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# St. Cloud State Teachers College

# BULLETIN

A Program of Audio-Visual  
Services For The Eastern  
Montana College of Education

—Dr. Richard S. Mitchell



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## FOREWORD

The article contained in this bulletin, **A Program of Audio-Visual Services for the Eastern Montana College of Education**, was written by Dr. Richard S. Mitchell, who is presently head of the Audio-Visual Department of the State Teachers College at St. Cloud, Minnesota. Dr. Mitchell received his Ed. D. degree from Teachers College, Columbia University. He has taught in elementary schools, high schools, and colleges.

While this study is a report of the situation in Montana in 1949, many of the findings would undoubtedly apply to situations in Minnesota and, in fact, to other states. The report should be read with the fact in mind that it pertains to conditions in 1949 which may not reflect the exact conditions today since it is supposed that all schools have made progress in the field of audio-visual education since that time. Any price figures should be re-interpreted in the light of present-day inflation.

In Minnesota, television and the magnetic sound recorder, especially tape, have received increased attention. Minnesota is fortunate, also, in that it has the tape-exchange and University of Minnesota radio station KUOM which provides for Minnesota schools much that is not provided for the schools of Montana.

The author hopes that the reading of this report will result in your taking stock of the audio-visual materials and services available to the schools of your community, and that where they are deficient, steps will be taken to remedy the situation.

FLOYD E. PERKINS

# A PROGRAM OF AUDIO-VISUAL SERVICES FOR THE EASTERN MONTANA COLLEGE OF EDUCATION

Richard S. Mitchell

## Audio-Visual Experiences Now Provided

Almost all types of audio-visual materials of instruction are used at least sometimes in some Montana schools within the area served by the Eastern Montana College of Education. A survey conducted as part of this project among students of the College, who are representative of students and teachers in the Montana schools, reveals their nearly complete lack of first-hand experience with only six types of audio-visual materials of instruction: (1) television, (2) magnetic-tape sound recorders, (3) student-made slides, (4) flashmeter or tachistoscope, (5) overhead projector, and 6) microprojector.

The 16 mm. sound motion picture projector is used to the "near exclusion" of all other projectors, according to Charles L. Frank.<sup>1</sup> He suggested that this might be partially attributed to the fact that salesmen have emphasized this type of projector.

In view of such reported emphasis upon the sound motion picture in the audio-visual education programs of Montana schools, it is interesting to note that among the replies to the questionnaire distributed to Eastern Montana College of Education students, **THIRTY PER CENT OF THESE STUDENTS HAD NEVER BEEN IN A CLASSROOM DURING ALL OF THEIR YEARS OF SCHOOLING WHEN A SOUND FILM HAD BEEN PRESENTED FOR INSTRUCTIONAL PURPOSES RELATED TO THE CLASSWORK** — not even at the Eastern Montana College of Education!

**The accepted concept of audio-visual educational stresses sound movies.**

Two years of personal observation indicate that most Montanans will identify the term audio-visual education with motion pictures only. Very few students in the audio-visual education methods classes, teachers at the summer conferences, and not many school administrators, seem initially to regard the term as including other multi-sensory materials of instruction or realia.

Acceptance of the educational value of the sound motion picture has led the Montana State Department of Public Instruction to establish a cooperative film library of more than 2,200 films. For schools serving the children of

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<sup>1</sup> A Survey of the Use of Projected Visual Aid in the Public Schools of Montana. Unpublished M. A. Thesis. Montana State University, Missoula. 1947. p. 48. Typewritten.

a state with a population of about a half-million people, this film library handles nearly 25,000 bookings each year.<sup>2</sup> Sound projectors will be found even in some of the one-teacher schools, like the six-pupil school, deep in an isolated ravine of the Beartooth Mountains at Mystic Lake.

