6 hours	3	3	10	13		1	30
No answer	7	10	27	15		2	61
Totals	58	51	118	104	4	8	343

Table XXVII shows according to classes, the following results: of the 58 sophomore boys the largest number 15, listed the three hour period; the 51 sophomore girls, 17 listed the 3 hour period; the 118 freshman boys, 19 listed the 2 hour period; the 104 freshman girls, 19 listed the 3 hour period; the 4 special boys, 3 listed the 2 hour period; while of the 8 special girls, 3 listed the 3 hour period. Throughout all these groups, the three and two hour periods ranked the highest. Since these figures represent the time spent on the three most desired programs, and include a week's time, it is obvious that in some cases, actually only one day might be involved, which would leave a great amount of time for miscellaneous listening throughout the week. The results of the first type of listening was tabulated under question II (a) in the first part of the survey.

In answer to the question, "Name the three programs you dislike the most," 269 separate programs were listed by the boys and 209 by the girls. Space forbids the listing of all these programs, only the twenty-five highest out of each group is shown in Table XXVIII. Thirty-five of the 269 listed by boys have a vote of only one which is not representative of the group thus having small value in the survey.

TABLE XXVIII

Showing the twenty-five most disliked programs

BOYS (Total, 180)			GIRLS (Total, 163)		
Programs	Boys	%	Programs	Girls	%
1. Bob Wills	25	14.	Bob Wills	25	15.3
2. Flint Hill Cowboys	20	11.	Ma Perkins	23	14.1
3. Continued Serials	16	9.	Dr. Brinkley	18	11.
4. Dr. Brinkley	16	9.	Alabama Boys	16	9.8
5. Metropolitan Opera	13	7.2	Amos and Andy	16	9.8
6. Ma Perkins	12	7.	Market Reports	13	8.
7. Amos and Andy	12	7.	Uncle Ezra	12	7.4
8. Hill Billy Music	9	5.	Metropolitan Opera	11	6.7
9. Political Speeches	8	4.4	Hill Billy Boys	10	6.1
10. Concert Orchestras	8	4.4	Flint Hill Cowboys	8	5.
11. Ford Symphony	7	4.	Jack Armstrong	8	5.

TABLE XXVIII CONTINUED

BOYS (Total, 180)			GIRLS (Total, 163)		
Programs	Boys	%	Programs	Girls	%
12. Jack Armstrong	6	3.3	Town Hall	8	5.
13. Town Hall	5	3.	Betty and Bob	7	4.3
14. Recordings	5	3.	Major Bowes	7	4.3
15. Dramatic Plays	5	3.	Political Speeches	6	4.
16. Religious Programs	4	2.2	Barn Dance	6	4.
17. Betty and Bob	4	2.2	Dick Tracy	5	3.
18. Major Bowes	4	2.2	Fibber McGee	5	3.
19. Al Jolson	4	2.2	Montecello Party Line	4	2.5
20. Classical Voice	3	2.	Children's Stories	4	2.5
21. Myrt and Marge	3	2.	Club Matinee	4	2.5
22. Uncle Ezra	3	2.	Farm and Home Hour	3	2.
23. Burns and Allen	3	2.	Jimmie Allen	3	2.
24. Jimmie Allen	3	2.	Voice of Firestone	3	2.
25. Market Quotations	3	2.	Seth Parker	3	2.

Out of the girls' 209 programs, 31 received the vote of one which was very similar to the boys' list. The four programs receiving the highest number of votes as shown by Table XXIX selected by the boys are: Bob Wills' Orchestra, 25 votes; Flint Hill Cowboys, 20 votes; and Continued Stories and Dr. Brinkley Programs receiving

16 votes each. From the girls list, the four highest were: Bob Wills' Orchestra, 25 votes; Ma Perkins, 23 votes; Dr. Brinkley Program, 18 votes, and the Alabama Boys tying with the Amos and Andy program, with 16 votes each.

Since the Flint Hill Cowboys program compares very favorably with the Alabama Boys program, and the continued serial program is practically the same as the Amos and Andy skit, it can be seen that boys and girls chose nearly identical programs as the most undesirable.

Fifteen programs were found to be mentioned by both boys and girls, some receiving nearly parallel votes. Table XXIX shows the identical programs together with the male and female findings of votes for each.

TABLE XXIX

Showing Identical Programs Disliked By Both
Boys And Girls

Programs	Boys	Girls	Total
Bob Wills	25	25	50
Ma Perkins	12	23	35
Dr. Brinkley	16	18	34
Flint Hill Cowboys	20	8	28
Amos and Andy	12	16	28
Metropolitan Opera	13	11	24

TABLE XXIX CONTINUED

Programs	Boys	Girls	Total
Hill Billy Boys	9	10	19
Market Reports	3	13	16
Uncle Ezra	3	12	15
Political Speeches	8	6	14
Jack Armstrong	6	8	14
Town Hall (Allen)	5	8	13
Betty and Bob	4	7	11
Major Bowes	4	7	11
Jimmie Allen	3	3	6

If one considers the reasons for the dislikes given for these programs as shown by Table XXIX, several factors become evident: 1st, such programs as the Bob Wills type, The Alabama Boys, and Flint Hill Cowboys, will not suit the particular person, because of the organization, purpose and type of music played. They do not rank in quality with such programs as Chase and Sanborn or Jello. Popular music for dance purposes, is their main program menu, and they cater to the dance hall public.

The Ma Perkins program is standard and generally well liked. Only 12 votes from 180 boys, and 23 votes from 163 girls were placed against it. This is a

very small number and represents more nearly mere personal opinion than group representation.

For the Dr. Brinkley program, which is mainly an advertising program, the boys voted 16 against it to the girls' 18 votes. This program is made up of various types of talents, some singing and guitar playing, sometimes an orchestra playing not a high type of popular music, etc., all this being followed by a long discussion of ills, and pleas for patients to write and investigate. It is, by and large, a program that the average American youth would avoid on the air.

The Metropolitan Opera program received 13 votes from the boys and 11 votes from the girls. The high standards of the program are known to all and needs no comment. The percentage of votes against this program is small and no discredit when one considers the fact that not all students are opera-minded.

Findings

The writer concludes that even if the boys mentioned 269 programs, and the girls mentioned 209, the percentage of votes on each program mentioned was so small that scarcely more than four of the programs given as disliked programs receiving a vote of six or less is nothing more than personal likes and dislikes.

The most disliked programs are cited as being:

- (1) Bob Wills' Playboys, (2) Ma Perkins, (3) Dr. Brinkley,

(4) Alabama Boys, (5) Flint Hill Cowboys, (6) Metropolitan Opera, (7) Amos and Andy.

Some of the reasons given for disliking the programs previously discussed are given in Table XXX. A sampling of not more than three are presented from each school grade. The program is first named, after which the reason for dislike is given.

TABLE XXX

Sophomore Boys

Programs	Reasons for disliking program
1	
1. Opera	"Too deep unless you understand it"
2. Jack Armstrong	"Too silly and childish"
3. Major Bowes	"Too dull and dry"
2	
1. Amos and Andy	"It's the same day after day."
2. Woman in White	"It's something that don't seem usual."
3. Dr. Brinkley	
3	
1. Betty and Bob	
2. Dr. Brinkley	"They are silly or just not interesting--boring."
3. Don Winslow	

TABLE XXX CONTINUED

Sophomore Boys

Program	Reasons for disliking program
4	
1. Ma Perkins	"They are disgusting."
2. Myrt and Marge	"They are disgusting."
3. Ford Symphony Hour	"I do not like classical music."
5	
1. Chase and Sanborn	
2. First Nighters	"They are not interesting."
3. Benny Goodman	

Sophomore Girls

1	
1. Alabama Boys	"Don't like music of that type."
2. Bob Wills	"Jokes no good"
3. Uncle Ezra	"No plot"
2	
1. Ma Perkins	"No variety--all the same"
2. Captain Midnight	"Not good"
3. Hill Billy Programs	"Poor type music"

TABLE XXX CONTINUED

Sophomore Girls

Program	Reason for disliking program
3	
1. Symphony Orchestras	"Do not appreciate"
2. Amos and Andy	"Don't like them"
3. Bob Wills	"Not amusing"
4	
1. Ford Symphony	"Too difficult to understand"
2. National Barn Dance	"Too much advertising"
3. Mexican Programs	"All recordings"
5	
1. Cowboy music	"Don't like cowboy music"
2. Market Reports	"Not interesting"
3. Sarah and Sally	"Not interesting"

Freshman Boys

1	
1. Barn Dance	"Dislike that type of program"
2. Bob Wills	"The music is bad"
3. Amos and Andy	"Disinteresting"

TABLE XXX CONTINUED

Freshman Boys

Program	Reason for disliking program
2	
1. Serials (stories)	"Childish fiction"
2. Philip Morris	"Too shallow"
3. Love Stories	"Taken to worst extreme possible"
3	
1. Dr. Brinkley	"They are not well cultured."
2. Stella Dallas	"I don't like continued plays."
3. Ma Perkins	"I don't like continued plays."
4	
1. Dr. Brinkley	"Because of long drawn out advertisement"
2. Mexican Music	
3. Old Time Music	
5	
1. Bob Wills	"Doesn't know how to make music"
2. Gang Busters	"A low form of radio acting"
3. Town Hall (Fred Allen)	"Fred Allen spends too much time laughing at his own jokes."

TABLE XXX CONTINUED

Freshman Girls

Programs	Reason for disliking program
1	
1. Bob Wills	"They are the same old thing all the time and have no educational value."
2. Dr. Brinkley	
3. Major Bowes	
2	
1. Ma Perkins	"Because they are not true to life and are too simple"
2. Guiding Light	
3. Betty and Bob	
3	
1. Dr. Brinkley	"A good doctor doesn't have to advertise."
2. Market quotations	"I'm not interested in markets."
3. Children's programs	"Children's programs do not interest me."
4	
1. Ma Perkins	"Not interesting"
2. Amos and Andy	"Too much the same"
3. Betty and Bob	"Absurd"

TABLE XXX CONTINUED

Freshman Girls

Programs	Reason for disliking program
1. Major Bowes	"Boring"
2. Ma Perkins	"Very uninteresting"
3. Party Line	"Acting terrible"

To quote all the answers given for "reasons for disliking certain programs would be tiresome and of little value. Of the entire group answering this question five headings are cited to cover the largest per cent of the replies. These are:

1. No cultural or educational value
2. No interest in that particular type of program
3. Music or acting of very poor quality
4. Jokes stale--boresome--dull
5. Characters not fitted to parts played, plot bad--stories silly

Outside of these five reasons, the number of answers were so few that only mere personal opinion would be involved, if tabulated in table form.

It is shown that junior college folk do pick their programs and either intentionally or unintentionally, evaluate them to the extent, that even though they listen occasionally to bad programs, they are full aware of the fact that the programs have faults which they

are able to pick out to a large degree. From the variety of programs mentioned as "disliked" and the reasons for disliking these, it would seem that a better variety of programs could be placed on the air, that contained more educational and cultural value, and that this type would be welcomed by junior college students.

The students were asked to check from a given list of radio type programs those that they listened to most. There were twenty-five programs on this list, the intentions were to present as nearly as could be, a representation of the different types of programs on the air today. Not programs, but types, were presented. It was expected that this would show the trend or tendency of the types of programs most desired by a representative junior college group.

In giving the tabulation of these findings, the age and school classifications are given as well as the sex distinction. A series of tables being used for this purpose, which includes the following tables:

Table XXXI, Sophomore boys

Table XXXII, Sophomore girls

Table XXXIII, Freshman boys

Table XXXIV, Freshman girls

Table XXXV, Special boys

Table XXXVI, Special girls

Table XXXVII, which shows the total boys vote as compared to the total girls vote.

Table XXXVIII, which shows the total boys vote and per cent of each as compared to the total girls vote and per cent of each, presented in a lump sum with the program type items rearranged in descending order of boys percentage.

TABLE XXXI
Sophomore Boys

Program	Age 29	Age 28	Age 27	Age 26	Age 25	Age 24	Age 23	Total Vote
Instrumental Music	1	1	2	4	7	14	3	31
Vocal Music			2	3	5	13	2	25
Mystery Stories			3	3		10	1	17
Detective Stories				1	1	4	1	7
Dramatic Plays				4	5	6	2	17
Humorous Plays			2	6	9	16	5	38
4-H Club Programs				1	1			2
Sports News		1	2	4	10	12	6	35
Weather Reports			1	3	2	7	2	15
Market Quotations			1	1	4	2		8
Children's Stories								
Political Speeches			1	2	2	5		10
Health Talks					1			1

TABLE XXXI CONTINUED

Program	Age 29	Age 28	Age 27	Age 26	Age 25	Age 24	Age 23	Total Vote
Discussion of Style					1			1
Cooking School								
Prison Stories						5		5
Adventure Stories				1	3	4	2	10
Ghost Stories				1	3	6	1	11
News Broadcasts		1	3	8	12	17	6	47
Talks on Nation Questions			1	1	5	11	2	20
Talks on International Questions				2	7	9	3	21
European Broadcasts				1	1	5	3	10
Police Reports			1	2	1	2	1	7
Continued Plays			1	1	1	2		5
Farm and Home Hour			1	1	1	2		5

Table XXXI shows the results from the tabulation of 58 college sophomore boys with an age range from 18 to 29 years. They cast a total of 47 votes for news broadcasts; 38 votes for humorous plays; 35 for sport news; 31 for instrumental music; 25 for vocal music; 21 for talks on international questions, and 20 for talks on national questions.

TABLE XXXII
Sophomore Girls

Program	Age 23	Age 22	Age 21	Age 20	Age 19	Age 18	Age 17	Total
Instrumental music	1	3	2	4	17	7	1	35
Vocal music		3	2	5	12	9	1	31
Mystery Stories	1		1	5	1	1	2	11
Detective stories		1		1	3			5
Dramatic Plays	1	2	3	3	13	11	3	36
Humorous Plays	1	3	4	3	10	9	1	34
4-H Club Programs			1	1	1	2		5
Sports News	1	2	2	2	6	4	2	19
Weather Reports		2	3	2	8	1		16
Market Quotations								
Children's Stories					1	1		2
Political Speeches		2	1	2	2	2		9
Health Talks	1		2	1	2	2		8
Discussion of Styles		2	1	2	13	2	1	21
Cooking Schools	1			2		2		5
Prison Stories			1			1		2
Adventure Stories		1		1	3	2		7
Ghost Stories			1		2	2		5
News Broadcasts	1	4	2	7	14	9	2	39
Talks on National Questions	1	1	1	1	6	3		13
Talks on International Questions		2		1	7	3		13

TABLE XXXII CONTINUED

Programs	Age	Age	Age	Age	Age	Age	Age	Total
	23	22	21	20	19	18	17	
European Broadcasts		2		2	7	6		17
Police Reports			1	1			1	3
Continued Plays	1	1	2	4	9	5		21
Farm and Home Hour		1	1	2	6	5		15

TABLE XXXIII

Freshman Boys

Programs	AGE										Total
	29	27	24	23	22	21	20	19	18	17	
Instrumental Music	1		1			5	8	24	30	2	71
Vocal Music				1		4	9	16	22	1	53
Mystery Stories			1		1	3	8	14	15	1	43
Detective Stories			1			3	3	10	13	1	31
Dramatic Plays	1		1	1	1		7	16	23	2	52
Humorous Plays	1		1		1	2	11	24	34	1	75
4-H Club Programs											
Sports News	1	1	1		1	7	14	25	28	1	79
Weather Reports			1		1	5	8	10	15	1	41
Market Quotations						2	1	2	2		7
Children's Stories								1			1

TABLE XXXIII CONTINUED

Programs	AGE										Total
	29	27	24	23	22	21	20	19	18	17	
Political Speeches				1	1	3	1	6	7	1	20
Health Talks					1	1	1				3
Cooking Schools											
Prison Stories			1			2	3	10	15	1	32
Adventure Stories			1			2	3	14	10		30
Ghost Stories	1		1				5	10	9	1	27
News Broadcasts	1	1	1	1	1	8	16	27	33	2	91
Talks on National Questions				1	1	5	5	9	17	1	39
Talks on International Questions				1	1	5	3	13	15	1	39
European Broadcasts						1	3	9	7	1	21
Police Reports						2	5	7	16		30
Continued Plays			1				2	8	5		16
Farm and Home Hour			1			1	6	4	6		18

TABLE XXXIV

Freshman Girls

Programs	AGE										Total
	28	24	23	21	20	19	18	17	16		
Instrumental Music	1		1	1	7	11	41	13	1		76
Vocal Music	1	1	1	1	7	9	34	11	2		67
Mystery Stories	1			1	3	4	12	3	1		25

