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A Survey of the Administration of Audio-Visual Aids in Albuquerque Public Schools

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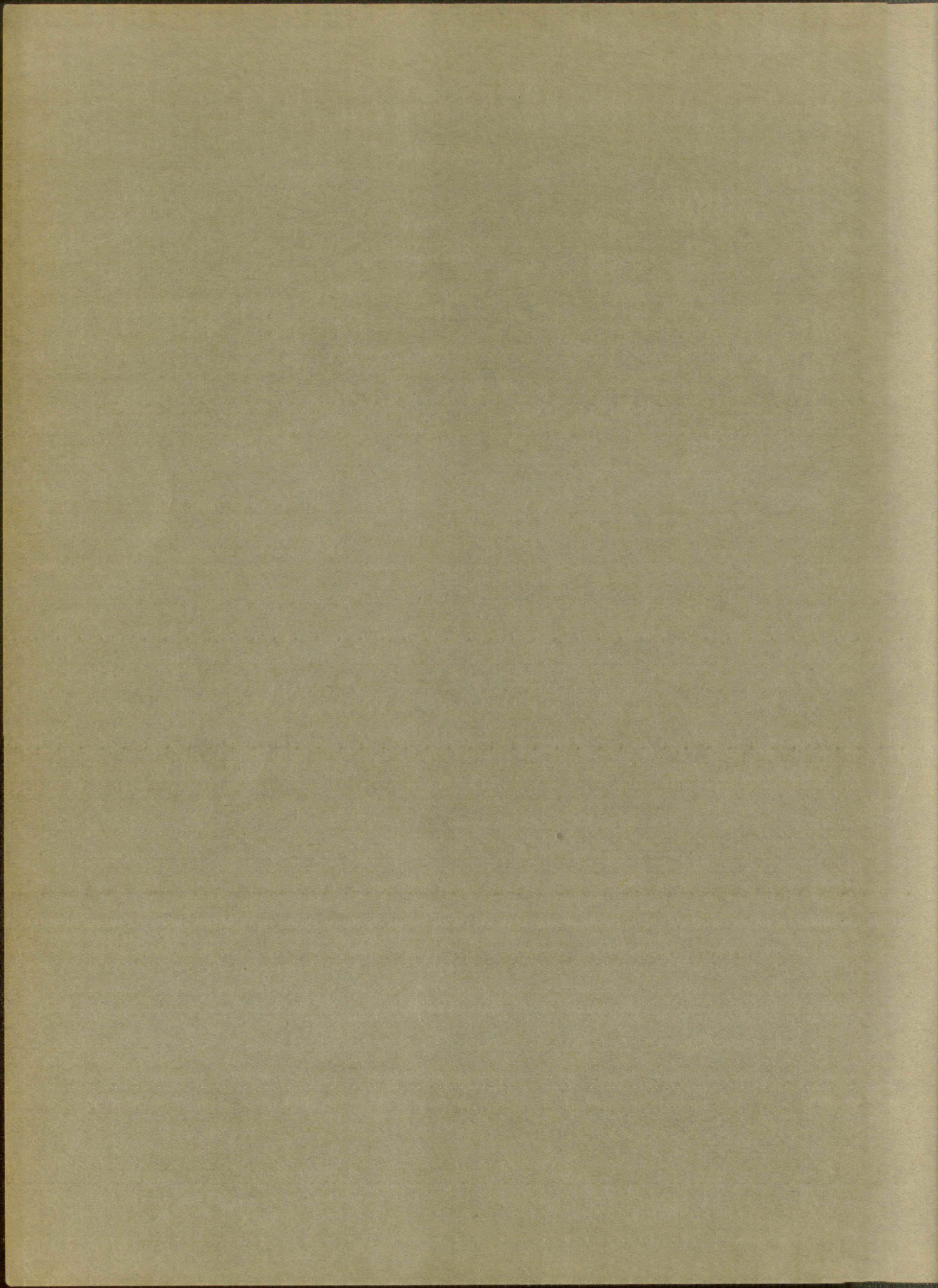
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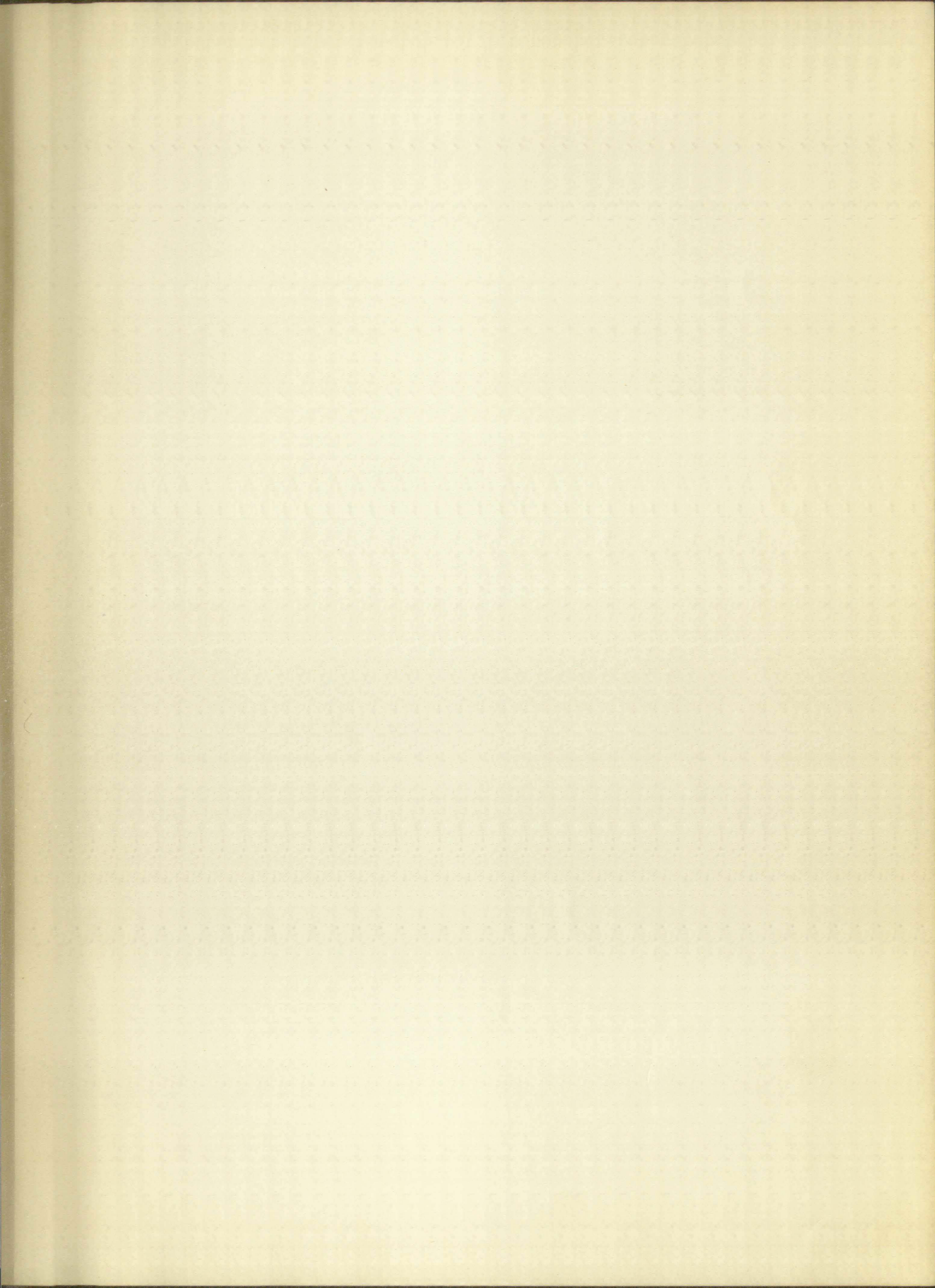
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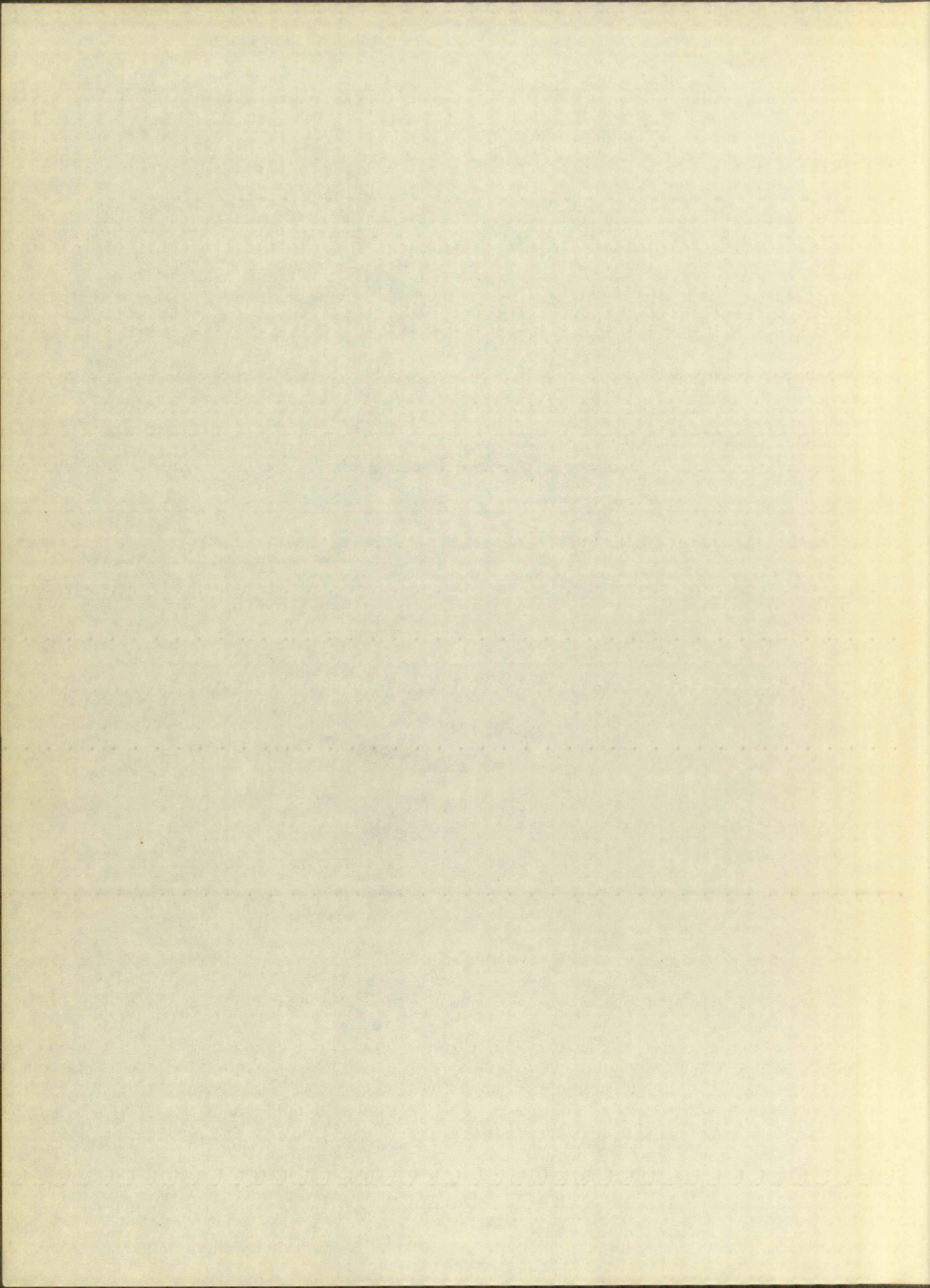
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A SURVEY OF THE ADMINISTRATION OF AUDIO-VISUAL AIDS
IN THE
ALBUQUERQUE PUBLIC SCHOOLS

By

Anne Elizabeth Shannon



A Thesis

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

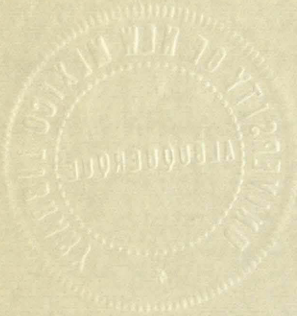
University of New Mexico

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A SURVEY OF THE ADMINISTRATION OF JUDICIAL AFFAIRS

IN THE

ALABAMA



BY

ANNE HARRISON JOHNSON

A Thesis

Presented in Partial Fulfillment of the

Requirements for the Degree of

Master of Arts in Education

University of Alabama

1950

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

E. H. Castetter
DEAN

Sep. 2, 1949
DATE

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IN THE
ALBUQUERQUE PUBLIC SCHOOLS

by

Anne Elizabeth Shannon

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Since the war, the use of audio-visual aids to teaching has become an important item in the field of education. There have been studies made as to the value of these aids in the classroom. Programs have been held to assist the teacher in obtaining knowledge of their correct use in the teaching situation. Thirteen states have set up a division of audio-visual education in their state departments of education.

During this period, as equipment has improved and newer techniques have developed, little has been done to inform the administrator on the best method of instituting or developing such a program in his school. Once it is initiated, there are few people qualified to handle such a program.

A few administrators and directors of audio-visual programs have written articles in educational magazines stating the problems which arose as the program developed and giving their solutions. These have been the only guides which others in the field have had.

In 1946 the National Education Association made a survey of audio-visual programs in city school systems in towns of over 2,500 population. Since that was the year immediately following the close of the war, equipment was still scarce and much of it is obsolete today.

CHAPTER I

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I. THE PROBLEM

Statement of the problem. It is the purpose of this study (1) to determine the extent to which audio-visual aids are being used in the Albuquerque public schools; (2) to appraise the adequacy of the budget for a program in a school system of this size; (3) to evaluate the efficiency of the administrative program of audio-visual aids in the Albuquerque public school system; and (4) to determine the inter-relationship of the above factors.

Delimitation of the study. This study deals only with the audio-visual program in the Albuquerque public school system. No private schools are included. A second delimitation is that only the administration of the audio-visual program is covered. No attempt is made to discuss the ability of teachers to use the materials or the value of the audio-visual aids to learning.

Importance of the problem. Since audio-visual aids have become such an important asset to present-day methods of teaching, every school system should make a thorough check of its program to see whether its methods are carrying out the objectives correctly, efficiently, and economically. Discussions at regional and national audio-visual conventions have high-lighted the fact that lack of uniformity in handling

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the program or haphazard methods of administration have hindered the full and correct usage of audio-visual materials in the schools.

Since the Albuquerque public school system is the largest in the state, a survey of its administrative policy pointing out its strength and weaknesses should prove a valuable guide for any administrator who in the future might desire to promote such a program. It should also provide a yardstick by which an administrator could check his program and improve it accordingly.

It is also hoped that in surveying the program as it is today, mistakes which might cause a set-back of several years to the program will be prevented during the tremendous task of consolidation of city and county schools in which the system is now involved.

II. DEFINITION OF TERMS USED

Audio-visual aids. Any aids to teaching which use the senses of sight and/or sound to facilitate pupil learning are included in the term audio-visual aids. This would include such materials as pictures, charts, globes, dioramas, exhibits, motion pictures (sound and silent), slides, stripfilms (sound and silent), wire recorders, phonographs, radios, microphones, pianos, and recordios.

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III. SUMMARY OF THE PROGRAM
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pictures, and recordings.

Administration. Whenever the term administration is used in this paper, it presupposes a unified program. This would mean a program with definite objectives, someone responsible for the accomplishment of these objectives, some sort of financial plan for the support of the program, and methods by which the administrator hopes to attain his goals.

Director. The term director refers to the person responsible for administering the audio-visual program for the entire school system.

Coordinator. The name most commonly given to the teacher designated to assume responsibility for the program in his school is coordinator. Some schools use the title of local director. This title is found more often in audio-visual articles, but to conform to the majority of the responses in the questionnaires the author used the title coordinator.

