

SHORTWAVE RADIO AS A TEACHING TOOL

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How many of us in the SWL/DXing hobby have dreamed of gaining official sanction for spreading the virtues and benefits of shortwave radio? How about getting paid to do it? Over the past several years I have been fortunate enough to do just this at Wingate College in Wingate, North Carolina, just southeast of Charlotte.

The following is my account of the trials, tribulations, and triumphs of teaching International Radio Broadcasting on the college level. I will also give you some suggestions on building your own shortwave radio course in a variety of educational environments.

COURSE DEVELOPMENT

Despite my academic training as a speech teacher, I do not apologize for my lack of 'official' schooling in the area of international broadcasting--many times the school of hard knocks is the best university anyway! I have never had any institutionally sanctioned courses in the area. However, I made International Broadcasting my research area since I am currently writing my dissertation on the uses of audience targeting in shortwave programming. Naturally when I came to Wingate College, I wanted to teach a course in my area of research, so I petitioned the administration. They approve a two credit seminar in International Broadcasting. This was quite a risk for the college, as we could not at that time find any officially sanctioned college level course on shortwave broadcasting upon which we could model our effort.

John Bryant, the well-known DXer and shortwave enthusiast, confirmed the results of my survey in my conversations with him before the beginning of the course. Sheldon Harvey did a 'not for credit' course in conjunction with the Canadian International DX Club and Radio Canada International, but his was the only syllabus from which I could draw. Since that first fall I have found that Professor Donald Browne at the University of Minnesota teaches several courses in International Broadcasting and Media. I will give some of his ideas later in the article. Stephen Canney also teaches some Shortwave Broadcasting courses in the evening in conjunction with Centennial College in Scarborough, Ontario.

I had read Shortwave Radio Listening With the Experts, edited by Gerry Dexter, and decided to break the semester roughly along the lines of the chapters in that book. The class met only one night a week for two hours, so the chapters gave me basic information on the major aspects of SWLing for each week. I had to do much outside research on each area in order to satisfy the standards which I set for the class.

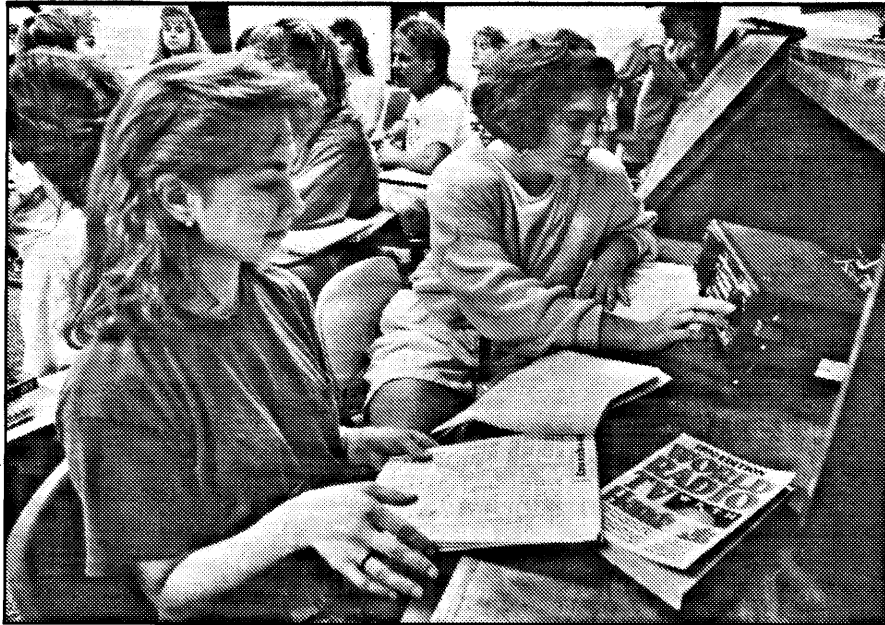
I decided to use two books as texts, Harry Helms' Shortwave Listening Handbook, which is no longer in print, and Larry Magne's Passport to World Band Radio: 1990. If I were teaching the class now I would use Helms' new Shortwave Listening Guidebook instead of his earlier title. Both books provided much of the introductory material needed by the students, 97 percent of whom had never heard a shortwave radio broadcast. My classes were truly representative of the American public in that less than three percent listen to shortwave on a regular basis. As a longtime listener, this was one of the most difficult issues I had to confront. Not everyone is destined to become a 'dye-in-the-wool' SWL/DXer. However, I am probably a great disappointment to my elementary school piano teacher as well!

