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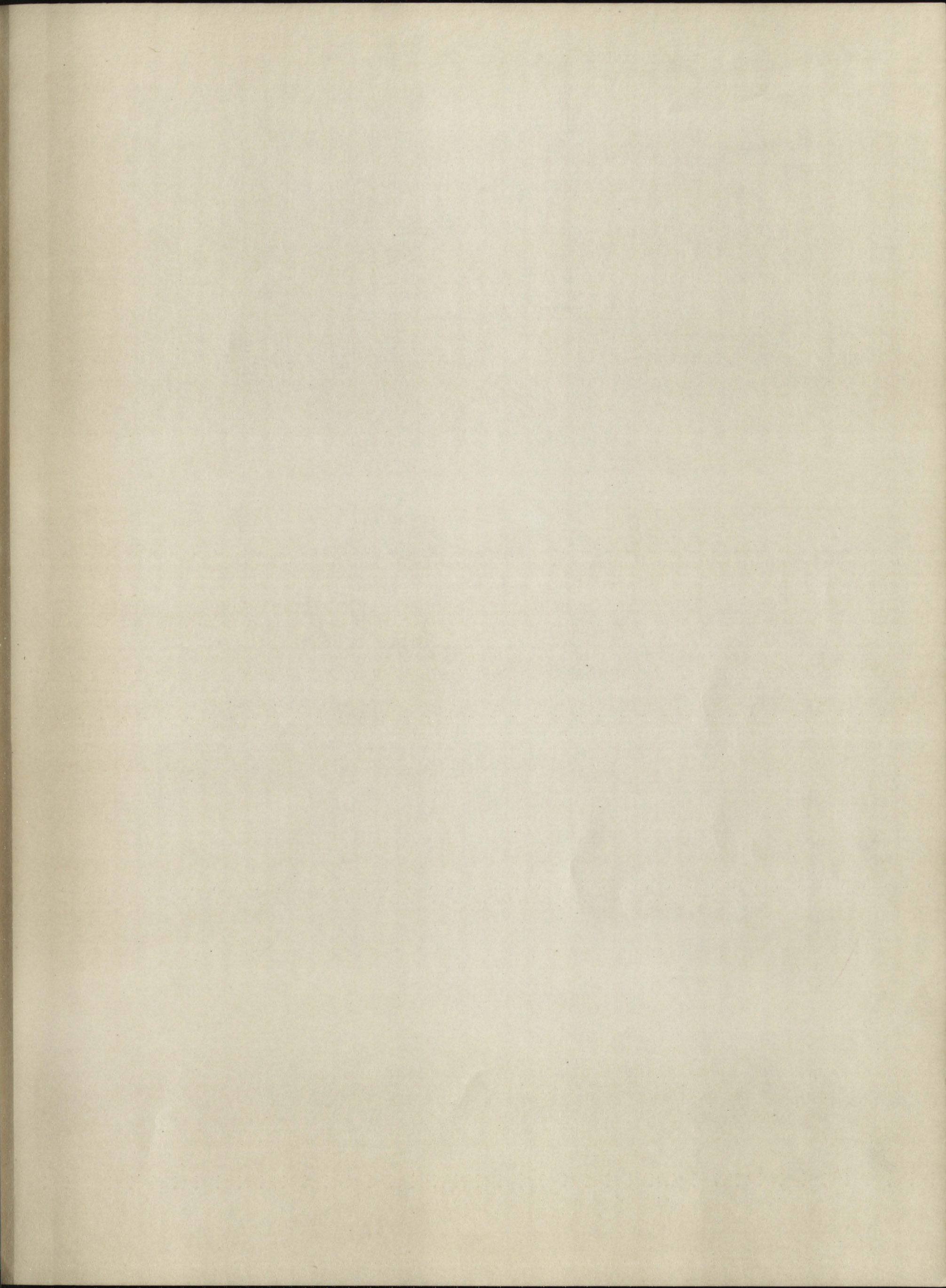
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THE STATUS AND ADMINISTRATION OF AUDIO-VISUAL AIDS
IN THE PUBLIC SCHOOLS OF NEW MEXICO



By

Everett Miller

A Thesis

Presented in Partial Fulfillment of the
Requirements for the Degree of
Master of Arts in Education

University of New Mexico

1950

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A Thesis

Presented in partial fulfillment of the

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Master of Arts in the

University of New Mexico

1955

This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

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DEAN

DATE

May 25, 1950

THE STATUS AND ADMINISTRATION OF AUDIO-VISUAL AIDS
IN THE PUBLIC SCHOOLS OF NEW MEXICO

By

Everett Miller

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May 22, 1920

DATE

THE STATUS AND ADMINISTRATION OF AGRICULTURE
IN THE PUBLIC SCHOOLS OF NEW MEXICO

Submitted in partial fulfillment of the requirements for the degree of

Thesis Committee

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1. Instructor's Formulation, 1910-1911
2. Teacher's Order Blank, 1910-1911
3. Master Chart for Radio-Active Material, 1910-1911
4. Weekly Schedule for Radio-Active Material, 1910-1911

CHAPTER I

INTRODUCTION

The administration of the audio-visual program in a public school system, like any other phase of administration, is worth while only as long as it accomplishes its particular goal. The aims, the methods of procedure, and the administrative officers often change, but these are unimportant so long as the final goal is achieved. School administration has changed rapidly during the past hundred years, and perhaps during the next century even greater administrative changes will occur.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study (1) to survey the administration of the audio-visual programs in the public schools of New Mexico and (2) to show either the equality or inequality of this type of education in different school districts of the state.

Delimitation of the problem. Since another study made less than one year ago is devoted to the administration of audio-visual education in the Albuquerque Public Schools, the present study is not concerned with the administration of audio-visual aids in that particular system. The present study is, however, devoted to such

administration in the rest of the schools of the state of New Mexico.

Importance of the problem. Any method of helping to alleviate the inefficiency in teaching should be welcomed by all educators. All authorities of audio-visual education agree that an audio-visual program facilitates learning and that such a program requires administration. To us in New Mexico such a study is of particular interest because the state and its educational development are comparatively new. As the schools of the state progress, the experiences of others can be of special interest. Since New Mexico is not a wealthy state, the prudent use of resources should be carried out in the interests of economy. Typographically New Mexico has many mountains and deserts, both often of little productive value. Since finance is a problem, a good audio-visual program for the schools would go a long way toward promoting the total efficiency in education.

II. DEFINITIONS

Audio-visual aids. Audio-visual aids in the broadest sense include all aids through which a person learns by means of the auditory or the visual senses.

School. A school as used in this study means a building, a portion of a building, or a group of buildings and the accompanying ground in or on which pupils of a

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administration in the field of the state of
New Mexico.

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a wealthy state, the present state of resources
carried out in the interest of education.
New Mexico has many mountains and valleys, and
little productive value. Since the state is
good audio-visual material for the schools
way toward promoting the development of the state.

II. DEFINITION

Audio-visual aids. Audio-visual aids in the classroom
include all aids through which a person learns by
means of the auditory or the visual senses.
School. A school is said to be a school when a
building, a portion of a building, or a group of buildings
and the accompanying personnel are organized for the purpose of

definite school-type level are taught. School-type level means element ~~ar~~, junior high, senior high, or high school. According to this definition, only one high school can be on a single plot of ground. The same plot or the same buildings, however, may be used as another school for elementary and/or junior high, and senior high school. Usually, however, where more than one school is located on the same plot of ground, the school-level types are elementary, junior high, and senior high school, or elementary and high school.

Elementary, junior high, senior high, and high school.

Elementary, junior high, senior, and high school are interpreted as they are in the districts from which the questionnaires were returned.

III. SOURCES OF THE DATA

The data used in the compilation of this study were in the main taken from questionnaires submitted to 111 superintendents of all types of school districts in New Mexico. Of the 111 questionnaires submitted, sixty-six were returned. The percentage of return was 59.45.

Since the information in this study does not include data from approximately 40 per cent of the superintendents of the state, the resulting conclusions are not based on a complete picture. It is felt, however, that the data present a good indication of the status of audio-visual programs

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III. SOURCES OF THE DATA

The data used in the compilation of this study were in the main taken from questionnaires submitted for the independence of all types of school districts in the state. Of the 111 questionnaires submitted, 81% were returned. The percentage of return was 59.4%. Since the information in this study does not include data from approximately 40 per cent of the questionnaires of the state, the resulting conclusions are not based on a complete picture. It is felt, however, that the data present a good indication of the status of school districts in the state.

in the state as a whole.

Of the twenty-one largest New Mexico urban centers of more than 2,500 population as listed by the United States Federal Census of 1940, fifteen are included in the data. Therefore, the larger number of superintendents reporting are in rural areas.

Other information was secured from a personal letter from Mr. Paul W. Masters, Director of the Free Textbook Division, Department of Education, State of New Mexico, Santa Fe. This letter was in reply to a written request sent by the investigator to Mr. Charles L. Rose, Superintendent of Public Instruction, State of New Mexico, for information concerning an audio-visual program at the state level.

IV. METHODS OF PROCEDURE

The data from the questionnaires were tabulated according to personnel, equipment, supplies, money budgeted, and techniques. Attempts were made to compare the data with standards of audio-visual programs as set up by authorities. From an analysis of these comparisons, conclusions were drawn.

V. REVIEW OF RELATED SURVEYS

Much has been written in regard to audio-visual aids and procedures during the past quarter century. A

in the state as a whole.

Of the twenty-one largest cities in the state of more than 2,500 population as listed by the Federal Census of 1940, fifteen are located in the state. Therefore, the larger number of the state's population are in rural areas.

Other information was secured from Mr. Paul W. Masters, Director of the State Division, Department of Education, Santa Fe. This letter was in reply to a letter sent by the investigator to Mr. Charles L. Cook, Assistant of Public Instruction, State of New Mexico, for information concerning an audio-visual program of the state level.

IV. REVIEW OF THE DATA

The data from the questionnaires were tabulated according to personnel, equipment, facilities, and techniques. Attempts were made to correlate the standards of audio-visual programs set up by authorities from an analysis of these data, findings, conclusions were drawn.