III. SOURCES OF THE DATA

The first step taken in gathering information was to visit all the schools which were in the city system in the spring of 1949. Data were secured through interviews with the principal of each school, an inspection of their facilities, and interviews with at least two teachers in each building. The only exceptions to this method were Lavaland,

MacArthur, and La Luz, to which questionnaires were sent covering the questions asked others in interviews. To their replies was added information from Mr. William P. Davies, Director of Audio-visual Aids and instructor in Albuquerque High School, and interviews with one teacher from each of these three schools.

The information on county schools which will be in the system next year was obtained from questionnaires sent to the principal of each school and interviews with ten county school teachers.

Additional information and plans for the program after the consolidation of city and county schools have been gathered through interviews with Mr. Davies, who has been the main director of the program through its formative period. He has had the official title of Director of Audio-visual Aids since 1941.

Information on methods of administering audio-visual programs in other schools systems was acquired from a fifteen-point questionnaire sent to the directors of such programs.

All the questionnaires and interviews with principals were based mainly on objective items such as equipment in use, amount of equipment, methods of obtaining materials and distributing it to teachers, and available funds. The only two subjective questions pertained to their opinion of the present program as far as filling the needs of the school was concerned and suggestions which they might have for the improvement of the program.

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IV. METHODS OF PROCEDURE

The best solution for bringing into relief the Albuquerque city school system's audio-visual program for an inspection of its good and bad points was felt to be in a comparison of its program with those of other public school systems which have had a program for several years. The ten school systems chosen for this comparison were those mentioned in various educational magazine articles as having the best organized and active programs to date. The fact that most school systems are doing things a certain way would not necessarily mean that it is the correct technique, but the fact that these systems are doing an outstanding job in the eyes of educators would seem to indicate that their methods are worth using as a basis for comparison.

Since administration of the program covers the four problems listed, each chapter will deal with all four as they are related to the particular subject of the chapter.

V. REVIEW OF RELATED LITERATURE

In December of 1946 the Research Division of the National Education Association released the results of a survey of audio-visual programs in city school systems in towns of over 2,500 population.¹ The general trend of the data in the

¹ "Audio-visual Education in City School System," (National Education Association Research Bulletin, Vol. 14, No. 4. Washington, D.C.: National Education Association, 1946), 70 pp.

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bulletin indicated that extensive and intelligent use of audio-visual instructional materials was more likely to be made when there is some sort of special organization which administers the program than when no systematic plans are outlined. This study also pointed out the recognition by educators that audio-visual instructional programs in operation at that time were inadequate. The main deterrents to successful programs were found to be a lack of teachers trained in the use of the materials, an absence of the specially trained director with the time and facilities for effective leadership, a shortage of equipment, a failure to remodel new buildings and the inability to remodel old buildings necessary for full use of the materials, a scarcity of funds, and the lack of central housing or a center for the materials.

One of the impediments mentioned in the National Education Association study was the lack of teachers prepared in the use of audio-visual materials. A recent study of teacher status in 1948 was made by R. E. deKeiffer. He found the following in-service teacher training activities in universities:²

1. Short courses. Thirty-two per cent of the responding institutions conduct this type of course. The majority of short courses were offered under the direct auspices of the institution

² R. E. deKeiffer, "The Status of Teacher-Training in Audio-visual Education in the Forty-eight States," (unpublished Doctor's thesis, The University of Iowa, Iowa City, 1948), 148 pp. (Typewritten).

2. Correspondence courses. Three per cent of the responding institutions stated they offered correspondence courses in audio-visual education and usually in the extension division.
3. Conferences and institutes. Forty-two per cent of the institutions conduct conferences and institutes. One-third of these programs were under the auspices of the schools of education and the rest were sponsored by such agencies as the extension division and bureau of audio-visual education.
4. Assistance to individual schools. Thirty-nine per cent of the institutions offer assistance to schools in organizing in-service training programs.
5. School visitation. Twenty-four per cent of the institutions offer this service to assist schools in solving their audio-visual education problems.
6. Thirty per cent of the schools maintain film libraries in order to supply teachers with tools of education.

He found assistance to schools and school systems from state departments of education as follows:

Fifteen offer in-service teacher training in audio-visual education. Twenty-eight sponsor conferences and institutes in audio-visual education. Twenty-one assist school systems in organizing in-service training programs.

His conclusions based on this study was that there was still a very apparent need for training classroom teachers in the use of audio-visual materials and equipment.

VI. ORGANIZATION OF THE REMAINDER OF THE STUDY

Chapter II tells of the general policies for administering audio-visual education in other school systems maintaining programs which have been selected as desirable patterns to examine.

Chapter III gives a history of the development of the program in the Albuquerque city system showing its gradual

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VI. ORGANIZATION OF THE PROGRAM

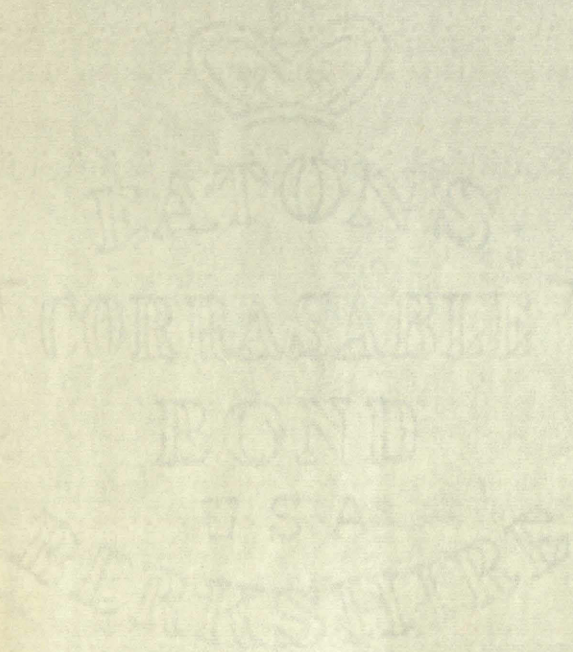
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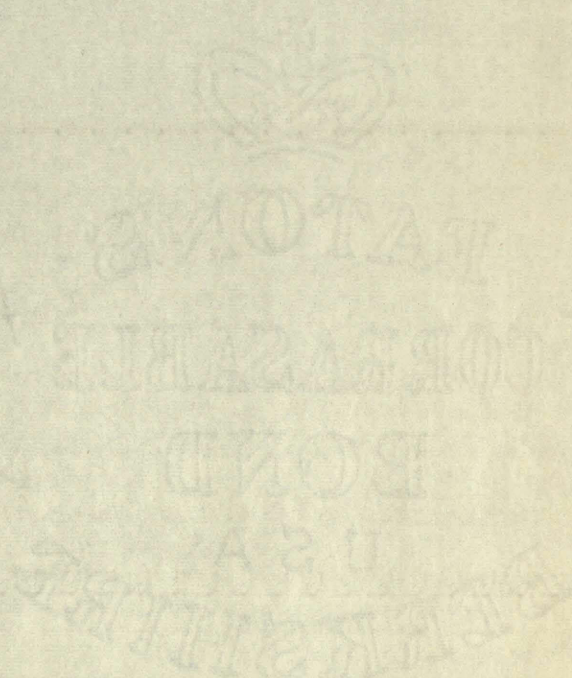
recognition of the value of such teaching aids and its attempt to meet the needs of the teachers.

Chapter IV describes the audio-visual program in Albuquerque as it was in the spring of 1949. In addition a brief summary of the program as planned under the consolidation of schools for the next year is given.

The final chapter compares the administration of the audio-visual program to the general administrative procedures of other school systems as given in Chapter I and suggests possible improvements as a result of this comparison.



recognition of the value of education
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Albuquerque as it was in 1910
brief summary of the history of the city
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The first chapter contains a description of the
audio-visual material as a general guide
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possible improvement as a result of this



CHAPTER II

ADMINISTRATION OF AUDIO-VISUAL PROGRAMS

IN OTHER SCHOOL SYSTEMS

In educational magazines of the past year and a half, the public school systems of the following cities were mentioned as having outstanding audio-visual programs: San Diego, California; Los Angeles, California; Madison, Wisconsin; Seattle, Washington; Dallas, Texas; El Paso, Texas; Albany, New York; Cleveland, Ohio; Omaha, Nebraska; and Nashville, Tennessee. Questionnaires were sent to these ten school systems and nine replies were received. From the nine replies, it appears possible to point out common practices in administrative policies concerning audio-visual programs.

The National Education Association research on audio-visual programs in city school systems made in 1946 was for several reasons not considered an adequate basis for a comparison of the Albuquerque schools. The year of this research was the one following the close of the war. Equipment was difficult to obtain. Much valuable equipment now on the market was not available. Building programs were just getting started, and personnel was still very scarce. There has been much change and improvement in the three years following that study. Wherever this chapter mentions a practice as still reflecting a general trend, the reference refers to the fact

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In educational research, the most common method is the

the public school system of the United States, which is

ed as having been established in the year 1800, and

California; New Mexico; Arizona; Texas; and

Seattle, Washington; Portland, Oregon; and

New York; Cleveland, Ohio; and

Tennessee. The first of these states was

then and also now, the most important

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The first of these states was

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reflected a general

that most of the nine reporting school systems are continuing to follow the policies prevalent in the majority of schools as shown in the National Education Association study.

Since no available research has been done on the administration of audio-visual programs since 1946, it was felt that the only valid means of discovering just how adequate the program in the Albuquerque public schools is today would be to compare its administrative policies with the seemingly accepted administrative policies of the nine selected recognized as having outstanding programs.

n

I. CENTRALIZATION POLICY

Each of the selected schools had a centralized system, the program being handled by a director in the central office. Seven of the nine directors were immediately under the superintendent of schools. One director, employed by the board of education, was equal in authority to the superintendent, and the other was under the curriculum supervisor. The general practice here appears to be that of having a central administration headed by a director responsible to the superintendent.

In all the schools this department administered the program, handled the film library, and purchased the equipment. In every system the equipment remained in each school building, with the exception of a few pieces which would not be constantly used, such as the movie camera. In other words, the

that most of the time, the program is not
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centralization was not carried to such an extent that all the equipment was kept in the main office to be scheduled to the individual schools. But the maintainance of all the equipment was the responsibility of the director. In the larger school systems, such as San Diego and Cleveland, the department is gradually building up a film library in each building in order to give the teachers even greater freedom of use of that particular aid.

II. BUDGET POLICIES

Expenditures per pupil. The knottiest problem which arises in the administration of any program is the budget. Each school seems to have found its own solution. Hosler and Seidell, in Louisiana, recommend an expenditure of \$2.00 per pupil.¹ R. H. Burquist, in California, advises \$1.50 per pupil.² The Indiana State Department of Education³ suggests a minimum expenditure of \$50.00 and a maximum of \$150.00 per teacher. Based upon a 40:1 pupil-teacher ratio, this would be \$1.25 per pupil minimum expenditure, and \$3.75 per pupil maximum.

¹ F. W. Hosler and C. F. Seidell, "How Much Should a Good Audio-Visual Program Cost?" School Executive, 67:70, September, 1947.

² R. H. Burquist, "San Diego City Schools Achieve Equipment," Educational Screen, 28:75, March, 1949.

³ L. C. Larson, "State Audio-Visual Directors Organize --In Indiana," Educational Screen, 26:87, February, 1948.

centralization for the purpose of having a uniformity in the
equipment was kept in mind. The equipment of all the
individual schools. The responsibility of the
system, such as the equipment, was given to the
gradually holding up a high standard of work in order
to give the teacher a better view of the
particular situation.

REPORT OF THE COMMISSIONER OF THE BUREAU OF EDUCATION

Report of the Commissioner of the Bureau of Education
is the result of the study of the situation in the
each school system. The study was made by the
Bureau, in order to determine the conditions of the
public schools. The study was made by the Bureau
of Education, in order to determine the conditions of the
a minimum expenditure of \$100,000 per
teacher. The study was made by the Bureau
of Education, in order to determine the conditions of the
be \$1.25 per pupil. The study was made by the Bureau
of Education, in order to determine the conditions of the
maximum.

1. The study was made by the Bureau of Education
Good and Bad. The study was made by the Bureau
of Education, in order to determine the conditions of the
2. The study was made by the Bureau of Education
Equipment. The study was made by the Bureau
of Education, in order to determine the conditions of the
3. The study was made by the Bureau of Education
--in Ireland.

Methods of allocating funds in schools. In the replies to the questionnaires it was found that equipment budgets ranged from \$6,895 to \$79,000 a year. These figures do not include salaries, but cover equipment only. Three of the schools did not give any set budget but stated that all equipment was purchased from the budget of each individual school. Therefore, no allocation for equipment was made to the department of audio-visual aids. One of these schools did mention a budget of \$1,500 with the notation that this was for maintenance of equipment only. One school did not answer the question on funds.

In this particular area of administration it appears that, by a 5:3 ratio in light of the nine cases, it is the practice to allocate a separate budget for the equipment to the department of audio-visual aids. The size of the minority ratio would indicate that it is still rather common practice to allow for the equipment in each school's budget, and the purchase of films from the general fund.

For a comparison of the size of these six school systems having separate budgets with Albuquerque system and their budget, see Table I.

Only two schools gave a figure for the cost of personnel. The school reporting a budget of \$79,000 for equipment gave their total budget as \$110,000. The school giving \$31,000 as expenditures for equipment stated that their total

TABLE I

AUDIO VISUAL EQUIPMENT BUDGETS AND NUMBER OF SCHOOLS COVERED BY EACH
 IN THE ALBUQUERQUE AND SIX OTHER CITY SCHOOL SYSTEMS*
 1948-1949

School System	Audio Visual Equipment Budget	Number of Schools in the System				
		Elementary	Junior High	High	Junior College	Total
A	\$79,000	51	6	7	2	66
B	31,000	69	4	9	0	82
C	15,000	35	0	5	0	40
D	7,500	29	9	7	0	45
E	6,895	20	0	5	0	25
F	1,500**	24	0	0	0	24
Albuquerque, 1948-49	4,800	17	3	1	0	21
Albuquerque, 1949-50	8,000	43	4	2	0	49

* The names of the schools are not given in the table since several requested that they not be identified in this study.

** This was noted as being for maintenance of equipment only.

TABLE

SHOWING VISUAL MATERIALS AND METHODS USED IN THE
TEACHING OF THE SUBJECT OF THE HISTORY OF THE
UNITED STATES

School System		Visual Material	Methods
District No. 1		Maps	Blackboard
District No. 2		Maps	Blackboard
District No. 3		Maps	Blackboard
District No. 4		Maps	Blackboard
District No. 5		Maps	Blackboard
District No. 6		Maps	Blackboard
District No. 7		Maps	Blackboard
District No. 8		Maps	Blackboard
District No. 9		Maps	Blackboard
District No. 10		Maps	Blackboard
District No. 11		Maps	Blackboard
District No. 12		Maps	Blackboard
District No. 13		Maps	Blackboard
District No. 14		Maps	Blackboard
District No. 15		Maps	Blackboard
District No. 16		Maps	Blackboard
District No. 17		Maps	Blackboard
District No. 18		Maps	Blackboard
District No. 19		Maps	Blackboard
District No. 20		Maps	Blackboard
District No. 21		Maps	Blackboard
District No. 22		Maps	Blackboard
District No. 23		Maps	Blackboard
District No. 24		Maps	Blackboard
District No. 25		Maps	Blackboard
District No. 26		Maps	Blackboard
District No. 27		Maps	Blackboard
District No. 28		Maps	Blackboard
District No. 29		Maps	Blackboard
District No. 30		Maps	Blackboard
District No. 31		Maps	Blackboard
District No. 32		Maps	Blackboard
District No. 33		Maps	Blackboard
District No. 34		Maps	Blackboard
District No. 35		Maps	Blackboard
District No. 36		Maps	Blackboard
District No. 37		Maps	Blackboard
District No. 38		Maps	Blackboard
District No. 39		Maps	Blackboard
District No. 40		Maps	Blackboard
District No. 41		Maps	Blackboard
District No. 42		Maps	Blackboard
District No. 43		Maps	Blackboard
District No. 44		Maps	Blackboard
District No. 45		Maps	Blackboard
District No. 46		Maps	Blackboard
District No. 47		Maps	Blackboard
District No. 48		Maps	Blackboard
District No. 49		Maps	Blackboard
District No. 50		Maps	Blackboard
District No. 51		Maps	Blackboard
District No. 52		Maps	Blackboard
District No. 53		Maps	Blackboard
District No. 54		Maps	Blackboard
District No. 55		Maps	Blackboard
District No. 56		Maps	Blackboard
District No. 57		Maps	Blackboard
District No. 58		Maps	Blackboard
District No. 59		Maps	Blackboard
District No. 60		Maps	Blackboard
District No. 61		Maps	Blackboard
District No. 62		Maps	Blackboard
District No. 63		Maps	Blackboard
District No. 64		Maps	Blackboard
District No. 65		Maps	Blackboard
District No. 66		Maps	Blackboard
District No. 67		Maps	Blackboard
District No. 68		Maps	Blackboard
District No. 69		Maps	Blackboard
District No. 70		Maps	Blackboard
District No. 71		Maps	Blackboard
District No. 72		Maps	Blackboard
District No. 73		Maps	Blackboard
District No. 74		Maps	Blackboard
District No. 75		Maps	Blackboard
District No. 76		Maps	Blackboard
District No. 77		Maps	Blackboard
District No. 78		Maps	Blackboard
District No. 79		Maps	Blackboard
District No. 80		Maps	Blackboard
District No. 81		Maps	Blackboard
District No. 82		Maps	Blackboard
District No. 83		Maps	Blackboard
District No. 84		Maps	Blackboard
District No. 85		Maps	Blackboard
District No. 86		Maps	Blackboard
District No. 87		Maps	Blackboard
District No. 88		Maps	Blackboard
District No. 89		Maps	Blackboard
District No. 90		Maps	Blackboard
District No. 91		Maps	Blackboard
District No. 92		Maps	Blackboard
District No. 93		Maps	Blackboard
District No. 94		Maps	Blackboard
District No. 95		Maps	Blackboard
District No. 96		Maps	Blackboard
District No. 97		Maps	Blackboard
District No. 98		Maps	Blackboard
District No. 99		Maps	Blackboard
District No. 100		Maps	Blackboard



THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, N. Y.