When educational materials, other than the sound motion picture, with multi-sensory appeal are used, these seem rarely to be considered as part of an audio-visual program. For example, schools with considerable use of audio-visual materials will nevertheless report that they have no audio-visual program. This seems to mean only that they have no motion picture projector.

The questionnaire survey indicates that most of the Eastern Montana College of Education students have been familiar with the use of posters, pictures, maps, globes, and bulletin board displays since their earliest years in school and that they consider the present use of these materials adequate.

### **Student comment on audio-visual learning experiences.**

Comments supplied voluntarily by students with their questionnaire replies give interesting details of their experiences and their attitudes toward audio-visual methods and materials of instruction.

I think all these methods should be used much more.

We have used a few silent movies and some biological slides. I think this is a most wonderful method of teaching. Geography and science can come alive to country and small-town kids. (A rural school teacher.)

I am attending only an evening social studies class, so I cannot answer your questions as they do not apply to me. (A social studies student who is apparently convinced that audio-visual methods and materials of instruction have no relationship to this subject.)

My answers can be attributed to the fact that nearly all of my courses here this quarter are mathematics and laboratory sciences. This naturally means less audio-visual. (A student with few audio-visual experiences in his present college program which is dominated by science courses.)

Most of these are in good use, but I am not in (or wasn't in) those classes, as I took different courses.

Since you (referring to the author of this report) left, the volume of films being shown has dropped considerably. You had better get back here before interest is completely lost. (This student's comment, which looks like 'apple-polishing', is nevertheless substantiated by the questionnaire replies which indicate a greatly reduced usage of audio-visual materials at the Eastern Montana College during this writer's leave of absence. HAS THIS IMPLICATIONS FOR THOSE WHO MAY BE WONDERING ABOUT THE

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<sup>2</sup> Reported in 1949 by Mr. Harry A. Norton, State Supervisor of Visual Education, Helena, Montana.

## CHANCES OF ACHIEVING AN ADEQUATE PROGRAM WITHOUT THE SERVICES OF SPECIALLY TRAINED PERSONNEL WITH SPECIFIC RESPONSIBILITY FOR THE AUDIO-VISUAL PROGRAM?)

Have heard radio news reports two or three times in the school cafeteria.

When our school play was taken out of town, we gained a valuable (educational trip) experience.

I believe sound movies are an excellent means of instruction. We had many of them in (armed) service schools. Public schools and colleges should use more of them.

During my last year of high school, we seniors were shown all the films which came to the school, from the primary level on up. The projector was new and the principal argued it was our last chance to see these. We considered it entertainment because there was no correlation with classwork, except when one was obtained occasionally especially for our use. We saw several a week. I can say we learned something from it, and we learned to run the projector, but I can see how much better it would have been if there could have been more tying in with classwork, follow-up work, studies in preparation for film, etc. I think all of the teachers could benefit from instruction in how to use a film.

About radio programs, our superintendent in 9th and 10th was a coaching major — we listened to the world series!

My school bought us a radio for our elementary one-room school. We used it frequently for various programs of beneficial nature.

Am highly in favor of educational radio.

Such methods could be easily overdone and fail to effectively teach the lesson so it may stay in one's memory. Things easily learned may as easily be forgotten.

I have been subjected to audio-visual instruction in the air corps and only wish to say it seems to be very applicable . . .

### **Student recommendations.**

The student questionnaire replies emphatically recommend increased instructional use of sound motion pictures, whether or not these pictures are directly related to the other work of the class, and the students enthusiastically approve of educational trips. Their general approval of other audio-visual methods indicates their desire to have new methods given a thorough trial so that all possible improvements may be secured.

### **School administrators report on the use of audio-visual education methods.**

It is interesting to compare these student comments with those secured from twenty-three county superintendents of schools and school adminis-

trators in answer to a brief questionnaire survey, conducted as a part of this project to determine audio-visual education needs in eastern Montana schools.