The most difficult problem I had to solve before I could proceed with course development was, you guessed it, getting radios into the classroom. Our school had no shortwave receivers so I tried to get federal funding. Despite writing numerous governmental agencies and public officials, my pleas fell on deaf ears.

Despite the efforts of Senator Jesse Helms (an alum of Wingate) and numerous federal officials, federal monies are limited to public television and radio broadcasting stations and unavailable to listening posts like ours. It was through the generosity of our school's administration that we bought a pair of Kenwood R-2000s with Eavesdropper-C antennas and mounted them on the roof of our second floor listening post.

These radios were enough to support the anticipated number of students. I had anticipated around 10 to 12 students for the class, but it became apparent that we were going to fill the class right away. I had set an upper limit of 30 students in the class. By the end of the first day of pre-registration, the section was full and I had a waiting list of 8 students! I wasn't ready for this!

To solve this overpopulation problem, I had to reduce the required number of listening hours per week to two hours per person, down from the original six hours. I also had to open our listening post up



Students are naturally curious about shortwave as a medium since it is new to them. Here several of my students search for stations within their geographical group by using a frequency guide, the World Radio and Television Handbook, and experience they gained throughout the semester. Giving students as much time as you can at the radio seems to be the rule for success in using it as a teaching tool. (Photo Copyright 1990, The Charlotte Observer.)

for three hours in the morning before classes started, so that all of the students would have an opportunity to listen. The college helped out here once again by providing me with two student assistants to help run the post, which was open from 6-9 a.m. and from 6:30-10:30 p.m. six days a week. We were also open from 2-5 p.m. every Sunday afternoon. During class time I also brought in my own radios and used cassette recordings to ease the receiver shortage.

To further aid the students in learning the ropes of SWLing, I divided them into geographical listening groups, roughly along the same regional groups as found in the WRTH. There were eight regional listening groups which were responsible for listening to the International Broadcasters in that part of the world. My plan in doing this was threefold. First, they would have each other to reinforce their listening and to teach each other how to use the radio and frequency schedules. Second, the students in each group would become more familiar with the stations to be heard in each region, an asset in learning the characteristics of the individual broadcasters. Finally, I hoped that the students in each group would gain a greater appreciation of the issues and concerns of people within their region and how those concerns differ from those presented in the American domestic media.

COURSE EVALUATION

Overall the first course was a success. I now had a firmly established set of activities and procedures which aided in operating the listening post. The students also began to interest other students in shortwave radio and in the opinions carried in the broadcasts. An example of this newfound tolerance and willingness to listen to other views is easily seen in the student's attitudes toward Radio South Africa. In January 1990, when students came across the Radio RSA broadcasts, they were almost angry at the station. Their only reaction, besides a startled facial expression, was to turn to the next available frequency--anywhere except Johannesburg. Neither I nor the college endorse the views of the South African government, but the students learned how to listen and appreciate views with which they fundamentally disagreed. Students now voluntarily tune to controversial radio stations. In the case of Radio RSA, during Nelson Mandela's release several students came in especially to tune into the station for its live account of the event. This change took place in less than two months time.