V. REVIEW OF THE DATA

Much has been written in regard to the audio-visual aids and procedures during the past few years.

smaller amount has been written about the administration of audio-visual programs throughout the United States. An even smaller amount has been written about audio-visual programs in New Mexico. A brief summary of the more pertinent studies concerned with this phase of school administration in the state will be described.

General state educational survey.¹ An educational survey of the public school system of the state of New Mexico was ordered by the state legislature in 1947. The report which was published the following year was devoted to all phases of public education in the state. One section, however, concerned audio-visual aids.

At the time the survey staff investigated, only twenty-two motion picture projectors were found in the schools. Other types of audio-visual aids in the public schools of New Mexico were also lacking in quantity.

The recommendations by the Survey Board reminded the people of the state that certain items of audio-visual aids were especially needed in the schools in more abundance. These included models, exhibits, real objects, plays, field trips, opaque projectors, film strips, posters, motion pictures, and recordings.

¹ Public Education in New Mexico. A Report of the New Mexico Educational Survey Board, Division of Surveys and Field Services, George Peabody College for Teachers (Nashville, Tennessee, 1948), pp. 142-43.

smaller amount has been written about the audio-visual
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programs in New Mexico. A brief survey of the audio-visual
present studies concerned with this phase of school educa-
tion in the state will be presented.

General state educational survey

Survey of the public school system of the state of New Mexico
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schools of New Mexico were also found in quantities.
The recommendations by the survey board recommended
the people of the state that attention be given to audio-visual
aids were especially needed in the schools in some cases.
These included models, exhibits, real objects,
plays, film strips, picture projections, etc. etc. etc.
here, motion pictures, and news-reels.

¹ Public Education in New Mexico, a report of the
New Mexico Educational Survey, Division of Public
and Field Services, George Foster Jellison for Director
(Albuquerque, 1915, no. 1214).

One type of audio-visual administration found in the state, but which was recommended for even greater use, was the materials bureau. Books, exhibits, posters, pictures, films, film strips, recordings, and other learning equipment were collected and organized at the materials bureaus. All the materials were listed in a catalogue from which the teachers could order. Deliveries and pickups are made at regular intervals.

More motion pictures should be shown, the Report continues, but they should be used as a mere part of the learning process. They ought not to be considered alone as a lesson taught, nor ought they be for the entertainment of both teachers and pupils.

Intensive instruction and guidance to teachers in the use of films in the learning process is needed. The Report does not mention more teacher training in the use of other types of audio-visual materials, but other sources indicate that this phase of teacher education would be beneficial to most teachers.

The study of an audio-visual program. Davies,² who directs the audio-visual program at the Albuquerque High

²W. P. Davies, "The Study of an Audio-Visual Program," (unpublished paper, The University of Wisconsin, Madison, 1943), 50 pp.

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W. F. Davies, "The study of an audio-visual program," (unpublished paper, The University of Wisconsin, Madison, 1943), 50 pp.

School, and Shannon,³ who will receive her Master's degree at the University of New Mexico in 1950, both made studies of the audio-visual program in the Albuquerque Public Schools. These studies were made in 1943 and 1949. Shannon's survey was concerned mostly with the administrative phase of the program. While it presents valuable material for the local school system, it naturally does not concern itself with the program for the rest of the state.

VI. ORGANIZATION OF THE REMAINDER OF THE STUDY

The remainder of this study is arranged in the following manner: Chapter II is a study of the personnel concerned with the audio-visual programs in the public schools of the state; Chapter III deals with finance, equipment, and supplies; Chapter IV describes administrative practices; and Chapter V presents the summary, conclusions, and recommendations.

³ Anne E. Shannon, "A Survey of the Administration of the Audio-Visual Program in the Albuquerque Public Schools," (unpublished Master's thesis, The University of New Mexico, Albuquerque, 1950), 71 pp.

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3
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CHAPTER II

PERSONNEL AND SCHOOLS INCLUDED IN THE INVESTIGATION

I. EMPLOYEES, SCHOOLS, AND PUPILS

As already stated, the number of superintendents included in the study is sixty-six. The duties and responsibilities of superintendents in New Mexico vary widely. Sometimes only one or two buildings with a small number of pupils are all that are included under the jurisdiction of the superintendent. In other cases, a superintendent may have control of many buildings and hundreds of pupils. Since general administration includes the administration of audio-visual programs, a separate director for this phase is in evidence in some of the better schools of the state.

In the sixty-six school districts of New Mexico from which questionnaires were received, 2,604 teachers are teaching 61,885 pupils in 442 schools. Of these schools, sixty-nine are either senior high schools, four-year high schools, or six-year high schools. Twenty-four are considered junior high schools, and 349 are elementary schools.

Enrolled in the senior high schools, four year high schools, and six-year high schools are 10,540 pupils, while 7,104 are attending junior high schools. As might be expected from the total number of schools at the elementary level, more pupils are enrolled here than in the other types

PERSONNEL AND SCHOOL INTEREST IN THE INVESTIGATION

I. EMPLOYERS, SCHOOLS, AND PUPILS

As already stated, the number of superintendents included in the study is sixty-six. The figures are somewhat different of superintendents in New Mexico than in other states. Sometimes only one or two principals and a small number of pupils are all that are included under the jurisdiction of the superintendent. In other cases, a superintendent may have control of many principals and hundreds of pupils. Since general administration includes the administration of audio-visual programs, a separate chapter for this phase is in evidence in some of the better schools of the state. In the sixty-six school districts of New Mexico from which questionnaires were received, 3,125 teachers are teaching 61,885 pupils in 1,112 schools. Of these schools, sixty-nine are either senior high schools, four-year high schools, or six-year high schools. Twenty-four are considered junior high schools, and 359 are elementary schools. Enrolled in the senior high schools, four-year high schools, and six-year high schools are 13,200 pupils, while 7,104 are attending junior high schools. It might be expected from the total number of schools in the elementary level, more pupils are enrolled here than in the other types

combined. In the elementary schools 44,241 pupils are being taught. These data are contained in Table I.

II. AUDIO-VISUAL PERSONNEL

Although the 61,885 pupils have 2,604 teachers and sixty-six superintendents to help them in the educative process, only fifteen special directors for audio-visual aids were reported. Of these fifteen, not one devotes all his time to the audio-visual program.

Only one of the fifteen directs the program for as much as one half of the time. In another system one director devotes one-third of his time. In four systems the four directors spend approximately one-fourth of their duty hours with the audio-visual program. All the rest of the fifteen spend even less of their time as director.

Apparently the assistants do much more work than the directors. For example, five full-time clerical assistants and two full-time messengers are employed. This seems inconsistent with the fact that no money was appropriated for audio-visual employees. It may be, however, that such help was listed merely as clerical in the budgets. Part-time personnel engaged in clerical, mechanical, and messenger service include teachers, office secretaries, janitors, and even a minister. The largest group of part-time employees are pupils.

combined. In the classroom, the students are being taught. These are the students in the class.

II. AUDIO-VISUAL PROGRAM

Although the 1955 report has 1,000 teachers and sixty-six superintendents to help them in the audio-visual program, only fifteen special directors for audio-visual aids were reported. Of these fifteen, not one devoted all his time to the audio-visual program.

Only one of the fifteen directors of the program for as much as one half of the time. In some cases the directors devote one-third of the time. In some cases the directors spend approximately one-third of their time in hours with the audio-visual program. All the rest of the fifteen spend even less of their time as directors.

Apparently the assignment of a full-time director for the directors. For example, the full-time director assigned and two full-time assistants are assigned. This seems inconsistent with the fact that in many cases the audio-visual employees. It may be, however, that such help was listed merely as clerical in the report. Part-time personnel engaged in clerical, maintenance, and messenger service include teachers, office assistants, janitors, and even a minister. The largest group of audio-visual employees are pupils.

TABLE I
*
EMPLOYEES, SCHOOLS, AND PUPILS
REPORTED BY SUPERINTENDENTS

	Number reported	Number reported	Pupils enrolled
Superintendents	66		
Teachers	2,604		
Senior, four-year, and six-year high schools		69	10,540
Junior high schools		24	7,104
Elementary schools		349	44,241
Totals	2,670	442	61,885

* See definition of school as used in this study.

TABLE I
EMPLOYEES, SCHOOLS, AND TEACHERS
REPORTED BY DISTRICTS

Number reported		Number reported	
Teachers		Superintendents	
Senior, four-year and six-year high schools		Junior high schools	
Elementary schools		Totals	
10,240	83	10,240	83
8,100	24	8,100	24
4,241	24	4,241	24
21,581	131	21,581	131

See definition of school as used in this report.

Tables II and III tabulate the information about the personnel employed in the audio-visual programs.

Table IV shows the responsibility for the selection, collection, and classification of audio-visual materials, for providing information to teachers, and for the preparation of handbooks or other descriptive materials.

In a few cases the director is responsible for the collection and classification of audio-visual materials, providing information to teachers about rental materials, preparing a handbook or other descriptive materials which explain the use and availability of equipment or other audio-visual aids. No director was reported as being responsible alone for the selection of the aids.

The superintendent in more cases than any other person is primarily responsible for the selection of equipment and supplies. Also to him goes the responsibility in varying degrees for the collection and classification of supplies and equipment, for the providing of information to teachers about rental materials, and for the preparation of a handbook or other descriptive materials about the use and availability of supplies and equipment.

Other persons who perform the same duties in other school systems are the principal, the supervisor, the classroom teacher, the librarian, and the office secretary. In most cases, however, a democratic, cooperative combination

Table II and III show the results of the survey.

Personnel employed in the radio-visual system.

Table IV shows the responsibilities for the collection,

collection, and classification of radio-visual materials.

For providing information to teachers, and for the preparation

tion of handbooks or other descriptive materials.

In a few cases the radio-visual system is used for

collection and classification of audio-visual materials, providing

information to teachers about radio-visual materials, and

giving a handbook or other descriptive materials which explain

plain the use and availability of equipment or other audio-

visual aids. No direct use is reported as being responsible

alone for the collection of the aids.

The responsibility for the collection of the aids is

not as primarily responsible for the collection of equipment

and supplies. Also to the great responsibility in providing

ing devices for the collection and classification of supplies

and equipment, for the providing of information to the

about radio-visual materials, and for the preparation of a handbook

book or other descriptive materials about the use and availability

of equipment and supplies.