REPORT OF THE
COMMISSIONER OF THE STATE EDUCATION DEPARTMENT
ON THE
TEACHING OF THE HISTORY OF THE
UNITED STATES

THE NAMES OF THE MEMBERS OF THE
COMMISSION ARE LISTED ON THE
NEXT PAGE

THIS WAS NOTED AS A FACT
IN THE REPORT OF THE
COMMISSION

budget was \$45,000. Another school reported their personnel funds as coming from the total sum allocated to the Curriculum Department budget. Three schools stated that salaries were paid from the same fund as teachers' salaries and were not part of the budget allocated to the department. The remaining three schools made no answer to the question.

From this information it is possible to assume that the general practice is still to set up a budget to cover all expenses of the department except the personnel. This would seem to indicate that either the superintendent still wishes to keep control of his staff or he maintains a standard salary scale under which all employees of the system are hired.

III. PERSONNEL

Since all the schools reporting had a director, the foremost question is what are the duties which necessitate such an office. The following list contains the duties common to all:

1. rental of films
2. purchase of films and filmstrips
3. scheduling of films and filmstrips
4. supervision of film library
5. obtaining new materials
6. acquainting teachers with new materials
7. public relations
8. conducting in-service training
9. making catalogs and issuing bulletins
10. purchasing equipment

11. repairing and servicing all equipment
12. pick-up and delivery service
13. coordinating radio programs
14. training student operators
15. maintaining record library
16. assisting principals in developing programs
17. administering the department and budget

The following are other duties mentioned, but not common to all:

1. curriculum advisory service
2. making displays, models, dioramas and exhibits
3. rental service to organizations
4. arranging field trips
5. planning and conducting conferences and demonstrations
6. conducting radio programs
7. making movies, filmstrips and slides
8. making recordings

All but two of the schools replying had a teacher assistant who handled most of the in-service training program, radio programs, curriculum advisory program, and training of projectionists. The division of labor seemed to be that the teacher assistant handled all the direct contacts with teachers. The director saw to the acquisition of all materials, maintenance of the equipment, supervision, and staffing of the office.

Other members of the staff common to all the schools reporting consisted of a booking clerk, film inspectors, a truck driver, and a secretary. In addition, two of the schools maintained artists, photographers, and trained repairmen.

IV. IN-SERVICE TRAINING

All the schools maintain some kind of in-service training. Two of the schools work in cooperation with the local university in night school and summer school courses to provide the teachers with the information they desire. The rest maintain a course taught by either the teacher assistant or the director, plus continual instruction through the coordinators. The most popular types of in-service training seem to be the workshop and the conference or institute. Perhaps the reason is that many administrators feel that much more can be accomplished in a short time through these methods.

V. PREVIEWING REQUIREMENTS

All the schools required previewing of films by committees with the help of the director before purchase of films.

Seven of the schools required all teachers to preview their films before using them. The other two only required the coordinator to preview the films.

All but one of the school systems had facilities for previewing in the central office so that teachers could come in any time and preview a film before scheduling it to be sure it fitted the purpose for which she wanted it. The other school requested teachers to preview the films in their own buildings before using them in their classes.

The apparent policy is to have all teachers preview their films before they even order the film, but, if that is impossible, it must be previewed before its use in the classroom.

VI. TYPES OF SERVICE GIVEN

The most common types of service given are those mentioned under the director's duties. The services are:

1. acquisition of films and filmstrips
2. scheduling films and filmstrips
3. maintenance of films and equipment
4. issuing catalogs and bulletins
5. acquainting teachers with new materials
6. conducting in-service training
7. pick-up and delivery

Additional services offered by two of the schools are:

1. making of models, exhibits and displays
2. making movies and recordings
3. planning field trips
4. planning radio programs
5. providing curriculum advisory service
6. arranging conferences and demonstrations

VII. SUPERVISION IN INDIVIDUAL SCHOOLS

Six of the nine schools have coordinators within each building. These coordinators are teachers in that particular building who have had some training and experience in audio-visual aids.

The duties of these coordinators consist of scheduling the films and equipment within the building, supplying information on the making of slides, records, models, and other such

The reported matter is a case of a person who has been
their time before the court, and it is not possible to
impossible, to make a statement of the facts of the case.
To be.

The next person who was arrested after the first person
tioned under the same name is a person who was arrested

1. arrested at the same time and place as the first person
2. arrested at the same time and place as the first person
3. arrested at the same time and place as the first person
4. arrested at the same time and place as the first person
5. arrested at the same time and place as the first person
6. arrested at the same time and place as the first person
7. arrested at the same time and place as the first person

Additional persons who were arrested at the same time and place

1. arrested at the same time and place as the first person
2. arrested at the same time and place as the first person
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4. arrested at the same time and place as the first person
5. arrested at the same time and place as the first person
6. arrested at the same time and place as the first person

Six of the persons who were arrested at the same time and place
indicated. The second person who was arrested at the same time and place
indicated who was arrested at the same time and place as the first person
indicated.

The third person who was arrested at the same time and place
indicated. The third person who was arrested at the same time and place
indicated. The third person who was arrested at the same time and place
indicated.

items, notifying the director of the requests of the teachers in her building for films or equipment that is supplied by the director's office, and conducting the form of in-service training required by the director.

VIII. SUMMARY

In the city school systems whose programs have been pointed out by educators as being worthy of note, the following nine items seem to be the general administrative policies:

1. The program is centralized under a director responsible for the administration.
2. The director is directly responsible to the superintendent.
3. A budget is allocated for the purchase and maintenance of equipment.
4. The size of the budget appears to depend upon extent of the services offered.
5. All schools have a staff of assistants for the director, with minimum personnel consisting of a teacher assistant, booking clerk, and film inspector.
6. The duties are basically the same in all schools ranging from acquisition, distribution, and maintenance of materials to in-service training.
7. All provide supervised in-service training.
8. All see that teachers preview films before using them in the classroom.
9. The same types of services are offered by all with a few additional services such as field trips, models and exhibits, and radio programs, being offered by the larger school systems.

It would appear safe to assume that since the selected school systems are considered to have outstanding programs, and these basic points of administration are common to all, then any system expecting to have an efficient administration of audio-visual aids should seriously consider incorporating these features.

items, notifying the director of the situation of the company
in her writing for this purpose.
the director's office, the following are the items of the
maintaining records of the company.

In the office of the director, the following items are
pointed out as being of importance to the company and the
the nine items are as follows:

1. The present and past financial statements of the company.
2. The present and past financial statements of the company.
3. The present and past financial statements of the company.
4. The present and past financial statements of the company.
5. The present and past financial statements of the company.
6. The present and past financial statements of the company.
7. The present and past financial statements of the company.
8. The present and past financial statements of the company.
9. The present and past financial statements of the company.

It would appear that the company has been able to
achieve a certain degree of success in its operations,
and these have been of considerable importance to the
then any other matter of importance to the company.
of which the company has been able to achieve a certain
these results.

CHAPTER III

HISTORY OF THE AUDIO-VISUAL PROGRAM

IN THE ALBUQUERQUE PUBLIC SCHOOLS, 1936 - 1949

The city schools of Albuquerque are for the most part well equipped with charts, globes, maps, blackboards, and pianos. Those few who do not meet the high standards fail to do so entirely through lack of interest of the teachers or the principals in making requests which will keep their buildings adequately supplied. The Albuquerque School Board has always been most generous in providing schools with these teaching aids which have been recognized for years as essential to good teaching.

This being the case, the history with which this chapter deals will concentrate specifically on the gradual use and acceptance of the newer aids to teaching which the technical knowledge of the United States has provided.

It took a war with its desperate need for concentrated, thorough, speeded-up education to demonstrate to educators in general the value of these new aids if used correctly. Because these aids involved expensive equipment and new techniques, revised teaching and training programs arose. There were two general patterns of development of audio-visual programs. The first was a planned program by a superintendent or principal who was farsighted enough to realize the value

of these aids and the necessity for an organized plan. The second and most common pattern was a gradual evolution of a program as various teachers discovered the invaluable assistance these aids provided. As more teachers demanded more new materials and expensive equipment began to be acquired, administrators had it forced to their attention that here were needed and costly teaching materials which should be added to their curriculum. The natural outcome of this realization was an organized program.

In this chapter it is seen that the Albuquerque Public Schools followed this second pattern in the development of its program, and is just now beginning to reach the final phase.

I. THE DEVELOPMENT OF THE PROGRAM IN THE HIGH SCHOOL¹

No use was made of films as an educational or instructional aid in the Albuquerque High School until the arrival of Mr. Davies as a science instructor in 1936.

It was his feeling that indigenous students would acquire far greater knowledge of geology if he could bring the world to their doorstep through films. He proceeded to obtain free government films from the regional office of the Forest Service and a projector from the office of Soil

¹ W. P. Davies, "The Study of an Audio-Visual Program," (unpublished paper, The University of Wisconsin, Madison, 1943).

of these also and the necessary steps are being taken
second and third years of the program and the
program as a whole. The program is being revised
these steps and the program is being revised
new materials and equipment. The program is being revised
administrators and the program is being revised
were added and the program is being revised
added to the program. The program is being revised
action was taken and the program is being revised
in this program is the program is being revised
Schools followed the program is being revised
program, and the program is being revised

1. The program is being revised
No one was able to find the program is being revised
ational and the program is being revised
of Mr. Boyer and the program is being revised
It was the program is being revised
acquire the program is being revised
the world and the program is being revised
obtain the program is being revised
Foreign Service and the program is being revised

(unclassified)
1963

Conservation. The auditorium was designated as the film room so other classes could enjoy his films. The school equipment at that time consisted of a worn-out silent projector and a combination slide and opaque projector.

In 1937 a schedule was made for the rental and showing of free films for the chemistry, biology, and physics departments. Funds were also found to pay for the cost of transportation of these films. It was necessary to borrow a projector when a sound film was used. Another step forward at this time was the making of curtains for a classroom so the films could be shown to the science classes only.

In the fall of 1938 the high school acquired a new Bell and Howell 16mm. sound projector. Then began an experimental period in which curtains were made which could be moved from room to room and map hooks placed over the windows on which to hang the homemade curtains. By the end of the year films other than science films were shown in the cafeteria when the audience consisted of more than one class. Teachers were trained to run the projector, but it was found that providing student operators led to more extensive use of films.

Since many of these free pictures proved to be very unsatisfactory, the next year's schedule included \$195.00 for rental of educational films. During the school year 1939-40, the superintendent authorized the program and a new beaded screen was purchased. That same year the newly completed

library basement was found to be more satisfactory for film showings. On the days that films were to be shown, the class met in this room instead of in their regular room. A projectionist club was formed, and the boys were given the Bell and Howell proficiency card when considered qualified to handle the equipment. In that year, also, Mr. Davies was given a free class period to handle these extra duties. Mr. Maxson, the radio and physics teacher, assisted him in the maintenance of the equipment, including the public address system.

Teachers were having difficulties in choosing adequate films. As a result, in the middle of the year Mr. Davies was assigned an NYA student assistant to make a card index which would enable teachers to select the worthwhile films. By 1943 this file contained 2,200 titles.

By the school year 1940-41 all films were being shown in the projection room, as the library basement is known. Students had come to accept this room as only another classroom. Most of the faculty were now experienced in the use of films. Films were being incorporated into their lesson plans.

In that year junior high schools were included in the program for the first time, when the Jefferson Junior High School requested the use of some of the high school films. The annual program expense for transportation and rentals was \$395.00.

CORRASABLE
BOND

Library Catalogue was...
showing. On the...
met in this room...
element also was...
Howell previously...
the epidemic...
free class period...
the radio had...
ence of the...
Teacher's...
film. As a result...
assigned as...
would enable...
1953 this film...
by the school...
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Students had...
room...
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In that year...
program for the...
School requested...
The school...
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OVERKAXABLE

BOND

U.S.A.

The school year 1941-42 saw Mr. Davies officially named Director of Audio-visual Aids and given jurisdiction over the program in the junior high schools as well as in the high school.

During this gradual development of the film program individual teachers were using other audio and visual aids. Science teachers were using slides, English and history teachers were using their radios, and music classes occasionally made use of radios and record players. All the teachers were using the known and accepted visual materials such as maps, charts, and bulletin boards. But aside from the film program, sparked by the interest and efforts of Mr. Davies, there was no directed program of audio-visual education.

With the close of the war newer equipment became available and the program began expanding in the high school. Most of the faculty were using one or more of the new techniques. The motion picture was the most popular of the newer devices used, but record players, radios, slides, film strips, and recordios were quite often finding their way into the daily lesson.

A fund was set aside in 1947 for the purchase of films and new equipment. This fund was provided for Mr. Davies from the Central Office with the understanding that such materials and equipment would be available to all schools in the system.

In 1948-49 motion pictures were made of important events occurring in the high school.

The main source of supply for films, in the spring of 1949, was still the rental libraries of other institutions, particularly the University of New Mexico and the Santa Fe Museum. Many teachers, alone with the help of the students, are adding to their courses by using exhibits, models, objects, and specimens even more than in previous years. One particularly good collection is that of the Latin classes. The field trip still remains a rarely used technique in the secondary school.

II. DEVELOPMENT OF THE PROGRAM IN THE JUNIOR HIGH SCHOOLS

Down to 1942 the junior high schools in Albuquerque carried on rather disconnected programs in their own schools. The extent of the program depended upon the enthusiasm and initiative of individual teachers. Free films were shown occasionally to the school as a whole. Radios were used extensively by some of the teachers, but these belonged to the teachers using them.

In 1941 the Jefferson Junior High School requested the use of some of the films rented by the high school. This was the first step toward a planned program in the junior high schools.



is 1944-1945. It is a very important period
occurring in the history of the school.
The first school of the district was founded in 1844.
1944, and it was the first school of the district.
participating in the district of the district.
Kinsman, New Hampshire. It was the first school of the district.
and adding to the district of the district.
and education even now in the district of the district.
fairly good collection is made of the district of the district.
trip still remains a fairly good collection of the district.
school.