Three of the questionnaires were returned by county superintendents of schools, unanswered because of lack of electricity! Is there no electricity in the entire county? Have these superintendents heard of audio-visual materials requiring no electricity? This may explain why other questionnaires were not even returned.

One county superintendent wrote:

A limited use (of a. v. materials) may have some value. **OUR RURAL SCHOOLS ARE SMALL, NOT WORTH THE EFFORT.** We are getting so many frills in education that the pupils do not get the foundation subjects. The standards of our schools are getting lower. Pupils are graduating from H. S. that do not have an 8th grade education.

Excluding the three questionnaires returned without answers because of the lack of electricity, the following replies from school administrators are noted:

1. Twenty per cent of the administrators replied that they see no potential value for educational sound movies or projected still-pictures, such as slides and filmstrips;
2. Twenty-five per cent did not consider the following even potentially worthwhile: educational radio programs, educational recordings, and educational trips;
3. Fifty-five per cent reported regular and effective use of sound movies;
4. Only five per cent reported regular use of educational radio;
5. The problem of acquiring necessary equipment, such as projectors, radios, record players, is the least important obstacle to more extensive and successful use of audio-visual methods of instruction;
6. Despite the feeling that educational sound movies are the most regularly and effectively employed of the audio-visual methods of instruction surveyed by this questionnaire; seventy-five per cent of the administrators felt that the utilization of this instructional method might be improved by better teacher education.

Since the last is the audio-visual education method already most stressed in Montana schools, perhaps teacher education is even more needed to achieve effective utilization of other less exploited audio-visual education techniques.

#### **Summary of the audio-visual education experiences now provided.**

1. Sound motion pictures are used more than any other type of audio-visual material. The State Film Library has been a significant factor in the increased use of film. There is, however, a reported inadequacy in the

information available about films and in the availability of those adapted for adult education purposes.

2. The schools rarely use radio. While there is need for increased availability of suitable programs, little use or benefit is secured from educational programs now available. Lack of information appears to be a major cause of this neglect.
3. The potentialities for audio-visual materials in rural schools seem to remain largely unexplored because of a defeatist attitude and the misunderstanding which identifies only sound motion pictures with audio-visual education.
4. The educational trip represents an audio-visual educational method which is highly praised by students with whom it has been used. Educational trips have been included in the educational experiences of more Eastern Montana College of Education students during the past year than have seen educational films.
5. Some adult organizations are making good use of audio-visual materials, but club leaders need help in securing those that are not sponsored as advertising and for which dissatisfaction has been expressed.

### **Audio-Visual Experiences for Which a Need Has Been Felt.**

The replies to the questionnaires seeking recommendations, which were sent to both College students and school administrators, indicate that these recommendations are to some extent a measure of past experience. Because students and administrators found these experiences good, they want more of the same.

#### **Student recommendations.**

Students want more sound motion pictures and for education rather than entertainment, a function which they are apparently willing to consign to the commercial theaters.

While students apparently prefer that educational films be shown to individual class groups for instruction related to other class work, there is an evident interest, too, in films of a general education nature and films shown to groups of students from more than one class. The second major interest shown by students is for much more use of the school bus for educational trips.

Students recommended increased use of exhibits, objects and specimens, educational trips by walking, models and cut-aways, magnetic sound recorders, school broadcasts, phonograph recordings in other classes as well as music appreciation, radio listening in school to special events, broadcasts with educational purposes, and radio news reports.

From the questionnaire list of about fifty different types of audio-visual materials, THE TWO ITEMS WHICH STUDENTS MOST OFTEN NEGATIVELY CHECKED ARE SILENT MOTION PICTURES AND SOUND FILMS SHOWN BEFORE MORE THAN ONE CLASS AT THE SAME TIME PRIMARILY FOR ENTERTAINMENT.