TABLE XXXIV CONTINUED

Programs	AGE									Total
	38	24	23	21	20	19	18	17	16	
Detective Stories					2	3	7	2		14
Dramatic Plays	1	1		1	7	10	36	16	2	74
Humorous Plays	1				7	8	34	15	1	66
4-H Club Programs	1					1	5	1		6
Sport News	1			1	1	2	13	6	2	26
Weather Reports					1	4	13	4		22
Market Quotations							1	1		2
Children's Stories					1		2			3
Political Speeches	1					1	6	1		9
Health Talks	1					1	6			8
Discussion of Styles				1	2	4	19	6		32
Cooking Schools					1		8	1		10
Prison Stories					2	1	5	1		9
Adventure Stories					3	2	6	3		14
Ghost Stories				1	1	2	3	2		9
New Broadcasts	1	1		1	6	11	41	16	2	79
Talks on National Questions	1				1	4	17	4		27
Talks on International Questions	1			1	1	3	15	1		22
European Broadcasts					1	4	11	5		21
Police Reports	1				2		3	5		11

TABLE XXXIV CONTINUED

Programs	AGE							Totals		
	28	24	23	21	20	19	18		17	16
Continued Plays	1		1		3	5	15	10		35
Farm and Home Hour	1			1	1	4	8	1		16

TABLE XXXV
Special Boys

Programs	AGE			Totals
	18	23	45	
Instrumental Music		2		2
Vocal Music		1		1
Mystery Stories		1	1	2
Detective Stories				
Dramatic Plays		1	1	2
Humorous Plays		1	1	2
4-H Club Programs				
Sport News		1	1	3
Weather Reports		1	1	3
Market Quotations				
Children's Stories				
Political Speeches		1		1
Health Talks				
Discussion of Style				
Cooking Schools				

TABLE XXXV

Programs	AGE			Totals
	18	23	45	
Prison Stories		1		1
Adventure Stories	1			1
Ghost Stories		1		1
News Broadcasts	2	1		3
Talks on National Questions	1			1
Talks on International Questions			1	1
European Reports	1			1
Police Reports	1			1
Continued Plays				
Farm and Home Hour	1			1

TABLE XXXVI

Special Girls

Programs	AGE						Totals
	19	20	25	32	34	39	
Instrumental Music		2			1	1	4
Vocal Music		1	1		1	1	4
Mystery Stories		1					1
Detective Stories							
Dramatic Plays		2	2	1		1	6

TABLE XXXVI
CONTINUED

Programs	AGE						Totals
	19	20	25	32	34	39	
Humorous Plays	1	2	2	1		1	7
4-H Club Programs			1				1
Sport News	1	1	1				3
Weather Reports	1		1				2
Market Quotations							
Children's Stories							
Political Speeches					1	1	2
Health Talks						1	1
Discussion of Styles	1		1			1	3
Cooking Schools	1		1			1	3
Prison Stories							
Adventure Stories							
Ghost Stories			1				1
News Broadcasts		2	2	1	1	1	7
Talks on National Questions		1	1	1		1	4
Talks on International Questions		1				1	2
European Broadcasts	1	1	1				3
Police Reports							
Continued Plays		1	1				2
Farm and Home Hour							

TABLE XXXVII
Comparison Of Total Votes

Programs	Soph Boys	Fresh Boys	Spec Boys	Total Boys	Soph Girls	Fresh Girls	Spec Girls	Total Girls
Instrumental Music	31	71	2	104	35	76	39	150
Vocal Music	25	53	1	79	31	67	1	99
Mystery Stories	17	43	2	62	9	25	1	35
Detective Stories	7	31		38	5	14		14
Dramatic Plays	17	52	2	71	36	74		110
Humorous Plays	38	75	2	118	34	66	1	101
4-H Club Programs	2			2	5	6	1	12
Sport News	35	79	3	117	19	26		45
Weather Reports	15	41	3	59	16	22		38
Market Quotations	8	7		15		2		2
Children's Stories		1		1	2	3		5
Political Speeches	10	20	1	31	9	9		18
Health Talks	1	6		7	8	8	1	17
Discussion of Styles	1	3		4	21	32	1	54
Cooking Schools					5	10	1	16
Prison Stories	5	32	1	38	2	9	1	12
Adventure Stories	10	30	1	41	7	14		21
Ghost Stories	11	27	1	39	5	9		14
News Broadcasts	47	91	3	143	39	79		118
Talks on National Questions	20	39	1	60	13	27	1	41

TABLE XXXVII CONTINUED

Programs	Soph Boys	Fresh Boys	Spec Boys	Total Boys	Soph Girls	Fresh Girls	Spec Girls	Total Girls
Talks on International Questions	21	39	1	61	13	22	1	36
European Broadcasts	10	21		31	17	21	1	39
Police Reports	7	30	1	38	3	9		12
Continued Plays	2	16		18	21	35		56
Farm and Home Hour	5	18	1	24	15	16	1	32

TABLE XXXVIII

Tabulation Of Total Vote And Percentage

Programs	180 Boys	%	163 Girls	%
News Broadcasts	143	79.4	118	72.4
Humorous Plays	118	65.6	101	62
Sport News	117	65	45	27.5
Instrumental Music	104	57.8	150	92
Vocal Music	79	46.1	99	60.7
Dramatic Plays	71	41.7	110	67.5
Mystery Plays	62	37.7	35	21.5
Talks on International Questions	61	34.1	36	22.2
Talks on National Questions	60	33.3	41	25.2
Weather Reports	59	31.8	38	23.3

TABLE XXXVII CONTINUED

Programs	180 Boys	%	163 Girls	%
Ghost Stories	39	21.7	14	8.6
Detective Stories	38	21.1	19	11.7
Prison Stories	38	21.1	12	7.4
Police Reports	38	21.1	12	7.4
Political Speeches	31	17.2	18	11
Adventure Stories	31	17.2	21	13
European Broadcasts	31	17.2	39	24
Farm and Home Hour	24	13.3	32	13.5
Continued Plays	18	10	56	34.4
Market Quotations	15	8.3	2	1.2
Health Talks	7	4.1	17	10.4
Discussion of Styles	4	2.2	54	33.1
4-H Club Programs	2	1.1	12	7.4
Children's Stories	1	.6	5	3.1
Cooking School			16	9.9

Of the 118 freshman boys surveyed, 91 votes were for news broadcasts; 79 for sport news; 75 for humorous plays; 71 for instrumental music; 53 for vocal music; 52 for dramatic plays; and 43 for mystery stories. These boys had an age range of from 17 to 27 years. Table XXXVII gives the complete results.

The four special classed boys with age ranges from 18 to 45 years, shown by Table XXXV, gave 3 votes for sport news; 3 for weather reports and 3 for ghost stories. Of the four, only 3 reported, so their highest total could be no more than three. When tabulated by themselves, they represent only personal opinion and not group sanction. Table XXXV shows complete data.

From the above figures, it would seem that since the age distribution between the two groups, freshman boys and sophomore boys, is nearly the same, it would have little influence in their respective selections of types of programs. This is true because the selection of type programs overlapped, and the votes of each group were near the same range. Both voted first place to news broadcast, the sophomores giving 47 votes out of a possible 58, and the freshman boys giving 91 votes out of a possible 118 for the same program, or the sophomores gave a vote of 68.6 per cent as against the freshmen's 80.1 per cent, showing a difference of 11.5 per cent. For the other programs a wider range was shown.

Table XXXII gives complete data on the list selected by the sophomore girls. Out of this list seven were selected as highest and placed in table form. (Table XXXIX) From this list, "News Broadcasts" ranks first.

From Table XXXIV, (Freshman Girls' list,) we find these same programs named though not exactly in the same order excepting one, that of the news broadcast which, as in the case of the sophomore girls, was given first rank. The comparison is shown by Tables XI. and XLI.

TABLE XI
Sophomore Girls

Programs	Number	%
News Broadcasts	39	76.5
Dramatic Plays	36	71
Instrumental Music	35	68.6
Humorous Plays	34	66.7
Vocal Music	31	60.3
Discussion of Styles	21	41.2
Continued Plays	21	41.2

TABLE XLI
Freshman Girls

Programs	Number	%
News Broadcasts	79	75.9
Instrumental Music	76	75
Dramatic Plays	74	71.1
Vocal Music	67	64.4
Humorous Plays	66	63.7
Continued Plays	35	33.7
Discussion of Styles	32	30.8

Of the eight special classed girls shown by Table XXXVI, the highest votes were 7 each for humorous plays and news broadcasts. Six votes for dramatic plays, 5 for Farm and Home Hour, 4 each for instrumental music and vocal music; 3 each for sport news, and European broadcasts, Discussion of styles and Cooking School, were given. All of the others ranked below three.

Upon comparing the votes given for the news broadcast by the sophomore girls and the freshman girls, it was found that the sophomore girls had given a vote of 76.5 per cent while the freshman girls gave a vote of 75.9 per cent, establishing the close margin of .6 per cent.

CHAPTER III

The Influence of Radio Listening Upon Junior College Students' Participation In Various Phases Of Music

The second part of the survey deals largely with the musical side of broadcasts, the investigation being centered around the discovery of any or all factors that would aid or encourage junior college students to begin the study of music, either vocal or instrumental. Information was wanted as to what types of musical programs were most desired, and the general effects of these upon the daily life and character of students.

The procedure in this part of the survey was largely the same as that of the first part; namely, by use of the questionnaire, and by personal interview of pupils and parents.

The first of the question directly pertaining to the musical side was: "By the use of the words "most," "some," and "none," check the following types of music groups to which you listen."

- | | |
|------------------------|------------------------|
| (1) Instrumental Music | (4) Concert Orchestras |
| (2) Vocal Music | (5) Popular Orchestras |
| (3) Bands | (6) Educational Music |

Before discussing the results of this question, the following table is presented showing the classified answers as revealed by the questionnaire.

TABLE XLII
Sophomore Boys

Music Types	Most	Some	None	No ans.	Total	Percent			
						Most	Some	None	No ans.
Instrumental Music	8	41	7	2	58	13.8	70.7	12.1	3.4
Vocal Music	11	35	9	3	58	19	60.3	15.5	5.2
Bands	10	40	6	2	58	17.2	69	10.3	3.4
Concert Orchestras	5	23	25	5	58	87.2	39.7	43.1	8.6
Popular Orchestras	43	13	1	1	58	74.1	22.4	1.9	1.7
Educational Music		40	11	7	58		68	19	12

Sophomore Girls

Instrumental Music	13	34	4		51	25.5	66.7	8	
Vocal Music	10	34	4	3	51	19.6	66.6	8	5.9
Bands	9	35	4	3	51	17.6	68.6	8	5.9
Concert Orchestras	7	33	7	4	51	13.7	64.7	13.7	7.8
Popular Orchestras	33	12	3	3	51	64.7	23.5	5.9	5.9
Educational Music	7	35	6	3	51	13.7	68.6	11.7	5.9

TABLE XLII CONTINUED

Freshman Boys

Music Types	Most	Some	None	No ans.	Total	Percent			
						Most	Some	None	No ans.
Instrumental Music	29	76	10	3	118	24.6	66.6	8.5	2.5
Vocal Music	17	72	19	10	118	14.4	61.1	16.1	8.5
Bands	20	80	18		118	16.9	67.8	15.2	
Concert Orchestras	6	54	46	12	118	5.1	44.1	39	10.2
Popular Orchestras	80	32	2	4	118	67.8	27.1	16.9	3.4
Educational Music	3	74	32	9	118	2.5	62.7	27.1	7.6

Freshman Girls

Instrumental Music	8	86	6	4	104	7.7	82.7	5.7	3.8
Vocal Music	28	70	2	4	104	26.9	67.3	19.2	3.8
Bands	18	68	14	4	104	17.3	65.4	13.4	3.8
Concert Orchestras	9	63	27	5	104	8.6	60.5	25.9	4.8
Popular Orchestras	76	22	2	4	104	73	21.1	1.9	3.8
Educational Music	4	72	21	7	104	3.8	69.2	20.1	6.7

TABLE XLII CONTINUED

Special Boys

Music Types	Most	Some	None	No ans.	Total	Percent			
						Most	Some	None	No ans.
Instrumental Music	1	2		1	4	25	50		25
Vocal Music		3		1	4		75		25
Bands		3		1	4		75		25
Concert Orchestras		3		1	4		75		25
Popular Orchestras	2	1		1	4	25	50		25
Educational Music		3		1	4		75		25

Special Girls

Instrumental Music	1	4	2	1	8	12.5	50	25	12.5
Vocal Music	2	5	1		8	25	62.5	12.5	
Bands	1	3	4		8	12.5	37.5	50	
Concert Orchestras	2	4	2		8	25	50	25	
Popular Orchestras	6	2			8	75	25		
Educational Music	1	5	2		8	12.5	62.5	25	

TABLE XLIII

Showing the total boys' votes by the use of the words, "most," "some," and "none" for the six different types of programs.

Music Types	Most	%	Some	%	None	%	No ans.	%
Instrumental Music	38	21.1	119	66.1	17	9	6	3.3
Vocal Music	28	16	110	61.1	28	16	14	7.8
Bands	30	17	123	68.3	24	13.3	3	1.7
Concert								
Orchestras	11	6.1	80	44.4	71	39	18	10
Popular								
Orchestras	125	69.4	46	26	3	1.7	6	3.3
Educational Music	3	1.7	117	65	43	23.9	17	9

TABLE XLIV

Showing the total girls' votes by the use of the words, "most," "some," "none" for the six different types of programs.

Music Types	Most	%	Some	%	None	%	No ans.	%
Instrumental Music	22	13.5	124	76	12	7.6	5	3.1
Vocal Music	40	24.6	109	67	7	4.3	7	4.3
Bands	28	17	106	65	22	13.5	7	4.3
Concert								
Orchestras	18	11	100	61.3	36	22	9	5.5
Popular								
Orchestras	115	70.6	36	22	5	3.1	7	4.3
Educational Music	12	7.6	112	68.7	29	17.7	10	6.1

The data presented by Table XLII consists of the answers in terms of "most" "some" "none" to the question which asked the students to check types of music programs presented on a given list.

This table presents the results by class in the following order: (1) Sophomore boys, (2) Sophomore girls, (3) Freshman boys, (4) Freshman girls, (5) Special boys, and (6) Special girls. It lists the number and the percentage of votes given to each program type. For example, in the part for the sophomore boys, we find that for instrumental music, 8 voted "most," 41 voted "some," 7 voted "none" while 2 did not answer. This gives a percentage of 13.8 per cent; 70.7 per cent; 12.1 per cent; and 3.4 per cent respectively. All parts of the table are read thus.

The results are recorded from the "most" vote only, as this is considered the most important portion of the question.

For the sophomore boys (Table XLII) the highest "most" vote is seen to be 43 and represents popular orchestras as the outstanding type of program to which the boys of this class listen.

The sophomore girls also gave the highest vote to this same program, as did the freshman boys and girls. Even the small group of special students selected popular orchestras, since 2 boys out of the total 4 voted "most" and 6 girls out of the total 8 did the same.

Tables XLIII and XLIV present the same facts but in a different form. The total boys votes are given as one sum, for each item respectively, as well as the percentage. The same procedure is used for tabulating the girls results. For example, in the boys' table, instrumental music received 38 "most" votes; or 21.1 per cent of the total boys; "some" received 119 votes or 66.1 per cent; "none" received 17 votes or 9 per cent while 6 or 3.3 per cent did not answer. These two tables show that popular orchestras are listened to most by girls and boys alike, while instrumental music ranks second for the boys, and vocal music second for the girls.

Only 1.7 per cent of the total boys listen "most" to educational music, and 7.6 per cent of the girls.

This tabulation shows that the students like popular orchestras, and by and large, listen to them most.

The questionnaire asked next, "What musical instrument do you most enjoy on radio programs?" This question was used to test the students' abilities to name musical instruments heard on the radio and to find if standard band or orchestra instruments would be selected instead of the novelty or "jazz" type. It also intended to test the extent of their interests in instrumental music as carried to them by radio.

Table XLV, is the tabulation of the results from the question, "What musical instruments do you most enjoy on radio programs?" Twenty different instruments were named by the total group. These varied much in their ranking, some receiving a larger vote than others.

The freshmen boys gave their largest vote (45) for the trumpet, (cornet). The freshmen girls gave largest equal votes for two instruments, the saxophone and the harp.

The sophomore boys selected the trumpet as did the freshmen boys. The violin was selected by the sophomore girls. The instruments ranking highest by groups found to be the saxophone, trumpet, harp and violin.

In a previous discussion it was shown that the students preferred popular orchestras and listened to it most. This finding fits well with the selection of instruments made, as all of the instruments selected and used by most popular orchestras, especially the saxophone and trumpet.

TABLE XLV

Showing the Entire Instrumental Distribution

Instrument	Boys				Girls			
	Soph	Fresh	Spec	Total %	Soph	Fresh	Spec	Total %
Trumpet	29	45	1	75 41.7	12	26	3	41 24.5
Saxophone	14	39	3	56 31.2	17	42	2	61 37.5
Drum	10	15		25 13.9	5	7	1	13 8.
Xylophone		9	1	10 5.6	6	6	1	13 8.