II. HISTORY OF THE SCHOOL IN THE DISTRICT OF THE DISTRICT
From 1844 to 1944 the first school of the district was
carried on under the management of the district of the district.
The extent of the district of the district was not very large.
initiative of individual students. It was a very small school.
essentially to the school of the district. It was a very small school.
extensively by the school of the district. It was a very small school.
the teachers, using them.
In 1944 the district of the district was founded. It was the first school of the district.
use of some of the district of the district. It was a very small school.
the first step toward a district of the district. It was a very small school.
school.

The end of the 1941-42 school year brought a request from the superintendent for Mr. Davies to prepare a schedule of pictures to be used in the three junior high schools. Mr. Davies sent the card index he had prepared for the high school faculty to each junior high school. Teachers were requested to choose the films they desired and to indicate the date of use. Because the teachers had little knowledge of the use of this new medium, many poor choices were made. With the help of Mrs. Eleanor Mazurik, the Junior-Senior High School Coordinator, Mr. Davies rearranged requests to fit subject matter and assigned dates approximating those specified by the teachers.

The year 1942-43 was an experimental period for the junior high schools, as the year 1938-39 had been for the high school. Mr. Davies sent a notebook to each principal showing the arrival date of films and giving a brief description of the film. This method did not work out very well, as few teachers saw the notebook which usually reposed on the principal's desk. The principals themselves arranged with Mr. Davies for the films to be used while the teacher remained ignorant of the material until its arrival.

A change was made in the ordering of films for the next year. Each junior high school was sent three catalogs of the three best-stocked rental sources from which to choose their films for the year. This method, too, proved unsatisfactory,

The day of the ... from the superintendent ... of pictures to be used in the ... Davies sent the ... family to each ... to choose the ... use. Because the ... this new edition, many ... of Mrs. Eleanor ... director, Mr. Davies ... and assigned ... teachers.

The year ... Junior high ... high school, ... showing the ... tion of the ... few teachers ... principal's desk, ... Mr. Davies for ... ignorance of the ...

A change ... year. Each ... three best ... this for the year.



as only one junior high carried out the request. The second school mislaid the catalogs and the third did not give the teachers an opportunity to check the catalogs.

The method finally evolved was to have the three schools arrange a meeting date for teachers in each department to select films to be ordered. That is, on one day all the teachers in the social studies areas in the three junior high schools would meet and decide upon films of value to that area and the time most advantageous for all to use them. This schedule was given to Mr. Davies, who then ordered the films and notified the principals of the schedule as confirmed.

The equipment on hand in each junior high school today consists of at least one of each of the following: 16mm. sound projector, stripfilm projector, radio, phonograph, screen, and curtains.

Each school's individuality is shown in its method of conducting its audio-visual program. Washington Junior High School has arranged a room for showing of films and generally all groups of a certain grade attend the showings. The principal schedules the program of films, but all other devices are left to the individual teacher to use or not as she sees fit.

At the Lincoln Junior High a coordinator has been appointed. He trains students in the operation of the equipment and arranges schedules for the showing of the films. Here, as in the high school, one classroom has been equipped

for the showing of films. When a class is scheduled to have a film, the pupils report to this room rather than to their usual classroom. In this way the film becomes part of the lesson instead of a rest period.

At the Jefferson Junior High the films are shown in the classrooms as a regular part of the lessons. Here again a coordinator has been appointed to handle the distribution of materials and train student operators. In addition to the usual equipment, Jefferson also has a public-address system which greatly facilitates the use of radio programs.

At Lincoln and Jefferson practically all films are previewed before their use, while at Washington few films are previewed. The reason given for not previewing was that the teachers had seen the films at one time or another.

III. DEVELOPMENT OF THE PROGRAM IN ELEMENTARY SCHOOLS

For years various elementary schools in the city have been noted for their exhibits, models, and dramatic productions. The latter included puppets and festivals. With the exception of spring festivals, which have become a tradition in some schools, most of these forms of audio-visual aids have been an outgrowth of the ability and enthusiasm of one teacher rather than a planned program. In three schools in the system a program of audio-visual aids is quite well advanced, due to progressive and forward-thinking principals and

for the showing of films. The showing of films is a very important part of the lesson. The teacher should select films which are of high quality and which are of interest to the students. The films should be shown at the beginning of the lesson, and the teacher should discuss the films with the students. The teacher should also select films which are of high quality and which are of interest to the students. The films should be shown at the beginning of the lesson, and the teacher should discuss the films with the students.

At the end of the lesson, the teacher should assign the students to write a paper on the lesson. The paper should be due at the beginning of the next lesson. The teacher should also assign the students to read a book on the lesson. The book should be due at the beginning of the next lesson. The teacher should also assign the students to write a paper on the lesson. The paper should be due at the beginning of the next lesson.

III. DISCUSSION OF THE LESSON

For each lesson of the lesson, the teacher should assign the students to write a paper on the lesson. The paper should be due at the beginning of the next lesson. The teacher should also assign the students to read a book on the lesson. The book should be due at the beginning of the next lesson. The teacher should also assign the students to write a paper on the lesson. The paper should be due at the beginning of the next lesson.

active PTA's. These principals, realizing the value of these instructional materials, held visiting days, promoted publicity on exhibits and plays, and more recently have appointed a teacher in charge of film scheduling and distribution and in every way have given their teachers enthusiastic backing and full cooperation in using these materials to their fullest advantage.

By enlisting the support of the PTA, these schools were able to purchase equipment in advance of the rest of the elementary schools.

In the fall of 1946 high school equipment was made available to elementary schools which had no equipment of their own. They were also able to rent films through Mr. Davies if they so desired. At this time radios and record players were becoming quite a popular teaching tool in the lower grades.

Down to this period of unification, administration of an audio-visual program developed in each school on an individual basis, dependent only upon the specialized abilities or hobbies of the teachers within the building and the interest and cooperativeness of the principal. With the exception of the film program, this situation is still quite prevalent in the audio-visual program. Some buildings have an excellent program with teachers becoming more experienced in the use of these new techniques every year, while others have no program

whatsoever. In the latter situation a teacher is occasionally found using a radio or record player of her own, or struggling through a field trip with no assistance or notice.

Elementary schools are still the leaders in the use of field trips, exhibits, puppets, and other dramatic participation schemes as teaching devices. Perhaps as the administration of audio-visual aids develops in the city, the elementary teachers will also become leaders in the use of these other tools.

IV. UNIFICATION OF THE AUDIO-VISUAL PROGRAM

As stated earlier, Davies was officially appointed Director of Audio-visual Aids in 1941. The junior high schools came under his jurisdiction in 1942. But the program was not expanded to include the elementary schools until after the war.

A budget of \$4,800 was set up for the purchase and rental of films for the school year 1948-49. A committee of teachers met with Miss Erna Schroeder, Elementary Supervisor, in the summer of 1948 to select films to be purchased for use in the elementary schools.

As very few of the elementary schools had their own projectors, it was necessary to schedule the projectors available from the high school. It was found that by scheduling the projectors for a one-week period, each school would have

the use of a machine nine times during the year. If a school desired a projector at any other than its scheduled time, it was necessary for the principal to contact Mr. Davies and make such arrangements as required. In most cases the principal was content with his allotted time, but many teachers were not satisfied with this plan.

Since a projector could be had only for a week at a time, Mr. Davies felt it would make bookings easier and promote a greater use of the new films if a system of block booking was used. With the assistance of Miss Schroeder, he chose a film for each grade from the purchased films and scheduled each such set of films at the same time as the projector. A bulletin was prepared announcing the films contained in each package, the dates each group would arrive, and the week the projector would be at each school. (See Tables II and III.)

This system of block booking has brought many complaints from teachers, due to the fact that in most cases the film arrived long after or long before the subject matter covered by the film was taken up by the teacher. In a number of schools it is a practice to hold a general assembly of the building and run off all the films at once. In other cases the schedule is posted in the principal's office in such a manner that few teachers see it and request the showing of the films for their classes.

TABLE II

MOTION PICTURES PROGRAM SCHEDULE*

September 13 - December 22

1948

Date of Use	Schools Using Program #III	Schools Using Program #II	Schools Using Program #I
Sept. 13 - 1	North Fourth	Lew Wallace	Longfellow
Sept. 20 - 24	Bandelier	Old Town	La Mesa
Sept. 27 - Oct. 1	University Heights	Duranes	Coronado
Oct. 7 - 8	Monte Vista	Stronghurst	John Marshall
Oct. 11 - 15	Eugene Field	Santa Barbara	North Fourth
Oct. 18 - 22	Lew Wallace	Longfellow	Bandelier
Oct. 25 - 27	Old Town	La Mesa	University Heights
Nov. 1 - 5	Duranes	Coronado	Monte Vista
Nov. 8 - 12	Stronghurst	John Marshall	Eugene Field
Nov. 15 - 19	Santa Barbara	North Fourth	Lew Wallace
Nov. 22 - 26	Longfellow	Bandelier	Old Town
Nov. 29 - Dec. 3	La Mesa	University Heights	Duranes
Dec. 6 - 10	Coronado	Monte Vista	Stronghurst
Dec. 13 - 17	John Marshall	Eugene Field	Santa Barbara

* Partial reproduction of mimeographed schedule sent to the schools by Mr. Davies.

U.S. A. 1000
 RECORD
 1000

Date of Use	Program	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	2.0	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	3.0	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	4.0	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9	5.0	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9	6.0	6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8	6.9	7.0	7.1	7.2	7.3	7.4	7.5	7.6	7.7	7.8	7.9	8.0	8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8	8.9	9.0	9.1	9.2	9.3	9.4	9.5	9.6	9.7	9.8	9.9	10.0	10.1	10.2	10.3	10.4	10.5	10.6	10.7	10.8	10.9	11.0	11.1	11.2	11.3	11.4	11.5	11.6	11.7	11.8	11.9	12.0	12.1	12.2	12.3	12.4	12.5	12.6	12.7	12.8	12.9	13.0	13.1	13.2	13.3	13.4	13.5	13.6	13.7	13.8	13.9	14.0	14.1	14.2	14.3	14.4	14.5	14.6	14.7	14.8	14.9	15.0	15.1	15.2	15.3	15.4	15.5	15.6	15.7	15.8	15.9	16.0	16.1	16.2	16.3	16.4	16.5	16.6	16.7	16.8	16.9	17.0	17.1	17.2	17.3	17.4	17.5	17.6	17.7	17.8	17.9	18.0	18.1	18.2	18.3	18.4	18.5	18.6	18.7	18.8	18.9	19.0	19.1	19.2	19.3	19.4	19.5	19.6	19.7	19.8	19.9	20.0	20.1	20.2	20.3	20.4	20.5	20.6	20.7	20.8	20.9	21.0	21.1	21.2	21.3	21.4	21.5	21.6	21.7	21.8	21.9	22.0	22.1	22.2	22.3	22.4	22.5	22.6	22.7	22.8	22.9	23.0	23.1	23.2	23.3	23.4	23.5	23.6	23.7	23.8	23.9	24.0	24.1	24.2	24.3	24.4	24.5	24.6	24.7	24.8	24.9	25.0	25.1	25.2	25.3	25.4	25.5	25.6	25.7	25.8	25.9	26.0	26.1	26.2	26.3	26.4	26.5	26.6	26.7	26.8	26.9	27.0	27.1	27.2	27.3	27.4	27.5	27.6	27.7	27.8	27.9	28.0	28.1	28.2	28.3	28.4	28.5	28.6	28.7	28.8	28.9	29.0	29.1	29.2	29.3	29.4	29.5	29.6	29.7	29.8	29.9	30.0	30.1	30.2	30.3	30.4	30.5	30.6	30.7	30.8	30.9	31.0	31.1	31.2	31.3	31.4	31.5	31.6	31.7	31.8	31.9	32.0	32.1	32.2	32.3	32.4	32.5	32.6	32.7	32.8	32.9	33.0	33.1	33.2	33.3	33.4	33.5	33.6	33.7	33.8	33.9	34.0	34.1	34.2	34.3	34.4	34.5	34.6	34.7	34.8	34.9	35.0	35.1	35.2	35.3	35.4	35.5	35.6	35.7	35.8	35.9	36.0	36.1	36.2	36.3	36.4	36.5	36.6	36.7	36.8	36.9	37.0	37.1	37.2	37.3	37.4	37.5	37.6	37.7	37.8	37.9	38.0	38.1	38.2	38.3	38.4	38.5	38.6	38.7	38.8	38.9	39.0	39.1	39.2	39.3	39.4	39.5	39.6	39.7	39.8	39.9	40.0	40.1	40.2	40.3	40.4	40.5	40.6	40.7	40.8	40.9	41.0	41.1	41.2	41.3	41.4	41.5	41.6	41.7	41.8	41.9	42.0	42.1	42.2	42.3	42.4	42.5	42.6	42.7	42.8	42.9	43.0	43.1	43.2	43.3	43.4	43.5	43.6	43.7	43.8	43.9	44.0	44.1	44.2	44.3	44.4	44.5	44.6	44.7	44.8	44.9	45.0	45.1	45.2	45.3	45.4	45.5	45.6	45.7	45.8	45.9	46.0	46.1	46.2	46.3	46.4	46.5	46.6	46.7	46.8	46.9	47.0	47.1	47.2	47.3	47.4	47.5	47.6	47.7	47.8	47.9	48.0	48.1	48.2	48.3	48.4	48.5	48.6	48.7	48.8	48.9	49.0	49.1	49.2	49.3	49.4	49.5	49.6	49.7	49.8	49.9	50.0	50.1	50.2	50.3	50.4	50.5	50.6	50.7	50.8	50.9	51.0	51.1	51.2	51.3	51.4	51.5	51.6	51.7	51.8	51.9	52.0	52.1	52.2	52.3	52.4	52.5	52.6	52.7	52.8	52.9	53.0	53.1	53.2	53.3	53.4	53.5	53.6	53.7	53.8	53.9	54.0	54.1	54.2	54.3	54.4	54.5	54.6	54.7	54.8	54.9	55.0	55.1	55.2	55.3	55.4	55.5	55.6	55.7	55.8	55.9	56.0	56.1	56.2	56.3	56.4	56.5	56.6	56.7	56.8	56.9	57.0	57.1	57.2	57.3	57.4	57.5	57.6	57.7	57.8	57.9	58.0	58.1	58.2	58.3	58.4	58.5	58.6	58.7	58.8	58.9	59.0	59.1	59.2	59.3	59.4	59.5	59.6	59.7	59.8	59.9	60.0	60.1	60.2	60.3	60.4	60.5	60.6	60.7	60.8	60.9	61.0	61.1	61.2	61.3	61.4	61.5	61.6	61.7	61.8	61.9	62.0	62.1	62.2	62.3	62.4	62.5	62.6	62.7	62.8	62.9	63.0	63.1	63.2	63.3	63.4	63.5	63.6	63.7	63.8	63.9	64.0	64.1	64.2	64.3	64.4	64.5	64.6	64.7	64.8	64.9	65.0	65.1	65.2	65.3	65.4	65.5	65.6	65.7	65.8	65.9	66.0	66.1	66.2	66.3	66.4	66.5	66.6	66.7	66.8	66.9	67.0	67.1	67.2	67.3	67.4	67.5	67.6	67.7	67.8	67.9	68.0	68.1	68.2	68.3	68.4	68.5	68.6	68.7	68.8	68.9	69.0	69.1	69.2	69.3	69.4	69.5	69.6	69.7	69.8	69.9	70.0	70.1	70.2	70.3	70.4	70.5	70.6	70.7	70.8	70.9	71.0	71.1	71.2	71.3	71.4	71.5	71.6	71.7	71.8	71.9	72.0	72.1	72.2	72.3	72.4	72.5	72.6	72.7	72.8	72.9	73.0	73.1	73.2	73.3	73.4	73.5	73.6	73.7	73.8	73.9	74.0	74.1	74.2	74.3	74.4	74.5	74.6	74.7	74.8	74.9	75.0	75.1	75.2	75.3	75.4	75.5	75.6	75.7	75.8	75.9	76.0	76.1	76.2	76.3	76.4	76.5	76.6	76.7	76.8	76.9	77.0	77.1	77.2	77.3	77.4	77.5	77.6	77.7	77.8	77.9	78.0	78.1	78.2	78.3	78.4	78.5	78.6	78.7	78.8	78.9	79.0	79.1	79.2	79.3	79.4	79.5	79.6	79.7	79.8	79.9	80.0	80.1	80.2	80.3	80.4	80.5	80.6	80.7	80.8	80.9	81.0	81.1	81.2	81.3	81.4	81.5	81.6	81.7	81.8	81.9	82.0	82.1	82.2	82.3	82.4	82.5	82.6	82.7	82.8	82.9	83.0	83.1	83.2	83.3	83.4	83.5	83.6	83.7	83.8	83.9	84.0	84.1	84.2	84.3	84.4	84.5	84.6	84.7	84.8	84.9	85.0	85.1	85.2	85.3	85.4	85.5	85.6	85.7	85.8	85.9	86.0	86.1	86.2	86.3	86.4	86.5	86.6	86.7	86.8	86.9	87.0	87.1	87.2	87.3	87.4	87.5	87.6	87.7	87.8	87.9	88.0	88.1	88.2	88.3	88.4	88.5	88.6	88.7	88.8	88.9	89.0	89.1	89.2	89.3	89.4	89.5	89.6	89.7	89.8	89.9	90.0	90.1	90.2	90.3	90.4	90.5	90.6	90.7	90.8	90.9	91.0	91.1	91.2	91.3	91.4	91.5	91.6	91.7	91.8	91.9	92.0	92.1	92.2	92.3	92.4	92.5	92.6	92.7	92.8	92.9	93.0	93.1	93.2	93.3	93.4	93.5	93.6	93.7	93.8	93.9	94.0	94.1	94.2	94.3	94.4	94.5	94.6	94.7	94.8	94.9	95.0	95.1	95.2	95.3	95.4	95.5	95.6	95.7	95.8	95.9	96.0	96.1	96.2	96.3	96.4	96.5	96.6	96.7	96.8	96.9	97.0	97.1	97.2	97.3	97.4	97.5	97.6	97.7	97.8	97.9	98.0	98.1	98.2	98.3	98.4	98.5	98.6	98.7	98.8	98.9	99.0	99.1	99.2	99.3	99.4	99.5	99.6	99.7	99.8	99.9	100.0
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* Partial reproduction of the original document by Mr. Davies.