### **The school administrators report on need.**

The survey of audio-visual needs of eastern Montana schools, conducted by the questionnaire, reveals the following items which school administrators regard as most necessary to supplement the present audio-visual education methods and materials:

1. The first need is for specific suggestions for use in the school program of materials now available.
2. A closely associated need exists for better teacher education.
3. A slightly lesser need is that for increased availability of suitable materials.
4. More information about available materials is desired.

**REPORTED LEAST OFTEN AS AN OBSTACLE TO THE ACHIEVEMENT OF EFFICIENT UTILIZATION OF AUDIO-VISUAL LEARNING EXPERIENCES IS THE PROBLEM OF SECURING EQUIPMENT.**

The eastern Montana school administrators listed in the following order the requirements necessary for the achievement of improved audio-visual education programs in their schools:

1. Better teacher education for the use of sound movies.
2. Suggestions for the use of films in the school program.
3. Increased availability of films.
4. Better teacher education for use of projected still-pictures.
5. Suggestions for the use of educational radio.
6. Increased availability of educational radio programs.
7. Better teacher education for use of educational trips.
8. More information about available (movie) films.
9. Specific suggestions for educational trips.
10. Better teacher education for use of educational radio.
11. More information about radio programs now available. (Montana papers will not print radio program schedules except as paid advertising.)
12. Suggestions for the use of recordings and transcriptions.
13. Increased availability of educational recordings.
14. Increased availability of slides and filmstrips.

These school administrators then suggested those activities for which they thought the College of Education in Billings should assume responsibility for the greater effectiveness of audio-visual learning experiences in the schools of eastern Montana.

The Eastern Montana College of Education should:

According to 85 per cent —

1. Publish regular bulletins on audio-visual materials which are available in Montana with suggestions for their use.

According to 75 per cent —

2. Establish an audio-visual information center.

3. Include audio-visual methods courses in the teacher education program, and
4. Establish a slide and filmstrip lending library.

According to 70 per cent —

5. Provide assistance for local audio-visual workshops.

According to 60 per cent —

6. Establish a phonograph record lending library and
7. Provide extension courses to help teachers now employed.

Fifty per cent thought the broadcasting of cooperatively produced educational radio programs would be advisable, while only forty per cent recommended the recording by the College of educational radio programs for distribution to the schools for local use. Comments indicated that many expected these services would be inadvisable because of cost.

One superintendent commented about radio:

The fact of financial difficulties, not to mention the difficulties of relative shortage of manpower and student-power should not lead us to overlook the fact that radio is a powerful educational force. I think we should do what we can even though it is more or less a token gesture by way of keeping the idea alive and in mind. Even though we cannot begin to match the program of more populous areas, if this served no other purpose than to constitute a valuable public relations medium, it would be worth the time and effort. Certainly, however, there will be learning values that would justify whatever can be done.

### **Educating teachers to use properly audio-visual methods of instruction.**

An audio-visual education program becomes effective only as it enriches the experiences of learners.

The most important need would therefore appear to be the need for teachers trained in the selection and utilization of audio-visual materials of instruction. This need appears to be keenly felt by the administrators who replied to the questionnaire survey of the audio-visual needs of eastern Montana schools, conducted as a part of this study. This need was mentioned by the College students in the comments added to their replies to the questionnaire sent to them. The large number of eastern Montana teachers who have attended the first conferences and workshops concerned with audio-visual methods and materials of instruction, held at the Eastern Montana College of Education during the summers of 1947 and 1948, indicates their willingness to accept the challenge of this need.

To provide classroom teachers with the understandings and skills that can achieve an effective audio-visual education program, several teacher education procedures appear potentially useful:

1. Audio-visual education courses within the teacher education program of the Eastern Montana College of Education.

2. Demonstration of good audio-visual education techniques in the Campus Laboratory School and in all classes of the Eastern Montana College of Education for the purpose of providing education students with a good example of the utilization of audio-visual materials. This becomes particularly important for those who will complete minimum college study before accepting a teaching position where they will likely tend to 'teach as they have been taught.'
3. Workshops in which common problems of educators may be approached with the help of consultants.
4. Field-service visitation by the director of audio-visual education to the schools and classrooms.
5. The publication of information about available materials with specific suggestions for their use within the area.