TABLE XLV

Showing the Entire Instrumental Distribution (continued)

Instrument	Boys					Girls				
	Soph	Fresh	Spec	Total	%	Soph	Fresh	Spec	Total	%
Violin	13	22	4	39	21.6	24	34	1	59	36.2
Accordian	3	10	2	15	8.3	6	9		15	9.2
Piano	11	18	3	32	17.8	22	34		56	34.3
Trombone	14	23	1	38	21.1	4	13		17	10.5
Tuba		11	1	12	6.7					
Organ		5	2	7	13.9	6	16		22	13.5
Harp	6	16	2	24	13.3	13	42		55	33.8
Guitar	4	10	1	15	8.3	1	8		9	5.5
Flute	3	18	1	22	12.2	6	14		20	12.3
Marimba		5		5	2.7		1		1	.6
Clarinet		7		7	3.8		2		2	1.2
Cello	15	22		37	20.6	4	15		19	11.6
Banjo	1	3		4	2.2	1	4		5	3.1
Bugle		7		7	3.8	3			3	1.9
Horn (French)	1			1	.5	1			1	.6
Oboe	8	8		11	6.1					
No answers	11	16		27	15.	6	6	1	13	8.

One of the main questions of the survey was to search for any factors that would either encourage, or hinder the

pursuit of music activity as stimulated by the listening to radio programs. To this end it would be necessary to know how much previous musical training each pupil had before being influenced by radio in any way, therefore the following question was asked, "Do you play an instrument?" then, "What instrument?" This second question was followed by the question "How long have you played an instrument?" To the question "Do you play an instrument?" the answers are given in Table XLVI.

TABLE XLVI

Showing the 'yes' and 'no' votes given by students in answer to the question "Do you play an instrument?"

	Yes	%	No	%	No ans.	%
Sophomore Boys	23	39.7	25	43.1	10	17.2
Sophomore Girls	27	53	16	31.3	8	15.7
Freshman Boys	104	88.1	4	3.4	10	8.5
Freshman Girls	58	55.8	32	30.8	14	13.4
Special Boys	1	25	3	75		
Special Girls	4	50	4	50		
Total	217	60.3	84	24.5	42	12.2

The results show that 217 or 60.3% of the entire group have a playing knowledge of different instruments. 24.5% do not play, while 12.2% did not answer.

To the question "What instruments do you play?"

Table XLVII gives the data found.

TABLE XLVII

Showing the List of Instruments Played by Students, Also
Total and Percentage

Instruments	Boys					Girls				
	Soph	Fresh	Spec	Total	%	Soph	Fresh	Spec	Total	%
Violin	2	10	1	13	7.2	3	6	1	10	6.1
Piano	2	11		13	7.2	19	46	2	67	41.1
Organ		7		7	4.			1	1	.6
Cornet (Trumpet)	4	11		15	8.3	1	3		4	2.5
Clarinet	11	28		39	21.7	2	2		4	2.5
Guitar	1	8		9	5.	1	1		2	1.2
Harmonica		6		6	3.3	1			1	.6
Drums	2	11		13	7.2					
Saxophone	1	10		11	6.1					
Trombone		2		2	1.1					
Total				128	71.1				89	
No answers	35	14	3	52	29.	24	46	4	74	45.4
Total	58	118	4	180		51	104	8	163	

From Table XLVII, it is shown that 11 of the sophomore boys, and 28 of the Freshman boys play the clarinet, making a total of 39, the highest number of boys on one particular instrument. Of the girls, the piano was found to be the

most popular instrument, since it received 19 votes from the sophomore girls, 46 from the freshman girls, and 2 from the specials, making a total of 67, or 41.1%. Thus the two most used instruments by this group were found to be the piano and the clarinet, both standard instruments for good educational music.

The answers to the question "How long have you played an instrument?" is best shown in table form. The range is from one to 28 years, and tabulated by class groups.

TABLE XLVIII

Showing the Number of Years Students Have Played Instruments

Years	Soph Boys	Fresh Boys	Total Boys	% Boys	Soph Girls	Fresh Girls	Total Girls	% Girls	Grand Total
1	2	8	10	5.6	1	3	4	2.5	14
2	3	10	13	7.2	2	4	6	4.	19
3	2	8	10	5.6	1	8	9	5.5	19
4	2	9	11	6.1	3	10	13	8.	24
5	3	15	19	10.8	3	4	9	5.5	28
6	3	5	8	4.4	7	6	14	8.6	22
7	1	12	13	7.2	1	3	4	2.5	17
8	2	18	20	11.	2	6	8	5.	28
10	5	17	22	12.2	7	14	21	12.9	43
20		2	2	1.1			1	.6	3
No ans.	35	14	29	29.	24	46	74	45.4	126
Total	58	118	180		51	104	163		343

In Table XLVIII we find one special boy who had played an instrument five years, and three who gave no answer. There were two girls who had played instruments five years, one six years, and one for twenty years, and four who gave no answer.

The table shows that for the boys, the longest period of playing was that of 22 students who have been playing for a period of 10 years. For the girls, the largest group was found to be 21, playing over a period of 10 years. It is to be noted that only one pupil difference stands between the two groups on the 10 year period. This tabulation includes both ear and note players.

The students were next asked if they played by note or by "ear". The following results were found as given in table XLIX.

TABLE XLIX

Showing the Number, Total and Percentage of "Note" and "Ear" Players

Method	Boys					Girls					
	Soph	Fresh	Spec	Total	%	Soph	Fresh	Spec	Total	%	Total
Notes	19	52	1	72	40.	27	50	3	80	30.	152
Ear	4	52		56	31.		8	1	9	5.	65
No ans.	35	14	3	52	29	24	46	4	74	45.	126
Total	58	118	4	180		51	104	8	163		343

From Table XLIX it can be seen that by far the larger group of both boys and girls who play instruments, play them by note. This fact serves to indicate that these particular students are in a position to judge more accurately the music programs to which they listen, and tends to make them more exacting in their selection of programs.

Having now found the musicianship status of the listeners, the next step was to ascertain as far as possible the effects that radio listening might have had on these individuals as to promote a farther study of music. To aid in this purpose, the following question was asked, "If by ear, did listening to radio cause you to want to play by note?"

From Table XLIX, it can be seen that 4 sophomore boys, 52 freshman boys, 8 freshman girls and one special girl, a total of 65 played by ear. In answer to the question, "If by ear, did listening to radio cause you to want to play by note?" seventeen answered "Yes," while thirty-three said "No"; or 26.2 per cent of the 65 ear players stated that listening to radio programs did influence them in their desire to further their music education while 50.8 per cent stated that listening to radio musical programs gave them no incentive to learn to play by note. However, 15 students or 23 per cent did not answer the question, which leaves

the value of this question in a doubtful state. It is encouraging, however, to find that 26.2 per cent were directly influenced by radio listening, so it may be stated that while the number of those influenced, did not exceed the number of those who were not affected by listening, a sufficient number were made "note conscious," thus establishing a trend toward self-improvement as encouraged by radio listening.

It is claimed by some that radio programs sometimes encourage the pupil to look to the less reliable, and doubtful methods of performing their work. To test the validity of this assertion, the question was asked, "If you played by note, did listening to radio cause you to want to play by "ear?" Out of the 152 who stated they played by note, 73 or 48 per cent answered that listening to musical radio programs had definitely given them a desire to play by "ear," while 63 or 41.4 per cent stated that radio listening did not affect them so. To this question, 16 or 10.5 per cent gave no answer. From the results based upon actual answers, it can be stated that radio listening does influence pupils in their manner of performing their work, be it either good or bad, and if playing by "ear" be considered a doubtful method of performing on some musical instrument, then the assertion that radio listening sometimes causes pupils to select the path of least resistance is, in some measure, true.

To further test the influence of radio upon those who admitted that radio had given them a desire to play by "ear," as shown by the previous question, the students were asked to give reasons for this desire.

Five answers have been selected from each school class group, and included in the survey as typical of the entire group. These are presented in Table L.

TABLE L
Showing The Answers Given For Or Against The Desire To
Play By "Ear"
Sophomore Boys

For "Ear" Playing	Against "Ear" Playing
1. "Cost too much to buy all the music"	1. "I have a poor opinion of "ear" players."
2. "I like the tunes and try to pick them out."	2. "I don't have any desire to play by "ear."
3. "I play as well by ear as by note."	3. "Music by ear is of low grade."
4. "Some tunes I wish to pick up quick."	4. "Bad quality"
5. "I don't play enough to learn notes."	5. "More perfect by note"

Sophomore Girls

1. "So I can play without music"	1. "I never play except by note."
2. "I can play songs I don't have music for."	2. "So I can play anything"

TABLE L CONTINUED

Sophomore Girls

For "Ear" Playing	Against "Ear" Playing
3. "Appealing and interesting"	3. "Music by "ear" is low grade."
4. "To play something for which you have no music"	4. "Some tunes I wish I could play."
5. "I play by "ear."	5. "Notes, so I can play anything."

Freshman Boys

1. "Do not have music"	1. "More melody by note"
2. "Can play anything I have the tune of"	2. "Play correctly by note"
3. "It is easier by "ear."	3. "Notes, can learn new things"
4. "I don't like to read music."	4. "Playing by "ear" is never accurate."
5. "Hard to play by note"	5. "Rather play right"

Freshman Girls

1. "Easier to play by "ear."	1. "Never thought of playing by "ear"
2. "Saves buying music"	2. "Best musicians play by note."
3. "You can add a lot by "ear."	3. "Have no idea how to play by ear"
4. "Saves time to learn by "ear."	4. "Best players play by note"
5. "Cannot buy most popular pieces"	5. "Ear playing is bad."

TABLE L CONTINUED

Special Boys

For "Ear" Playing	Against "Ear" Playing
1. "I play by ear."	1. "Poor grade of music by ear"
2. "So I can play without music"	2. "So I can play all tunes"
3. "Don't play enough"	3. "So I can play anything"

Of the eight special girls, none replied to this part of the question.

Since 48 per cent of the answering group stated that listening to radio had caused them to want to play by ear, and since the radio does furnish an excellent opportunity for ear-minded folk to reproduce what they have heard a number of times, it can be plainly seen that unless careful guidance is applied at proper intervals, many of the young people with excellent musical talent will follow the path of least resistance and become ear players, which at best, is not a high calling.

To the question, "If you did not play at all, did listening to the radio create a desire for you to learn to play?" less than half of the 343 junior college pupils replied. This is not strange, however, because one would not expect the entire group surveyed to be music-minded. Of the 195 who replied, 141 answered in the affirmative, while 54 said "No."

Thus the larger per cent, 72.3, admitted that the radio directly influenced them to the extent as to produce a desire to study music in some form, while the lesser per cent, that of 27.6, stated they had received no such urge. 148 did not answer the question. The significant point revealed in this finding is the fact that of the actual number of answers, 195, a total of 151 were actually influenced by radio listening which still further shows the subtle influence of this instrument in the American home. One might ask that if 151 pupils were stimulated to take up the study of music by listening to the radio, to what kind of music are they reacting, and what type of music will they study? Will it be the cheap, gaudy type that means little to them in an educational way, or will it be something that will add both to their economic and character development? Then if they react in this manner to music, might they not do likewise to other fields of endeavor? It would seem that the education's challenge lies therein, to encourage better types of radio programs, because the best is not too good.

In tabulating the question, "If you did not play at all, did listening to the radio create a desire for you to learn to play?", it was found that out of a group of 195 students answering the question, 141 replied in the affirmative. Part 2 of the same question

asked them to name the instruments that they desired to learn. This is shown by Table LI. Several did not reply to this question, hence the percentage is based upon the total boys and total girls, which is 180 and 163 respectively.

TABLE LI

Showing types of instruments junior college students desired to learn, because of listening to certain radio programs.

Instruments	Soph Boys	Fresh Boys	Spec Boys	Total	%	Soph Girls	Fresh Girls	Spec Girls	Total	%	Total
Piano	5	13		18	10.	7	18	2	27	16.5	45
Organ						2	1		3	2.	3
Trumpet	4	8	2	14	7.7	7	3		10	6.	24
Saxophone	5	9		14	7.7	6	5	1	12	7.	26
Drums	3	4		7	3.8	2	3		5	3.	12
Clarinet	1	3		4	2.2	3	2		5	3.	9
Bassoon						1			1	.6	1
Banjo		1		1	.5						1
Mandolin		1		1	.5						1
Tuba		1		1	.5						1
Xzlophone		1		1	.5		1		1	.6	2
French Horn		1		1	.5		1		1	.6	2

TABLE LI CONTINUED

Instruments	BOYS					GIRLS					Total
	Soph	Fresh	Spec	Total	%	Soph	Fresh	Spec	Total	%	
Guitar		7		7	4.	4		4	4	2.	11
Trombone	3	1		4	2.						4
Violin	4	5		9	5.	2		2	2	1.	11
Accordian	1			1	.9	3		3	3	2.	4
Harp						1		1	1	.6	1
Total	26	55	2	83		28	44	3	75		158

Results from the boys tabulation in Table LI, show the piano as being most desired, immediately followed by trumpet and saxophone. Of the girls list, the piano is again chosen, followed by the saxophone and the trumpet. There are the three most desired instruments by both boys and girls of junior college rank.

A question was inserted in the questionnaire which had direct bearing upon the actual doing of some particular thing, after it had been suggested to the student by radio listening. The question as stated reads: "Has listening to any type of music program by radio, been the means of your starting to play an instrument, or to sing songs?" This question as stated was immediately followed by one which asked for the title of the programs that produced such results, and the instrument selected.

Results of the first question are shown by Table LII.

TABLE LII

Showing by "yes" and "no" answers, the results of the question, "Has listening to any type of musical program by radio been the means of your starting to play an instrument?"

Ans.	BOYS					GIRLS					TOTAL
	Soph	Fresh	Spec	Total	%	Soph	Fresh	Spec	Total	%	
Yes	12	39	2	53	29.4	12	35	3	50	30.6	103
No	13	54	1	68	37.7	29	48	2	79	48.4	147
No ans.	33	25	1	59	31.7	10	21	3	34	20.9	93
Total	58	118	4	180	99.8	51	104	8	163	99.9	343

Table LII shows that the answer "no" has the highest percentage vote of both girls and boys, there being a total of 37.7 per cent for the boys and 48.4 per cent for the girls, thus giving a combined vote of 86.1 per cent for the "no" answer.

The combined vote for the "yes" answer is seen to be 103 or 60 per cent, thus showing that of the pupils surveyed, the larger number did not respond to actual music participation, as suggested by radio.

It is shown by Table LII that 53 of the total boys votes yes; 68 voted no; while 59 did not reply. Of the total girls, 50 votes were yes; 79 voted no; while 34 gave no answer. The "yes" vote for both boys and girls came within 1 per cent of being the same. Since the

"no" vote was cast from the entire group and no doubt contained the votes of many students who cared little or nothing about playing an instrument, and since there is a difference of only 44 votes between the totals of both, the "no" and the "yes" answers, it would seem that even though the "no" vote is larger, yet enough students have noted "yes" to the extent that we would be safe in assuming that the radio does influence pupils to actually begin instrumental or vocal music study, to some degree.

This fact is further proved by data gathered from the next question which asked them to name the programs that stimulated them to make actual use of instruments, and also, the instrument which they selected, or to begin vocal work, as the case might be.

This data is presented in Table LIII.

TABLE LIII

Showing the title of programs, what students did, and the name of the instrument selected.

Sophomore Boys

Title of Programs	What I did	Instruments
1. Lucky Strike Hit Parade	Began studying singing	
2. Kraft Music Hall	Took work on trumpet	Trumpet
3. Hit Parade	Began study of voice	

TABLE LIII CONTINUED

Sophomore Girls

Title of Program	What I did	Instruments
1. Hour of Charm	Study singing	
2. Opera	Take vocal work	
3. Lucky Strike	Learn to sing	

Freshman Boys

1. Wayne King Orchestra	Began study of violin	Violin
2. Guy Lombardo "	To study saxophone	Saxophone
3. U. S. Army Band	Study clarinet	Clarinet

Freshman Girls

1. Tommy Dorsey Orchestra	Began study of trombone	Trombone
2. Metropolitan Opera	Study piano	Piano
3. Hour of Charm	Studying singing	

Special Boys

1. Guy Lombardo Orchestra	Study saxophone	Saxophone
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Special Girls

1. Guy Lombardo Orchestra	Study vocal work	
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In Table LIII, only a few of the replies are presented. These prove, however, that pupils of junior college age are being directly influenced by listening to radio programs to the extent that they actually begin projects such as vocal or instrumental music training. Thus, the radio is shown to be a subtle, yet potent force, taking a hold upon the daily lives of the students and molding them according to the types of programs presented. The question remains: Shall we have better programs?