Other persons who perform the radio-visual system in other

school systems are the principal, the supervisor, the class-

room teacher, the librarian, and the radio assistant. In

most cases, however, the radio-visual system is used for

TABLE II
AUDIO-VISUAL PERSONNEL
REPORTED

Personnel	Full-time	Part-time (pupil)	Part-time (non-pupil)
Special director	0	0	15
Clerical assistants	5	8	2
Mechanical assistants	0	42	24
Messengers	2	15	13

TABLE II
AUDIO-VISUAL PERSONNEL
REPORTED

Personnel	Full-time	Part-time	Part-time (part-time)
Special Director	1	1	1
Clerical assistants	2	2	2
Mechanical assistants	1	1	1
Messengers	2	12	12

TABLE III
 PORTION OF TIME DEVOTED TO
 AUDIO-VISUAL PROGRAM
 BY DIRECTOR

Portion of time devoted to audio-visual program	Number of times reported
50%	1
33 1/3%	1
25%	4
20%	1
16 2/3%	1
12 1/2%	1
10%	2
1 period	1
1 period plus overtime	1
2 hours per week	1
"As needed"	1

TABLE III

PORTION OF TIME DEVOTED TO
AUDIO-VISUAL PROGRAM
BY DIRECTOR

Number of times reported	Portion of time devoted to audio-visual program
1	20%
1	33 1/3%
1	25%
1	20%
1	16 2/3%
1	25 1/2%
2	10%
1	1 period
1	1 period plus exercises
1	2 hours per week
1	"As needed"

TABLE IV

RESPONSIBILITY FOR SELECTION, COLLECTION, AND CLASSIFICATION
OF AUDIO-VISUAL MATERIALS; PROVISION OF INFORMATION TO
TEACHERS, AND PREPARATION OF HANDBOOKS OR OTHER
DESCRIPTIVE INFORMATION ABOUT AUDIO-VISUAL AIDS

Person responsible	Selection of audio-visual materials	Collection and classification of audio-vis- ual materials	Provision of information to teachers about rental materials	Preparation of handbook or other descriptive materials
Director	0	3	5	2
Superintendent	12	10	13	5
Principal	7	12	11	5
Supervisor	1	2	4	1
Classroom teachers	6	2	0	0
Librarian	0	2	0	0
Office secretary	0	1	1	0
Various combinations of personnel	32	20	19	10

TABLE IV

RESPONSIBILITY FOR SELECTION, COLLECTION, AND PRESERVATION OF AUDIO-VISUAL MATERIALS; REVIEW OF MATERIALS BY TEACHERS, AND PREPARATION OF MATERIALS FOR OTHER DESCRPTIVE INFORMATION ABOUT THE MATERIALS

Person responsible for selection of audio-visual materials and preparation of descriptive information about the materials			
Director	0	0	0
Supervising teacher	12	10	0
Principal	7	11	0
Supervisor	1	0	0
Classroom teachers	0	0	0
Librarian	0	0	0
Office secretary	0	1	0
Various combinations of personnel	33	20	10

of the personnel most concerned with the audio-visual program is responsible for the various duties.

Table V shows the various persons who have been reported as messengers for projectors and/or films. Sometimes the superintendent transports these items of equipment when they are used by more than one school. Others who perform as messengers are the supervisor, the teacher, the pupils, the minister, the janitor, the maintenance superintendent, and the truant officer. The principal, however, more often transports these items than any other person.

of the personnel most concerned with the traffic situation.

Table V shows the various persons who have been re-

ported as messengers for projects and/or items. Sometimes

the superintendent transports these items of equipment when

they are used by more than one school. Others who perform

as messengers are the supervisor, the teacher, the pupil,

the minister, the janitor, the maintenance superintendent,

and the transit officer. The principal, however, more often

transports these items than any other person.

TABLE V

PERSONS TRANSPORTING PROJECTOR AND FILM
WHEN USED BY MORE THAN ONE SCHOOL

Person	Number of times reported
Superintendent	3
Principal	11
Supervisor	5
Teacher	4
Minister	1
Janitor or maintenance superintendent	3
Truant officer	1
Pupil	2

TABLE V
PERSONS TRANSPORTING PASSENGERS AND LUGGAGE
WHEN USED BY MORE THAN ONE SCHOOL

Person	Number of times reported
Superintendent	3
Principal	11
Supervisor	2
Teacher	4
Minister	1
Janitor or maintenance superintendent	3
Tenant officer	1
Pupil	2

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CHAPTER III

FINANCE, EQUIPMENT, AND SUPPLIES

I. FINANCE

No money was reported by any of the sixty-six superintendents as being budgeted for audio-visual personnel in 1949-50. One might well guess that none has been in the past either. As already stated, perhaps the full-time employees connected with the audio-visual programs are listed in the budgets as clerical help.

For audio-visual equipment, however, eighteen superintendents reported a total of \$11,100 appropriated for the 1949-50 school year. This, as well as the amount appropriated for audio-visual supplies and a combination earmarked for both equipment and supplies is shown in Table VI.

Twenty-one superintendents reported that \$10,100 was appropriated for audio-visual supplies. As three superintendents did not separate audio-visual equipment and supplies in their budgets, these two items are reported together, totaling \$1,075.

These appropriations for audio-visual aids total \$22,275, which is spent for the benefit of 61,885 pupils. The same superintendents who reported appropriations for audio-visual equipment reported appropriations for audio-

CHAPTER III

FINANCE, EQUIPMENT, AND SUPPLIES

I. FINANCE

No money was reported by any of the twenty-one superintendents as being budgeted for audio-visual equipment in 1949-50. One might well guess that none has been in the past either. As already stated, however, the full-time employees connected with the audio-visual programs are listed in the budgets as clerical help.

For audio-visual equipment, however, figures in superintendents reported a total of \$11,100 appropriated for the 1949-50 school year. This, as well as the amount reported for audio-visual supplies and a combination of the two, are listed for both equipment and supplies as shown in Table VI.

Twenty-one superintendents reported that \$10,100 was appropriated for audio-visual supplies. As there were no separate audio-visual equipment and supplies in their budgets, these two items are reported together, totaling \$1,075.

These appropriations for audio-visual supplies total \$22,275, which is equivalent to the amount of \$1,835 per capita. The same superintendents who reported appropriations for audio-visual equipment reported appropriations for audio-

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TABLE VI
MONEY BUDGETED FOR AUDIO-VISUAL
EQUIPMENT AND SUPPLIES
IN 1949-50

Item	Number of superintendents reporting	Money appropriated
Equipment	18	\$ 11,100
Supplies	21	10,100
Equipment and supplies budgeted together	3	1,075
Total		\$ 22,275

TABLE VI

MONEY BUDGETED FOR AUDIO-VISUAL
EQUIPMENT AND SUPPLIES
IN 1946-50

Item	Number of units estimated	Money budgeted
Equipment	35	\$ 11,100
Supplies	21	10,100
Equipment and supplies budgeted together		21,200
Total		\$ 21,200

visual supplies. Three who reported supplies did not report equipment. Forty-two superintendents had no specific appropriation for audio-visual equipment and supplies.

Of course, this does not tell the complete story, even for the sixty-six superintendents. In some cases where no specific appropriations were made for audio-visual aids, certain items of equipment and supplies probably were purchased from funds other than those collected from taxation. In certain instances funds appropriated for general instructional purposes probably were used for audio-visual materials.

If the \$22,275 appropriated is divided among the 61,885 pupils enrolled in the sixty-six school districts, approximately thirty-six cents is available for audio-visual aids for each pupil. Money spent per pupil is not, however, always a valid test of audio-visual efficiency.

In addition to the inequality resulting from different appropriations, a greater variance is noted when it is taken into consideration that approximately two out of every three school districts from which replies were received did not have any specific audio-visual appropriations at all. Therefore the thirty-six cents per pupil average does not take into account all of the sixty-six school districts, only twenty-four had made the appropriation.

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chased from funds other than those collected from taxation.
In certain instances funds assigned for general insti-
tional purposes probably were used for audio-visual needs.
If the \$32,275 appropriated is divided among the
61,885 pupils enrolled in the fifty-six school districts,
approximately thirty-six cents is available for audio-visual
aids for each pupil. Money spent per pupil is not, however,
always a valid test of audio-visual activity.
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ent appropriations, a greater variance is noted when it is
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not have any specific audio-visual appropriations at all.
Therefore the thirty-six cents per pupil average does not
take into account part of the fifty-six school districts.
Only twenty-four had made the appropriation.

II. EQUIPMENT AND SUPPLIES

In the opinion of the sixty-six superintendents, only 16 per cent of the elementary schools and 18 per cent of the secondary schools were adequately supplied with wall or tripod maps. These data and those concerning graphs, permanent sets of posters for various occasions, cartoons, blackboards, classroom bulletin boards, flat or unprojected pictures, and natural objects for classroom museums are contained in Table VII.

Again, in the opinion of the superintendents, only 5 per cent of both elementary and secondary schools were adequately supplied with graphs. In like manner only 10 per cent of the elementary schools were adequately supplied with permanent sets of posters for various occasions and 7 per cent of the secondary schools.

Cartoons, used so effectively in the United States Armed Forces during World War II, were in the opinion of the superintendents supplied even to a less degree both in elementary and secondary schools. Blackboards are better supplied, but even here the superintendents believed that only approximately one-third of the elementary and secondary schools were adequate in this respect. According to the same opinions, only about one-fourth of the schools had enough classroom bulletin boards.

II. EQUIPMENT AND MATERIALS

In the opinion of the superintendent, only 10 per cent of the elementary schools and 15 per cent of the secondary schools were adequately supplied with maps or tripod maps. These data and those concerning permanent sets of posters for various purposes, blackboards, classroom bulletin boards, film or microfilm pictures, and natural objects for classroom use are contained in Table VII.

Again, in the opinion of the superintendent, only 5 per cent of both elementary and secondary schools were adequately supplied with graphs. In like manner, only 10 per cent of the elementary schools were adequately supplied with permanent sets of posters for various purposes and 15 per cent of the secondary schools.

Cartoons, used so effectively in the United States Armed Forces during World War II, were in the opinion of the superintendents supplied even to a lesser extent both in elementary and secondary schools. Blackboards and poster maps, but even here the superintendents believed that only approximately one-third of the elementary and secondary schools were adequate in this respect. According to the same opinions, only about one-fourth of the schools had enough classroom bulletin boards.