There were several indications that this first course was successful. First, the level of geographical knowledge the students gained during was greatly enhanced by the radio class and listening. I tested the students on the first night of class as to their geographical knowledge and the results were quite startling. Ten percent of the students did not know where Canada was--now they beg to get into the post to listen to "As It Happens", broadcast over Radio Canada International. Thirty-five percent did not know where Australia was--now they seek out Radio Australia as well as Radio New Zealand. Radio Havana is a favorite for the jazz programs, but the jazz and latin rhythms of Radio Bras was a real treat for them, propagation conditions permitting. My students are not significantly different than other students of the same age group, so I think that any group of students could gain increased geographical knowledge from using shortwave radio. It is important to provide a world map for student use while they are listening to the radio. My classroom had a map located on the wall directly above the radios.

Secondly, the number of students who bought their own shortwave radios indicates that the course had some effect on them. College student budgets are notoriously small, and the expense involved in buying even the least expensive models represents a major expense. However, in that first seminar I had no less than eight students who told me they bought their own radios! Lets see, how many nights 'on the town' would that buy....?! In the semesters since that first course, our local Radio Shack has not been able to keep shortwave radios in stock. In the two months following the course, figures from the local store manager showed that 15 DX-440s were sold. Until that time, he said that the same radios had been on the shelf for about nine months. Obviously this may not be directly attributable to the class, but it is quite a coincidence.

Harlan Seyfer, who teaches English at Tsinghua University in Beijing, China says that students in his classes usually find no problem in getting access to a SW radio. Most of them have access to receivers. The hardware store on campus even stocks radios for the students. His experiences with students buying their own radios parallels my own in that many do get them, thereby reducing the load on the radios which the school provides. Let's face facts, most schools will not provide SW radios for students.

There is a mass media theory called "The Two-Step Flow of Communication". Most SW broadcasters use this as a determinant of their success. The theory states that when communicating any information, there are two distinct groups you should aim for. First, the people who actually receive the information are called "Opinion Leaders". These people are in turn looked to as information sources by the second group, the "masses". The importance of this theory is that it emphasizes that as a broadcaster you do not have to be heard by everyone. Perhaps if you are heard by 10 percent, that is as effective as trying to get total penetration of a media market. This is a traditional definition of success for international broadcasters. By the same token, when you are teaching it is important to realize that whatever course you teach in shortwave, you actually are teaching many times that many people through your students.

This phenomenon was evident at Wingate as the course was declared a success by the college administration due to the good enrollment the following semester. Through a clerical error in the registrar's office the International Radio course which was to be offered the following semester was inadvertently left off the course offerings sheet. Despite this fact, the class again filled to capacity! In this second class I only had two students who had attended my first class, so there were a total of 58 students who had been exposed to shortwave in the first two semesters. This would not be uncommon at a large, state-supported university, but Wingate has a student population of 1300.

SPECIFIC COURSE STRUCTURE

Overall, shortwave has been a big hit in the classroom. In the following section I will give you a more detailed account of what my course "Introduction to International Broadcasting" actually covers. The text that follows is an excerpt of my class syllabus.

Wingate College Semester Outline: Speech Seminar International Broadcasting

TEXTS: Required:

Harry L. Helms, Shortwave Listening Handbook, Prentice-Hall Pub. Co., 1987.
Lawrence Magne, et al., 1990 Passport to World Bank Radio, Penns Park, Pa.: International Broadcasting Services, Inc., 1990.

Strongly Suggested:

World Radio and Television Handbook: 1990, Billboard Publications, 1990.
Monitoring Times Magazine (monthly), Grove Enterprises, Brasstown, NC.

COURSE OUTLINE BY WEEK:

- Week One: Introduction to International Broadcasting.
Readings: Helms Chpt. 1; Passport pp. 8-16.
--General concepts and basic definitions in the field of international broadcasting are discussed.
- Week Two: Broadcasting Terminology; Broadcast Bands.
Helms Chpt. 2
--The radio spectrum is explained and frequency and band allocation is examined. A quiz is usually given on the basic terms learned in week one.
- Week Three: Setting Up an International Radio Monitoring Post.
Helms Chpts. 3, 11
--The basic layout of a hobbyist shortwave listening post is explained in detail. Types of equipment, specialized equipment for various aspects of the hobby are all explained. Assembly of the post is also explained.
- Week Four: Antenna Theory.
Helms Chpt. 4
--The various types of antennae are examined. Some basic radiowave theory is given insofar as it relates to shortwave radio reception. Strengths and weaknesses of various antenna types are also examined.
- Week Five: Radio Wave Propagation; Reception Patterns.
Helms Chpt. 5
--This lecture could be actually titled "Antennas: Part II" since I attempt to show how antenna design influences what you can hear. The methods of HF wave propagation and the dayside/darkside effects on propagation are examined.
- Week Six: TEST ONE
--At this point a "midterm exam" is given. It consists of two parts, a written theoretical portion and a practical portion of how to tune in a particular station and explain how propagation conditions effect the signal they are hearing.
- Week Seven: International Broadcast Band Monitoring.
Helms Chpts. 6,7
--This is the point where shortwave broadcast stations are examined. I play videos from Radio Japan, TransWorld Radio, and the Voice of America to show the students what a few of the stations look like and how they operate.

Week Eight: Utilities; VHF/UHF Monitoring.

Helms Chpt. 8

--As a utility buff, I like to expose my students to the non-broadcast stations. I bring in decoding equipment and the bulk of the evening is spent with them attempting to learn what the different utility modes sound like and how to tune the simple ones.

Week Nine: Amateur Radio.

Helms Chpt. 9

--I usually have a local amateur radio operator in as a guest lecturer for this class. Morse Code, license classes, MARS, emergency services, and other ham specialties are covered in the session.

Week Ten: Clandestine and Pirate Monitoring.

Helms Chpt. 10

--I open the session with a brief history of clandestine broadcasting, its purposes, its results, what types there are, and what clandestine stations they may be able to hear. I then explain the differences between clandestine stations and pirate stations. I then show the video, Inside Pirate Radio, and conclude with a brief talk on the ethics of radio broadcasting.

Week Eleven: Medium Wave Monitoring.

Helms Chpt. 9

--The intricacies of monitoring mediumwave (AM) broadcast band radio stations are discussed. The differences between shortwave, longwave, FM, and mediumwave stations are discussed and clear channel stations are tuned and logged.

Week Twelve: Regulatory Organizations and Their Laws.

--Various national and international regulatory agencies are examined. The effects of ITU and FCC laws on international broadcasters are the central focus of this lecture.

Week Thirteen: Legal Aspects of Monitoring Radio Communications.

--United States communication laws which affect the radio listener are examined. Issues discussed include: what can I report to a club bulletin?; what can I tell my friends?; why can't I start my own press service with information I hear on the radio? Potential penalties for breaking disclosure laws are also outlined.

Week Fourteen: **TEST TWO**

--The final exam for the class.

Week Fifteen: **The Competition.**

--A high pressure, station count activity which tests the students' ability to tune, listen, identify, and log as many stations as they can in a 15 minute period.

PATTERN FOR EACH CLASS:

The class sessions are divided into a first and second half. During the first half lectures and group discussions are held, tests will be taken, and other activities which are appropriate to the 'traditional' classroom are held as well. The second half of each class consists of actual 'hands on' radio monitoring. The student is responsible for working with a team to accomplish the task for that particular monitoring session. While the majority of my students were able to have access to a shortwave receiver, there were not enough to go around. My solution to this problem was to provide cassette tapes of stations within their particular region for them to listen to. After a period of time the groups switched between the radios and the tapes, so everyone had a chance to listen to SW. Actually I find that taping specific radio broadcasts provides several advantages to listening to SW. First, not all SW broadcast stations within a particular geographical region are available during classtime, so "tape delaying" the broadcasts works very well. Second, having tapes available also helps reduce the number of students surrounding each radio.