The question, "If you started vocal work, did you take lessons?" was next presented. This question was used largely to see if after having been stimulated by radio to actually pursue the desired work, whether the pupils engaged in worthwhile activities from an educational standpoint, or merely treated the objectives as a passing fancy. To this question, 49 of the total 343 said "yes," 10 said "no," while 192 failed to reply. In reading the trends from these figures, one must take a number of factors into consideration. First, it is probable that not a great per cent of the total are interested in vocal music. Second, many of those already tabulated as music-minded, are instrumental only. And third, since 192 did not answer either way, either or both of the above mentioned factors could apply to this group. We shall therefore tabulate this question in terms of actual answering, using the number of "yes"

and "no" answers as the total. This amounts to 151 pupils.

From the figures given it is evident that out of the 151, 102 pupils started vocal work but did not take lessons while the 49 who started the same work did begin receiving instruction. Thus we see that less than half of the total number followed up from an educational standpoint, while the larger group did not. No follow-up question was used after this finding, as to why the larger number did not receive instructions. Such factors as lack of time, money, etc., could easily be vital reasons, but since that last part has small value to the survey, there is no need to consider it farther.

To the question, "If you started an instrument did you take lessons?" a somewhat similiar condition was found to exist as in the kindred question on vocal work. Eighty-eight replied in the affirmative, fifty-two said "no", while 203 did not reply. This means that the 88 did take instruction while the 52 started instruments without aid. From an educational standpoint, this is rather a better showing than the results from the vocal report, as the larger group by receiving instrumental instructions would be engaging in a worthwhile activity and would be more likely to gain valuable self-improvement of a lasting nature.

One of the most important questions of the entire music section survey is expressed in the following form:

"Which gave you the most incentive to play an instrument; listening to musical programs on the radio, or seeing and hearing a like group of players or singers in the same room with you?" From the answers to this question, the writer hoped to ascertain to what extent the use of the radio is taking the place of stage programs, and how effectual it is in causing boys and girls to begin the study of any field of music. It was also expected to show if the hearing, but not the seeing, a group perform, would be as effective as being in the same room with the group while they performed. The answers were checked by the use of the words "radio" and "stage program."

Upon tabulating the results it was found that of the total 343 junior college students surveyed, 133 answered "radio," 97 "stage programs," while 113 did not reply. Since one would not expect the entire 343 students to be music-minded, then the total replies of 230, or 67 per cent seems to be a representative group. Of the representative group, 230, the 133 or 58 per cent claim that they are more influenced by listening to radio programs than by stage programs in the same room with them, while 97 or 42.1 per cent state the opposite condition to be true.

The writer concludes that since the greatest per cent of music-minded students are more influenced by radio programs rather than present stage programs, two facts are to be pointed out to educators: first, a more strict

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copyrightship of the programs placed on the air is to be desired; and second, given better programs and the best of talent to present them, junior college pupils should be encouraged to make more use of the radio to advance themselves along vocational and educational lines.

To conclude the music division of the survey, two more questions were used. These were: "Check the types of music programs you most prefer from the following list," and "Of the following list of radio music artists, select those you like best and listen to most."

These programs were placed each in table form, and classified according to school grades and sex. Table LIV gives the results of the first question concerning types of music programs most preferred.

TABLE LIV

Showing the types of music programs most preferred by the junior college group.

Types	BOYS				GIRLS				TOTAL	
	Soph	Fresh	Spec	Total %	Soph	Fresh	Spec	Total %		
Dance Music	53	99	4	156 87	42	90	8	140 86	296	
Sacred Music (Instrumental)	16	19		35 19	24	51	5	80 49	115	
Sacred Music (Vocal)	4	20		24 13	23	28	3	54 33	78	

TABLE LIV CONTINUED

Types	BOYS					GIRLS					TOTAL
	Soph	Fresh	Spec	Total	%	Soph	Fresh	Spec	Total	%	
Classic Music (Instrumental)	18	48	3	69	38	24	42	4	70	43	139
Classic Music (Vocal)	7	23	1	31	17	18	25	3	46	28	77
Negro Spirituals (Vocal)	28	42	1	71	39	22	37	7	66	40	137
Cowboy Programs	21	41	1	63	35	12	21		33	20	96
Opera (Classic)	8	22		30	17	17	22	1	40	34	70
No answers		2		2	1		2		2	1	4
Total	155	316	10	481		182	318	31	531		1012

By a total vote of 156, the boys chose dance music as the most preferred type of music programs. The total girls chose the same type by a vote of 140.

Next highest in ranking for boys was the negro spiritual (vocal), which type received 71 votes. The type ranking third was classic instrumental music for which the boys gave 69 votes.

For the girls' second and third choices, sacred instrumental music, (80 votes), and classic instrumental music (70 votes) were chosen.

The boys chose sacred vocal music for their least desired type, giving it a total vote of 24. The girls' least desired program type, that of cowboy programs,

received 33 votes.

From these results, it is shown that of the total junior college boys and girls examined by this survey, the largest per cent of both sexes prefer first, dance type programs, while second and third choice varies, including negro spirituals (boys) classic instrumental, (both sexes) and sacred instrumental music types. The other types vary in lesser percentage as shown by Table LIV.

The second question, that of the students' selection of the music artists, whom they like best, is also given in table form, and classified according to school classes and sexes. The results are shown by Table LV.

TABLE LV

Showing students' selection of best liked radio artists, tabulated according to school grade and showing total number and percentage of each artist for whom they voted.

Artists	BOYS				GIRLS				TOTAL	
	Soph	Fresh	Spec	Total %	Soph	Fresh	Spec	Total %		
Lawrence Tibbett	11	20	1	32 18.	33	21	1	45 2.8	77	
Eugene Conley		1		1 .5					1	
Jeannette McDonald	23	36	2	61 34	37	70	5	112 69.	173	
Margaret Speaks	7	7		14 8	13	14	2	29 12	43	

TABLE LV CONTINUED

Artists	BOYS					GIRLS					TOTAL
	Soph	Fresh	Spec	Total	%	Soph	Fresh	Spec	Total	%	
Gertrude Pitzinger		1		1	.5						1
Kate Smith	29	36	1	66	37.	18	33	2	52	33	119
Nelson Eddy	37	67	2	106	59.	44	71	7	122	75	228
Al Jolson	20	36	2	58	32.	23	34	2	59	36	117
Donald Novis	4	6		10	6.	8	10		18	11	28
Bing Crosby	51	85	4	140	8.5	46	78	7	131	69	271
Lucille Manners	6	11		17	9.	19	17	2	38	23	55
Jack Haley	20	39	2	61	34.	17	25	3	45	28	106
Frank Parker	6	10	1	17	9.	7	10	1	18	11	35
Paul Carson		1		1	.5	1			1	.6	2
Lily Pons	4	6		10	6.	22	14	3	39	24	49
Carl Kalash	1			1	.5		6		6	4	7
Singin' Sam	13	12		25	14.	6	18		24	15	49
Phil Baker	32	62	3	97	54.	33	55	1	85	52	182
Mary Eastman	2	5	2	9	5.	6	9	1	16	10	25
Lanny Ross	22	43	2	67	38.	30	48	2	80	49	147
Henry Burr	4	12		16	9.	7	22		29	18	45
Don Ameche	46	80	3	129	72.	43	80	7	130	79	259
Philip Lord	3	12	1	16	9.	7	6	2	15	9	31

TABLE LV CONTINUED

Artists	BOYS				GIRLS				TOTAL
	Soph	Fresh	Spec	Total %	Soph	Fresh	Spec	Total %	
Jimmy Verrill		1		1 .5	1			1 .6	2
Zimbalist					1	4	1	6 4	6
Micha Elman		1		1 .5	2	4	1	6 4	8
Lew White	3	7		10 6.	7			7 4	17
Ken Wright	13	23	1	37 20.	11	22	1	34 21	71
Jessie Crawford	6	4		10 6.	4	6		10 6	20
Ed McConnell	1	2		3 1.	8	12	1	21 13	24
Johnnie Johnston	4	1		5 3.	9	15		24 15	29
Lydia White	1	1		2 1.	9	4		13 7	15
Dorothy Lamour	37	65	2	104 57.	41	80	5	126 77	230
No answers	2	5		7	1	11		12	19
Total	408	697	39	1135	502	795	57	1356	2491

As shown by Table Lv, the total votes as given by both boys and girls, approached within 221 of each other as the total boys' vote was found to be 1,135 to the total girls' vote of 1,356.

Since it has been shown by this survey that the greater per cent of both junior college boys and girls listen to nearly the same programs, then we should expect the results given in Table LV to be as found.

Table LVI lists the ten artists who received the highest number of votes given in Table LV. They are listed for both boys and girls.

TABLE LVI

Showing the ten most popular artists among the junior college group.

180 Boys Favorites	Votes	%	163 Girls Favorites	Votes	%
Bing Crosby	140	78	Bing Crosby	131	80
Don Ameche	129	72	Don Ameche	130	72
Nelson Eddy	106	58	Dorothy Lamour	126	77
Dorothy Lamour	104	58	Nelson Eddy	122	68
Phil Baker	97	54	Jeannette McDonald	112	68
Lanny Ross	67	37	Phil Baker	85	52
Kate Smith	66	37	Lanny Ross	80	49
Jeannette McDonald	61	34	Al Jolson	59	36
Jack Haley	61	34	Kate Smith	53	33
Al Jolson	58	32	Lawrence Tibbett	45	28
			Jack Haley	45	28

Since Lawrence Tibbett and Jack Haley received 45 votes each from the girls, both are given in Table LVI, making the girls' total 11 and the boys 10. With exception of Lawrence Tibbett on the girls' list, the artists chosen by both boys and girls are identical, Crosby and Ameche receiving the same ranking, while the number of votes given to these artists came within a few votes being identical also.

Since the above ten artists are considered the best in their respective fields, the conclusion is that junior college boys and girls desire the best talent, recognize it when they hear it, and freely employ the aid of the radio to receive it.

CHAPTER IV

Part 3

The Psychological Effects of Radio Listening Upon The Lives
Of Junior College Students

The third part of the survey consists of a number of questions pertaining to the psychological effects of radio listening upon the students. It intends to bring light upon the following points:

1. Does radio listening compare favorably to other types of entertainment, such as the motion pictures.
2. Does listening to radio prevent or encourage social activity among junior college students.
3. Does radio listening interfere with the students' time, as to lesson preparation, book reading, or physical culture activities.
4. Does radio contribute or fail to contribute to the students' general welfare, their general peace of mind, or spiritual and moral development.
5. Is the general use of the radio of educational value to junior college students.

The majority of the questions used are answered by "yes" and "no" as the case may be. Each is tabulated in table form showing both boys and girls by class division. The results are given in total boys, total girls, and the per cent of each. Each question is treated briefly, the table being largely explanatory within itself, and the salient points are mentioned after each table.

TABLE LVII

Showing the number, total, and percentage of "yes" and "no" votes given by junior college students in answer to the question: "Do you prefer listening to the radio, rather than attending the movies?"

Answers	BOYS				GIRLS				TOTAL
	Soph	Fresh	Spec	Total %	Soph	Fresh	Spec	Total %	
Yes	7	15		22 12	10	15	1	26 16	48
No	40	99	4	143 87	39	83	7	129 79	272
No ans.	11	4		15 8	2	6		8 5	23
Total	58	118	4	180	51	104	8	168	343

A study of Table LVII shows that, as yet, the majority of junior college folk would rather attend the moving picture show than listen to radio programs. Only 48 of a total of 343 students preferred the radio programs to movies. Several answers stated that it depended on the program to which they preferred. These were tabulated with the "no answer" group. This finding might also suggest that junior college students are more "eye and ear minded" than merely ear. The question also arises as to whether or not the radio programs might be improved in order to compete with the movie shows.

The question, "To what programs do you listen?", was inserted in the questionnaire to gather data as to what

types of programs best competed with the average movie. Several replies were given to this question, and they are tabulated together with the school classifications and number of votes received. This is shown by Table LVIII.

TABLE LVII

Showing student selections of programs that best compete with the average motion picture show.

Programs	BOYS				GIRLS				TOTAL		
	Soph	Fresh	Spec	Total %	Soph	Fresh	Spec	Total %			
Band Music	5	6	11	6.	2		2	1.	13		
Comedy Plays	5		5	3.					5		
Jello (Benny)	1	20	1	22	12.	6	5	11	7.	33	
Chase & Sanborn	1	15	1	17	9.	5	16	2	23	14.	40
Swing Music	2		1	3	2.					3	
Opera	3			3	2.		1	1	2	1.	5
Bob Hope Orchestra	1			1	.5	1			1	.6	2
Plays		1		1	.5	1	10	1	12	7.	13
Kraft Music Hall		13		13	7.	2	3	1	6	4.	19
Town Hall		8		8	4.		2		2	1.	10
Lucky Strike		7		7	4.	6	4		10	7.	17
Bob Wills		1		1	.5		3		3	2.	4
Hour of Charm		6	1	7	4.		1		1	.6	8
News		3	1	4	2.		3	1	4	2.	8
Barn Dance		2		2	1.						2
Kay Kyser		3		3	2.	1	1		2	1.	5

TABLE LVIII CONTINUED

Programs	BOYS				GIRLS				TOTAL
	Soph	Fresh	Spec	Total %	Soph	Fresh	Spec	Total %	
Sammy Kay	1		1	.5					1
Gang Busters	1		1	.5					1
Horace Heidt	6		6	3.					6
Lights Out	3		3	2.					3
Sports			1	.5					1
Good News of 1939			1	.5					1
Burns and Allen					1		1	.6	1
Lux Program					2		2	1.	2
Artie Shaw's Orchestra					1		1	.6	1
Cab Calloway					1		1	.6	1
Firestone Program					1		1	.6	1
Concert Orchestra					1		1	.6	1
Major Bowes					1	2	3	2.	3
Speeches					1		1	.6	1
Continued Stories						7	7	4.	7
Wayne King						2	2	1.	2
Tommy Dorsey						2	2	1.	2
Cowboy Music						1	1	.6	1
One Man's Family						2	2	1.	2
Guy Lombardo						1	1	.6	1
Philip Morris						2	2	1.	2
No answers	33	25	58		22	60	5	87	145

Table LVIII shows thirty-seven different programs chosen by this question. The boys gave the largest number of votes to the Jello Program while the girls chose the Chase and Sanborn Hour as being the one they preferred rather than to attend the movies.

Both Jello and the Chase and Sanborn Programs consist of a variety of good popular music and some classical music, both vocal and instrumental, and each carries a great deal of wit and humor. These types of programs are first choice in competition with the picture shows, and are followed by a large group varying in number of votes, several receiving only one vote from some class. This condition makes for variety of findings but has small value when applied to group desire.

The conclusion is that outside of the two programs mentioned (Jello and Chase and Sanborn Programs) the remainder of choice is largely mere personal opinion and does not represent group sanction, and that the program which would hold one student at home to hear it over radio, might send another to the picture show.

Table LIX gives a tabulation of "yes" and "no" answers, totals, and percentage given by the students in their replies to the question, "Do you spend as much time going to the movies as listening to the radio?"

TABLE LIX

Showing the results in "yes" and "no" answers, totals, and percentage in the answers to question, "Do you spend as much time going to the movies as listening to the radio?"

Answers	BOYS					GIRLS					TOTAL	
	Soph	Fresh	Spec	Total	%	Soph	Fresh	Spec	Total	%		
Yes	20	31	2	53	29	29	31	3	63	39	116	
No	33	71	2	106	59	20	71	5	96	59	202	
No answer	5	16		21	12	2	2		4	2	25	
Total	58	118	4	180		51	104	8	163		343	

Of the total group, 202 stated that they did not spend as much time going to the motion picture show, as listening to radio programs. This was based on the average time employed for such purposes per day, and does not mean that every day of the week would be used for either radio or motion picture, but representing only the time used for either amusement.

According to this finding, the radio is a more present factor in the junior college students' daily lives than is the motion picture.

TABLE LX

Showing in "yes" and "no" votes, the students' reaction to the question, "Would you rather visit with your friends than listen to radio programs?"

Answers	BOYS					GIRLS					TOTAL
	Soph	Fresh	Spec	Total	%	Soph	Fresh	Spec	Total	%	
Yes	36	37	3	76	42	30	56	6	92	57	168
No	15	70	1	86	43	16	40	2	58	36	144
No answer	7	11		18	10	5	8		13	7	31
Total	58	118	4	180		51	104	8	163		343

By a margin of only 24 votes, 168 or 46.1 per cent of the junior college students signified they would rather visit with friends than listen to the radio. The negative vote was 144, while 31 did not answer. Out of a total of 343, the fact that 46 per cent would rather enjoy personal social activities--a factor that the radio cannot supply--indicates that as yet the junior college folk spend some leisure time mingling socially instead of giving this time to various radio programs.

However, since only 46 per cent favored personal social activities, while 42 per cent favored listening to radio programs during their leisure time, leaving a difference of only 4 per cent, it would seem to indicate a small trend in favor of leisure time radio listening. The value of this particular question would be increased if a further study were made with a larger group.