### **Summary of Recommendations.**

According to the student recommendations, the survey conducted among the school administrators, and a study of the local situation in comparison with audio-visual programs in operation elsewhere, these are the services for which there is the greatest need.

1. Improved teacher-education in methods of audio-visual instruction.
  - a. Audio-visual education methods courses both on and off campus.
  - b. Increased demonstration and use of audio-visual materials and methods in most of the College courses.
2. Distribution of information about audio-visual education materials which are locally available with specific suggestions for their use in school programs.
  - a. Publication of bulletins.
  - b. Provision of assistance for local audio-visual workshops.
  - c. Demonstration of equipment and utilization practices.
    - (1) At an audio-visual center.
    - (2) At outlying communities and their schools.
3. Enrichment of other College offerings by providing staff members and students with audio-visual equipment and information about material, as well as assistance in operating equipment and securing material.
  - . Establishment of an audio-visual center to:
    - a. Facilitate all of the services listed above.
    - b. Collect and provide for the interchange and distribution of information about audio-visual education methods, materials, and equipment.
    - c. Provide leadership in the introduction of new audio-visual methods into the teaching and learning process as it is carried on either at the Eastern Montana College of Education or within the schools of its service area.

- d. Facilitate cooperation among schools, dealers of school supplies, radio stations, theaters, and those who manage sites that are valuable for educational trips, for the purpose of increasing the availability of desirable audio-visual education experiences and of improving their effective utilization.
- e. Serve as a center for slides, filmstrips, recordings, charts, pictures, models, locally produced materials and such other audio-visual materials as may be needed although not otherwise available.

## **An Audio-Visual Center.**

Recommendations for equipment, materials, personnel, and budget, are meaningful only if stated in terms of the responsibilities assigned to an audio-visual center. The needs increase as the responsibilities are widened to include not only teacher education in audio-visual education methods, but enrichment of other College offerings, and service to other schools and community agencies.

Certain needed services are not yet available in the audio-visual education center of the Eastern Montana College of Education.

Facilities are needed to:

1. Take, develop, print and enlarge photographs.
2. Prepare models and arrange exhibits.
3. Produce and record educational radio programs for distribution to commercial radio stations or schools.
4. Splice, repair and edit motion picture film.
5. Prepare informational bulletins or articles for release in local educational periodicals.
6. Demonstrate an audio-visual program adapted to the needs of a rural school which must depend upon batteries or gasoline generator for electric power.
7. Store and distribute audio-visual materials which may be obtained and which might be loaned to other schools.
8. Compare equipment and materials available for schools.

The following types of audio-visual services might well be delegated to the staff of the center:

1. Course offerings in methods of audio-visual instruction.
2. Enrichment of other College offerings by providing staff members and students with audio-visual equipment and information about material, as well as assistance in operating equipment and securing material.
3. Provision to schools and other organizations within the neighborhood of audio-visual equipment and material on loan and information about material, as well as assistance in operating equipment and securing material. This service might be extend-

ed to clubs such as Kiwanis, Lions, Rotary, American Association of University Women, Boy Scouts, Girl Scouts, 4-H Clubs, Future Farmers of America, Y.M.C.A., Y.W.C.A., labor groups, business groups, churches, public library, police, and other government agencies.