TABLE VII

PERCENTAGE OF SCHOOLS ADEQUATELY EQUIPPED WITH GRAPHIC
AIDS AND WITH NATURAL OBJECTS

Item	Elementary Schools	Secondary Schools
Wall or tripod maps	16	18
Graphs	5	5
Permanent sets of posters for various occasions	10	7
Cartoons	3	5
Blackboards	37	35
Classroom bulletin boards	22	21
Flat or unprojected pictures	11	6
Natural objects for classroom museums	3	4

TABLE VII

PERCENTAGE OF SCHOOLS ADEQUATELY EQUIPPED WITH GRAPHIC AIDS AND WITH NATURAL OBJECTS

Item	Elementary Schools	Secondary Schools
Wall or tripod maps	16	12
Graphs	5	5
Permanent sets of posters for various occasions	10	7
Cartoons	3	5
Blackboards	37	33
Glassroom bulletin boards	23	21
Flat or unprojected pictures	11	6
Natural objects for classroom museum	2	5

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Flat or unprojected pictures drop even lower than bulletin boards, for the table shows that the superintendents believed that only an extremely small percentage of the schools had enough of these items.

The superintendents agreed with the Peabody Report made in 1948 about the need for natural objects for classroom museums. According to the estimates of the superintendents, only about three out of every hundred elementary schools and only about four out of every hundred secondary schools had enough natural objects.

Table VIII lists specific numbers of certain items of equipment owned by schools. From the sixty-six questionnaires, 148 slide or film strip projectors were reported. Other articles of equipment owned are opaque projectors, 42; silent movie projectors, 17; sound movie projectors, 123; educational films, 165; projector slides, 2,364; and film strips, 3,278.

The increase from the twenty-two movie projectors found by the Peabody staff two years ago to the number shown in the present investigation is an excellent increase.

Table IX shows the usage of inter-communication systems, radios, and phonographs. Thirty inter-communication systems are being used with radios. Radios exclusive of those used with intercommunication systems

Flat or unprojected pictures show even lower than Bulletin boards, for the table shows that the superintendents believed that only an extremely small percentage of the schools had enough of these items.

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Table VII lists specific numbers of certain items of equipment owned by schools. From the sixty-six thousand, 148 slides or film strip projectors were reported. Other articles of equipment owned are: projectors, 42; silent movie projectors, 17; sound movie projectors, 123; educational films, 165; projector slides, 2,364; and film strips, 3,278.

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Table IX shows the use of intercommunication systems, radios, and phonographs. Thirty intercommunication systems are being used with radios. Radios are exclusive of those used with intercommunication systems.

TABLE VIII
PROJECTION EQUIPMENT AND SUPPLIES
OWNED BY SCHOOLS

Item of equipment	Number owned
Slide or film strip projectors	148
Opaque projectors	42
Silent movie projectors	17
Sound movie projectors	123
Educational films	165
Projector slides	2,364
Film strips	3,278

TABLE VIII

PROJECTION EQUIPMENT AND SUPPLIES
OWNED BY SCHOOLS

Item of equipment	Number owned
Film strips	2,273
Projector slides	2,334
Educational films	162
Sound movie projectors	13
Silent movie projectors	17
Opaque projectors	46
Slide or film strip projectors	148

TABLE IX
SCHOOL USE OF SOUND TRANSMISSION EQUIPMENT

Item	Number reported
Inter-communication systems used with radios	30
Radios exclusive of those used with inter-communication systems	349
Phonographs	357
Television sets	0

TABLE IX
SCHOOL USE OF AUDIO TRANSMISSION EQUIPMENT

Item	Number reported
Inter-communication systems used with radios	30
Radios exclusive of those used with inter-communication systems	343
Phonographs	327
Television sets	6

number 349. Phonographs in use are 357. No television sets were reported by the sixty-six superintendents.

Table X summarizes the reports concerning field trips, excursions, or tours. Only nine senior high schools reported that such trips or excursions are conducted frequently, but no report was made of any school which said that this type of audio-visual technique was never used. At the junior high school level, five schools conduct field trips, excursions, or tours frequently. At this level, however, one school reported that such method of instruction is never employed. Thirteen of the elementary schools frequently use tours or excursions. Forty-five reported that they do sometimes.

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number 349. Phonographs in use are 25. No television sets were reported by the fifty-six schools. Table X summarizes the reports concerning trips, excursions, or tours. Only nine senior high schools reported that such trips or excursions are conducted frequently, but no report was made of any school which did not report that this type of audio-visual instruction was never used. At the junior high school level, five schools reported field trips, excursions, or tours frequently. At the level, however, one school reported that such activity is never employed. Instruction is never employed. Thirteen of the fifty-six schools frequently use tours or excursions. Forty-five reported that they do sometimes.

COLLEGE CONTENT

TABLE X
USE OF FIELD TRIPS, EXCURSIONS, OR TOURS

Type of school	Reported as conducted frequently	Reported as conducted sometimes	Reported as conducted never
Senior high school	9	45	0
Junior high school	5	28	1
Elementary schools	13	45	0

TABLE X
USE OF FILM IN THE INVESTIGATION OF TOURS

Type of school	Reported as conducted frequently	Reported as conducted occasionally	Reported as conducted never
Senior high school	2	42	0
Junior high school	3	28	1
Elementary schools	13	43	0

CAUTION: CONTENT MAY BE SENSITIVE

CHAPTER IV

ADMINISTRATIVE PRACTICES

Perhaps due to the relative newness of audio-visual education and the sparseness of population in the state, the administration of audio visual programs in the schools of New Mexico has not been very complex. There has been no audio-visual program on the state level. About four years ago Mr. Charles L. Rose, Superintendent of Public Instruction, asked a committee to plan for the establishment of an Audio-Visual Aids Division within the State Department of Education.

This committee was also to recommend a program which would make films and other audio-visual aids available to the schools of the state. Several meetings were held and some recommendations were made. A few of the recommendations have been initiated. A limited number of phonograph records and film strips have been approved by the State Board of Education and placed on the free textbook list. These aids may be requisitioned through the Free Textbook Division.

An attempt was made to set aside a portion of the textbook money for the purchase of sixteen-millimeter films which would be deposited in branch libraries and loaned free of charge to any school in the state.

ADMINISTRATIVE REPORT

Perhaps due to the relative lack of audio-visual education and the emphasis on reading in the state, the administration of audio-visual materials in the schools of New Mexico has not been very complete. There has been no audio-visual program on the state level. About five years ago Mr. Charles L. Rose, Superintendent of Public Instruction, asked a committee to plan for the establishment of an Audio-Visual Aids Division within the State Department of Education.

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An attempt was made to set up a position of Audio-Visual Aids Specialist for the purpose of increasing the use of audio-visual materials in the schools. This position was not created and no funds were allocated for its establishment. It is hoped that in the future there will be a change in the state.

A rather heavy textbook adoption was carried on in 1949. Moreover, school enrollments rose about 10 per cent. Many administrators objected to the program, saying that the state could not afford to spend any of the textbook money at that time for audio-visual materials. The State Board of Education, when informed of these views, immediately postponed the purchase of the motion picture films.

The State Department of Education does not anticipate any increase in textbook costs this year, and very few new textbooks will be adopted. Therefore, the Department hopes that it will be possible to carry out the original plans and buy the motion picture films.⁴ In the meantime, however, a new curriculum or course of study is being prepared for the elementary schools of the state. Increased emphasis on the use of audio-visual aids is being incorporated in the new course of study.

At the local level, a portion of the sixty-six superintendents reported that in forty-two school systems audio-visual materials were stored in a central location for later distribution. On the other hand, only nine school

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This information about the state-level program is from a personal letter to the investigator from Mr. Paul W. Masters, Director, Free Textbook Division, State of New Mexico, in answer to a request sent to Mr. Charles L. Rose, Superintendent of Public Instruction.

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systems reported that audio-visual materials were not stored in a central location.

Table XI shows the location for six types of audio-visual equipment. In fifty school systems, wall or tripod maps were stored in each classroom. In nine systems, however, they were kept elsewhere. Thirty-six of the superintendents reported that graphs were located in each classroom, but Table VII shows that only 5 per cent of the schools were adequately supplied with this item.

In thirty-four cases, sets of posters for various occasions were reported as being stored in each classroom when not in use. In fifteen other instances, however, they were kept elsewhere.

Cartoons, which Table VII shows to be very inadequately supplied, are stored in the classrooms in eighteen of the school systems. But twelve of the superintendents reported that the cartoons are stored in places other than classrooms.

Flat or unprojected pictures are kept in the classrooms of thirty-seven school systems, while only ten report otherwise. Flat or unprojected pictures are often owned by the teacher personally. Personal property, however, was not reported. In the school systems reporting storage of this item in places other than the classroom, in all probability these pictures were school owned.

systems reported that white-noise material was not stored in a central location.

Table XI shows the location for all types of audio-visual equipment. In fifty school systems, all or a part of maps were stored in each classroom. In nine systems, however, they were kept elsewhere. Thirty-six of the independent reports that graphs were located in each classroom, but Table XII shows that only a part of the schools were adequately supplied with this item.

In thirty-four cases, sets of records for various occasions were reported as being stored in each classroom, when not in use. In fifteen other instances, however, they were kept elsewhere.

Classroom, which Table VII shows to be very inadequate supply, was stored in the classroom in eighty of the school systems. But twelve of the independent reports that the classroom was stored in place other than classroom.

That or unprojected pictures are kept in the classroom of thirty-seven school systems, while only ten report otherwise. That or unprojected pictures are often owned by the teacher personally. Personal property, however, was not reported. In the school systems reporting storage of these items in place other than the classroom, it is probable that these pictures were school owned.

COLLECTION CONTENT

TABLE XI
LOCATION OF PARTICULAR AUDIO-VISUAL
MATERIALS WHEN NOT IN USE

Item	School systems in which certain specific audio- visual materials are kept in each classroom	School systems in which certain specific audio- visual materials are not kept in each classroom
Wall or tripod maps	50	9
Graphs	36	9
Sets of posters for special occasions	34	15
Cartoons	18	12
Flat or unprojected pictures	37	10
Natural objects or models for classroom museum	41	7

Natural objects for classroom museums in forty-one school systems are kept in the individual classrooms. Seven superintendents report storage elsewhere. This type of audio-visual aid to education is often probably owned by teachers. At least, Table VII shows that in the opinion of the superintendents only three out of every hundred schools investigated were adequately supplied.