TABLE LXI

Showing the average amount of time per day junior college students use for social purposes.

Time	BOYS				GIRLS				TOTAL		
	Soph	Fresh	Spec	Total %	Soph	Fresh	Spec	Total %			
10 minutes	2	7	9	5	10	10	7	19			
20 minutes	2	6	8	4	2	10	1	13	8	21	
30 minutes	2	15	17	9	4	9	13	8	30		
45 minutes	2	8	10	6	6	10	1	17	10	27	
1 hour	7	29	2	38	21	25	38	4	67	41	105
1½ hours	3	6	9	5	10	10	7	19			
2 hours	38	35	2	75	42	12	10	1	23	14	98
No answers	2	12	14	8	2	7	1	10	7	24	
Total	58	118	4	180	51	104	8	163		343	

Seventy-five of the total boys use 2 hours while 67 of the total girls use one hour. The remainder varies from 10 minutes to 2 hours. Since this is true, and since it was found that there is a small tendency for junior college students to make use of the radio for leisure time social activities, the conclusion is that much good or much harm can come from this condition, depending upon types of programs offered.

To the question, "Would you rather read novels or magazines than listen to the radio?" 66 or 36.6 per cent

of the total boys answered "yes" while 99 or 55 per cent answered "no." Of the girls, replies to this question, 62 or 38.1 per cent voted "yes" while 90 or 55.2 per cent voted no. There is a difference of 1.5 per cent between the "yes" answer of the boys and girls, while the "no" votes show only .2 per cent difference.

TABLE LXII

Showing the number, totals and percentage of "yes" and "no" votes to the question, "Would you rather read novels or magazines than listen to the radio?"

Answers	BOYS					GIRLS					TOTAL
	Soph	Fresh	Spec	Total	%	Soph	Fresh	Spec	Total	%	
Yes	26	40	2	68	38	24	35	3	62	38	130
No	32	65	2	99	55	21	64	5	90	55	189
No answers		13		13	7	6	5		11	7	24
Total	58	118	4	180		51	104	8	163		343

From these results it is shown that junior college students prefer listening to radio programs more than reading novels or magazines. When one views the large questionable group of magazines on the market today, as compared to the smaller group of worthwhile periodicals or magazines, the above condition can be cited as a desirable one. There is also the economical side of the question as magazines cost money while radio programs may be had for the tuning in.

Further data was secured on the above question by information secured through the use of the following query: "How much time do you spend reading novels or magazines?" The results are presented by table LXIII.

TABLE LXIII

Time	BOYS					GIRLS					Total
	Soph	Fresh	Spec	Total	%	Soph	Fresh	Spec	Total	%	
45 min.	7	52	1	60	33	29	46	5	80	49	140
1 hour	8	30	2	40	22	7	21	1	29	17	69
2½ hours	8	12	1	21	12	7	15		22	13	43
2 hours	34	14		48	27	5	15	2	22	13	70
No ans.	1	10		11	6	3	7		10	5	21
Total	58	118	4	180		51	104	8	163		343

Table LXIII shows the period used by the largest group of total boys to be that of 45 minutes per day, sixty votes being given for it. The largest number of total girls chose the same period of time as the boys by a vote of 140. This time period is equivalent to either three 15 minute radio programs or one thirty minute and one 15 minute program. This gives promise of educational radio value if proper guidance were employed.

To secure data concerning leisure time radio listening as compared to outdoor sports or athletic activities, the following question was used: "If allowed your choice, would you rather take part in outside sports than listen to radio programs?" Table LXIV gives the results found.

TABLE LXIV

Showing the number, total, no answer, and percentage of the 'yes' and 'no' votes given by students to the question: "If allowed your choice, would you rather take part in outside sports than listen to radio programs?"

Answers	BOYS					GIRLS					Total
	Soph	Fresh	Spec	Total	%	Soph	Fresh	Spec	Total	%	
Yes	34	76	4	114	63	39	55	2	96	59	210
No	20	32		52	29	12	46	6	64	40	116
No ans.	4	10		14	8		3		3	2	17
Total	58	118	4	180		51	104	8	163		343

Table LXIV shows that 63.3% of the total boys voted 'yes' while 28.8 percent voted 'no'. The total girl vote was 58.8% 'yes' and 39.2% 'no'. The Boys' 'yes' vote was 4.5% larger than the total girls' vote due perhaps to the fact that boys are generally more inclined to outside athletics than girls. At any rate, both groups preferred outdoor sports to leisure time radio listening.

TABLE LXV

Time	BOYS					GIRLS					Total B-G
	Soph	Fresh	Spec	Total	%	Soph	Fresh	Spec	Total	%	
10 min.		8		8	4		4		4	2	12
20 min.	1	10		11	6	2	10	1	13	7	24
30 min.	1	10		11	6	5	1	2	8	5	19
45 min.	10	7		17	9	3	33	2	38	23	55
1 hour	6	25		31	17	20	6		26	16	57
2 hours	7	10	1	18	10	3	13	1	17	10	35
2½ hours	5	9	1	15	8	2	5	2	9	6	24
3 hours	24	29	1	54	30	13	15		28	17	82
No ans.	4	10	1	15	8	3	17		20	13	35
Total	58	118	4	180		51	104	8	163		343

Table 64 shows the time used by junior college students for daily outdoor sports, covers a vastly wide range, extending from 10 minutes to 3 hours. The largest group for any one period of total boys was found to be 54 for the time period of 3 hours. The girls also chose the same period as the boys by giving it a vote of 82.

Thus we see that the use of the radio has had small effect upon the athletic activities of junior college students.

Having surveyed the outdoor activities, attention was next turned to the field of indoor sports. To the question: "Do you spend any portion of the day playing games indoors, merely for your own amusement?" 98 or 54.4 per cent of the total boys voted 'yes', and 36.2 per cent voted 'no'. Forty-eight and three tenths of the total girls voted 'yes', while 38.3 per cent gave a negative vote. Table 65 shows the complete results.

TABLE showing the number and percentage of 'yes' and 'no' votes of junior college students in answer to the question: "Do you spend any portion of the day playing games indoors merely for your own amusement?"

TABLE LXVI

	Soph boys	Fresh Boys	Spec boys	Total boys	Per Cent	Soph girl	Fresh girls	Spec girl	Total girls	Per Cent	Total B-G
Yes	30	66	2	98	54	28	55	4	87	54	185
No	28	35	2	65	36	21	44	4	69	42	134
No ans.		17		17	9	2	5		7	4	24
Total	58	118	4	180		51	104	8	163		343

As can be seen from the table 65 quite a sizeable number of students do engage in indoor sports.

As it was thought that if a representative number of students did spend leisure time in inside sports, that possibly the radio could be used in some manner by them while thus engaged. The following question was

inserted for the purpose of obtaining that data:

"Could you be listening to radio programs while you are engaged in these games?" The results are shown in table 65.

Table showing the number and percentage of 'no' votes, in answer to the question "Could you be listening to radio while you are engaged in these games."

TABLE LXVII

	Soph boys	Fresh boys	Spec boys	Total boys	Per Cent	Soph girl	Fresh Girls	Spec girls	Total girls	Per Cent	Total B-G
Yes	35	66	2	103	57	30	64	4	98	60	201
No	18	35		53	29	12	18	1	31	19	84
No ans.	5	17	2	24	13	9	22	3	34	21	58
Total	58	118	4	180		51	104	8	163		343

More than 50 per cent of both boys and girls stated that they could be listening to radio while engaged in indoor sports. Since table 67 shows that 46 or 25.5 per cent of the total boys use 3 hours for indoor sports and 42 or 25.8 per cent of the total girls use one hour daily, there seems to be an opportunity to encourage wholesome programs of a "sports" nature at stated intervals, during the day that these students might use that would be educational yet presenting enough 'spice' and fun to prevent the programs from becoming boresome and stale. The entire time period rating is shown by table 67.

Time periods used by junior college students for playing indoor games.

TABLE LXVIII

	Soph boys	Fresh boys	Spec boys	Total boys	Per cent	Soph girls	Fresh girls	Spec girl	Total girls	Per cent	Total B-G
15 min.	3	24		27	15	10	26		36	22	63
20 min.	3	6	1	10	6	2	10	2	14	9	24
30 min.	5	18		23	13	4	20		24	14	47
45 min.	4	7		11	6	24	5	2	31	19	42
1 hour	4	34	1	39	22	5	35	2	42	26	81
1½ hours	5	6	1	12	7	2	2	2	6	37	18
3 hours	30	16		46	26	2	1		3	2	49
No ans.	4	7	1	12	7	2	5		7	4	19
Total	58	118	4	180		51	104	8	163		343

In order to gain some small measure of the specific effects mentally, on Junior College students the following question was used, "Has listening to radio programs ever caused you to change your mind on any subject or any point?" Table 68 shows the results of this question.

Table showing the percentage and number of 'yes' and 'no' answers to the question "Has listening to radio programs ever caused you to change your mind on any subject or any point?"

TABLE LXIX

Answer	BOYS				GIRLS				TOTAL
	Soph	Fresh	Spec	Total %	Soph	Fresh	Spec	Total %	
Yes	46	76	3	125 69	30	65	4	99 61	224
No	10	40	1	51 28	19	31	3	53 33	104
No ans.	2	2		4 2	2	8	1	11 6	15
Total	58	118	4	180	51	104	8	163	343

The table shows that 123 or 69.4 per cent of the total boys answered "yes," as also did the total girls by a vote of 99 or 60.7 per cent. Thus the radio is shown to be a potent factor in molding the lives of junior college students.

TABLE LXX

Showing the number and percentage of "yes" and "no" votes to the question, "Has listening to radio programs ever caused you to seek more information on the subject under discussion than was given on the air?"

Answer	BOYS				GIRLS				TOTAL
	Soph	Fresh	Spec	Total %	Soph	Fresh	Spec	Total %	
Yes	40	80	3	123 68	32	76	6	114 70	237
No	17	32	1	50 28	17	23	1	41 25	91
No ans.	1	6		7 4	2	5	1	8 5	15
Total	58	118	4	180	51	104	8	163	343

Table LXIX is of interest from an educational standpoint. It partly answers the question, "Do radio programs cause junior college pupils to think?" From the results shown by the above table, the conclusion is that it does, from the fact that 123 boys out of a total of 180 said "yes" and 114 girls out of a total of 163 also voted in the affirmative. This is an important fact for educators to take into consideration.

To the question, "After hearing a radio program did you ever wish you had not hear it?", 18 of the total boys answered "yes," 149 voted "no," while 13 did not answer. Of the total girls surveyed, 32 voted "yes," 122 voted "no," while 9 did not answer. This question was used for the purpose of gaining data on undesirable mental effects which certain types of programs might have produced upon the listeners. We are to conclude that even though the "yes" answers were small, there is yet some evidence that some few programs are presented which have a disturbing effect upon the individual. Even though we concede that the majority of the junior college students do not hear programs to which they object, yet it would be both interesting and instructive to follow up the smaller group who answered "yes" to this question.

TABLE LXXI

Showing the number and percentage of "yes" and "no" answers to the question, "After hearing a program did you ever wish you had not heard it?"

Answer	BOYS				GIRLS				TOTAL		
	Soph	Fresh	Spec	Total %	Soph	Fresh	Spec	Total %			
Yes	6	12	18	10	16	13	3	32	19	50	
No	48	97	4	149	83	35	82	5	122	75	271
No ans.	4	9	13	7	9	9	6	22			
Total	58	118	4	180	51	104	8	163		343	

The follow up questions to the survey query made by Table LXXI are: "Why?" and "Give name of program."

The results of the two questions are given in Table LXXII. A representative sampling of each class division is given, first, the name of the program, then the reason immediately after it. In giving the reasons for the objections the students own words are used.

TABLE LXXII

Showing the objectionable programs and the reasons for objection.

Sophomore Boys

Name of Program	Why you wished you had not heard it
Joe Penner	"Waste of time"
Continued Stories	"Waste of time"

TABLE LXII CONTINUED

Sophomore Boys

Name of Program	Why you wished you had not heard it,
Lights Out	"Wasted time"
War Stories	"Don't agree with them"

Sophomore Girls

Lights Out	"Undesirable thoughts"
Lights Out	"Upset my nervous system"
Lights Out	"Caused fear"
Lights Out	"Waste of time"

Freshman Boys

Wayne King's Orchestra	"It caused me to feel blue."
Lights Out	"It frightened me."
Ma Perkins	"Too silly"
Cities Service Program	"Not entertaining"

Freshman Girls

Lights Out	"Too scary"
Gang Busters	"It keeps me from sleeping."
Lights Out	"Bad dreams"
Lights Out	"Scary"

TABLE LXXII CONTINUED

Special Boys

 None Listed

Special Girls

Stella Dallas	"Waste of time"
Plays	"Frightened by sound effects"

The table lists nine programs which are cited to be objectional to the listener. Two main reasons are given: "Waste of time" and "Caused fear." Even though the per cent of pupils reporting these as objectionable, were small, yet the results seem to show that the radio can and does tamper with the emotions of young people, and that their general peace of mind can be upset by listening to the wrong types of programs.

The results from question, "After listening to a radio program, have you ever felt as though you could do better work for having heard the program?" were used to compile the following table.

TABLE LXXIII

Showing by "yes" and "no" the number and percentage of junior college students replies to the question, "After hearing a program have you ever felt that you could do better work for having heard the program?"

TABLE LXXIII CONTINUED

Answer	BOYS					GIRLS					TOTAL
	Soph	Fresh	Spec	Total	%	Soph	Fresh	Spec	Total	%	
Yes	13	19		32	18	18	16	1	35	20	67
No	39	87	3	129	72	25	75	7	107	66	236
No answer	6	12	1	19	11	8	13		21	13	40
Total	58	118	4	180		51	104	8	163		343

As shown by the table, only a small per cent of "yes" votes were given by either sex, while a large number from both boys and girls voted no to the question. However, it was considered important to investigate why the 32 boys and 35 girls answered yes. This condition was provided for in the questionnaire by asking a follow-up question, "If yes, what was the program?"

The results of this query are shown by Table LXXIV.

TABLE LXXIV

Showing types of programs which caused junior college students to do better school work for having heard them.

Name of Program	BOYS			GIRLS			TOTAL
	Soph	Fresh	Total	Soph	Fresh	Total	
Historical Programs		1	1	1		1	2
Sammy Kay's Orchestra		1	1				1

TABLE LXXIV CONTINUED

Name of Program	BOYS			GIRLS			TOTAL
	Soph	Fresh	Total	Soph	Fresh	Total	
Educational Programs	2		2	1	3	4	6
News	3	2	5		1	1	6
Musical Programs	2		2	2		3	5
University of Chicago Round Table Discussion	1	1	2				2
4-H Club Program	1		1		1	1	2
Farm and Home Hour		1	1	1		1	2
Science Broadcasts		1	1				1
Magic Key of RCA		1	1				1
Guy Lombardo Orchestra		1	1				1
Professor Quiz		1	1	1		1	2
Kraft Music Hall		1	1				1
The World is Yours		1	1				1
Do you want to be an actor		1	1				1
Stella Dallas		1	1				1
Lectures (Miscellaneous)		1	1				1
Talks by Captains of Industry		1	1				1
Chase and Sanborn				1		1	1
Good News of 1939				1		1	1
Travel Talks				1		1	1
Book Reviews				1		1	1
National Speeches				1		1	1

TABLE LXXIV CONTINUED

Name of Program	BOYS			GIRLS			TOTAL
	Soph	Fresh	Total	Soph	Fresh	Total	
Kay Kyser's Orchestra			1		1		1
Lucky Strike Hit Parade				1	1		1
Discussion of Foreign Problems				1	1		1
Discussion of International Questions				1	1		1
Music Classes				1	1		1
Spelling Bee				2	2		2
Plays				1	1		1
Tommy Dorsey's Orchestra				1	1		1

Thirty-one separate programs were listed, the total 67 students reporting, of which only eight received more than one vote each. The highest number of votes given to any one program was that of six given to "News." The next highest, that of 5, was under the heading of "Educational Programs." The other 23 programs received only one vote each. The conclusion is that radio programs of the present type do not stimulate the majority of junior college folk to do their best work, and because of the small per cent who have been so stimulated, no one type of program can be cited.

Much has been said about the subject of student guidance in the present day theory of education. Mindful of this fact, the writer endeavored, by the use of the following questions, "Has listening to radio programs served as an aid to you in making a selection of the type of life work you wish to follow?" and "If 'yes,' name the program," to find whether or not radio is exerting an influence in the direction of guidance. Tables LXXV and LXXVI show the results of the finding.

TABLE LXXV

Showing the number and percentage of "yes" and "no" votes to the question, "Has listening to radio programs served as an aid to you in making a selection of the type of life work you wish to follow?"