4. Teacher in-service education by short conferences and workshops during the summer at the teacher education institution or during the school season within outlying communities.
5. Distribution of equipment on loan. Equipment may include: motion picture projectors, sound and silent; filmstrip projectors; opaque projectors; slide projectors; overhead projectors; stereoscopes; recorders, disc, wire, and tape; public address systems; transcription players; screens; cameras; lights; motion picture production equipment; art equipment — the equipment needed for projecting, displaying, preparing, and producing materials.
6. Distribution of material on loan. Materials may include: films, recordings, transcriptions, photographs, charts, graphs, slides, filmstrips, devices, mock-ups, specimens, objects, models, and posters.
7. Provision of a center for production of materials: flat pictures, slides, films, transcribed programs (possibly a radio transmitting station), and exhibits.
8. Provision of information, which might include: an analysis of scheduled radio programs of an educational nature with specific suggestions for their school use, suggestions for the selection and use of audio-visual materials correlated with the prescribed courses of study, descriptive information through the provision of files, books, and preview service, suggestions for the proper provision of additional facilities.
9. Assistance in arranging educational trips.
10. Public relations — presentation to public of an understanding and appreciation of audio-visual materials of education so they will support audio-visual materials use in the schools.

### **Services of the audio-visual center to other schools.**

Problems associated with the securing of equipment seem to be the least significant obstacle to the achievement of improved audio-visual learning experience. It seems appropriate, however, that in its audio-visual center, the Eastern Montana College of Education should have available for demonstration a great variety of equipment which will assist those schools within the service area of the College in selecting and utilizing equipment to meet their particular needs. The feasibility of demonstrating projection equipment, powered by a gasoline-operated generator, should be considered as a possibly valuable demonstration service of the audio-visual center for rural schools.

Despite indications that problems in securing equipment are considered least significant among obstacles to the development of audio-visual education programs in this area, there is evidence that advice and information would be considered helpful in the selection of additional equipment. Those schools without electricity present a special problem, but not one so great as to preclude development of better programs of audio-visual instruction with greater emphasis, until such time as electric power may become available, upon the use of methods and materials which are either non-electric or operated by battery or gasoline generator as a source of electric power.

There seems to be no suggestion that the Eastern Montana College of Education assume any responsibility for the regular loan of equipment to other schools. Not only would the cost of this appear to be inappropriate within the budget structure of the College, but also the difficulties of transportation would appear to make this impractical.

There have been some requests by community agencies and civic organizations for the use of projection equipment. Where some arrangement is provided for the College or agency to compensate the personnel who will transport and operate the equipment, this would appear to be a valid extension of the College's services to the community. This would appear particularly true where the purpose of the equipment use is educational.

The use of College equipment and personnel for entertainment purposes outside of the College would seem inappropriate for at least two reasons: first, because State funds are provided to the University System specifically for educational purposes, and secondly, because the provision of such service for entertainment purposes would be contradictory to the vested interests of community businesses and labor which depend for their livelihood upon their provision of this type of service.

### **Personnel Needs.**

The nature and amount of personnel assigned to the audio-visual center will largely determine the nature of the audio-visual program.

Until now little responsibility has been assumed except for audio-visual education courses at the College and enrichment of other College offerings as a service to the staff and students of the College. Conducting the audio-visual methods of education course constitutes one-fourth of a usual teaching load. During the summer session, the course and workshop together would constitute more than half of a usual teaching load. This evidently indicates the minimum assignment of personnel necessary to accomplish the audio-visual education courses at the College.

The extension of service to enrich other College offerings requires the acceptance of additional responsibilities by the personnel of the audio-visual center. For the performance of those responsibilities of service to the staff and students of the College at least half-time of "one audio-visual staff member of professional status, plus the needed clerical and technical assistance"<sup>3</sup>

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<sup>3</sup>Audio-Visual Instruction Directors of Indiana. **Handbook for the Audio-Visual Program**, Indiana University, Bloomington, Indiana, 1948. p. 24.

is advised. It is an evident understatement to assert that, "No person should be asked to carry on these duties **in addition** to a full teaching load."<sup>4</sup>

Provision of audio-visual education methods courses at the College and the enrichment of other College offerings appears, therefore, to be the equivalent of nearly a full teaching load. The addition of responsibilities for production, for teacher education off-campus, for publication, for field work, and for service to other community organizations creates need for more personnel and demands increased competence of the program director.