Table XII shows that in twenty-three school systems, instructor's requisitions are required to obtain the materials which are kept in a central location. An equal number of school systems use master sheets, on which a record is kept of the location of all audio-visual materials at any specific time.

For materials which are used by more than one teacher twenty-four of the superintendents report that a written schedule sheet is kept, so that the director or person performing that particular function of the director will know when to expect to send specific items to the teachers who have requested them.

When the same audio-visual materials are used by more than one school, schedules are sometimes missed in twenty-four of the school systems. Ten of the superintendents reported, however, that schedules are never missed in their schools. No report shows that schedules are frequently missed. Naturally, if the schedules were missed often,

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Natural objects for classroom purposes are kept in the individual classrooms. School systems are kept in the individual classrooms. Superintendent's report storage is kept in the individual classrooms. Audio-visual aid is kept in the individual classrooms. At least, Table VII shows that in the individual classrooms the superintendent only has one of every hundred schools investigated were adequately equipped. Table XII shows that in twenty-three school systems instructor's recommendations are reported to officials in the material which are kept in a central location. In each instance of school systems was master sheets, in which a record is kept of the location of all audio-visual materials at any specific time. For materials which are used by more than one school or twenty-four of the superintendent's report that a master schedule sheet is kept, so that the director can report on forming that particular function of the director with the when to expect to send specific items to the teachers and have requested them. When the same audio-visual materials are used by more than one school, schedules are established in twenty-four of the school systems. Ten of the superintendent's reported, however, that schedules are never missed in their schools. No report shows that schedules are reported. Naturally, if the schedules were missed often.

TABLE XII

FORMS UTILIZED IN ADMINISTRATION
OF AUDIO-VISUAL MATERIALS

Type of form	Number of school systems
Instructors' requisition	23
Master sheet for location of materials	21
Written schedule for materials	24

TABLE VII

FORMS UTILIZED IN ADMINISTRATION
OF AUDIO-VISUAL MATERIALS

Type of form	Number of schools surveyed
Instructors' registration	23
Master sheet for location of materials	23
Written schedule for materials	23

a new system of scheduling would probably be initiated at once.

Of the sixty-six school systems, only seven have a planned public relations program for educating the public to the value of audio-visual aids and procedures. Since this is only about ten per cent of the school districts from which questionnaires were returned, this particular item is apparently significant. Many school systems have no planned public relations programs of any kind. If they did, audio-visual education would probably be emphasized along with other phases.

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other phases.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

Employees, schools, and pupils included in investigation. The employees, schools, and pupils included in this investigation are as follows: Sixty-six superintendents out of the state total of 111, excluding Albuquerque, returned the questionnaires. In the sixty-six superintendencies, 2,604 teachers are teaching in sixty-nine senior high schools, twenty-four junior high schools, and 349 elementary schools. Attending these 442 schools are 61,885 pupils, 10,540 of which are senior high school pupils, 7,104 are junior high school pupils, and 44,241 are elementary pupils.

Audio-visual personnel. Personnel concerned with the audio-visual programs in the sixty-six superintendencies are fifteen part-time directors, five full-time clerical assistants, eight pupil clerical assistants, two non-pupil part-time clerical assistants, forty-two pupil mechanical assistants, twenty-four non-pupil part-time mechanical assistants, two full-time messengers, fifteen pupil messengers, and thirteen non-pupil part-time messengers. Various personnel in the school systems are responsible for selection, collection, and classification of audio-visual

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

Employees, schools, and pupils included in investigation

action. The employees, schools, and pupils included in this investigation are as follows: Sixty-six superintendents out of the state total of 111, including Alameda, Eschscholtz, and the questionnaire. In the sixty-six superintendents, 2,604 teachers are teaching in fifty-nine schools, high schools, twenty-four junior high schools, and 356 elementary schools. Attending these 356 schools are 61,885 pupils, 10,540 of which are senior high school pupils, 7,104 are junior high school pupils, and 44,241 are elementary pupils.

Audio-visual personnel Personnel concerned with

the audio-visual program in the sixty-six superintendents are fifteen part-time directors, five full-time clerical assistants, eight pupil clerical assistants, two non-pupil part-time clerical assistants, forty-two pupil non-pupil part-time clerical assistants, twenty-four non-pupil part-time non-pupil part-time clerical assistants, two full-time messengers, fifteen full-time messengers, and thirteen non-pupil part-time messengers. Various personnel in the school system are responsible for selection, collection, and distribution of audio-visual

materials. They also are responsible for providing information to the teachers about rental materials and for the preparation of handbooks or other descriptive materials about the use and availability of audio-visual materials. The persons responsible for these duties in the various school systems are the audio-visual director, superintendent, principal, supervisor, classroom teachers, librarian, office secretary, and various combinations of the same personnel.

Persons who transport projectors, films, and other equipment which are used in more than one school include the superintendent, principal, supervisor, teachers, minister, janitor or maintenance superintendent, truant officer, and the pupils.

Of the fifteen special audio-visual directors, one uses 50 per cent of his time for the audio-visual program. Others use one-third, one-fourth, one-fifth, one-sixth, one-eighth, one-tenth, and on down to two hours per week of their total time.

Finance. No money was appropriated in the sixty-six superintendencies for audio-visual personnel as such. Perhaps the few full-time audio-visual employees were listed in the budgets as general personnel.

Eighteen of the superintendents, however, reported a total of \$11,100 for audio-visual equipment in their 1949-

materials. They also are responsible for providing information to the teachers about the use and availability of materials. The persons responsible for these duties are the school systems and the central office, superintendent, principal, assistant principal, classroom supervisor, and various positions in the central office.

Persons who transport equipment, materials, and other equipment which are used in more than one school include the superintendent, principal, assistant principal, janitor or maintenance superintendent, janitor, custodian, and the pupils.

Of the fifteen essential personnel listed, one uses 50 per cent of his time for the audio-visual program. Others use one-third, one-fourth, one-fifth, one-sixth, one-eighth, one-tenth, and on down to two hours per week of their total time.

Finance. No money was appropriated in the district for audio-visual personnel as such. Perhaps the few full-time audio-visual employees were listed in the budgets as general personnel. Eighteen of the audio-visual personnel, however, reported a total of \$11,100 for audio-visual equipment in their 1953-

50 budgets. Twenty-one reported \$10,100 for audio-visual supplies. Three superintendents did not separate audio-visual equipment and supplies, but they budgeted \$1,075 for the two combined. Thus the total appropriated for audio-visual equipment and supplies in the twenty-four school districts which were reported was \$22,275. This is 35.99 cents per pupil if figured on the entire sixty-six superintendencies.

Since these reports on finance are from only twenty-four of the superintendents, apparently the remainder of the sixty-six appropriated nothing. Therefore, the average per pupil spent is of little significance in the total number of districts from which the questionnaires were received. In some districts, however, the amount per pupil was much higher than would at first appear.

Equipment. According to opinions of the superintendents, the percentage of schools adequately supplied with wall or tripod maps, permanent sets of posters for various occasions, cartoons, blackboards, classroom bulletin boards, flat or unprojected pictures, and natural objects for classroom museums ranges from 37 for blackboards down to 3 for natural objects.

Audio-visual equipment owned by the schools comprise 148 slide or film strip projectors, forty-two opaque projectors, seventeen silent movie projectors, 123 sound movie projectors, 165 educational films, 2,364 projector slides, and

So perhaps, twenty-one years ago, the first...

supplied. These were the first...

visual equipment and the first...

the two countries. This was the...

visual equipment and the first...

distances which were the first...

once you go to the first...

reconstruction.

Since these were the first...

four of the first...

along the reconstructed...

will come to the first...

of distance from the first...

in some distance, however, the...

higher than the first...

distance, however, the...

well as the first...

conclusion, however, the...

that of the first...

from the first...

natural objects.

also the first...

side of the first...

however, the first...

and the first...

3,278 film strips. Thirty inter-communication systems are used with radios, 349 radios are used without inter-communication systems, 357 phonographs are used, and no television sets in the sixty-six superintendencies.

At the senior high school level, field trips are conducted frequently in nine school systems and occasionally in forty-five systems. Junior high schools conduct field trips frequently in five systems and sometimes in twenty-eight systems. One system reported that at the junior high level field trips are never conducted. In elementary schools field trips are taken frequently in thirteen school systems and less often in forty-five systems.

Administrative practices. Administrative practices vary. For example, the storage of audio-visual materials when not in use as reported by forty-two school systems shows that a central location is used and distribution is made later. In nine systems, however, the materials are kept elsewhere.

Certain items which are kept in each classroom in most cases include wall or tripod maps, posters, cartoons, flat or unprojected pictures, and natural objects for the classroom museums.

Instructor's requisitions are used in twenty-three school districts, master location sheets in twenty-one, and written schedules for materials in twenty-four. Schedules

3,278 film strips. Thirty three percent of the strips are used with Kodak, 32 percent with Eastman, and 35 percent with other systems. The strips are used in the following manner:

At the senior high school level, the strips are conducted frequently in the school system and occasionally in forty-five systems, and about 10 percent of the strips are frequently in the systems and are used in twenty-eight systems. One system reported that it has the strips in level field trips and never conducted. In elementary schools field trips are taken frequently in the school system and less often in forty-five systems.

Administrative practices. Administrative practices vary. For example, the schools of public school systems when not in use as reported by forty-two school systems show that a central department is used and distribution is made later. In nine systems, however, the materials are kept elsewhere.

Certain items which are kept in the classroom in most cases include wall or display maps, posters, overheads, flat or unprojected pictures, and a small collection of the classroom materials.

Instructor's responsibilities are listed as twenty-three school districts, master location lists in twenty-one, and written schedules for materials in twenty-four. Some of the

for materials or equipment when more than one school uses the same items are missed in twenty-four school districts and are reported as never being missed in ten. Seven school systems have a planned public relations program to educate the community to the value of the audio-visual aids and procedures.