Answers	BOYS				GIRLS				TOTAL
	Soph	Fresh	Spec	Total %	Soph	Fresh	Spec	Total %	
Yes	3	8		11 6	5	6		11 7	22
No	47	99	4	150 83	40	86	8	134 82	284
No answer	8	11		19 10	6	12		18 11	37
Total	58	118	4	180	51	104	8	163	343

TABLE LXXVI

Showing list of programs serving as an aid to junior college students in making a selection of their life work.

TABLE LXXVI CONTINUED

Name of Program	BOYS			GIRLS			TOTAL
	Soph	Fresh	Total %	Soph	Fresh	Total %	
Farm and Home Hour	1	1	2 1.1	1	1	.6	3
Discussion of Government Projects	1		1 .6				1
Science Broadcasts		1	1 .6				1
Advertisements		1	1 .6				1
Stories of Court Scenes		1	1 .6				1
Plays		1	1 .6				1
Music (Miscellaneous)		2	2 1.1				2
News				1	1	.6	1
First Nighter				1	1	.6	1
Hour of Charm				1	1	.6	1
Big Sister				1	1	.6	1
Operas				1	1	.6	<u>1</u> 15

Table LXXV shows that only eleven of the boys and eleven of the girls indicate that listening to the radio has aided them in making a selection of occupation. Whether it is because of the types of programs presented or the newness of radio, that such influence is so small is still to be determined.

In Table LXXVI a list of the programs which are cited by the 22 students, as influencing them in making a selection of life work is presented. Only twelve programs

are cited and only one, the Farm and Home Hour, received more than two votes.

These results indicate that as a factor for stimulating a selection of life occupations among junior college students, the radio is yet in its infancy.

To gather more data as to the effects of radio listening upon the thoughts, desires and actions of junior college individuals, the following question was used: "Has listening to radio ever caused you to want to do any particular kind of work, or engage in any particular type of amusement?" This query was followed by a second, "If 'yes,' name the program and the desire stimulated by it." The results are tabulated in the Tables LXXVII and LXVIII.

TABLE LXXVII

Showing the replies in terms of "yes" and "no" and the percentage of each to the question, "Has listening to radio ever caused you to want to do any particular kind of work, or engage in any particular type of amusement?"

Answer	BOYS					GIRLS					TOTAL
	Soph	Fresh	Spec	Total	%	Soph	Fresh	Spec	Total	%	
Yes	24	49		73	41	15	49	3	67	41	140
No	26	50	3	79	44	15	44	2	61	37	140
No. ans	8	19	1	28	16	21	11	3	35	21	63
Total	58	118	4	180		51	104	8	163		343

TABLE LXXVIII

Showing names of programs which stimulated desires for work or amusement and a list of the desires stimulated by them.

Sophomore Boys

Program	Desire stimulated
Paul Sullivan	"To be a news announcer"
Kraft Music Hall	"Have a desire to study singing"
Guy Lombardo's Orchestra	"Have a desire to play an instrument"
Any Program	"Any program causes me to want to be an announcer for radio."

Sophomore Girls

Sports Review	"Caused me to want to learn to swim and play tennis"
Announcements	"I have a desire to be a radio announcer"
Popular Orchestras	"Want to broadcast"
Hour of Charm	"Desire to play in all girls' orchestra"
Concert Piano Program	"Gave me a desire to study piano"
Tommy Dorsey	"I have a desire to study trombone."
Jessie Crawford	"I wish to play a pipe organ."
Good News of 1939	"Gave me a desire to study acting"

TABLE LXXVIII CONTINUED

Freshman Boys

Program	Desire stimulated
Eddie Cantor Program	"I would like to be a comedian."
Smithsonian Institute Program	"I desire to make a study of science."
Farm and Home Hour	"I would like to be a U. S. National Forest Guard."
Major Bowes	"I would like to try out on one of his programs."
Dance Band	"I would like to conduct one."
Voice of Firestone	"I want to study vocal music."
One Man's Family	"Listening to this program makes me want to be a psychologist."
The Circle	"This program caused me to want to be an actor."
Sports News	"To be a news commentator"

Freshman Girls

Plays	"To be a dramatic star"
Major Bowes	"A desire to study vocal music"
Hour of Charm	"Want to play in all girls' orchestra"
Dorothy Thompson	"Be a news commentator"
Travel Talks	"Gave me a desire to travel"
Tyrone Power's Plays	"A desire to act"

TABLE LXXVIII CONTINUED

Freshman Girls

Program	Desire stimulated
Lux Theater	"Want to study acting"
Popular Orchestras	"Desire to study piano"
News Broadcasts	"I want to study journalism."
The Guiding Light	"Want to be a radio actress"
Toscani's Orchestra	"Made me want to play and be a director"

Special Girls

Guy Lombardo's Orchestra	"Made me want to play in an orchestra"
Dorothy Lamour	"Learn to sing"
Cooking School of the Air	"Tried number of recipes"

Special Boys

No Answers

As Table LXXVII shows, 73 of the boys voted yes, while 79 voted no. Of the girls, 67 voted 'yes' while 61 voted 'no.' The votes of the boys and girls were nearly equal. The boys lacked 6 votes of tying the 'yes' with 'no' votes while the girls' 'yes' vote exceeded their 'no' vote by six. These facts indicate

that less than half of both sex surveyed, have been stimulated in some manner and to some degree by certain types of radio programs. Table LXXVIII lists the programs together with the identical words of the students' replies. Quite a variety of programs are listed, and in each case a worthy desire has been indicated. We conclude that if the proper types of programs were presented, meaning those of an educational or spiritual value, a great deal of good could be traced directly to the influence of radio listening upon junior college students.

In order to check the junior college students amount of attention, and critical evaluation of programs offered by radio, the students were asked to check, from a given list of suggested faults, any items that they had heard while listening to various programs. Eighteen so-called "faults" were listed and offered to them from which they were to make their selection. Table LXXIX shows the results of this test.

TABLE LXXIX

Showing the number and percentage of faults common to radio programs as pointed out by junior college students.

Faults	BOYS				GIRLS				TOTAL	
	Soph	Fresh	Spec	Total %	Soph	Fresh	Spec	Total %		
Bad English	16	32		48 27	26	41		67 41	115	
Indistinct announcer	28	55		83 46	27	54	4	85 52	168	

TABLE LXXIX CONTINUED

Faults	BOYS					GIRLS					TOTAL	
	Soph	Fresh	Spec	Total	%	Soph	Fresh	Spec	Total	%		
Poor title (characters)	5	21		26	14	6	16		22	13	48	
Programs too long	25	28	2	55	31	8	21	1	30	18	85	
Programs too short	20	48	1	69	38	19	48	3	70	43	139	
Program plots difficult to follow	11	21		32	18	8	21	2	31	19	63	
Bad morally	11	16		27	15	10	26		36	22	63	
Poor arrangement	22	33		55	31	11	30		41	25	96	
No educational value	17	43		60	33	23	50	3	76	47	136	
Too many technical terms used	13	17	2	32	18	6	11	1	18	11	50	
Wrong type music	22	41		63	35	17	29	3	29	17	92	
Plays to com- plicated to follow	5	14		19	11	5	9	1	15	9	34	
Characters not fitted to parts played	10	18		28	16	4	18	2	24	15	52	
Radio voice displeasing	27	49		76	42	28	55	5	88	54	164	
Commercial side over emphasized	39	69	2	110	61	33	63	5	101	62	211	
Poor selection of program title	6	7		13	7	7	6	1	14	9	27	

TABLE LXXIX CONTINUED

Faults	BOYS				GIRLS				TOTAL	
	Soph	Fresh	Spec	Total %	Soph	Fresh	Spec	Total %		
Sound effect over done	10	14		24 13	10	17	2	29 17	53	
Too many transcribed programs	40	76	1	117 65	33	75	6	114 69	231	
No answers	1	5		6 3		2		2 1	8	

The most common faults as determined by the greatest number of votes for each fault, were found to be (1) too many transcribed programs (total votes 231), (2) commercial side over-emphasized (total votes 211), (3) indistinct announcer (total votes 168), (4) radio voice displeasing (total votes 164), (5) programs too short (total votes 139) and (6) no educational value (total votes 136). The remaining faults fall somewhat below these figures as shown by Table LXXIX. The smallest number of votes given to any one fault was that of 27 votes given to the fault, "Poor selection of popular program titles."

To the question, "Do you prefer a male voice in the capacity of announcer of radio programs, or a female voice?" Table LXXX shows that out of the 343 students surveyed, 321, or 93.8 per cent prefer a male voice as an announcer of programs. Only 2 votes, both girls, were given the female voice. This preference of choice is in

line with the general practice of radio broadcasting stations making use of men rather than women announcers. Complete results of this finding are shown in Table LXXX which follows.

TABLE LXXX

Showing in terms of 'yes' and 'no', the number and percentage of votes given by junior college students to the query: "Do you prefer a male voice in the capacity of announcer of radio programs, or a females voice?"

	Soph				Fresh				Spec				TOTAL
	Soph	Fresh	Spec	Total %	Soph	Fresh	Spec	Total %	Soph	Fresh	Spec	Total %	
Male	55	105	4	164 91	50	100	7	157 97				321	
Female					1		1	2 1				2	
No ans.	3	13		16		4		4 2				20	
Total	58	118	4	180	51	104	8	163				343	

In interviewing parents upon the types of radio programs presented on the air, the writer often heard the idea expressed that certain programs were not the type they desired their children to hear. To gain more data on this subject the students were asked to state whether or not their parents had requested them not to listen to various stated programs, and if so, what programs. The results are tabulated in Tables LXXXI and LXXXII.

TABLE LXXXI

Showing the number and percentage of 'yes' and 'no' votes to the question, "Have your parents ever asked you not to listen to certain programs?"

Answer	BOYS				GIRLS				TOTAL
	Soph	Fresh	Spec	Total %	Soph	Fresh	Spec	Total %	
Yes	6	5		11 6	5	10		15 9	26
No	50	90	4	144 80	44	88	6	138 85	282
No ans.	2	23		25 14	2	6	2	10 6	35
Total	58	118	4	180	51	104	8	163	343

A very small number, 26 out of the total 343 students surveyed, said 'yes' to this question. Of the remainder, 282 voted 'no,' while 35 did not answer. So far as junior college students are concerned, very few of the parents object to the type of programs selected by their children.

Of those who voted 'yes' (26 in all), Table LXXXII gives a list of the programs mentioned as those objected to by parents. Of all the programs listed the entire group can be summed up under nine headings as: (1) Murder Stories, (2) Lights Out, (3) Political Speeches, (4) Foreign Programs, (5) Detective Stories, (6) Dance or Popular Music, (7) Advertising, (8) Dramatic Plays, and (9) Religion.

The conclusion is that since the 'yes' votes were so meager, and the programs listed received such few votes

that no particular significance can be attached to this finding, as it resolves itself into mere personal opinion and does not represent the group.

TABLE LXXXII

Showing the title of programs cited by junior college students as being objected to by parents.

Sophomore Boys	Sophomore Girls
1. Political speeches	1. Lights Out (2 votes)
2. Foreign programs	2. Detective stories
3. Lucky Strike	3. Murder stories
4. Lights Out	4. Popular music
5. Popular dance orchestras	
Freshman Boys	Freshman Girls
1. Murder stories	1. Popular music (2 votes)
2. Swing music	2. Judge Rutherford
	3. Dr. Brinkley
	4. Dance music (2 votes)
	5. Plays
	6. Murder or Detective stories
	7. "Do you want to be an actor"
	8. Gang Busters

To ascertain the students' own opinion as to the good or bad qualities of various programs now on the air, the following question was used: "If you could act as a member of a board of censors for the granting of programs to be heard on the air, are there any now on that you would remove?" This question was followed by, "If 'yes' give your reasons for removal."

In reply, 50 of the total boys voted 'yes' while 105 voted 'no.' Of the girls reporting, 50 voted 'yes' and 94 voted 'no.' This represents 29.1 per cent of the entire 343 students voting 'yes' to the question as stated. One concludes from this finding that the majority of junior college students are satisfied with the present types of radio programs to the extent that they would not remove them from the air. Since 29.1 per cent did cite undesirable programs, it would be well to investigate the subject further using a larger number of students in the survey.

TABLE LXXXIII

Showing the results of the question asked, "If you could act as a member of a board of censors for the granting of programs to be heard on the air, are there any now on that you would remove?"

Answers	BOYS				GIRLS				TOTAL
	Soph	Fresh	Spec	Total %	Soph	Fresh	Spec	Total %	
<hr/>									

TABLE LXXXIII CONTINUED

Answer	BOYS					GIRLS					TOTAL
	Soph	Fresh	Spec	Total	%	Soph	Fresh	Spec	Total	%	
Yes	10	40		50	28	17	32	1	50	31	100
No	40	61	4	105	58	32	58	4	94	58	199
No ans.	8	17		25	14	2	14	3	19	12	44
Total	58	118	4	180		51	104	8	163		343

TABLE LXXXIV

Showing titles and reasons for removal of programs cited to be undesirable by 100 out of 343 junior college students.

Programs	Reasons for Removal
1. Seth Parker	1. "Poor speech"
2. Dr. Brinkley	2. "Poor music, too much advertising"
3. Bob Wills	3. "No good sound"
4. Alabama Boys	4. "Aren't worth while"
5. Joe Penner	5. "Silly"
6. Firestone Hour	6. "Uninteresting"
7. Farm and Home Hour	7. "No point"
8. Orchestra Concert Programs	8. "No good morals"

TABLE LXXXIV CONTINUED

Program	Reason for Removal
Sophomore Girls	
1. Jungle Jim	1. "Personal reasons"
2. Dick Tracy	2. "Unfit for children"
3. Chuck Wagon Gang	3. "Dull"
4. Vic and Sade	4. "No value"
5. Party Line	5. "Poor English"
6. Cowboy music	6. "Low grade of music"
7. Lights Out	7. "No value"
8. Amos and Andy	8. "Vulgar and silly"
9. Bob Wills	9. "Poor English, no culture"
10. Alabama Boys	10. "Not educational"
11. Town Hall (Allen)	11. "Bad effects on small children"
12. Barn Dance	12. "Too much advertising"
13. Dr. Brinkley	13. "Braggs too much"
14. Market Programs	14. "Dull"
Freshman Boys	
1. Dr. Brinkley	1. "Too much advertising"
2. Jack Armstrong	2. "Not good for small children"
3. Dick Tracy	3. "Not good for children"
4. Flint Hill Cowboys	4. "Too bad to be on the air"

TABLE LXXXIV CONTINUED

Freshman Boys

Program	Reason for Removal
5. Bob Wills	5. "Personal dislike"
6. Alabama Boys	6. "Cheap program"
7. Purena Chow	7. "Not educational"
8. Myrt and Marge	8. "Cheap program"
9. Stella Dallas	
10. Ma Perkins	
11. Betty and Bob	
12. Della's Range Ramblers	

Freshman Girls

1. Jack Armstrong	1. "Bad habits in children"
2. Dick Tracy	2. "Too silly"
3. Dr. Brinkley	3. "Tries to sell too much"
4. Fred Allen	4. "No real value"
5. Jack Benny	5. "Too much comedy"
6. Burns and Allen	6. "Too much time talking"
7. Metropolitan Opera	7. "No value"
8. Bob Wills	8. "A mixture, 'waste of time'"
9. Grain and Stock Markets	9. "Not interesting"
10. Betty and Bob	10. "Not educational"
11. Alabama Boys	11. "Too silly"

TABLE LXXXIV CONTINUED

Freshman Girls

Program	Reason for Removal
12. Ma Perkins	12. "Too much talking"
13. Major Bowes	
14. Flint Hill Cowboys	
15. Uncle Ezra	
16. Joe Penner	
17. Amos and Andy	

Special Girls

1. Barn Dance	1. "Not interesting"
2. Bob Wills	
3. Stella Dallas	3. "Not educational"

Special Boys

NO REPLIES

TABLE LXXXV

Showing the entire "removal programs" as given by 50 boys and 50 girls in terms of the number of votes and the per cent for each program.

Boys "removal programs"	Votes	Girls "removal programs"	Votes
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TABLE LXXXV CONTINUED

Boys "removal programs" Votes	Girls "removal programs" Votes		
Dr. Brinkley	25	Bob Wills	20
Bob Wills	20	Dr. Brinkley	20
Alabama Boys	15	Market Reports	10
Betty and Bob	14	Flint Hill Cowboys	10
Stella Dallas	12	Lights Out	9
Ma Perkins	10	Amos and Andy	8
Myrt and Marge	10	Jack Armstrong	8
Flint Hill Cowboys	9	Cowboy Music	7
Dick Tracy	9	Alabama Boys	7
Joe Penner	7	Ma Perkins	7
Della's Range Ramblers	7	Stella Dallas	7
Jack Armstrong	5	Vic and Sade	6
Concert Orchestra Programs	4	Town Hall (Allen)	6
Purina Chow	4	Joe Penner	6
Firestone Hour	3	Chuck Wagon Gang	5
Farm and Home Hour	2	Party Line	5
Seth Parker	2	Barn Dance	5
		Betty and Bob	5
		Jungle Jim	4
		Jello (Jack Benny)	4
		Uncle Ezra	4
		Dick Tracy	3
		Burns and Allen	3
		Major Bowes	2

As shown by Table LXXXIV, some 19 different programs are listed, some with good reasons while others had no real reason for removing. For example, The Farm and Home Hour, which is accepted by the general public as a very excellent program and of much educational value, is cited by a few votes as having "no point." The Dick Tracy program is cited as being "unfit for children," while the Dr. Brinkley programs have "poor music" and "too much advertising." Joe Penner is cited as "silly" while the Seth Parker program presents "poor speech."