TABLE III
MOTION PICTURE PROGRAMS

	GRADE LEVEL	TITLE	TIME
Program #1	P	Three Little Kittens	10 minutes
	3	Shelter	
	4	Amazon Awakens	each
	All	Safety to and from Schools	
	6	Development of Communication	
Program #2	P	I Never Catch a Cold	10 minutes
	P	Adventures of Bunny Rabbit	
	2	Fireman	
	3	Clothing	
	4	Navajo Indians	
	5	Colonial Children	
Program #3	All	Playground Safety	10 minutes
	P	Care of Pets	
	3	Building a House	each
	4	Children of Mexico	
	5	Early Settlers of New England	
	6	Development of Transportation	



EATON'S

DEPARTMENT STORE

1155

LETTERS

1155

1155

1155

Program 11
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Program 12
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1155

Program 13
1155

Since Mr. Davies was only a part-time director, most of his time being taken up with his teaching and other affairs, it was impossible for him to handle such details as pick-up and delivery. It was each principal's responsibility to pick up the projector and films from the school scheduled just before him. Some principals often forgot to do this unless it was brought to their attention by a teacher who had been planning to use a scheduled film.

A special kit was made by Mr. Davies to hold the strip-films purchases by the system. This kit, with the slide projector, was also booked to the schools on a set schedule. (See Table IV.)

Any other equipment in Mr. Daview' office is also available to the schools. Several have made extensive use of the wire recorder and recordio.

The method of purchasing films last year was to have committees of teachers select the films they felt were most valuable to have for a start. In the elementary grades the committees were composed of representatives from all buildings. In the junior high schools and the high school representatives of different departments voted for their choice.

The unification of the audio-visual program has been a very gradual process. Considering the fact that, like Topsy, it has "jes growed," the city schools should be proud

TABLE IV

FILMSTRIP UNIT SCHEDULE*

SEPTEMBER 12, 1948 - MAY 20, 1949

Date of Use	Unit I	Unit II	Unit III
Sept. 12 - 24	University H.	Old Town	Longfellow
Sept. 27 - Oct. 8	Lew Wallace	Stronghurst	La Mesa
Oct. 11 - 22	North Fourth	Santa Barbara	Bandelier
Nov. 1 - 12	Coronado	Longfellow	University H.
Nov. 15 - 26	Old Town	Mac Arthur	John Marshall
Nov. 29 - Dec. 10	La Luz	Monte Vista	Eugene Field
Dec. 13 - Jan. 7	Duranes	La Mesa	Lew Wallace
Jan. 10 - 21	Stronghurst	Bandelier	North Fourth
Jan. 24 - Feb. 4	Santa Barbara	University H.	Coronado
Feb. 5 - 18	Longfellow	John Marshall	Old Town
Feb. 21 - Mar. 4	Mac Arthur	Eugene Field	La Luz
Mar. 7 - 18	Monte Vista	Lew Wallace	Duranes
Mar. 21 - Apr. 1	La Mesa	North Fourth	Stronghurst
Apr. 2 - 22	Bandelier	Coronado	Santa Barbara
Apr. 24 - May 6	Eugene Field	Duranes	Monte Vista
May 9 - 20	John Marshall	La Luz	Mac Arthur

* Partial reproduction of mimeographed schedule sent to schools in the City Public School System by Mr. Davies.

TABLE I
 MINERAL PRODUCTION
 SEPTEMBER 12, 1948 - MAY 31, 1949

Date of Use	Field I	Field II	Field III
Sept. 12 - 24	Hydrocarbon R.	Oil, Texas	Hydrocarbon R.
Sept. 25 - Oct. 8	Law Wallace	Hydrocarbon R.	Hydrocarbon R.
Oct. 11 - 23	North Texas	Oil, Texas	Hydrocarbon R.
Nov. 1 - 15	Colorado	Hydrocarbon R.	Hydrocarbon R.
Nov. 15 - 20	Old Town	Hydrocarbon R.	Hydrocarbon R.
Nov. 20 - Dec. 10	La Jolla	Hydrocarbon R.	Hydrocarbon R.
Dec. 15 - Jan. 7	Portman	Hydrocarbon R.	Hydrocarbon R.
Jan. 10 - 21	Stratford	Hydrocarbon R.	Hydrocarbon R.
Jan. 24 - Feb. 4	North Texas	Hydrocarbon R.	Hydrocarbon R.
Feb. 5 - 18	Longfellow	Hydrocarbon R.	Hydrocarbon R.
Feb. 21 - Mar. 4	North Texas	Hydrocarbon R.	Hydrocarbon R.
Mar. 7 - 18	North Texas	Hydrocarbon R.	Hydrocarbon R.
Mar. 21 - Apr. 1	La Mesa	Hydrocarbon R.	Hydrocarbon R.
Apr. 2 - 22	Bradford	Hydrocarbon R.	Hydrocarbon R.
Apr. 24 - May 6	Eugene Hill	Hydrocarbon R.	Hydrocarbon R.
May 9 - 20	John Martin	Hydrocarbon R.	Hydrocarbon R.

* Partial reproduction of mineral production of the State of Texas
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of the progress they have made. More details of the situation in the schools after the unification are given in the next chapter.

Normally one could expect next year's program to be much more satisfactory now that the experimental period of unification is past. However, that probably will not be true in this case, due to the consolidation with the county schools, for the administrator's main efforts will be directed toward bringing the county schools nearer to the standards of the present city schools.

V. SOURCES OF FUNDS FOR THE PROGRAM

Before the spring of 1949 any equipment necessary for audio-visual teaching, such as projectors or radios, was generally purchased either entirely or partially by money raised by the PTA of each school. Therefore, the schools in areas having an active, progressive PTA have more equipment than schools in less fortunate areas. In some schools the PTA has raised a fund for rentals of films.

Where equipment is partially paid for by the PTA, the difference is made up from the school's budget for the purchase of equipment. Other equipment, mainly that housed in Mr. Davies' office for use by all schools, and the films are purchased from the general fund of the Central Office.

VI. SUMMARY

In this history of the development of the Albuquerque audio-visual program, one sees the same deterrents to the program as found by the National Education Association study of 1946:² lack of teachers trained in the use of these new techniques, lack of a specially trained director with time and facilities for effective leadership, shortage of equipment, and scarcity of funds. But since the program is only in its infancy, it is hoped that the future will rectify these faults.

² "Audio-Visual Aids in City Systems," (National Education Research Bulletin, Vol. 14, #4, Washington, D. C.: National Education Association, 1946.) 70 pp.

THE HOUSE-TRUSTED SCHOOL, 1913-1914

An attempt is made to show the progress of the project in the field and to show the results of the 1913-14 school year. It is shown that the project gives the kind of the education that is needed when the country schools will be able to give a system.

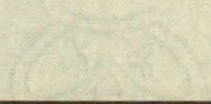
The data for Section I was obtained by the principal and teachers in the field. Additional information was obtained from the principal. It was found that the project was a success. It would be a success if the project was carried through his agent and that was the result. Research was also through their efforts. Progress in the classroom.

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Centralization. There is a centralization of the work. The project has been successfully carried out.

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Actual centralization of the programs of the elementary and junior high schools under this director has been very gradual, and is still in the process of complete realization. Part of the difficulty lies in the fact that the director is on duty only part time, most of his time being taken up with classwork and checking textbooks. Although he has the title of director of audio-visual aids, the major field of development at present is the purchase, distribution and maintenance of films and film equipment.

Mr. Davies lists his duties as follows:

1. scheduling film and film strip units
2. scheduling projectors for elementary schools
3. booking rental films upon request
4. providing wire recorder upon request
5. making recordings of any program requested
6. providing portable public address system for special occasions
7. repairing of all equipment
8. making movies of photogenic events
9. improving use and arrangements in schools
10. helping in planning improvements and in selecting and obtaining materials
11. making catalogs of audio-visual materials and equipment
12. making of equipment of special specifications
13. training night school classes in care and operation of materials and projector
14. providing supplies for all equipment when requested

As this is a big program for even a full-time director, it is little wonder that teachers complain about various points contained herein. The complaints of elementary teachers pertaining to rental of films fell into two groups. Some teachers attempted to rent films and either were discouraged or heard nothing from their request. Others did not know



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it was possible for them to use any films other than those owned by the schools, and these films did not fill their needs in many cases. Another disappointment was founded upon the inability to get records out of special school programs. This is no fault of Mr. Davies, except in listing that as part of his program, for his time is too limited to answer all such requests. Therefore, if neither the principal nor the teacher knew how to operate the recordio, the event was not recorded. Many teachers felt the night school class offered by Mr. Davies in the fall was too technical to be of any help to them.

Item 9, improving use and arrangements in schools, and Item 10, helping in planning improvements and in selecting and obtaining materials, are necessary to any active program, but most such suggestions must come from a study of the situation by the director. Few principals have enough knowledge of the program to know what help is needed. Down to the present, Mr. Davies' time has not been adequate to make such a study of all the schools under his jurisdiction. Therefore, generally speaking, the principals feel that their program is satisfactory. Mr. Davies, whose contact with the schools is through the principal, is satisfied. But the teachers for whom the program is designed are dissatisfied. They feel that in many ways it was wholly inadequate this past year.

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Item 9, January 10, 1961
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As noted in the previous chapter, the selection of films to be purchased was made through the cooperation of teacher committees, the supervisors, and Mr. Davies. At the present time the city film library, housed in the high school, is small but good. The films selected make a satisfactory base for the building of an adequate educational film library. But by far the largest source of films in use in the schools is still the rental libraries of other institutions.

Personnel. The staff, which assists Mr. Davies in carrying out his program is rather nebulous in character. Prior to the war, he had part-time NYA and student workers. Since the war he has made even greater use of students. When secretarial assistance was needed it was necessary for him to draft a girl to work during her study period. He has trained boys and girls as projectionists and given invaluable suggestions for such training to other schools desirous of using students to run the machines. He has enlisted the help of boys either with experience in radio work or in a radio class to aid him in the repair of the equipment. Although this experience is no doubt of great value to the students, it is a rather inadequate staffing of necessary personnel for conducting a worthwhile program in a city system of this size.

As a result it has been necessary to place much of the responsibility which ordinarily belongs to the director of

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an audio-visual program in the hands of principals. Yet the usual purpose in having a director or supervisor is to provide some relief for the already overburdened principal. Here again is an explanation of the discontent of teachers, for the greatest number of complaints come from buildings where the principal does not see any value in such teaching tools or does not feel he has any time for the program.

Types of service given. The types of service given by the director are fairly well listed under his duties. The main value of this section will be to enable one to make a comparison with services offered by the selected schools listed in Chapter II. The services provided are as follows: (1) rental and purchase of films, (2) repair of equipment, (3) some teacher training (one course in the fall), (4) issuing of catalog, and (5) assistance in developing programs within the schools.

At the present time no pick-up-and-delivery or previewing service is rendered. Although arrangements for previewing is technically a responsibility of the director, in this system, due to lack of facilities and time, it is largely the responsibility of the Junior Senior High School Coordinator, Elementary Supervisor, and individual teachers. Pick-up-and-delivery service, except by special request, has been impossible due to lack of time.

The film library at the University of New Mexico has been most cooperative in filling the needs of the city system.

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Although this library is small, the Department has attempted when purchasing films to satisfy requests of Mr. Davies. Since there are no other rental sources in town, except for religious and commercial films, it is necessary for Mr. Davies to rent a number of films from outside sources. This fact has given impetus to the building of a film library for the city schools.

In-service training. The only teacher training provided by the audio-visual administration was a course offered by Mr. Davies in the fall for two weeks on Tuesday and Thursday nights from seven to nine. Many teachers did not know of this course until it was over. Very few teachers attended. There are two possible reasons for this. One is that several schools hold their own teacher training in the building. The other explanation lies in the advantage held by the city schools in having a state university located here. For several years, the University has offered courses and workshops in audio-visual aids. Many teachers have taken advantage of these courses.

But even with these three types of in-service training, there are still too few teachers in this system who have a knowledge of the correct usage and advantages of audio-visual instructional materials. According to the tabulation of information gathered from interviews, only 16 per cent of the

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teachers in the city schools, excluding the high school, had had audio-visual training through either a university or Mr. Davies' course. The high school teachers have all had some type of training in audio-visual aids.

Budget. As mentioned in the previous chapter, the year 1948-49 was the first time that a separate budget for the audio-visual program was provided. In previous years there had been a small fund for rental but now a budget covering equipment and maintenance had finally become recognized as a necessity. Since most of this money went for the purchase of new films, it was still necessary for schools to rely heavily upon their joint PTA and building equipment fund for needed equipment. But a big stride forward in the administration of the audio-visual program was made when separate funds for the support of the program were provided.

Under this new arrangement the general fund still supplies schools with the essential audio and visual materials of instruction such as blackboards, maps, pianos, central public address systems, and other like items, this new budget being responsible only for the addition of the newer tools of learning, such as projectors, screens, and radios, and the gradual building of the film library. The time has yet to come for appropriation of funds to provide an adequate staff of assistants to aid Mr. Davies in his tremendous task.

Sandia and Kirtland schools. A separate paragraph is felt necessary for the two schools located on Sandia base and Kirtland Field Air Base because of their unique opportunity. They have full use of all the marvelous audio-visual equipment supplied to the air bases by the government. Since Sandia and Kirtland are not included in equipment estimates by Mr. Davies, they have not been included in any appraisal of the completeness of the audio-visual program in the schools.

II. COUNTY SCHOOL PROGRAM IN 1948-49

Eighteen of the twenty-three county schools replied to the questionnaire. Information on the remaining five was obtained from Mr. Davies, who has worked quite closely with the county schools this past year in making his plans for next years' program when they will be part of the city system. Although it would have been possible to get all the information from Mr. Davies, the writer felt it would provide additional validity to the study to compare Mr. Davies' records with the principal's view of his program and facilities. In most cases the information agreed quite closely. The only variance was in reports of equipment on hand. This was brought to Mr. Davies' attention. Upon his checking the matter it was found that the equipment did not belong to the school but to one of the teachers who had been so generous in allowing others to use it that the principal had assumed it was part of the school's equipment.