II. CONCLUSIONS

The teacher-pupil load in the sixty-six school districts is approximately twenty-four pupils per teacher. At a glance this is very good. In some schools, however, the teacher-pupil load is much greater and in others it is much smaller. The reason for teachers having a load smaller than this average is that in certain rural areas only a small number of pupils attend a particular school. This is caused by the sparse population in certain sections of New Mexico. In other schools, however, the teacher-pupil load is much higher.

Finance. In the first place, even if the money spent per pupil for audio-visual supplies and equipment were evenly distributed, the amount spent is considerably lower than the amount spent in many schools of the nation. Since approximately two-thirds of the sixty-six superintendencies did not appropriate any money for this type of equipment and supplies, the distribution is extremely out of propor-

for materials in English and Spanish. The same items are also available in Spanish and are reported as having been used in Spanish schools. Systems have a planned curriculum for the community to the value of the materials and the procedures.

III. CONCLUSIONS

The teacher-pupil load in the bilingual schools is not as high as in the English schools. It is approximately twenty-four pupils per teacher. A glance at this is very good. In a normal school, however, the teacher-pupil load is much greater and is often as high as thirty. The reason for this is that the bilingual schools are smaller. The average is that in certain rural areas only a small number of pupils attend a bilingual school. This is caused by the sparse population in certain sections of the country. In other schools, however, the teacher-pupil load is much higher.

Finances. In the first place, even if the money spent per pupil for educational supplies and equipment were evenly distributed, the amount spent is considerably less than the amount spent in the schools of the United States. Approximately two-thirds of the fifty-six expenditures did not approximate the average for the year of equipment and supplies. The first third is entirely out of proper

tion.

Equipment. In view of the apparent thought which they gave to the questionnaires in general, it would seem that the superintendents were correct in their opinions that wall or tripod maps, graphs, permanent sets of posters for various occasions, cartoons, blackboards, classroom bulletin boards, flat or unprojected pictures, and natural objects were not 100 per cent adequately supplied to a majority of the schools included in the study.

If one would agree that each school should have a slide or film strip projector, an opaque projector, a movie projector, one or more radios, one or more phonographs, and a goodly supply of film strips, slides, and movie films, then there are not enough of these items in the public schools of the state. When television programs can be received in all parts of New Mexico, then television sets ought to be used in the schools.

Administrative practices. Not all school districts at the present time have enough central storage of enough equipment to facilitate an adequate audio-visual program. Paper forms for administration are adequate in most cases, but they are not used in all school districts.

The extra amount of administration necessary for frequent field trips, excursions, or tours should more than pay for itself in educational outcome. It appears in many cases that not enough field trips are being taken. With

Wash.

Equipment. In view of the expense involved which they gave to the questionnaires in general, it would seem that the expenditures were not in their opinion that well or things made, things, purchased, some of posters for various occasions, cartoons, illustrations, classroom bulletin boards, that or suggested at times, and natural objects were not 100 per cent adequately supplied to a majority of the schools included in the study.

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The extra amount of administration is necessary for frequent field trips, excursions, or tours should more than pay for itself in educational outcome. It appears in many cases that not enough field trips are taken. With

better administration, there should be a larger number of school systems which report that schedules for audio-visual materials are never missed.

Since it is often agreed that economy is easier to achieve in larger administrative units than in small ones and that better administrators can be obtained with the higher salaries which would be possible, one of the most significant conclusions is that administrative units, both general and for audio-visual programs, appear too small.

If consolidation into larger units for general school administration is a forward-reaching step, then by the same token it might be concluded that consolidation for audio-visual programs would also be in order. In reference to general consolidation, Wiley,⁵ quoting Dawson,⁶ states that a standard administrative unit or school system should have at least 12,000 pupils. If this ideal came to pass in the superintendencies from which the questionnaires were returned to the investigator, instead of there being sixty-six superintendents for the 61,885 pupils enrolled, only five would be left.

⁵ Thomas M. Wiley, "An Appraisal of School District Consolidation in Bernalillo County, New Mexico," (unpublished Master's thesis, the University of New Mexico, Albuquerque, 1949), p. 101.

⁶ Howard A. Dawson and Others, Your School District (Washington: Department of Rural Education, National Education Association, 1948), p. 85.

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Thomas M. Wiley, "An Appraisal of School District
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ucation Association, 1948), p. 85.

Following the same line of reasoning since consolidation to such a degree in New Mexico appears too radical at the present time, such units for audio-visual administration might be achieved. If consolidations were made for audio-visual administration in the state perhaps more efficiency would be the outcome.

III. RECOMMENDATIONS

Although consolidation of the school districts into such a small number that each would have at least 12,000 pupils appears too radical a step at the present time, it does suggest, however, the consolidation of districts for an audio-visual program only.

Districts might pool a certain amount of money for an audio-visual program and hire a director to administer the program in the area. Such appropriations should be on a per pupil basis. The duties of a director are outlined later in this study. The chief disadvantage of this type of consolidation is that the director would be responsible to so many superintendents that he might have difficulty in administering the audio-visual program successfully. If this type of consolidation is not possible because of present laws, such restrictions should be removed by legal methods.

Another suggestion might be for the State Department of Education to create an audio-visual program for the entire

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laws, such restrictions should be removed by legal means.
Another suggestion might be for the State Department
of Education to create an audio-visual program for the entire

state of New Mexico, using the state as a unit. A state director and the necessary staff possibly could operate as a single audio-visual administrative unit for the state as a whole. This would, however, necessitate a great deal of transportation of both personnel and materials.

A similar plan which might be administered at the state level possibly could have a state director and enough assistant directors so that each assistant would administer a geographical area containing approximately 12,000 pupils. An advantage of this would be less need for transportation. Geographical and population differences might be facilitated more easily, also.

It is realized that one such area in a mountainous or desert territory would include several times as many square miles as some of the other areas. A great deal of the program, however, could be carried on by means of the federal mail service. In the few instances where this would not be possible, a special messenger service might be utilized. This plan would probably be the preferred one.

The financing of an audio-visual program at the state level should be done in such a manner that pupils in a more backward area would have opportunities more nearly like those in the better school districts of New Mexico. Specific methods of raising the money for this proposed program is a legislative problem. If any legal barriers stand

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A similar plan which might be administered at the state level possibly could have a state director and enough assistant directors so that each assistant would administer a geographical area containing approximately 18,000 people. An advantage of this would be less need for transportation. Geographical and population differences might be factored in more easily, also.

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in the way of using educational surplus funds for such a program, they should not prove to be insurmountable obstacles.

Regardless of which type of administration is eventually adopted, a full-time director for the audio-visual program is needed. He should have enough full-time assistants so that he would be able to carry on his work in an efficient manner. The schools would be so many miles apart in many instances that teachers and pupils would still be required to operate projectors and do other similar jobs. Not only the messengers, but mechanical and clerical assistants as well should be qualified as motor vehicle operators.

Problem involved. The greatest problem involved in setting up an audio-visual program is perhaps the hiring of a competent director who devotes his entire time to the program. He needs to know how to set up a budget, supervise clerical, mechanical, and distributive forces; coordinate all the audio-visual activities, and be a general handy man. Not only should he be able to supervise the staff of assistants, but he should be able to perform their tasks himself whenever an emergency arises and whenever he obtains new but inexperienced help.

After figuring what the needs of the instructor are, the director should buy the required aids and select and

equip a space for housing the audio-visual materials and the office.

He also ought to devise the necessary paper forms which will be utilized in the distribution of the materials. These include requisitions for instructors and order blanks for the personnel in the school system to use when ordering materials not in the central department.

In order to prevent equipment and supplies from being lost, a master chart should be utilized to show what instructor or school has certain material at any specific time. Also, so that teachers will be able to use materials when needed, a weekly schedule should be used.

Another form of value is one for the evaluation of the materials in terms of other phases of the lesson or unit with which the material is being correlated. Four types of administrative forms are shown in the samples in the Appendix.

Additional duties of the efficient director include the seeing that all materials which are needed are collected and classified, that instructors receive information about rental materials, and that handbooks and other descriptive materials as to use and availability of aids are prepared. He must educate the community in audio-visual instructional ideals and procedures. In performing this last function, he must demonstrate before the public.

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These include requisition for transportation and other forms
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materials not in the central department.

In order to prevent equipment and supplies from
being lost, a master chart should be utilized to show what
instructor or school has responsibility for any specific
time. Also, no teacher will be able to use materials
when needed, a weekly schedule should be used.

Another form of value is one for the evaluation of
the materials in terms of other phases of the lesson or
unit with which the material is being associated. With regard
of administrative forms are shown in the appendix in the
appendix.

Additional duties of the district director include
the seeing that all materials which are needed are collected
and classified, that requests for service are properly filled,
rental materials, and that bookshelves and other facilities
materials as to use and value, list of items are prepared.
He must educate the community in audio-visual instruction
ideals and procedures. In performing this last function, he
must demonstrate before the public

Duties of the director which fall under the heading of supervisory should include the selecting and appointing of committees. These committees would advise, help to plan the budget, set policies, promote teacher training, collect, examine, prepare, evaluate, distribute aids, and help in any other capacity in which he requires help.

Other supervisory duties ought to include the conducting of faculty meetings, assisting teachers individually, assisting supervisors, arranging demonstration lessons, coordinating and supervising all sound equipment, supervising the preparation of school-produced materials, training teachers, and helping teachers in service. The last named may be accomplished by suggesting summer session courses, suggesting extension courses, conducting short informal courses himself, and issuing special handbooks and bulletins.

In evaluating his program he must be qualified to consider the expense, the extent to which available materials are used, and the manner in which materials are utilized.

The director should be able to solve most of the problems of the audio-visual program. Naturally he and the rest of the personnel must work together cooperatively. His greatest problem, which will especially require the aid of the superintendent, is that of obtaining funds. The audio-

Duties of the Director which will include the following:

of supervisory should include the following: the selection of committees. These committees would advise, help to plan the budget, set policies, promote teacher training, and help to examine, prepare, evaluate, distribute and help in any other capacity in which he requires help.

Other supervisory duties ought to include the following:

conducting of faculty meetings, assisting in school improvement, assisting supervisors, arranging demonstration lessons, coordinating and supervising all school activities, supervising the preparation of school-produced materials, training teachers, and helping teachers in service. The last three may be accomplished by suggesting certain special courses, suggesting extension courses, conducting short informal courses himself, and issuing special pamphlets and bulletins.