The percentage of votes for each removal program is too small to be any thing other than personal opinion and not group tendency or representations.

CHAPTER V

SUMMARY AND CONCLUSION

The Development of Radio

The radio is rapidly gaining an entrance into the American home to the extent that at the present time there are over 22,666,500 home owned radios in the United States. This does not include the sets in automobiles or homes that have more than one set.

The State of Oklahoma has a total of 454,300 home owned radios, while Kay County within the state has 11,040^{3/} sets. Statistics from the National Broadcasting Company, New York, show that from the year 1930 to the end of the year 1938, there has been an increase of 14,617,738 home owned radios which proves that both the number of radio listening families and home owned radios are definitely on the increase year by year.

The fact that there is such a great quantity of radios in homes means that these homes are being brought under the influence of this instrument for either good or bad results. Children of all ages are listening to various programs, day by day, absorbing new ideas, theories, and facts and in many instances, they are developing fixed convictions along

^{3/} Estimates of Joint Committee on Radio Research, National Broadcasting Company.

many lines and about many things.

At first, these conditions were given small consideration, as the radio existed largely for experimentation and curiosity, and its advent into the home was viewed with no more suspicion as was that of the piano or telephone.

It was soon discovered that not only was the radio an instrument of entertainment, but it could very well take the place of the daily paper, or deliver an important address quite efficiently, and that it possessed a subtle influence which could reach into the heart and mind of its listeners, even to the extent of molding their thoughts, desires and actions.

Parents began wondering about radio influence upon their children. Educators talked in terms of educational radio programs. At this stage, the permanency of the radio had become fully established.

Investigations were started to search out all information possible concerning the influence of this instrument upon the general public, and especially its effect upon the daily lives of children and young adults. To this project, Eisenburg,^{4/} Hewes,^{5/} and others have made fruitful contri-

4/ Children and Radio Programs. A. L. Eisenberg, Columbia University Press. 1936.

5/ Survey of The Radio Interests of 1,000 High School Pupils, Hewes, N. Temple University.

butions in the elementary and high school fields. Up to the present, no other survey has been made of junior college students.

General Nature of the Junior College Survey

For research in the junior college field the writer selected the University Preparatory School and Junior College located at Tonkawa, Oklahoma, in which to conduct a survey of radio listening habits of this type of students.

The questionnaire method was largely used in securing the necessary data. Out of an enrollment of 600 students, 343 accurately answered questionnaires were secured for tabulation. The questionnaire contained objectives which may be classified under the following heads:

1. Number, age, sex and school grade classification of students.
2. Number of home owned or other available radios used by students.
3. Number of students who listen every day.
4. Name and amount of days used by students for radio listening.
5. Length of time periods used for listening to programs (By day and by week).
6. Portions of days most widely used for radio listening.

7. Naming and giving reasons for naming:
 - a. Favorite programs
 - b. Three best programs ever heard on the air.
8. Names of three most disliked programs and reasons for disliking them.

PART II

(Music Factor Survey)

9. Types of music programs preferred.
10. Survey of musical instruments actually played by students, also the number of months or years played.
11. Junior college students general reactions to musical programs from the following viewpoints:
 - a. Programs creating a desire to study music
 - b. Programs creating a desire to play an instrument.
 - c. Programs creating a desire to be a director or composer.
 - d. Miscellaneous effects.
12. Radio music artists most admired by students.

PART III

(Psychological Aspects of the Survey)

13. Comparison made between certain other daily activities and radio listening as follows:
 - a. Motion Picture shows
 - b. Visiting with friends
 - c. Reading magazines or books
 - d. Playing indoor or outdoor games

14. Questions bringing out data on the following points:

- a. Effects of radio on students views or opinions
- b. Effects of radio on causing students to seek more information upon subjects heard by its use
- c. List of programs that cause mental unrest after hearing
- d. List of programs that have stimulated better school work
- e. Radio programs that have helped the students make a selection of their life's work or stimulating desires for work or amusement
- f. Approval or disapproval of parents to certain radio programs
- g. Programs that students would remove from the air, and reasons for their removal

15. List of radio artists best liked by junior college students.

The objectives included from items 1 to 16 were ample to supply much data for the survey. This data was carefully checked, tabulated, and finally presented by the use of tables and their explanation. Certain portions of the data was verified by personal talks with students and by telephone calls to parents.

Results Found in Part I

The data to Part I of the survey shows that a large per cent of junior college students not only have access to radios, but actually listen daily to radio programs using time periods varying from 15 minutes to 10 hours in

length. The time periods of 1 hour for the boys and 2 hours for the girls were found to be the most prevailing. Portions of the day for radio listening were found to vary greatly, the larger percentage of both boys and girls, however, seemed to prefer evening and night. The fact that junior college students are in school the major portion of the day, except Saturdays and Sundays, and that some of the more desired programs are presented only at night, may be partly responsible for this preference.

To an educational end, the writer suggests that the placing of certain acceptable educational programs at these two periods, evenings and nights, would be desirable. The conclusions drawn are farther supported by the results found in replies to the question "Why do you choose this period for listening?", all of which answers boiled down to three statements: "The most convenient time," "Because it is after school," and "My favorite programs come then."

In tabulating the results from the question asking the students to name their favorite programs, the boys reported a total of 81, while the girls reported 120 different programs. Of this total number, the six receiving the highest rankings were: (1) Jello Program; (2) Chase and Sanborn; (3) Town Hall Tonight; (4) Kraft Music Hall of the Air; (5) Lucky Strike Hit Parade; and (6) Kay Kyser's Orchestra. It was farther found that both boys and girls selected the same

programs with the exception of one, Kay Kyser's Orchestra, which was selected as fifth highest by the girls. From this, we conclude that sex makes small difference in the choice of favorite programs, and that both boys and girls participate in a very wide range of sampling.

A wide variety of replies were given to the question which asked the students to state why they had selected the favorite programs which they had named. Out of the number of answers given, two are cited that seem to convey more nearly the idea of all. These are: (1) "They have good jazz, classical music, and emotional appeal," and (2) "Because they are more interesting." By analyzing the types of programs preferred by the majority of both boys and girls, we conclude that average junior college students desire variety; the programs must have plenty of "spice", wit and humor, and must contain what they call "good music", whether it be popular or classical. The term "good music" is interpreted to mean that type of music either popular or classical, which is accepted by the majority of people as being up to a certain set standard and containing a large percentage of entertaining value as compared to lesser accepted types of music. They also expressed a disregard to severe classical music, preferring that which contains an intense emotional quality and lastly, all programs must be presented by the best radio artists obtainable by the broad-

casting companies.

When asked if they listened to the entire program, 284 of the junior college students answered 'yes', while 49 said 'no'. Of the 49 answering 'no', 33 stated that lack of time prevented them from listening. We can conclude from these results that unless prevented by lack of time, junior college students listen to the entire program.

Upon narrowing the program field down by asking the question "Name the three which you consider the best you have ever heard on the air," the results show that as found in the tabulation of "Favorite Programs," the three selected are: (1) Chase and Sanborn, (2) Jello Program; and (3) Kraft Music Hall. Each of these programs have been shown to contain all the elements that junior college folk desire generally in programs, namely: variety, wit, humor, splendid popular and classical music; a combination of dialogue and drama; and all these portrayed by the best artists on the air today. Thus a definite correlation in findings is established. In analyzing replies given for selecting the three best programs, the students personal tastes were clearly defined, giving the following set of reasons in order of their being chosen:

- a. General entertainment (personal taste)
- b. Music preference
- c. Variety

- d. Interesting
- e. Amusement (humor)
- f. Educational value
- g. Best talent
- h. Drama and play preference
- i. Smoothness and charm

We are led to conclude from these facts that junior college students are looking for programs that will (1) give plenty of general entertainment of such nature that they are perfectly well satisfied with the program because it fits in nicely with their emotional nature; (2) music is very much preferred, whether popular or classical; (3) all programs must show variety; and (4) educational programs are not generally popular, and hold sixth place in their rating. This writer cites this last fact as being a challenge to educators.

Fifteen identical programs were found to be disliked by both boys and girls; out of a list of 269 mentioned by the boys and 209 named by the girls. This means that the majority of disliked programs mentioned represent only personal opinion and not group selection.

The most disliked programs were found to be as follows:
(1) Bob Wills Playboys; (2) Ma Perkins; (3) Dr. Brinkley;
(4) The Alabama Boys; (5) Flint Hill Cowboys; (6) Metropolitan Opera; and (7) Amos and Andy.

The above data proves that junior college students either intentionally or unintentionally evaluate their programs, and are able to sift out the faulty points in each. All this shows the need of a better censorship of programs from an educational standpoint, at least, as far as junior college people are concerned.

PART II

The Influence of Radio Listening Upon Junior College Students Participation in Various Phases of Music

Much data was secured from the questionnaires regarding the influences brought to bear upon the students by musical radio programs.

Some of the most important results may be summed up as follows:

1. Students as a whole, prefer to hear popular orchestras to other types of music programs. Only a small amount of classic music either vocal or instrumental is indicated as being desired.
2. They are not fond of "educational music".
3. When listening to various instruments on the air, their preference is for the saxophone, trumpet, violin and harp, proving that they do select good standard instruments.
4. 60% of the group surveyed played instruments either

by note or by "ear". The piano and the clarinet were the most common in their reply.

5. The instrument playing period extended over a period of from one to twenty years.

6. The larger per cent of those who played musical instruments played by note.

7. The small per cent of those who played by ear were stimulated by radio influence to want to learn to play by note.

8. The claim of some that radio programs sometimes encouraged pupils to look to the less reliable and doubtful methods of performing their work, proved to a small extent to be true. This was shown by the fact that 48% of pupils who played by note, stated that listening to radio had given them a desire to play by "ear". This fact indicates that the radio does furnish a desirable copying field, and that proper guidance is needed to prevent good talent from following the path of least resistance in manner of doing things.

9. 72.3% of the students admitted that radio directly influenced them to the extent that a desire was created to study music in some form. This shows conclusively, that the influence of the radio is reaching into the daily lives of college students and presents the thought that programs of good influence, educational, and character building are

desirable achievements toward which educators should look.

10. Out of a total of 195 students who stated that they played no instrument, 141 replied that the influence of radio listening had definitely given them a desire to learn to play some instrument, and to this end, 17 instruments were reported as desired instruments. When asked if they actually did start upon a music education 42.8% answered 'no', while 30.2 said 'yes'. It was concluded that even if the percent of the 'yes' votes was small, it could yet be said that radio does exert some degree of influence upon the students. This fact is cited as an educational aspect of radio influence.

11. One very important question was asked in the questionnaire study, which strengthened the contention that the influence of radio is more potent in the lives of college students than is most commonly thought. When asked which influenced them the most in regard to beginning the study of music, hearing a program over the radio or listening to a like group in the same room with them, 58% claimed they were more influenced by radio than by personal contact with the group of artists, while 42.1% stated otherwise. This fact should encourage the use of the best of programs to be presented on the air, and certainly by the best artists.

12. Dance music was found to be a preferred type of music. Bing Crosby and Don Ameche were selected as "best

artists".

PART III

The Psychological Factors of Radio Listening and Their Effects Upon Junior College Students.

The third part of the survey deals with such factors as the following:

1. Does radio listening compare favorably to other types of entertainment, such as motion pictures?
2. Does listening to radio prevent or encourage social activity among junior college students?
3. Does radio listening interfere with the students time, as to lesson preparation, book reading, or physical culture activities?
4. Does radio contribute or fail to contribute to the students general welfare, their general peace of mind, or spiritual and moral development?
5. Is the general use of the radio of educational value to junior college students?

The Motion Picture Versus Radio

The tabulation of the data revealed the fact that junior college students would rather attend the motion picture show than listen to radio programs, showing that

in this respect, they are more eye-and ear-minded than merely "ear"-minded.

The facts also suggest that radio programs might be made more attractive in order to compete with motion picture shows.

The small group who replied in favor of radio programs presented a list of 37 different types of radio programs that might take the place of the movie. The largest number of votes for any one of the 37 programs mentioned, was 23, showing a very low number and scarcely above personal opinion.

The conclusion is that at present, radio listening is not preferred to the motion picture.

The Social Factor Versus Radio

The socializing factor of radio was shown to be somewhat disregarded when 36.1% of the students stated they would rather visit with friends than listen to the average radio program. However, the vote in favor of listening to radio programs amounted to 42.8% leaving only a 4% difference between the 'yes' and 'no' votes.

One must conclude from these facts, that the influence of the radio is becoming more and more a potent socializing agent. Its future, in this respect, will probably depend upon the types of programs presented from year to year.

Novels Versus Radio

The survey shows that radio programs are more to be preferred than the reading of novels, books or magazines. Boys and girls alike were of the same opinion, there being only 1.5% of difference between their total votes.

The amount of time found that could be spent in radio listening instead of reading, was 45 minutes.

If it is desirable for students to listen to radio during a part of their leisure time, educators must see to it that the air does not become filled with "yellow back novel" types of programs.

Sports Versus Radio

Sports, both out of doors and indoors, were favored by boys and girls alike in preference to listening to air programs. While the number of girls' votes did not quite equal those of the boys, they yet gave a majority in favor of sports. It was concluded from this fact that the radio at present, does not compete with outdoor activities to any marked degree. The time used by junior college students for outside sports was found to cover a wide range, from 10 minutes to 3 hours. The largest number of both boys and girls chose the 3 hour period.

It was further found that 50% of the boys and girls

could be listening to radio while they engaged in indoor sports. To this, one concludes that an opportunity is offered for censored sports programs to be placed on the air which in some manner might at times, be utilized by groups of indoor sports participants.

Students' Opinions Versus the Radio

69.4% of the total boys stated that hearing certain radio programs had caused them to change their minds on subjects after hearing these subjects discussed by radio speakers.

The girls cast similar votes, that of 60.7% in the affirmative. The conclusion is that from this viewpoint, radio is a very potent factor in producing junior college students to change their views.

Research as Stimulated by Radio

One of the most important discoveries of the entire survey is revealed from answers to the question "Has listening to radio programs ever caused you to seek more information on subjects under discussion, than was given on the air?" It was found that 68% of the boys and 70% of the girls answered 'yes' to the question. This is a strong point in favor of educational programs.

Mental Unrest Caused by Radio Programs

The writer has heard many parents express their disapproval to certain radio programs on the grounds that elements contained within the programs caused their children to have emotional upsets such as worry, fright, and even bad dreams. To the question, "After hearing a radio program did you ever wish you had not heard it?", 10% of the boys answered 'yes', as also did 19% of the girls. This percentage would indicate that girls are probably more emotional than boys, or that they might be using a wider range of program listening. More data along this same line disclosed nine programs cited as producing mental unrest. These are given in Table 71, page

The two main reasons given for causing emotional stress were found to be "waste of time" and "caused fear". We thus conclude that even though only a small percentage of students reported bad effects from program listening, there is a trend toward certain programs producing these effects.

Farther along in the questionnaire, this topic was again approached by the insertion of the question "Have your parents ever asked you not to listen to certain programs?" The replies to this query were very meager, as only 6% of the boys and 9% of the girls answered.

Even though the number of students involved was small, the reasons for the replies were farther investigated. The

objectionable programs were summed up under nine separate headings containing such titles as: "murder stories", "Lights Out", "Detective stories", "Political Speeches", etc. Because of so few students involved, no definite conclusion was drawn.

School Work Versus Radio

Only a small group - 28% - of the total students, voted in the affirmative, that listening to programs aided them in their school work.

Thirty-one programs were named as being a direct aid stimulating them to do better work. The number of votes were so small for each program that no definite trend could be discovered as applying to the group.

The Radio As An Instrument to Promote Guidance

According to results found, the radio serves to furnish guidance to students in a very small amount. To the question, "Has listening to radio programs served as an aid to you in making a selection of life work you wish to follow?" only 22 of the total responded in the affirmative.

Of the small per cent responding, there were eleven each of boys and girls. It is undetermined why the percentage is so small and shows a need for further investigation.

As to the second phase of the question, that of "stimulating desire for work or amusement," more satisfactory data was obtained. The results indicate that less than half of both sexes have been stimulated in some manner and degree, by radio programs, and that the influence of radio is slowly but surely implanting a "drive" in the lives of its student listeners.

A wide variety of programs were named by the students as causing them to possess some worthy desire. Table LXXVIII gives a number of programs with actual replies from students.