Status of the audio-visual program. The county schools have had no administration of audio-visual materials. Various schools in the county have had very active programs in such instructional aids as dramatic productions, and exhibits and others have extended their programs to include the use of radios and record players.

It has been impossible to have any program in teaching aids requiring electrically operated machinery in most of the eight mountain schools, as only two are wired for electricity. The schools under the leadership of Superintendent Frank Angel have done a remarkable job with the facilities at hand.

Regardless of their programs in the older methods of audio-visual aids such as models and exhibits, most county schools are too poorly equipped and their teachers too inexperienced in the use of new aids for any of them to have any program worthy of note. Only 2 per cent of the county teachers have had any courses in audio-visual aids. The eight mountain schools have had an in-service training program under the auspices of Mr. Angel, but only one other county school mentioned having an in-service training program in the school.

Equipment. Counting the eight mountain schools, there were twenty-three county schools in the spring of 1949. For these twenty-three schools there were two projectors which were passed from school to school as needed. Other equipment

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distributed throughout the schools totalled three radios, seven phonographs, four combination radio and phonographs, and one filmstrip projector. In most of the schools radios and phonographs were provided by the teachers desiring to use them.

Personnel. Not having a centralized program of audio-visual aids, the county schools have no personnel as such for this work. Principals of the schools have been the directors of the programs within their buildings.

Types of service given. Miss Mary Watson, the Elementary Supervisor for the county, has been quite interested in an audio-visual program. She has given time, thought, and assistance to the county schools desiring an active program. Slide and 16mm. projectors have been passed around in the county schools in much the same manner as in the city elementary schools. Without a coordinated program, any type of service given is bound to be very sketchy. The extent of the program and the number of services are dependent upon the ability and experience of the principal in the use of these new aids to teaching and the time he has to devote to the development of a program within his school.

III. PLANS FOR THE YEAR 1949-50

The consolidation of the schools will bring a tremendous expansion in the audio-visual program. Although the progress of the city schools program will be hindered temporarily as the director concentrates his effort on the new schools, it will bring about improvement in facilities and an advancement in the program in county schools that otherwise might have taken years to accomplish.

Personnel. Mr. Davies has been appointed full-time director of the audio-visual program for next year and relieved of all other duties. Since no provision has been made for a staff, he will for the present continue to rely on student help. Considering the large number of schools which will be under his jurisdiction next year, he will still have to depend largely upon the principal and the assistance of the Elementary Supervisor and Junior Senior High School Coordinator to carry out his program as he has in the past.

Budget. A budget of \$8,000, exclusive of salaries, has been allocated for the audio-visual department next year. The breakdown is as follows:

Rentals of films.	\$1,500
Maintenance of equipment	500
Purchase of films and filmstrips.	3,000
Purchase of equipment (radios, record players, and projectors).	<u>3,000</u>
Total.	\$8,000

IT IS THE POLICY OF THE BOARD OF DIRECTORS

The Board of Directors of the Corporation has approved the expansion of the Corporation's business to include the operation of the Corporation's business in the State of New York. The Board of Directors has also approved the Corporation's plan to acquire the Corporation's business in the State of New York. The Board of Directors has also approved the Corporation's plan to acquire the Corporation's business in the State of New York.

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Secretary of the Corporation
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Mr. Davies has estimated this to be approximately fifty cents per pupil. This would indicate that the Albuquerque city system next year will be spending an amount similar to that of schools in cities of 30,000 to 100,000 population in 1946. According to figures supplied by the National Education Association, the median per-pupil expenditure was found to be fifty-nine cents in city systems with an audio-visual aids department and twenty-nine cents in systems without a department.¹

Equipment. Next year the city schools will more or less be marking time as far as receiving any noticeable advantages from the appointment of a full-time director and a doubling of the budget. Most of the funds allocated for equipment will be spent to equip the practically bare county schools. The present plan is to buy enough 16mm. projectors to provide one for every six schools; to provide curtains, one radio, one phonograph, and one screen for each school; and nine stripfilm projectors to be shared by all. One wire recorder will be added to the equipment at the high school to handle requests from the schools in the system.

Mr. Davies plans to assemble five more units consisting of a stripfilm projector, screen, and kit containing ninety filmstrips. These are to be scheduled throughout the schools as the one unit was in the past.

¹ Ibid., p. 50

Mr. Davies has estimated that he will be a good deal of
the people. This would include about 10,000 people in the
the next year will be about 10,000 people in the
school in cities of 10,000 to 15,000 people in the
According to the estimate by the National Bureau of
then, the number of schools would be about 10,000
nine cents in each year and an additional 10,000
and twenty-nine cents in 1930 and 1931.

Expenditures. Next year the total expenditures will be
less than in the previous year. The total expenditures
are from the present year of 1930, 1931, 1932, 1933, 1934,
and of the budget. Most of the expenditures are for
will be spent to equip the schools and to pay the
The present plan for 1930, 1931, 1932, 1933, 1934, 1935,
one for every six schools. The number of schools is
one phonograph, and one set of records for each school.
The present plan for 1930, 1931, 1932, 1933, 1934, 1935,
will be added to the present plan for 1930, 1931, 1932,
request from the schools in the year.
Mr. Davies plans to submit a statement of the expenditures
of a strip film project, which will be submitted to the
filmstrip. These will be submitted to the National Bureau
as the one and only plan.

New films to the value of three thousand dollars are to be added to the central library for use in all the schools. This is one improvement the city schools will notice this coming year. Mr. Davies is still tentatively planning to continue his block booking of all these films.

His plans also include starting a library of records for use in the system. A portable generator motor is being bought for the mountain schools to enable those without electricity to make use of the new equipment. Plans for a new FM radio station have been approved. The handling of this additional service furnishes an additional task for the director. This is all the information available from the Central Office at this time.

Types of service. He will continue giving the same services offered in the past. Since next year will again be more or less an experimental one while orienting the county schools to the program, little can be predicted as to how efficiently these services can be rendered. Present conditions would indicate that county schools will feel that they are receiving many services while many city schools will continue for at least another year to feel that the services are inadequate.

Summary. In these plans for next year, one sees the unfolding of an administrative plan of audio-visual aids in



New films to the value of \$100,000 will be made to be added to the existing stock of films in the library. This is one improvement that will be made in the coming year. The library is now in the process of being reorganized and will be ready for use in the summer. A separate room will be set aside for the recently acquired films and a special effort will be made to make the new stock of films available to the public. The library has been organized on a new basis and the service to the public will be improved. This is all the information that is being given at this time.

Types of service. Several different types of service are offered in the library. These are: 1. A general service to the public, 2. A service to the schools, 3. A service to the churches, 4. A service to the clubs, 5. A service to the business community. These services are offered in the library and are designed to meet the needs of the community. The library is a place where the public can find the books and films they need for their studies, work, and leisure. The library is a place where the public can find the books and films they need for their studies, work, and leisure. The library is a place where the public can find the books and films they need for their studies, work, and leisure.

Summary. In short, the library is a place where the public can find the books and films they need for their studies, work, and leisure. The library is a place where the public can find the books and films they need for their studies, work, and leisure. The library is a place where the public can find the books and films they need for their studies, work, and leisure.

the Albuquerque public schools. There is a unified program with definite objectives, one person responsible for carrying out these objectives, and a budget to provide financial support for the program. It has taken several years to reach this stage, but such is not unusual in the development of audio-visual programs.

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CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY AND CONCLUSIONS

Comparison of 1948-49 program with those of other systems. The centralization policies of other systems were further advanced than the Albuquerque system last year. All had full-time directors and staffs of assistants, whereas the director in Albuquerque was part time and had no staff except part-time student help. The general outline of the programs was the same in that the administration covered all the schools in the system, the central idea being to equip the schools rather than to schedule all equipment from the central office. Another policy in common with the majority was the director being responsible only to the superintendent.

The 1948-49 program was consistent with the present general policy in that the budget was for purchase and maintenance of equipment with no allowance for salaries.

The practice in other systems of having coordinators was not followed in the Albuquerque schools. A few schools in the system had coordinators, but that practice was a decision of the principal, not part of the administration's program. The director worked through the principal in all cases.

In the types of service offered, the Albuquerque school system compared quite favorably with other systems.

The Albuquerque program contained thirteen of the eighteen offerings provided by all the other school systems mentioned in Chapter I. The only items offered by all the other school systems but missing from Mr. Davies' program were (1) acquainting teachers with materials, (2) maintaining a record library. (3) public relations, (4) pick-up-and-delivery, (5) curriculum advisory aid, and (6) coordinating radio programs.

The in-service training program offered in Albuquerque was quite similar to that of other systems. But due to lack of time and assistance, it was impossible for Mr. Davies to promote the training to any great extent. It remained the responsibility of the principals to see that the teachers under their jurisdiction received some instruction.

Comparison of 1949-50 program with other systems. The plan for 1949-50 brings Albuquerque almost on a par with the general practices in the other systems. There will be a full-time director to handle the program. The administration will still be lacking a staff of assistants to aid the director as is found in the other systems.

The budget next year falls a little below the median per pupil expenditure of fifty-nine cents as given in the National Education Association Research Bulletin of December 1946, but it seems to be comparable to budgets as listed in Table I. It does not begin to equal the lowest recommended minimum of expenditure per pupil of approximately \$1.25 as given in Chapter II.

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FM radio broadcasts will be added to the services offered next year. Other than that the services will remain the same but cover more schools. Under this revised administration, perhaps many of the services offered will be rendered more adequately next year.

II. RECOMMENDATIONS

Separation of duties. Now that the Albuquerque school system is planning to add an FM station to its facilities, it would provide a more efficient program if the duties were divided. It is too big a responsibility for one man to handle. It might be better to have one person in charge of the administration of the rest of the audio-visual program in the system. Whether it would be preferable to have the director of the FM station under the director of audio-visual aids or equal in authority is a decision to be made by those concerned.

Repair of equipment. Down to the present time Mr. Davies has repaired all the equipment on hand. When he has been unable to restore a machine to working condition, he has sent it to the store handling that particular type of equipment. These shops usually have men trained in the repairing the type of machines sold there. All audio-visual aid departments within the experience of the author have found it more economical to make arrangements with these stores at the time

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of purchase to handle all work on their equipment. This of course does not include minor repairs such as burned-out plugs or lamps or weekly oilings of the equipment.

In addition to the above factor, administrators have often said it is a greater economy to hire personnel at lower salary to do detail work than to take up the time of a highly paid administrator. When the department expands to a size to warrant it, the system might find it advisable to hire such qualified repairmen as part of the staff.

Additional staff of assistants. Since the common practice appears to be to have a teacher assistant to aid the director in his contacts with teachers, the Central Office should consider very seriously the suggestion of making such an addition to the staff. Having such a person on the staff might eliminate the differences in opinion arising at present as to whose duty it is to handle in-service training in audio-visual aids. The great weakness of the in-service training program has been attributed to this disagreement. Even in 1946, the National Education Association report showed that 93 per cent of the departments reported in-service training as a duty of the director. All the schools replying to the questionnaire gave in-service training as one of the duties of the director. Yet in the Albuquerque system the Elementary Supervisor and Junior Senior High School Coordinator feel that

any dealings with teachers fall under their jurisdiction and should not be touched by the director of audio-visual aids. Until this disagreement over authority can be dissolved, the in-service training program will remain dependant upon principals' planning a program in their own schools, and teachers will be left to use their own initiative in taking audio-visual courses at the University.

Whether the Central Office decides to appoint a teacher assistant or not, it seems almost imperative that at least one full-time booking clerk and one full-time film inspector be hired. It would be advisable to have a full-time shipping clerk, too, to handle receipt and return of rental materials, but until funds are adequate it might be possible for the booking clerk and film inspector to share the other job. The booking clerk will probably be a secretary as well. It would seem obvious from all the other duties these two people will have to perform over and above that which their titles designate that there is a decided need for this assistance now. It is practically impossible for a director to be a true administrator if his time is taken up with mechanical details such as ordering, scheduling, and shipping materials as well as repairing equipment. It would not be fair to expect the director to conduct an adequate program with his present makeshift student help.

Services offered. Provisions should be made for teachers to see the films they desire. If it is impossible for the director to use the preferred method of having a preview room, then he should see that facilities in each building are such that teachers could easily preview films. The present practice in many buildings is to keep the equipment locked up and only the principal has the key. In others, the room in which the projector is kept is so inconveniently arranged it is almost impossible for a woman to reach the machine to run the film. As an example, in one school the projector is placed in the assembly room on the top step of narrow rickety bleachers. One must almost straddle the bleacher to thread the machine.

The high school and junior high schools have the best previewing facilities at present, but these are usually only available after school.

A much more efficient handling of films could be attained if a pick-up-and-delivery service were arranged. In the past, the two common practices in Albuquerque have been to have one principal deposit the films or projector in the back seat of a teacher's car to leave in another principal's car on passing his school or to have a principal obtain the equipment from another school. Neither practice is conducive to an efficient program.

If the program plans to continue offering the service of making records of school programs, two things should be done: (1) hire personnel which will give the director more free time to handle the making of recordings or train a teacher in each building in the making of recordings, and (2) purchase a new recordio. The present machine is an old one and more difficult to operate than the new machines. Not only is it easier to instruct someone in the making of records on the new machines, but it is likely that teachers would make use of a less complicated-looking model.

Production of other materials. There should be some organized method for production of other types of audio and visual aids, particularly slides of all types. The preferable method would be to have an in-service training workshop in the techniques and uses of slides. In addition to this workshop, the director should give teachers active assistance in procuring materials and producing whichever type slides fit their particular problem. In addition, secondary schools should be given assistance in acquiring models, mock-ups, and exhibits. In general, elementary schools have always had such aids to learning as part of their regular class program. The director's duty here would be to assist these teachers in their work and keep them cognizant of new ideas.

Film rentals. It is true that the libraries from which most of the films are rented in the Albuquerque system are among the best stocked in the country, but it would be more economical if sources closer at hand were found for the rental of film.

Another suggestion would be to purchase films other than those contained in the library at the University of New Mexico thus preventing the duplication of titles. If this were kept in mind when purchasing films, in a short time it would be unnecessary to go far afield in the rental of most films.

One final suggestion pertaining to films is that teachers should be sent a notice that their film request has been confirmed or rejected so they can plan their lessons accordingly.

Assistance in school programs within each building. The final recommendation concerns programs within the buildings. There should be some organized plan for stimulating the audio-visual program in each school. This could most easily be done by appointing coordinators. These coordinators should be carefully chosen. The teacher best qualified for this job would be one who has had training in audio-visual aids, uses all types suitable to her class, is an active worker in any task she assumes, and is liked by her co-workers. Upon the teachers themselves depends the success of the program within the building.

Final summation. The Albuquerque school system has a fine skeleton organization and an outline of services that should eventually develop into one of the better programs in the country. Due to understaffing of the office, slowness in realization of budget needs, and lack of understanding of the value of such a program by administrators, the planned program has been inadequately carried out to date. Now that teachers and principals alike are coming to realize the invaluable contributions to classroom teaching these materials can make, one can hope that the future will see the program develop and expand the potentialities inherent in its sound basic organization. If the Albuquerque public school system will develop the program to its fullest possibilities, it can have an administration equal to the systems mentioned as having model audio-visual centers.

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COPIES

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Educational Research Library
Washington, D. C.
National Archives and Records Administration

"Audio-visual material in the
Collection, 1917.

"Beste Grise is an audio-visual material in the
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California Journal of Secondary Education, 20:145-150,
October, 1945.