In evaluating his progress he must be enabled to consider the extent to which the various materials are used, and the manner in which materials are used.

The Director should be able to solve most of the problems of the audio-visual program. Naturally he and the rest of the personnel must work together cooperatively. The greatest problem, which will eventually require the Director's attention, is that of obtaining funds for the audio-

visual department must be included in each and every budget if the program is to operate smoothly. Items in the budget should include not only appropriations for equipment and supplies but for salaries and travel expenses of the necessary personnel. The superintendent, the school board, and the public must be made to realize this. Otherwise, the audio-visual program will not progress. The best way of getting others to understand the value of the audio-visual program is by means of a public relations program aimed specifically at this one object.

To build an audio-visual program for the state is not a simple matter. Time and money are important factors, as well as trained personnel. When the value of audio-visual education is more generally recognized, schools will probably be able to develop this particular phase of general education at a more rapid rate. Meanwhile it is hoped that the present progress, although slow, will continue.

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APPENDIX

Form 1

INSTRUCTOR'S REQUISITION

Instructor's requisition for audio-visual materials
for the period from _____ to _____.

Instructor: _____ Class: _____

Subject: _____

Names of units to be studied within this period: (If
more, please use back of sheet.)

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

Time allotted for units:

Material Booked:	Cost:	Material Ordered:	Cost:
------------------	-------	-------------------	-------

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Material desired:	Cost:
-------------------	-------

_____	_____
_____	_____
_____	_____

Approved: _____
(Director)

Figure 1

INSTRUCTOR'S REQUISITION, SAMPLE
(Adapted from McKowan and Roberts, op. cit.,
p. 332.)

100-100000-100000

Form 1

INSTRUMENTAL RECORD

Instrument: _____

For the period from _____ to _____

Subject: _____

Name of subject: _____

more, _____

Time allowed for survey: _____

Material found: _____

Material lost: _____

Remarks: _____

INSTRUMENTAL RECORD

Instrument: _____

For the period from _____ to _____

Subject: _____

Name of subject: _____

more, _____

Time allowed for survey: _____

Material found: _____

Material lost: _____

Remarks: _____

Form 2

ORDER BLANK

Source: _____

Address: _____

Title

Material

Date wanted

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Instructor: _____

Approved: _____
(Director)

Figure 2

TEACHER'S ORDER BLANK

(Adapted from McKowan and Roberts,
op. cit., p. 334.)

Form 2

BOUNCE

ADDRESS

DATE

RECEIVED

POSTAL

RECEIVED

RECEIVED

(11/11/11)

Figure 2

THANER'S CHINESE

U. S. DEPT. OF COMMERCE

WASHINGTON, D. C.

Form 3

MASTER CHART
for
VISUAL AIDS

Subject &
Teacher

Price

Dates

Figure 3

MASTER CHART FOR AUDIO-
VISUAL MATERIALS

(Adapted from McKowan and Roberts,
op. cit., p. 336.)

Form 3

MASSACHUSETTS

DEPARTMENT OF

Subject &
Teacher

Page 3

MASSACHUSETTS
DEPARTMENT OF

ADAMS STREET, BOSTON, MASS.
OF - 1900

Form 4

WEEKLY SCHEDULE
for
AUDIO-VISUAL AIDS

Period	Material	Mon.	Tues	Wed.	Thurs.	Fri.
--------	----------	------	------	------	--------	------

Figure 4

WEEKLY SCHEDULE FOR AUDIO-VISUAL AIDS

(Adapted from McKowan and Roberts,
op. cit., p. 338.)

Date	Description

NEWLY FORMED AND OLD FIRM
 (Address for correspondence)
 100 Main Street
 New York, N.Y.

COPY OF QUESTIONNAIRE
SENT TO
SCHOOL SUPERINTENDENTS
IN NEW MEXICO

College of Education
Hodgin Hall, Room 17
University of New Mexico
Albuquerque, New Mexico

Dear Superintendent:

As partial fulfillment for a Master of Arts degree in Educational Administration, I am writing a thesis entitled "The Administration of Audio-Visual Aids in the Public Schools of New Mexico." If you will be kind enough to supply the information requested on the questionnaire, your cooperation will be greatly appreciated.

This study has the approval of Dr. S. P. Nanninga, Dean of the College of Education at the University of New Mexico, and Professor E. H. Fixley, chairman of my thesis committee.

All information of a personal nature will be held in strict confidence. You need not sign your name to the questionnaire.

Very sincerely,

Everett Miller

Explanation:

The term "school system" includes all schools under your jurisdiction.

1. (a.) How many senior high schools (or 4-year high schools in an 8-4 system) are in your school system? _____; (b) Junior high schools? _____; (c.) Elementary schools? _____; (d.) Senior high school pupils (or pupils in 4-year high schools in an 8-4 system)? _____; (e.) Junior high school pupils? _____; (f.) Elementary school pupils? _____; (g.) Total number of full-time classroom teachers and/or librarians? _____.
2. (a.) What percentage of elementary schools under your

Office of the
Director
U.S. Department of Education
Washington, D.C.

Division of International Education
Office of the Director
U.S. Department of Education
Washington, D.C.

Dear Superintendent:

A partial bibliography for a study of the degree in Educational Administration is being prepared. It is hoped that this study will be of value to you in the preparation of your report. It is requested that you supply the information requested on the questionnaire. Your cooperation will be greatly appreciated.

This study was the responsibility of Dr. E. H. Bennett, Dean of the College of Education at the University of New Mexico, and Professor E. H. Bennett, Chairman of the Committee.

All information of a personal nature will be held in strict confidence. You need not sign your name to the questionnaire.

Very sincerely,

Walter Dill

Explanation:

The term "school system" includes all schools under your jurisdiction.

1. (a.) How many schools in your jurisdiction are in the 4-6-8 system? (b.) How many schools in your jurisdiction are in the 4-6-8 system? (c.) How many schools in your jurisdiction are in the 4-6-8 system? (d.) How many schools in your jurisdiction are in the 4-6-8 system? (e.) How many schools in your jurisdiction are in the 4-6-8 system?

2. (a.) What percentage of the total number of schools in your jurisdiction are in the 4-6-8 system?

- jurisdiction are provided with what you would consider an adequate supply of wall or tripod maps?_____.
- (b.) Wall or tripod maps in secondary schools?_____.
- (c.) Graphs in elementary schools?_____.
- (d.) Graphs in secondary schools?_____.
- (e.) Permanent sets of posters for various occasions in elementary schools?_____.
- (f.) Permanent sets of posters for various occasions in secondary schools?_____.
- (g.) Cartoons in elementary schools?_____.
- (h.) Cartoons in secondary schools?_____.
- (i.) Blackboards in elementary schools?_____.
- (j.) Blackboards in secondary schools?_____.
- (k.) Classroom bulletin boards in elementary schools?_____.
- (l.) Classroom bulletin boards in secondary schools?_____.
- (m.) Flat or unprojected pictures in elementary schools?_____.
- (n.) Flat or unprojected pictures in secondary schools?_____.
- (o.) Natural objects for classroom museums in elementary schools?_____.
- (p.) Natural objects for classroom museums in secondary schools?_____.
3. (a.) How many slide or film strip projectors are owned by the schools under your jurisdiction?_____; (b.) Opaque projectors?_____; (c.) Silent movie projectors?_____; (d.) Sound movie projectors?_____; (e.) Educational films?_____; (f.) Projector slides?_____; (g.) Film strips?_____.
4. (a.) Are field trips, excursions, or tours conducted in the senior high schools (or high schools in an 8-4 system) of your school system?
 (1.) Frequently (); (2.) Sometimes (); (3.) Never ().
 (b.) In junior high schools?
 (1.) Frequently (); (2.) Sometimes (); (3.) Never ().
 (c.) In elementary schools?
 (1.) Frequently (); (2.) Sometimes (); (3.) Never ().
5. (a.) How many inter-communication systems are used with radios in your school system?_____ (b.) How many radios exclusive of those used with inter-communication systems are used?_____; (c.) Phonographs?_____; (d.) Television sets?_____.
6. Do you have a special director for audio-visual aids (either full or part time) in your school system? (a.) Yes (); (b.) No ().
7. If the director devotes only part time to audio-visual work, approximately what portion of his time does he so devote?_____.

jurisdiction of the court in the matter of the school.

adequate supply of fuel for the school.

(b.) Will the school be able to pay the school tax?

(c.) Can the school be able to pay the school tax?

(d.) Can the school be able to pay the school tax?

(e.) Can the school be able to pay the school tax?

(f.) Can the school be able to pay the school tax?

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(p.) Can the school be able to pay the school tax?

(q.) Can the school be able to pay the school tax?

(r.) Can the school be able to pay the school tax?

(s.) Can the school be able to pay the school tax?

(t.) Can the school be able to pay the school tax?

(u.) Can the school be able to pay the school tax?

(v.) Can the school be able to pay the school tax?

(w.) Can the school be able to pay the school tax?

(x.) Can the school be able to pay the school tax?

(y.) Can the school be able to pay the school tax?

(z.) Can the school be able to pay the school tax?

(aa.) Can the school be able to pay the school tax?

(ab.) Can the school be able to pay the school tax?

(ac.) Can the school be able to pay the school tax?

(ad.) Can the school be able to pay the school tax?

(ae.) Can the school be able to pay the school tax?

(af.) Can the school be able to pay the school tax?

(ag.) Can the school be able to pay the school tax?

(ah.) Can the school be able to pay the school tax?

(ai.) Can the school be able to pay the school tax?