### **Duties of the director and other audio-visual center staff.**

Not all of the duties involved in the operation of the audio-visual education program, however, need be the sole responsibility of the director of audio-visual education. One of the major duties of the director would appear to be the proper organization of the program to assure that his time will be used with maximum effectiveness.

Too often inefficiently organized programs result in a high-powered and high-salaried specialist performing the tasks of messenger boy, film mechanic, and third-rate clerk. We feel it important that a generous part of the time and energy of a trained audio-visual instruction director be released for professional leadership and guidance.<sup>5</sup>

It is just as unreasonable to expect the director of audio-visual education to operate all projection equipment in the school as it is to expect the professor of business education methods to personally provide stenographic service for all of his colleagues.

### **Qualifications for audio-visual education director.**

"The director must be an educational engineer, not a mechanic or a warehouse manager," according to Edgar Dale.<sup>6</sup>

Personnel responsible for the direction of the audio-visual program, if that program is to accept the broad responsibilities for which need has been indicated, should possess:

1. an aptitude for and experience in teaching, supervision, and administration.
2. a sound background in curriculum planning.
3. a broad practical experience in the utilization of audio-visual materials, and
4. a working knowledge of audio-visual equipment.<sup>7</sup>

The coordinator of audio-visual education should possess a broad concept of instructional materials and direct his energies toward the professional growth of the entire school rather than a narrow emphasis upon the technical

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<sup>4</sup>Helen Seaton, *A Measure for Audio-Visual Programs in Schools*, American Council on Education, Washington, 1944. p. 33.

<sup>5</sup>Audio-Visual Instruction Directors of Indiana. *op. cit.*, p. 2.

<sup>6</sup>*Audio-Visual Methods in Teaching*, Dryden Press, New York, 1946. p. 486.

<sup>7</sup>Adapted from Helen Seaton. *op. cit.*, p. 34.

mechanics of the equipment. This is necessary if he is to help other teachers rather than merely advance his personal hobby. "The coordinator must have a sound knowledge of the school curriculum as well as a high degree of familiarity with the audio-visual materials and equipment available to the teachers."<sup>8</sup>

Further qualifications of the director are suggested:<sup>9</sup>

He should have a wide acquaintance with the subject matter of various grades from primary through high school. If possible, a person who has had some experience in both the elementary grades and high school should be selected for the position.

These qualities would seem particularly important for a director of an audio-visual program of education in a college of education, and it would seem likely that not only a diversity of experience in teaching at many grade levels but within a variety of subject areas would be an asset to a person who will serve on the staff of a college of education to help teachers in a variety of situations in their selection and use of materials of instruction.

If the students at the Eastern Montana College of Education are to be exposed to teaching characterized by effective use of audio-visual materials of instruction, it will be necessary for the College staff to examine its own skill in providing this type of enriched learning situation. The director can not assume the omniscience to describe in detail the audio-visual methods or materials that should be used by any teacher within his classroom. The director can, however, offer consultant service to those staff members and assist in the establishment of administrative procedures which will encourage rather than hinder the best use of audio-visual materials. The director can encourage the staff members to coordinate their efforts that they may achieve the advantages of an integrated attack upon a common problem. The students, especially in a college where they are preparing to become teachers, neither should be nor have been ignored in the effort to provide an appreciation of the use of other than solely verbal techniques as a means of communication.

In faculty meetings at the College, it may be appropriate to study audio-visual methods and materials of teaching. Probably the possibility of using these materials in faculty meetings as method of reporting should be encouraged. Faculty members should be provided with opportunity to learn the operation and use of mechanical equipment which they may wish to use with their classes.

The director must also possess architectural knowledge in matters pertaining to the manner of providing space adapted for the program.<sup>10</sup>

Further personnel qualifications and duties will be suggested by the sections of this report devoted to the provision of leadership and the necessity for cooperative action.

