

4-1-1964

Round Robin

Dorothy E. Smith

Follow this and additional works at: https://scholarworks.wmich.edu/reading_horizons

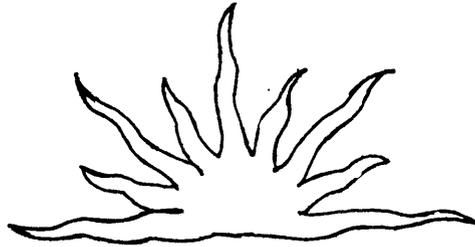
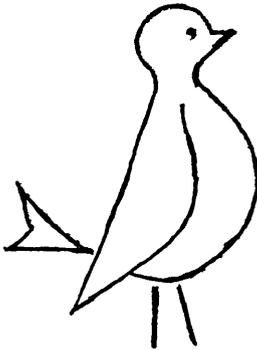


Part of the [Education Commons](#)

Recommended Citation

Smith, D. E. (1964). Round Robin. *Reading Horizons: A Journal of Literacy and Language Arts*, 4 (3). Retrieved from https://scholarworks.wmich.edu/reading_horizons/vol4/iss3/7

This Article is brought to you for free and open access by the Special Education and Literacy Studies at ScholarWorks at WMU. It has been accepted for inclusion in Reading Horizons: A Journal of Literacy and Language Arts by an authorized editor of ScholarWorks at WMU. For more information, please contact maira.bundza@wmich.edu.



ROUND ROBIN

Dorothy E. Smith, Editor

The Ten Second Reviews, in our winter issue, 1964, contained reports on publications concerning educational television. This subject is generating much interest among teachers, administrators, and parents. Below are the reactions of some of our readers to its use and efficacy as a means of teaching.

Dear Editor:

Television is a tool, but not the only tool for educational instruction. It is a potent one from which, when properly oriented, a student derives vicarious experiences. These give meaning to and supplement the activities provided by the classroom teacher to enable the pupil to reach his potential.

Television instruction cannot ascertain what skills, habits, appreciations, attitudes and experiences each child has or will need to function in our society.

It cannot give security, a sense of belonging, a feeling of personal worth, nor will it meet his emotional needs which help him to become a stable individual. These he can only receive from an understanding classroom teacher.

Virginia F. Clark
Reading Teacher
Drew School
Arlington, Virginia

Dear Editor:

My own observation of educational TV in operation at both the elementary school and higher education levels leads me to accept it as I would any other piece of equipment used as a teacher aid. Cer-

tainly it has features which make it far more facile than any other mechanical device we've taken into the classroom. As all other mechanical devices it possesses no inherent intelligence which precludes it taking over the responsibilities of the instructor. We have chased enough rainbows to realize that there is no panacea for all learning and instructional problems.

G. M. Chronister
Associate Professor, Education
Arizona State University
Tempe, Arizona

Dear Editor:

There are two important points in favor of educational TV. One; special teachers who are excellent and well-prepared are used, and two; everyone has a front row seat. It is necessary, however, to include supplemental, personalized instruction with each television presentation. A few minutes of explanation before each lecture, and a few minutes afterwards with a "live" teacher, will obviate most of the objections which have been raised by opponents of educational television.

(Name withheld)

Dear Editor:

We recognize some advantages of TV lectures but, from personal experience, we have some objections. There is always a student or two who comes in late, and a few who leave early. Conversations are held. People take naps, drop books, get in the way of the screen. Worst of all, in our opinion, is the feeling of cold-blooded impersonality.

Four Students Who Have Tried It