One concludes that radio influence acting in a capacity of this sort, would be a great aid in the cause of education.

Programs That Students Would Remove From The Air And Their Critical Evaluation of Them

Up to the present, much has been stated concerning student likes and dislikes of radio programs, but as to their making critical analysis of programs and the ways and means of presenting them, little has been said.

A selected list of what might be termed "common faults" were presented in the questionnaire, and the students were asked to mark those that they had detected while listening to certain programs. The most common faults as determined

by the largest number of votes were: (1) Too many transcribed programs; (2) Commercial side over-emphasized; (3) Indistinct announcer; (4) Radio voice displeasing; (5) Program too short; and (6) No educational value.

The fault factor proves that not only do the students listen to the programs, but they criticize the technique as well.

In regard to their preference to male or female announcers of programs, by far the greater number voted for a male announcer.

Twenty-eight per cent of the boys and thirty-one per cent of the girls would remove certain programs from the air.

Table LXXXIV presents some 82 programs cited to be removed. Excellent reasons for removal were given in a majority of cases while a few very trivial reasons were presented. The number of removal votes per program were so few that only personal opinion was indicated.

CHAPTER VI

CONTRIBUTIONS

The contributions of this survey may be grouped under three headings.

1. Factors relating to guidance

- a. Junior college students' leisure time.

2. Classifications of attitude and reactions of junior college students to different types of programs on the air.

3. Radio listening factors shown that directly affect or color the ideals, motives, and other life activities of junior college students.

1. The survey has shown conclusively that junior college students as a whole, have daily periods of leisure time which, if not properly directed, tends to follow the path of least resistance. They read books, magazines, take part in outdoor sports, visit with friends, and attend motion picture shows, all of which leisure time should be under either direct or indirect supervision if they are to secure the best possible results while in school. The contention is that since they make use of such a large number of programs on the air, educators should give more attention to types of programs presented at the present time, working to the development of a much richer, more complete

series of educational programs than are now on the air. Then, too, the students should be encouraged to be more critical in their selection of programs stress being placed upon those programs that will both be entertaining and instructive. The trouble, at present, seems to be that the educational programs are too educational, to be desired by students, and the uneducational types contain little or no value to the student. A happy medium is earnestly advised.

II. Radio programs have been shown by the survey to be powerful factors in the lives of young people. This is true because radio reaches such a great number of them. It has been shown that they react to suggestions made by radio artists, in much the same manner as if these same artists were in the room with them. The survey points out several different types of programs regularly selected by the average junior college student, in other words, group representation. It was shown that by their listening to programs of the comedian type for example, that some were tempted to become comedians as a chosen vocation, others were tempted to become singers, etc., all of these desires being brought about merely by the hearing of certain programs. The point is, that since radio programs are so numerous and are so readily available to students, the influence of the radio is tending more and more to strengthen its hold over the lives of boys and girls. The junior

college student being of the age where he or she is ready or nearly ready to become self-supporting, is therefore a likely candidate to opinions expressed by different types of radio programs.

We see then, that the survey has contributed information not only as to the types of programs listened to, the most disliked programs, the amount of time used and most used days for listening, in regard to junior college students, but it has also given a clearer picture of not only how they react, but how completely they react to the suggestions received in various programs.

III. Some of the questions stated by the author in the introduction to the survey, are: "How does listening to radio affect the daily lives of junior college students; their leisure time; the morals; their physical health? Does radio aid in establishing a life philosophy for them, and if so, to what extent? Another asks: "Does the radio present inducements to the extent that young people may be aided in making a selection of their life work?"

It has been found that the survey had definitely contributed information up to a certain point on most of the stated questions. That their leisure time is much involved has already been pointed out, as has the facts concerning the radio's effect upon their desires to react to suggestions implied in various programs on the air. That their physical health is involved remains an unanswered question,

nothing of any serious consequence was discovered unless it is the advertising of various "what nots" and "cure alls" which in the language of the students themselves is "disgusting".

It has been claimed by some sponsors of certain programs that their programs contain elements especially adapted to aid students in their school work. The author tested the validity of this assertion by asking the question: "After listening to a radio program, have you ever felt as though you could do better work for having heard the program?" The results found were as good as only 18% of the boys and 20% of the girls answered 'yes'. The programs used by this given per cent, were investigated as to their general nature and almost every one was what the general public and educators would accept as worthwhile programs. Thus, there is a bright side to the picture. To this end, the author asked "If this is already happening on a small scale, why not have it occur on a large scale?"

Out of the entire 343 junior college students surveyed, only 22 stated that listening to radio programs has been of value to them in selecting their life's work. This is a small group but yet has an implication that we cannot ignore, because the fact remains that some are influenced. The survey contributes to the fact that by and large, the radio is still in its infancy, so far as being an aid to junior college students in selecting their chosen work.

The chief contributions made by Part II, "Music Factors", are valuable in the field of educators. It has been shown that the students are influenced to a large extent by what musical programs they hear, to the extent of desiring to sing, play an instrument, direct a band, etc. It has further shown that the larger per cent of junior college students care less for good standard classical music than they do for the popular type. This would indicate that more stress should be placed on the listening to and hearing of, better types of music. Thus the music teachers are involved.

Part III contributed a number of factors found to exist in the psychological side of radio listening. It was shown that at the present time, radio does not influence the majority of junior college students in selecting a life occupation, but it does stimulate them to a marked degree in wishing to acquire some art such as, learning to sing or play an instrument, be a news reporter, etc. It was further shown by the survey that the radio could be used as a means of aiding students while engaged in indoor sports. Radio artists are "real people" to them and the students follow them as enthusiastically as they do their favorite movie stars. They listen to a very wide range of programs and place a critical evaluation upon most of the programs heard.

Lastly, the survey is of value because of the types of students with which it deals. The junior college students

generally have two courses placed before them. That of the terminal and the preparatory curriculums. They represent a group of students who are likely at any time to engage in some vocation as a chosen life's work and cease schooling at that point. Generally speaking their ideas are more mature and their life philosophy is rapidly in the making.

The survey shows that their life philosophy is influenced by radio listening. Since this type of students possess a searching and inquiring mind, ready to absorb any or all ideas pertaining to an organization of their future, they are easily impressed by speakers in radio programs as well as by speakers to whom they listen in person. They differ from children and even high school pupils, to the extent that where the former make use of programs merely because of the entertainment involved in the programs, the latter listen because they possess the desire to learn new facts about life, even though they personally may not be fully conscious of this fact.

To this end, by carefully adopting a workable plan of supervision of each student's radio education while completing his work in the junior college, subtlety but surely the educators may implant in the mind of the student, those ideals, attitudes, and values that may carry through and so color his days of living, that he may strive to do the most good, over the longest period of time for the greatest number of people.

DISCUSSION

The writer is conscious of the fact that this survey needed more material and data in order to establish more completely, some of the facts presented.

It is not in any sense of the word, an exhaustive study, but intends to show trends and tendencies as well as facts. So far as the writer could find, no similar study of junior college students have been made. This has caused the work to take its own shape and form in the sampling field.

The questionnaire method used for gaining data should be supplemented by many devices other than those commonly used for this type of survey, because of the peculiar scholastic nature of the pupils involved.

Many junior colleges, from several different sections of the country should be investigated and comparisons made in the findings. It is also advisable to make use of a larger number of pupils in order to gain a wider and more comprehensive view of junior college students radio listening habits.

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APPENDIX A

J
JUNIOR COLLEGE QUESTIONNAIRE

Date _____

Name _____
Last First

School Address _____ Home Address _____

School _____

City _____ State _____

Parent's Name _____

Address _____
City State

Sex: () Male () Female Age _____

Classification

College Sophomore () High School Junior ()
College Freshman () High School Sophomore ()
High School Senior () Special ()

Member of Church _____

TO THE PUPIL:

For my survey to be accurate, I would like to secure the above information. No one but myself will see this information. Your name, age, and sex will not be disclosed, as I want only collective material. The age is necessary in order that I may make a comparison with other ages. This paper will be destroyed so that you will in no way, be individually connected with it. You will do me a great favor in accurately filling out the above data. I would like to have your name on the paper, but you may leave it off, if you wish.

Spelling makes no difference. Just write your answers freely in your own way. Underscore the words "Yes" and "No": Thus Yes

JUNIOR COLLEGE PUPIL'S RADIO LISTENING HABITS
QUESTIONNAIRE

I (a) Do you have a radio at home?

Yes No

(b) Do you have a radio in your rooming apartment?

Yes No

(c) If you have a radio do you listen to it every day?

Yes No

(d) If you do not listen every day, what days do you listen?

Monday Thursday
 Tuesday Friday Sunday
 Wednesday Saturday

II How long do you listen per day?

III What time of the day to you listen most?

Why do you choose this period?

IV What programs do you listen to most, at the following periods?

(a) at night _____

(b) in the evening _____

(c) in the morning _____

(d) at noon _____

(e) Who are the sponsors of each program you mentioned?

V-A (a) Name your favorite Programs:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

(b) Why do you like these programs?

B (a) Do you listen to the entire program?

Yes No

(b) If you answered "No" to the previous question, why do you not listen to the entire program?

VI A By the use of the words "some", "most", and "none" check the following types of music groups to which you listen.

1. Instrumental music _____
2. Vocal _____
3. Bands _____
4. Concert Orchestras _____
5. Popular Orchestras _____
6. Educational Music _____

B (a) Name the three programs which you consider the best you have ever heard on the radio.

VI B (b) Why do you select these as best?

(c) How much time do you listen per week to the three best programs?

C Name the three programs you dislike the most:

(a) Why do you dislike these programs?

D Of the following types of radio programs, check those you listen to most:

- | | |
|---|--|
| <input type="checkbox"/> Instrumental music | <input type="checkbox"/> Vocal music |
| <input type="checkbox"/> Mystery stories | <input type="checkbox"/> Detective stories |
| <input type="checkbox"/> Dramatic plays | <input type="checkbox"/> Humorous plays |
| <input type="checkbox"/> 4-H Club programs | <input type="checkbox"/> Sports news |
| <input type="checkbox"/> Weather reports | <input type="checkbox"/> Market quotations |
| <input type="checkbox"/> Children's stories | <input type="checkbox"/> Political speeches |
| <input type="checkbox"/> Health talks | <input type="checkbox"/> Discussion of style |
| <input type="checkbox"/> Cooking schools | <input type="checkbox"/> Prison stories |
| <input type="checkbox"/> Adventure stories | <input type="checkbox"/> Ghost stories |
| <input type="checkbox"/> News broadcasts | <input type="checkbox"/> Talks on national questions |
| <input type="checkbox"/> Talks on international questions | <input type="checkbox"/> European broadcasts |
| <input type="checkbox"/> Police reports | <input type="checkbox"/> Continued plays |
| <input type="checkbox"/> Farm and Home hour | |

VII A (a) What musical instruments do you most enjoy on radio programs?

- 1. _____
- 2. _____
- 3. _____

(b) Why do you prefer these?

(c) Do you play an instrument?

Yes No

What instrument?

(d) How long have you played an instrument?

(e) Do you play by "note" or by "ear"?

(f) If by "ear" did listening to radio programs cause you to want to play by "Note"?

Yes No

(g) If by "note" did listening to radio programs cause you to want to play by "ear"?

Yes No

(h) Give reasons:

(i) If you did not play at all, did listening to the radio create a desire for you to learn to play?

Yes No

(j) What instrument?

VII-B Has listening to radio programs ever caused you to want to do any particular kind of work, or engage in any particular type of amusement?

Yes No

(a) Name program and the desire it stimulated in you.

(b) Has listening to any type of musical program been the means of your starting to play an instrument, or to sing songs?

Yes No

(c) What programs caused you to do this, and what instrument did you select?

(d) If you started vocal work, did you take lessons?

Yes No

(e) If you started an instrument, did you take lessons?

Yes No

C Which gave you more incentive to play an instrument or sing: Listening to musical programs on the radio, or seeing and hearing a like group of players or singers, in the same room with you? Check you answer:

() Radio () No

D Check the types music programs you most prefer from the following list

- () Dance music () Sacred music
 () Sacred music (vocal) () Classical music (Instrumental)
 () Classical music (vocal) () Negro spirituals (vocal)
 () Cowboy programs () Opera (classic)

VII-E Of the following radio artists, check those you like best and listen to most:

- | | |
|---|--|
| <input type="checkbox"/> Lawrence Tibbett | <input type="checkbox"/> Eugene Conley |
| <input type="checkbox"/> Jaenette McDonald | <input type="checkbox"/> Margaret Speaks |
| <input type="checkbox"/> Gertrude Pitzinger | <input type="checkbox"/> Kate Smith |
| <input type="checkbox"/> Nelson Eddy | <input type="checkbox"/> Al Jolson |
| <input type="checkbox"/> Donald Novis | <input type="checkbox"/> Bing Crosby |
| <input type="checkbox"/> Lucille Manners | <input type="checkbox"/> Jack Haley |
| <input type="checkbox"/> Frank Parker | <input type="checkbox"/> Paul Carson |
| <input type="checkbox"/> Lillie Pons | <input type="checkbox"/> Carl Kalash |
| <input type="checkbox"/> Singing Sam | <input type="checkbox"/> Phil Baker |
| <input type="checkbox"/> Mary Eastman | <input type="checkbox"/> Lanny Ross |
| <input type="checkbox"/> Henry Burr | <input type="checkbox"/> Don Ameche |
| <input type="checkbox"/> Philip Lord | <input type="checkbox"/> Jimmy Verill |
| <input type="checkbox"/> Zimbalist | <input type="checkbox"/> Mischa Elman |
| <input type="checkbox"/> Lew White | <input type="checkbox"/> Ken Wright |
| <input type="checkbox"/> Jessie Crawford | <input type="checkbox"/> Ed McConnell |
| <input type="checkbox"/> Johnnie Johnston | <input type="checkbox"/> Lydia White |
| <input type="checkbox"/> Dorothy Lamour | |

VIII-A (a) Do you prefer listening to the radio programs rather than going to the movies?

Yes No

(b) To what programs do you listen?

(c) Do you spend as much time going to the movies as listening to the radio?

Yes No

(d) How much time do you spend for movies?
Check nearest time:

2 hours 2 1/2 hours

VIII-B Would you rather visit friends than listen to the radio?

Yes No

- (b) How much of your time do you usually spend while visiting with friends, instead of listening to radio programs?

Check nearest time:

- 10 minutes 20 minutes 30 minutes
 45 minutes 1 hour 1 1/2 hours
 2 hours

- C Would you rather read novels or magazines than listen to the radio?

Yes No

- (b) How much time do you spend reading magazines?
Check nearest time:

- 45 minutes 1 hour 2 hours 2 1/2 hours

- D If you had your choice, would you rather take part in outdoor sports than listening to the radio?

Yes No

- (b) How much time do you usually spend for outdoor sports when you could listen to the radio?
Check nearest time:

- 10 minutes 20 minutes 30 minutes
 45 minutes 1 hour 2 hours
 2 1/2 hours 3 hours

- E Do you spend any portion of the day playing games indoors or outdoors, merely for your own amusement?

Yes No

- (b) Could you be listening to the radio while you were engaged in these games?

Yes No

- (c) Would you rather listen to the radio than play games or play music for your own amusement?

Yes No

(d) How much time do you spend playing games for your own amusement?
Check Nearest time:

- () 15 minutes () 20 minutes () 30 minutes
() 45 minutes () 1 hour () 1 1/2 hours
() 3 hours

IX A Did listening to a radio program ever cause you to seek more information on a subject under discussion than was given on the program?

Yes No

B Did listening to a radio program ever cause you to change your mind on any subject or any point?

Yes No

C After hearing a program, did you wish you had not heard it?

Yes No

Why _____

Name of Program _____

D After listening to a radio program did you ever feel as though you could do much better work in school for having heard the program?

Yes No

If yes, what program? _____

X A The following list gives a number of "faults" that might be found in some radio programs. Check the items that you think exist in programs you have heard:

- () Bad English
() Indistinct announcer
() Poor title

- Programs too long
- Programs too short
- Program plot too difficult to follow
- Bad Morally
- Poor arrangement
- No educational value
- Too many technical terms used
- Wrong type of music
- Plays too complicated to follow clearly
- Characters not fitted to parts played
- Radio voice displeasing
- Commercial side overdone
- Poor selection of program title
- Sound effects overdone
- Too many transcribed programs

B Do you prefer a male voice in the capacity of announcer of radio programs or a female voice? Check preference:

Male Female

C Have your parents asked you not to listen to certain programs?

Yes No

D If Yes, what programs? _____

E Do you know of any program which your parents permit you to hear yet they do not approve of the program?

Yes No

F If Yes, what programs? _____

G If you could act as a member of a board of censor for the granting of programs to be heard on the air, are there any now on that you would remove?

Yes No

H If yes, give reasons for removal:

I Give names of programs you would remove:

BALTIMORE PAROLE BOARD
U.S.A.

Louis J. Anderson

--Typist