REQUIREMENTS FOR THE CLASS:

- 1) Participate in all class discussions.
- 2) Monitor and log at least 2 hours of international broadcasts per week outside of class.
- 3) Along with other members of your monitoring team, provide insights which you glean from your monitoring of your specialized geographical region. This will also include doing some outside reading on the broadcast systems and political, economic, and sociological trends of the nations within your geographical specialty.
- 4) Maintain at least a passing point total for the semester.
- 5) Attend all classes. You will be allowed one absence without penalty. After that your grade will be lowered at the discretion of the instructor.
- 6) Complete, along with the other members of your monitoring team, a **term project** in which your overall impressions and experiences as a monitor are summarized. How is the content of the programs in your geographical specialty different from that of domestic U.S. content? What overall themes are emphasized in those broadcasts? What future predictions might you make about the relations of those nations and the U.S.?
- 7) Participate in the final class period **The Competition**. This activity will test your ability to monitor efficiently and effectively deal with others in a small group context. Prizes will be awarded for 'best monitoring group'.

The following table lists the assignments which were required in the class and the percentage of the final grade for each activity.

<u>Assignment</u>	<u>Points Each</u>	<u>Total Points</u>
Tests (2)	15	30
Class Discussions	10	10
Term Project	30	30
Station Loggings	10	10
Participation		
Attendance	10	10
In 'The Competition'	10	10

CLASS DISCUSSIONS

As stated earlier, each student becomes an 'expert' on a particular geographical region during the semester. In our class discussions the student is required to tell the class what current thinking has been in the radio press (and other media as they have access to them) for the previous week. The student has to find the stations which represent their particular region and monitor those transmissions for content. The students are to listen to as many stations in their region as they can on a regular basis. Each monitoring group chooses a geographical region from the following list:

- Eastern Europe
- Western Europe
- Africa
- Near and Middle East
- Asia (includes Indian subcontinent & USSR)
- North America (includes Mexico)
- Central America and the Caribbean
- South America
- The Pacific and Antarctica

STATION LOGGINGS

In addition to monitoring stations within each group's particular geographical region, I also encourage each student to listen to as many stations in as many countries as possible. A prize is given to the individual with the most stations logged. A prize is also given to the individual who logs the most distant station. To qualify for the 10 percent of the grade, the student must have a

minimum of 35 stations logged. A special Wingate College Monitoring Post monitoring form is used to log the stations. After these sheets are returned to the students, they can be mailed to the station as reception reports.

TERM PROJECT

The term project is a 5-10 page paper, as described in the "Requirements for the Class" in the syllabus. This paper is a summary statement of each student's experiences as a shortwave radio monitor during the semester. Also, the student is expected to act as an international relations analyst. To do this he or she must draw upon their knowledge of the events of the past semester as they recall them from previous research as well as their monitoring activities during the semester.

THE COMPETITION'

On the final night of class, every monitoring group competes in a stressful and extremely fun competition. Each group is ranked, based on the total number of stations logged for each individual in each group throughout the semester. (ie. Jane has 17 loggings, Paul has 40, and Jeanne has 75--the total for the group would be 132.) All groups are then "seeded" in order of group logging totals. (ie. Group One has 198 stations logged, Group Seven has 180, Group Three has 175, etc.)

Each group would then compete against another group in a round-robin tournament to see which group can log the most stations in a 15-minute period. If you have nine different groups, like I did, then you might give the top ranked group a "bye" in the first round. If there is a tie between the two groups at the end of the period, the total number of countries logged (rather than stations) is used to determine the winner.

There are four rounds, each involving a 15-minute contest, or until all groups except one are eliminated. Prizes are given to each member of the winning monitoring team. Those people will also be entered into the "DX Hall of Fame" so that other would-be DXers can stand in awe in future classes! Believe it or not I usually finish a complete tournament within the confines of a two-hour class period.

HOW CAN YOU GET INVOLVED?

I provide these excerpts from my course to give you some ideas in course development for your special courses you may teach. There are many opportunities to teach shortwave radio to an eager audience. Your local community college, radio clubs, civic groups, scout groups, as well as simply placing an ad in the paper for a special seminar are all ways that you can get in the shortwave education business as well. All it takes is a little 'boning up' on some of those topics you may not be familiar with.