WILLIAM H. HARRIS, JR., President
California National Bank
October 1, 1900

RECEIVED

BOND

CELESTINE

EVANS



NEW YORK

BOND

CORPORATE

APPENDIX

EXHIBITS



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1885

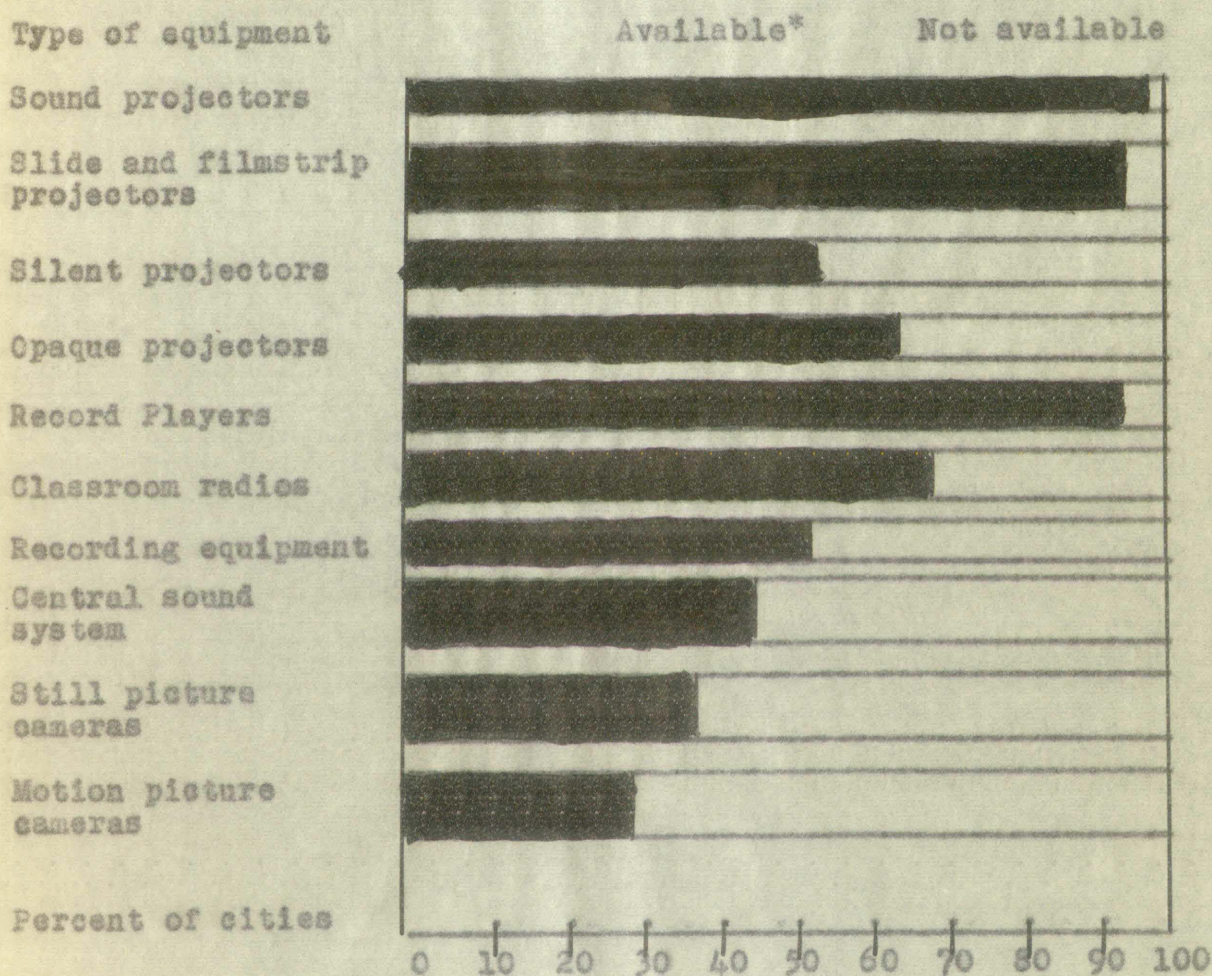
FOR

COBBEYBEE



FIGURE I

PERCENT OF CITIES IN WHICH VARIOUS TYPES
OF AUDIO-VISUAL EQUIPMENT ARE AVAILABLE FOR USE
IN AT LEAST PART OF THE SCHOOLS



* Owned, rented or both

Research Division, National Education Association
December, 1946

REPORT OF THE
ON THE
IN THE

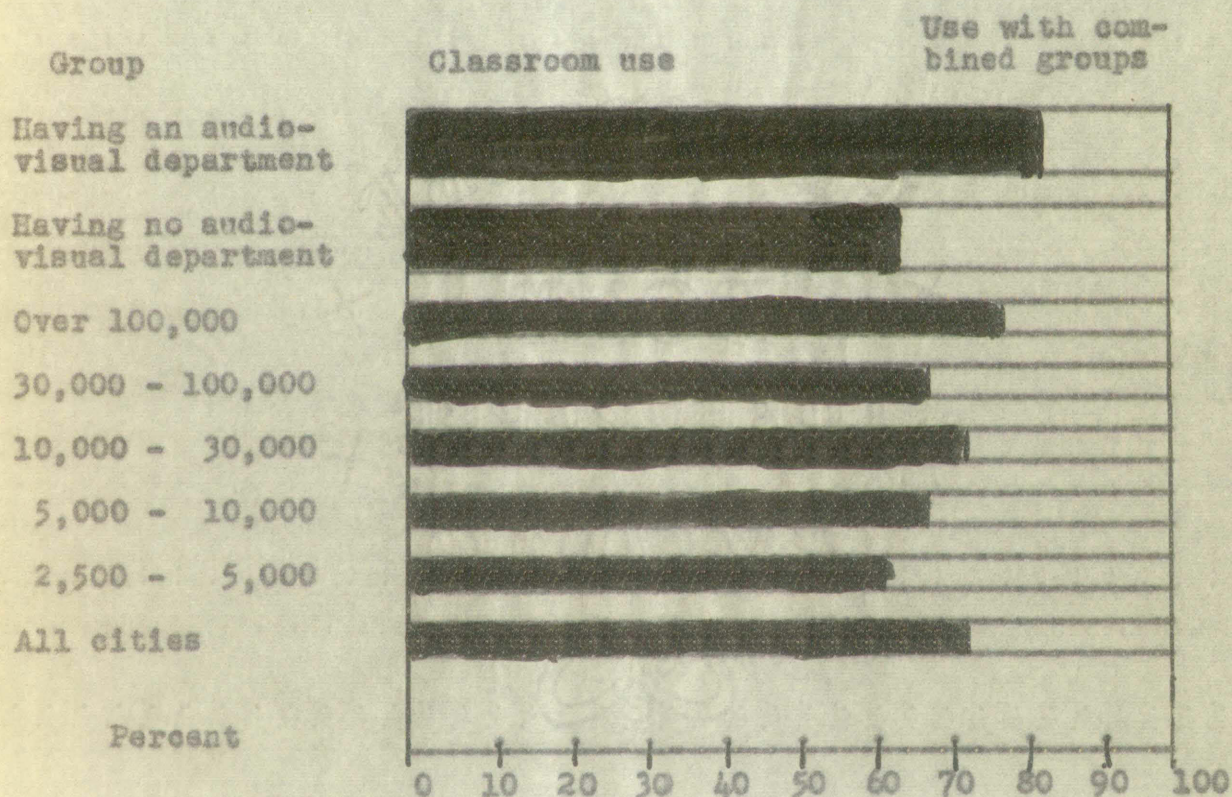
Type of equipment	
Sound projection	
Slide and film projectors	
Slide projectors	
Open projectors	
Robert projectors	
Classroom tables	
Recording equipment	
General sound system	
Still projectors	
Motion projectors	
Percent of class	

* Owned, rented or loaned
Reported by the

1937

FIGURE 2

MEDIAN PERCENT OF FILMS SHOWN IN CLASSROOM TEACHING SITUATIONS
AS COMPARED WITH THE PERCENT SHOWN IN AUDITORIUMS
OR COMBINED CLASS GROUPS



© Research Division, National Education Association
December, 1946

INDIAN BUREAU OF FISHERIES
AS COMMISSIONER OF FISHERIES
OF THE UNITED STATES

Group	
Having no catch-	Having no catch-
Annual catch-	Annual catch-
Over 100,000	Over 100,000
50,000 - 100,000	50,000 - 100,000
10,000 - 50,000	10,000 - 50,000
5,000 - 10,000	5,000 - 10,000
2,500 - 5,000	2,500 - 5,000
All other	All other
Total	Total

U. S. DEPARTMENT OF COMMERCE
BUREAU OF FISHERIES

LETTER ACCOMPANYING QUESTIONNAIRE
TO SCHOOL PRINCIPALS IN BERNALILLO COUNTY

406 South Girard
Albuquerque, New Mexico

Dear Sir:

Your replies on the enclosed questionnaire will be used as part of the research on a Master's thesis on audio-visual aids in the public schools. A stamped self addressed enveloped has been included for your convenience.

Since you will be becoming a part of the Albuquerque public school system in the fall, Mr. Milne and Mr. Chavez, in line with their usual desire always to improve the schools in their system, are very interested in the information gathered on this subject.

Naturally the problems of schools with projectors and other audio and visual aids vary from those without. Any suggestions or plans you may have for the improvement of an audio-visual program in your school will be of value in future plans.

Your immediate return of this questionnaire will facilitate matters and will be greatly appreciated.

Very truly yours,

Anne Shannon

RECEIVED
FEB 21 1904
BOND

COBBYVILLE

2 NOV 2



Dear Sir:

Your reply to the enclosed communication of the 10th inst. is received. In reply to inform you that the same has been forwarded to the proper authorities for their consideration. The same will be returned to you as soon as a decision has been reached.

Since you will be receiving a copy of the same from the public school system, it is not necessary for me to repeat the same. However, I am sure that you will be satisfied with the result. Very respectfully,
Chas. H. Jones

Enclosed you will find a copy of the same. It is also enclosed a copy of the same for the public school system. For the same reason, it is not necessary for me to repeat the same. In your school will be of value as a reference.

Your immediate action is requested. I am sure that you will be satisfied with the result. Very respectfully,
Chas. H. Jones

QUESTIONNAIRE SENT TO SCHOOL PRINCIPALS

IN BERNALILLO COUNTY

QUESTIONNAIRE

If you have no audio or visual aids in use in your school, check here and return this questionnaire. _____

1. How many slide-strip film projectors do you have? _____; How many radios? _____; Phonographs? _____; Wire recorders? _____; Recording machines for making records? _____.
2. Do you own a 16mm. projector? Yes _____; No _____. What make is it (Bell & Howell, Victor, etc.)? _____ How was it purchased? _____
3. Do you have your own film library? Yes _____; No _____ 16mm or 35 mm strip film? _____; Both? _____
4. Do you rent films? Yes _____; No _____.
5. Is there one person in your school designated to handle the care of machines, order films, assist teacher in their choice of films? Yes _____; No _____. If so, who is it? _____ (Name)
6. Do you have dark curtains in all rooms? Yes _____; No ____.
7. Do you have electrical outlets in all rooms? Yes _____; No _____. If not, in how many rooms? _____.
8. Do you have any teacher who is particularly outstanding in use of models, charts, dioramas? Yes _____; No _____. What grade does she teach? _____.
9. Do you have any teachers using audio aids extensively (radio, phonograph, etc.)? Yes _____; No _____. What grades do they teach? _____.
10. Do you have a fund for purchase of films? Yes _____; No ____.
11. Do all the teachers preview all their films? Yes _____; No _____.

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MAY 11 1964

RECEIVED

RECEIVED

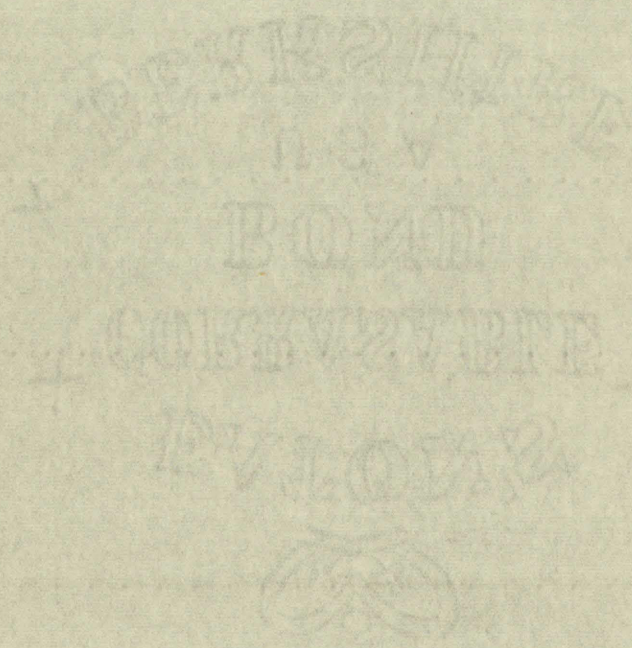
RECEIVED

If you have no other business, please leave the room.

1. How many times did you see the man in the room?
2. Do you know the man in the room?
3. Do you know the man in the room?
4. Do you know the man in the room?
5. Is there any other man in the room?
6. Do you have any other information in this case?
7. Do you have any other information in this case?
8. Do you have any other information in this case?
9. Do you have any other information in this case?
10. Do you have any other information in this case?
11. Do you have any other information in this case?

12. Do you have any in-service training program for teachers in the use of audio-visual aids? Yes _____; No _____.
13. How many teachers have taken audio-visual programs in a university or college? _____.
14. Do you share your projector or films with other schools? Yes _____; No _____.
15. Do you listen to any scheduled radio school programs? Yes _____; No _____.
16. Does your school prepare any radio programs? Yes _____; No _____.
17. Remarks: (Suggestions or plans you may have in mind).

12. Do you have any information as to the whereabouts of the person named _____?
13. How many times did you see _____?
14. Do you know where _____ is now?
15. Do you know where _____ is now?
16. Do you know where _____ is now?
17. How many times did you see _____?



LETTER ACCOMPANYING QUESTIONNAIRE
SENT TO THE TEN SCHOOL SYSTEMS SELECTED

406 South Girard
Albuquerque, New Mexico
June 6, 1949

Director
Department of Audio-visual Aids
Denver Public Schools
Denver, Colorado

Dear Sir:

For a Master's thesis on Administration of Audio-visual Aids in Public Schools, it would be greatly appreciated if you would answer the enclosed questionnaire and return it at your earliest convenience in the enclosed envelope.

If there is any information pertinent to this topic which you feel is not covered by this questionnaire and yet is essential to the administering of an audio-visual program in the public schools, please add this on the back of the questionnaire.

There is very little information available on this subject. Therefore, to be able to gather sufficient information to be acceptable for a thesis, I must appeal directly to those of you who are actively working in the field. Any information which you give will be confidential as it is only necessary for me to know what is the general policy in school systems maintaining a department of audio-visual aids.

This thesis must be ready by the end of summer session. Hence you can understand my urgency in requesting a reply to this questionnaire as soon as possible. The research is dependent upon your cooperation and assistance.

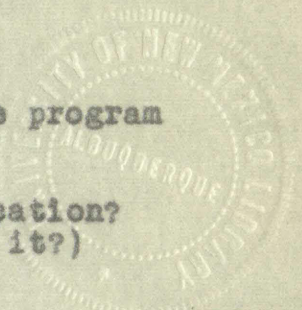
Thank you very much.