8. (a.) How many full-time clerical assistants does the director have? _____; (b.) Part-time clerical assistants? _____; (c.) How many of the part-time clerical assistants are pupils? _____
9. (a.) How many full-time mechanical assistants does the director have? _____; (b.) Part-time mechanical assistants? _____; (c.) How many of the part-time mechanical assistants are pupils? _____.
10. (a.) How many full-time messengers to distribute the audio-visual materials are used? _____; (b.) Part-time messengers? _____; (c.) How many of the part-time messengers are pupils? _____.
11. (a.) How much was set aside for audio-visual equipment in your 1949-50 budget? _____; (b.) For audio-visual supplies? _____; (c.) For audio-visual personnel? _____.
12. Who is primarily responsible for selection of the audio-visual equipment and supplies? (a.) Superintendent (); (b.) Principals (); (c.) Supervisors (); (d.) Classroom teachers (); (e.) Others (). If others, please write names of positions held. _____.
13. Are audio-visual materials stored in a central location for later distribution to the various buildings? (a.) Yes (); (b.) No ().
14. (a.) In general, are wall or tripod maps stored in each room? (1.) Yes (); (2.) No ().
(b.) Graphs? (1.) Yes (); (2.) No ().
(c.) Sets of posters? (1.) Yes (); (2.) No ().
(d.) Cartoons? (1.) Yes (); (2.) No ().
(e.) Flat or unprojected pictures? (1.) Yes (); (2.) No ().
(f.) Natural objects or models for classroom museum? (1.) Yes (); (2.) No ().
15. (a.) Are paper forms required for instructor's requisitions? (1.) Yes (); (2.) No ().
(b.) Is a master sheet used to show where all material is at all times? (1.) Yes (); (2.) No ().
(c.) Is a written schedule used to show requests already made for audio-visual materials at a given time? (1.) Yes (); (2.) No ().
16. Who collects and classifies the school-owned audio-visual materials? (a.) Director (); (b.) Superintendent (); (c.) Principals (); (d.) Supervisors (); (e.) Classroom

teachers (); (f.) Others (). If others, please write the names of the positions held. _____

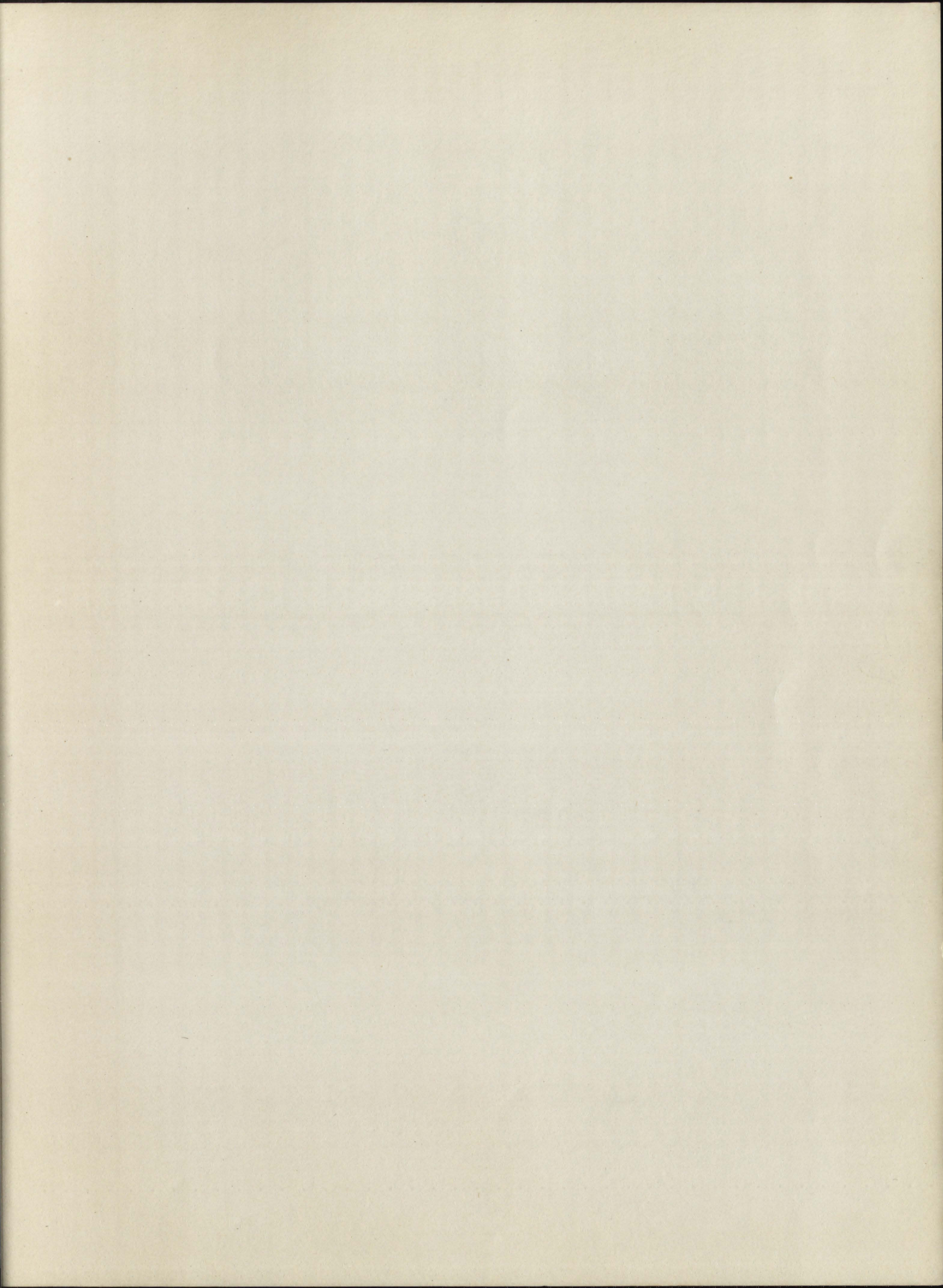
17. Who provides information to teachers about rental materials? (a.) Director (); (b.) Superintendent (); (c.) Principals (); (d.) Supervisors (); (e.) Others (). If others, please write the names of positions held. _____
18. Are handbooks or other materials describing the use and availability of audio-visual materials prepared for the use of the teachers? (a.) Yes (); (b.) No ().
19. If handbooks or other descriptive materials are prepared, who does it? (a.) Director (); (b.) Superintendent (); (c.) Principals (); (d.) Supervisors (); (e.) Others (). If others, please write the names of positions held. _____
20. Do you have a planned program for educating the community concerning the value of audio-visual instructional aids and procedures? (a.) Yes (); (b.) No ().
21. If more than one school uses a projector or film, what arrangements are made for transportation between schools?

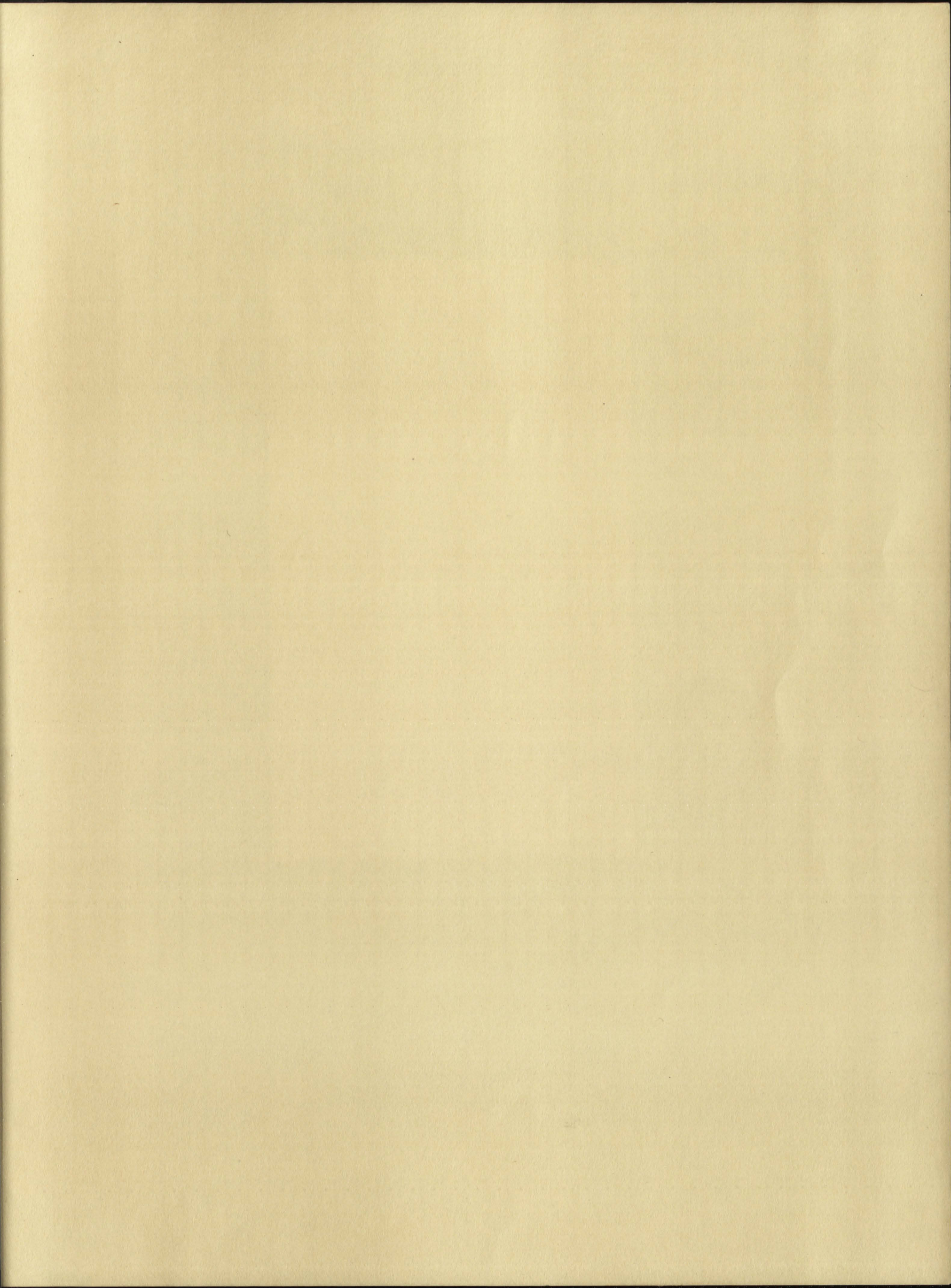
22. If more than one school uses the same audio-visual materials, are the schedules missed? (a.) Frequently (); (b.) Sometimes (); (c.) Never ().

THE ONE
WILLIAM C. C. C.
H. H. H. H. H.

W. H. & C. S. 1880

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