There is one maxim of education that I have found to be absolutely true--**YOU DON'T TRULY LEARN A SUBJECT UNTIL YOU HAVE TO TEACH IT!** So don't let the "I don't know enough..." idea get in your way.

So far in this article I have been concentrating on shortwave as a teaching tool on the collegiate level. You probably are not a college professor. How can radio be used in primary and secondary schools? Miles Mustoe has written an excellent workbook for using shortwave in the primary school classroom. Not only does he explain the process of shortwave broadcasting, but he provides almost 50 different exercises which are appropriate for elementary and junior high school students. If you are a teacher, or if you are thinking about conducting a seminar on the subject, get Miles' book.

What if you are a high school teacher? Are there any resources out there for you? I haven't been able to find any specifically targeted at the high school audience, but there are a few applications that I have either done for local high schools or could do if I were asked. First, if you are a foreign language teacher, there is probably a shortwave station broadcasting in your language. Make a tape recording of an interesting program in the language and then get your students to attempt to translate it. You will probably have to give them quite a bit of help, but many language teachers have found that a radio broadcast provides more student motivation than a packaged educational tape. Record music in your language and have the student try and translate the song.

Probably the most common educational use of SW in the classroom is in foreign language laboratories both on the high school and college levels. In fact, some national governments mandate that

advanced language students be able to understand SW broadcast reports. The Chinese Government is one such entity. Professor Seyfer writes,

"Many people are somewhat surprised to learn that in some respects the PRC encourages students to listen to the VOA and the BBC...the Advanced English Teaching Syllabus, published in 1990 by the State Education Committee in part, reads:

[Upon graduation, university] students are able to understand journalists on-the-spot reports concerning political, economic, cultural, educational, scientific, and technological affairs in VOA's and BBC's broadcast programsThey are able to discuss or understand short TV programs on current affairs with topics similar to those mentioned above....The teacher should guide the students...to use correct points of view to comment on the work's ideological contents...

"With this directive I [Seyfer] have been encouraged by the department to record English language programs for use by other teachers in listening comprehension classes. So far these recorded programs have been taken from the Christian Science Monitor, VOA, BBC, and Radio Australia."

Why can't the United States Government, or State educational authorities provide similar guidelines for American students? I know as a student I would have very much appreciated being able to really understand and converse in French, rather than simply fumbling through menus at fancy French restaurants (as my 3 years of high school French left me!). Perhaps we can all press for incorporating SW in high school and university curricula.

If you are an English teacher, you have at your fingertips a wealth of dramatic productions which only need a cassette player to bring them to life. Even here at Wingate I recorded a "Tour of Stratford" for one of the English professors. He used it in his Shakespeare class with great effect. The BBC Worldservice regularly produces its "Play of the Week" which could be used.

If you are a science teacher, it is important for you to keep up with developments in the field of science and technology. What better way than to listen to that type of show on almost every international broadcast station. Despite the demise of the Radio Canada International program "Innovation Canada", there are dozens of science and technology programs each week.

The implications of shortwave radio for history and geography teachers are apparent. Simply playing radio programs from foreign lands is a very good way to make those distant cultures come alive in your classroom. Don't just lecture on the Middle East, play them some music from radio stations in the region. Let your students hear how people talk, live, eat, sleep, and go to school in other countries.

And if you are a music teacher, you should become a regular listener to Radio Bras (Brazil) and Radio Havana (Cuba). Their jazz shows are second to none. Classical, country, native, vocal, instrumental--all musical types are represented on the shortwave bands.

Many educational institutions have qualms about using broadcast material without gaining written approval from the source. Of the representatives of international broadcasters I have spoken to on this subject, none of them has stated any objection to using their broadcast material for educational purposes. In fact, many broadcasters fully intend their material to be used in a classroom setting. We have all heard the painfully slow VOA broadcasts in "Special English". This is just one example. Broadcasters really don't care if you tape their shows, their main goal is to gain as wide an audience as possible. You are helping them do that by playing them in your classes.