Sincerely,

Anne E. Shannon

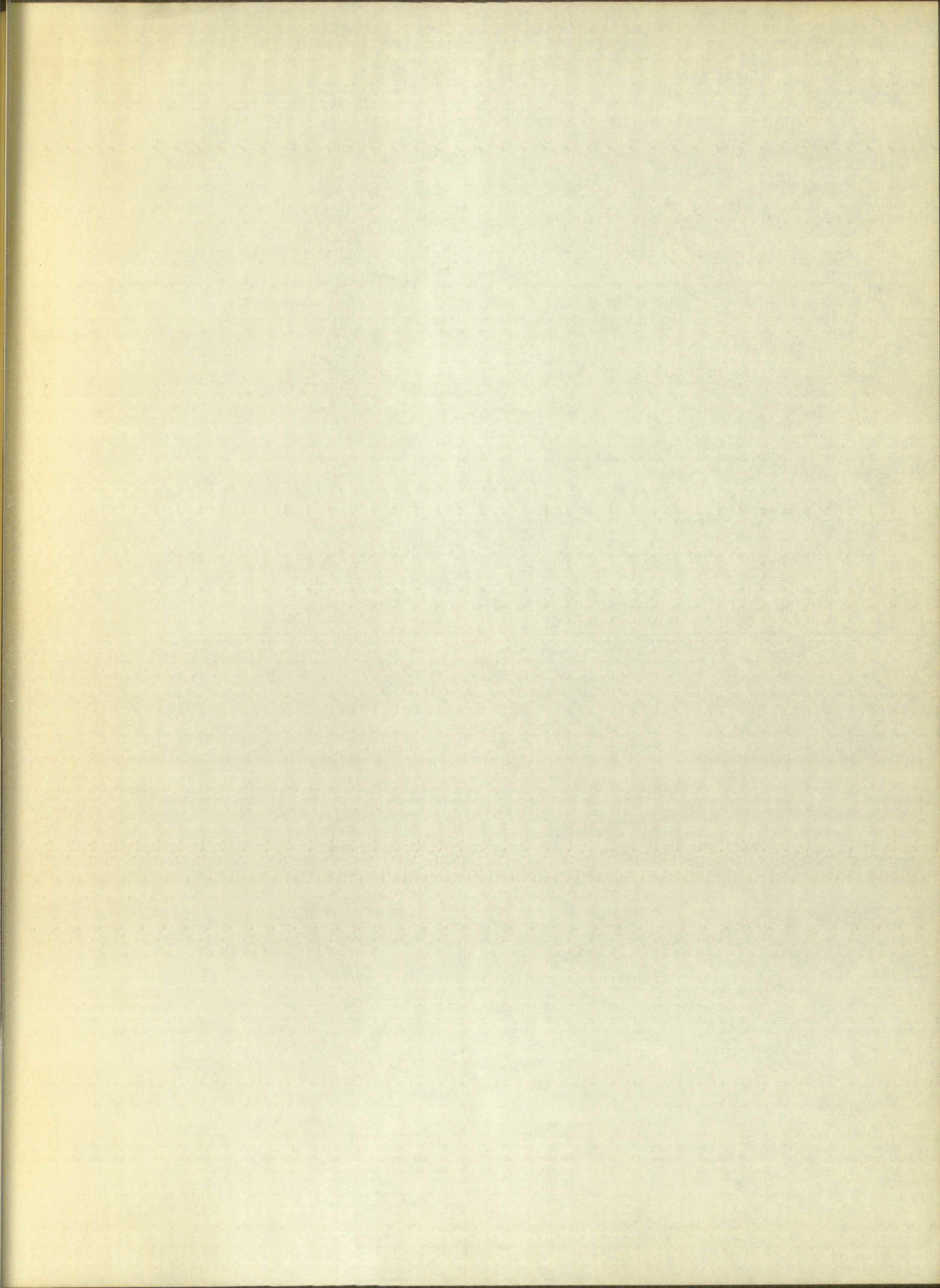
QUESTIONNAIRE SENT TO THE DIRECTORS
OF THE AUDIO-VISUAL AID PROGRAM
IN THE TEN SELECTED SCHOOL SYSTEMS

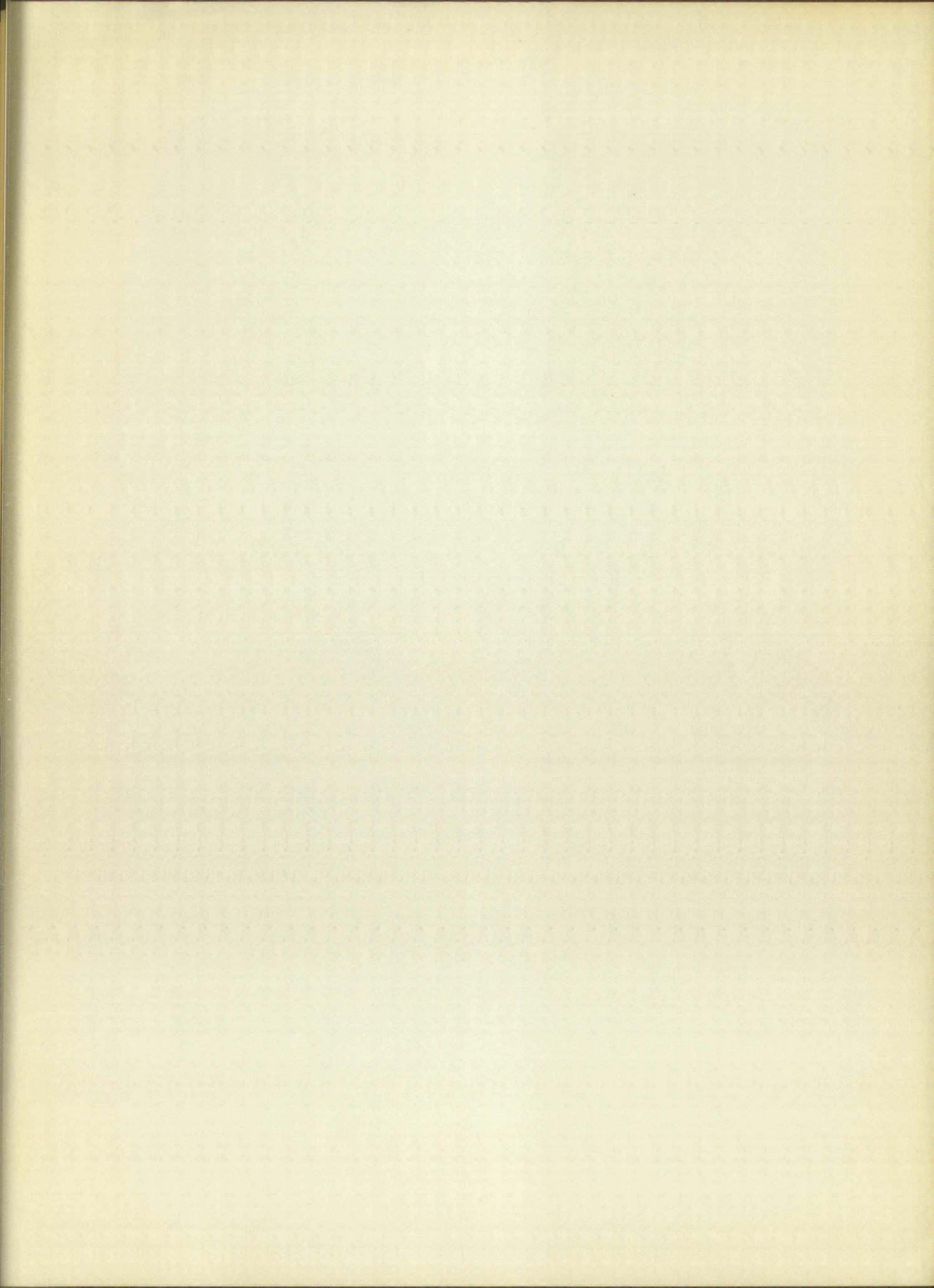
QUESTIONNAIRE

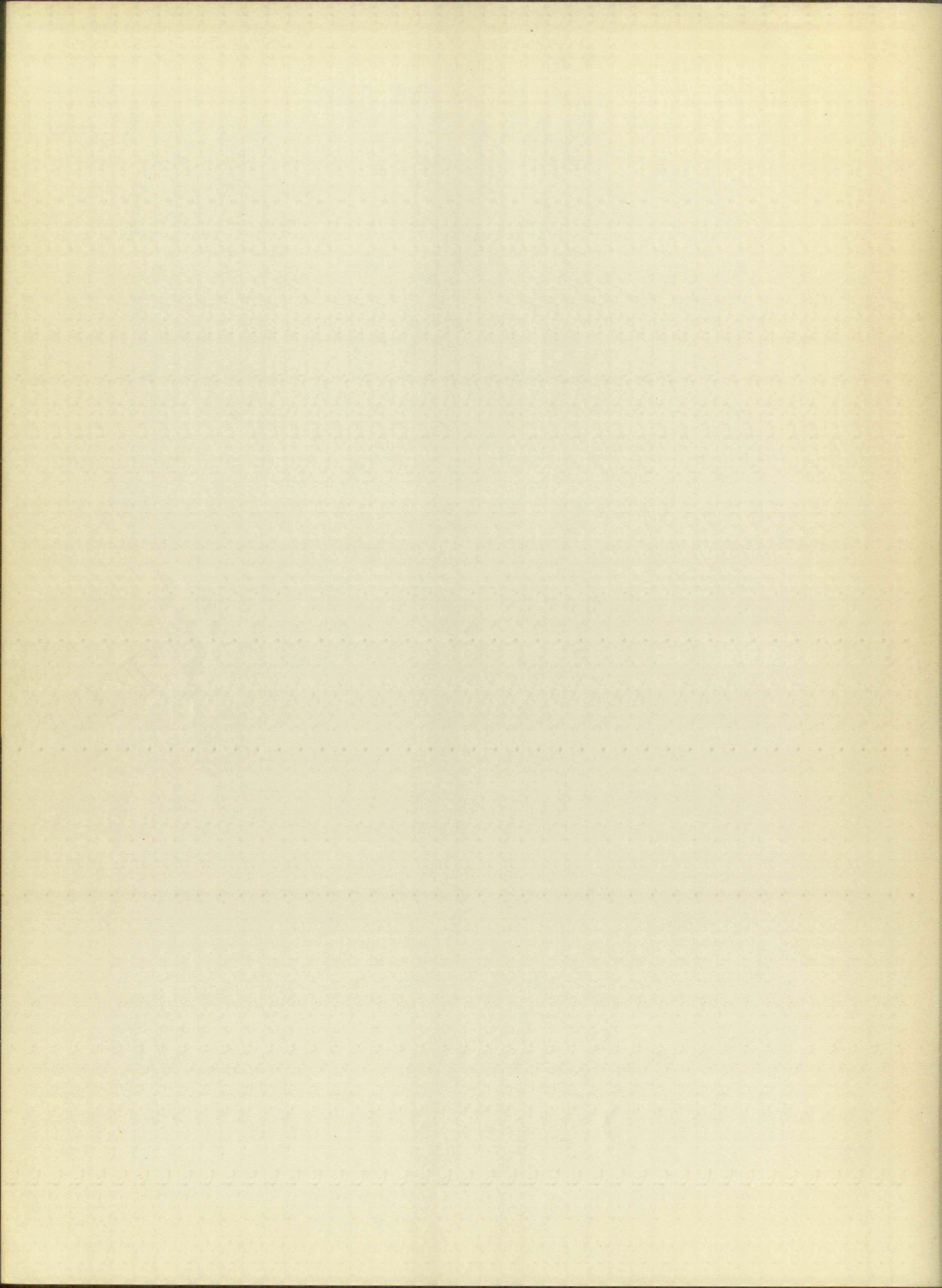
- 
1. Do you have a separate department to handle the program for the whole school system?
 2. Is it under the superintendent or Board of Education? (If it is under some other department, what is it?)
 3. What is your yearly budget?
 4. Approximately how much is allocated for equipment, maintenance, and personnel?
 5. How many people make up your staff?
 6. What are their specific duties? (i.e. teacher assistant-1, Booking clerks-3, inspectors-5, etc.)?
 7. (a) Do you hold any classes for in-service training?
(b) What types of in-service training do you have?
 8. How many schools are under your jurisdiction?
Elementary _____ Junior High _____ High school _____
Junior College _____.
 9. Is all equipment centralized in your department or does each school have its own?
 10. Do you handle all types of audio & visual aids or do you handle only distribution of films and equipment?
 11. Are you responsible for all arrangements for field trips or is that still handled by individual teachers?
 12. Do you have facilities or make arrangements for all teachers to preview?
 13. Does your department see to the making of models, dioramas, etc. upon request?
 14. Do you have local directors in each school to assist you?
 15. What are your duties?
If you have a teacher assistant, what are her duties?

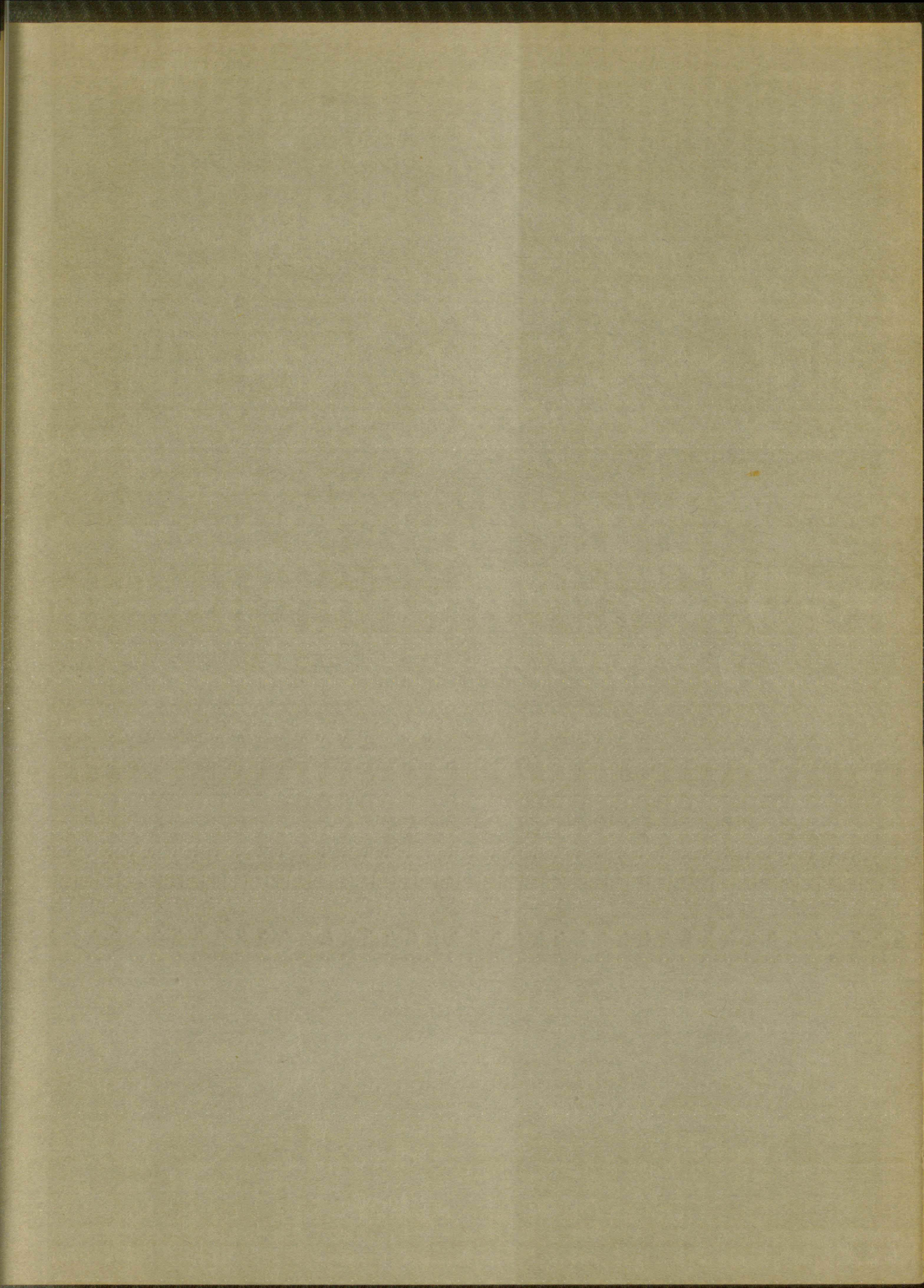


1. Do you have a regular schedule of work?
2. Do you have a regular schedule of work?
3. What is your regular work?
4. Approximately how much is your regular work?
5. How many people work for you?
6. What are your regular duties?
7. (a) Do you have a regular schedule of work?
8. How many people work for you?
9. Is all your work done in the office?
10. Do you have a regular schedule of work?
11. Are you responsible for the work of others?
12. Do you have a regular schedule of work?
13. Does your work require a high degree of skill?
14. Do you have a regular schedule of work?
15. What are your duties?
16. Do you have a regular schedule of work?









IMPORTANT!

Special care should be taken to prevent loss or damage of this volume. If lost or damaged, it must be paid for at the current rate of typing.