What if you are not a professional educator? Most people fit this category. It is important to keep in mind that you teach people every day. Teaching skills are not learned in books in universities, they are learned and honed through experience. How many people have you ever excitedly told about your latest DX catch, or that juicy bit of information you heard on the Beeb last night? You were teaching. How many of you ever tried to get your son or daughter (or "better half" for that matter) interested in shortwave listening? You were teaching. There are many opportunities out there for people to spread the word about SW radio. Let me outline a few for you.

Most opportunities you will have will be "one-shot deals". A 45 minute demonstration at your child's

school of "what I like to do in my spare time" type stuff. Make the most of these opportunities. Let's face it, most people have never even heard a SW broadcast. ANYTHING you tell them, no matter how basic, will be new to them. What's even more important, you are EXCITED about your topic. As a speech teacher I often tell my classes, "There are no boring topics only boring TREATMENTS of those topics!" Your excitement will make your audience want to know more! Go ahead, be a resource person.

Other examples of these one-shot deals are speaking to various civic or church groups, working with the local Scout Troop in helping the boys and girls get their "Communications" merit badge, your local Parks and Recreation Department often will offer "Saturday morning college" where a one or two hour presentation would be appropriate, and many more. Don't stop there! Try offering a course at your local VO-TECH or community college in SW radio. Conduct a class in the nearest Elderhostel program. Offer your services to schools (both high school and university) as someone who would be willing to speak to groups on campus in their student development lecture series. It is important to remember that volunteers are always welcome. Anyone who has ever tried to set up a meeting knows the difficulty in getting speaker!

Perhaps we are focusing too much on the "formal" definition of education. The oldest form of education is that of the mentor and student. Go down to your local Radio Shack or electronics store and give them your name as a "local radio expert", a person to whom they can send customers with questions about the big bad world of SW radio. Volunteer to assemble a display case in your local town hall or high school on SW radio. The important thing is to make yourself visible to as many people as possible. You will find that your "students" will come to you. Granted this may be a bit of a bother, but just remember how you felt when that that old "Elmer" told you the secrets of the radio universe!

OTHER APPROACHES TO SHORTWAVE IN THE CLASSROOM

While my first attempt at teaching international broadcasting was a fairly simple one, there are other ways of teaching international broadcasting on a more advanced level. I have also taught a course in Comparative Media Systems in which I used shortwave as a "lab" to illustrate the different types of broadcasting systems which can be found in different nations.

I have also used shortwave radio in my Intercultural Communication classes when I talk about 'national cultures' and how they differ. In this case I let the class listen to about 15 minutes of a Radio Moscow broadcast and have each student list everything that sounds strange or unusual to them. We then go over these in class and try to see how United States culture differs from Soviet culture.

Several other universities use shortwave in their courses. Professor John Buckley, a teacher of Speech Communication at the University of Tennessee, uses shortwave broadcast content as examples of propaganda in his Theories of Persuasion courses. Dr. Donald Browne, professor and chairman of the Department of Speech Communication at the University of Minnesota, teaches three different courses in international broadcasting. His courses include, 'International Broadcasting', 'Comparative Broadcast Systems', and 'Broadcasting and National Development'. From his latest syllabi, Browne's courses look quite rigorous but quite interesting as well. There are other courses which explore the world of shortwave radio I am sure, but these are the ones of which I have personal knowledge.

The question will no doubt already be ringing in your head, "This is great that you have radios in your class, but I don't have access to them for my classes". No problem! Both Professors Buckley and Browne use audio tapes of broadcasts for their class listening projects. In fact, in Browne's International Broadcasting class he requires his students to complete a listening exercise. His students use a tape of a VOA broadcast and a Radio Moscow broadcast to compare the two broadcasters in the areas of program production and broadcast content. His students then write a paper comparing and contrasting the two broadcast styles. So, you don't need a radio for everyone in your class. Your receiver at home and a tape recorder will do!

Don Moore, who in addition to writing for Monitoring Times and NASWA teaches English as a Second Language at Ferris State University in Michigan, uses audio tapes extensively in his classes. He writes,

"An option for those using tapes would be to put them in the school's cassette language lab. I direct the lab here at Ferris State which is used by International students studying English and Americans studying foreign languages. Adding tapes....of non-dated general SW programs to be used

[could be used every semester]...I bring in tapes of English language broadcasts from my students' countries (when possible). This way my students can practice their listening skills on something that has real life meaning to them (or at least something that will teach them about a classmate's country). This works best with more advanced learners."

IN CONCLUSION

The best thing about using shortwave radio as a teaching tool? Why, its all free for the taking! With a minimal investment in a portable receiver and a tape recorder, you can unlock student minds and fire their imagination. Okay, at least you can entertain them! Shortwave as a teaching tool is an underused resource at all levels of education. As those of you who grew up during the 'Golden Age of Radio' already know, radio causes you to look at things in different ways. Perhaps students need to rediscover imagination--something television tends to deny them.

It is important for Proceedings readers to get involved with SW and education. Don't deny yourself the joy of seeing radio make a difference in someone's life. After teaching shortwave for only two years, I know that it does expand boundaries and bring people of different countries and regions closer together. It has probably even done me some good too!

RESOURCES FOR TEACHERS

The following sources are useful in using shortwave as a teaching tool.

- Browne, Donald R. International Radio Broadcasting: Limits of the Limitless Medium, 1982 Praeger Publishers.
- Helms, Harry. Shortwave Listening Guidebook, 1990 HighText Publications, 7128 Miramar #15, San Diego, Ca., 92121 (\$16.95 +3.00 shipping).
- Magne, Larry. Passport to World Band Radio, (annual) International Broadcasting Services, Ltd. Monitoring Times, (monthly), Grove Enterprises, P.O. Box 98, Brasstown, NC 28902, USA.
- Mustoe, Miles. Shortwave Goes to School, 1989, Tiare Publications, P.O. Box 493, Lake Geneva, WI, 53147.
- Ontario DX, (monthly), Ontario DX Assoc., P.O. Box 161, Station A, Willowdale, Ont. M2N 5S8, Canada.
- Popular Communications, 76 N. Broadway, Hicksville, NY 11801.
- Short Wave Magazine, (monthly), PW Publications, Enefco House, The Quay, Poole, Dorset BH15 1PP, England.
- SPEEDX, (monthly), P.O. Box 196, DuBois, PA. 15801-0196.
- The Journal, (monthly), published by the North American Shortwave Association, 45 Wildflower Rd., Levittown, PA., 19057.
- World Radio and Television Handbook, (annual) Billboard Publications.

If you have access to a VCR when you are teaching, you might want to consider writing the various SW broadcasting stations to see if they have tapes you can show. I have had good success with Radio Japan, VOA, Radio Nederland, Radio Australia, and many others. Always remember to provide them with the video display format which is appropriate to your country. The different formats are NTSC (North America, Central America, and Japan), SECAM (used in most of the ex-French colonial countries as well as France itself), and PAL (used in Great Britain, most of Europe, and most of the ex-British colonial nations). For specifics, consult your local WRTH.

In addition, as a teacher you can get the BBC Worldservice monthly publication London Calling for free. Simply write the BBC on your school's letterhead requesting a subscription. Of course, by writing stations you will get more information than you could ever use for your classes.

On the next two pages I provide a full-sized copy of the monitoring report sheet which we use here at Wingate. Feel free to copy it and use it. You will probably want to replace the Wingate College Radio Monitoring masthead with your own, but I'll leave that to you.

I am very interested in hearing from any reader with comments, experiences, and additional information as to sources of information and programs which currently use SW in the classroom. You may contact me either at Box 2519 Wingate College, Wingate, North Carolina 28174, USA, or P.O. Box 3091, Wingate, NC 28174 USA. I'm looking forward to hearing from you.