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<sup>8</sup> Charles F. Hoban and Sara M. Krentzman. *The Audio-Visual Way*, State Department of Education, Tallahassee, Florida, January; 1948 (Bulletin 22B). p. 84.

<sup>9</sup> Harry McKown and Alvin B. Roberts. *Audio-Visual Aids to Instruction*, McGraw-Hill, New York, 1940. pp. 326-327.

<sup>10</sup> *Ibid.*, p. 331.



## Budget.

"Most schools can do better than they are now doing **without spending much more money,**" for instructional materials and equipment, according to the **Teachers College Record.** <sup>11</sup>

However, as the audio-visual education program accepts an increasing share of responsibility for the total educational program, its budget must be appropriately adjusted in terms of this greater duty. There is a wealth of evidence that money spent for audio-visual education programs has been increasingly commended as a wise investment for securing effective educational results. Budget for the audio-visual education program should be limited, therefore, primarily by two considerations: first, the extent to which there is desire to spend money for a form of educational materials that appears to yield maximum results per dollar, and secondly, the needs of the teachers and learners and their abilities to utilize the audio-visual materials of instruction.

Programs have suffered from lack of adequate financial support, but they have suffered too where there has been ample equipment but insufficiently trained personnel to secure its most effective use. The provision within the budget of funds to purchase expensive equipment while failing to provide adequate audio-visual program personnel to use this equipment, is as unwise — and about as dangerous — as buying a jet-propelled bomber and providing no trained personnel for its operation.

The audio-visual education program at the Eastern Montana College of Education will require a budget, as it will require personnel appropriate to the responsibilities which it is assigned.

## Recommended budget per teacher for material and equipment.

For a minimum program of audio-visual education within a school, fifty dollars per teacher per year **for material and equipment** has been suggested by the Audio-Visual Instruction Directors of Indiana. <sup>12</sup> For a desirable program they recommend an annual expenditure of one-hundred and fifty dollars per teacher. Since this would be only for the provision of an adequate program of audio-visual education experiences in the College, it would be necessary to add to this amount whatever would be necessary to provide audio-visual leadership in the community through:

1. the training of teachers.
2. the sponsorship of conferences and workshops.
3. extension courses.
4. establishment of a center for the exchange of audio-visual information.
5. demonstration of equipment and methods.
6. establishment of a service center for the loan of materials.

<sup>11</sup> "A Good Learning Environment" in the issue "Toward Curriculum Improvement," New York, February 1949 (Vol. 50., No. 5), p. 315.

<sup>12</sup> *Op. cit.*, p. 26.

An additional budget amount would be necessary for the provision of service to the community for whatever adult education program might be desired whether in the form of extension courses, film forums, radio production, or assistance with the programs of clubs and civic organizations. In view of these suggested budget standards, the allocation of less than two thousand dollars annually for material and equipment for the audio-visual education program of a school such as the Eastern Montana College of Education would seem to suggest serious deficiency in the adequacy of the program, even to provide properly for the minimum desirable audio-visual educational experiences of the on-campus students.

For such services as may be provided to other schools and for the community, it would seem appropriate that supplemental funds might be provided by the State as a partial discharge of its responsibility for the support of these schools and the provision of educational leadership. By cooperative arrangements the schools or organizations receiving assistance from the audio-visual program also might contribute toward its financial support.

### **Cooperation by the director.**

If many hands make light work, it is reasonable to expect benefit, too, from a combination of mental efforts. Cooperative endeavor of many types will contribute toward the successful audio-visual education program.

The director must cooperate with teachers in many ways since the materials are acquired to be used by teachers for the enrichment of educational experiences. No matter how elaborate the equipment or program, its purpose will remain unachieved without cooperation on the part of the director and the teachers.<sup>13</sup> McKown and Roberts include among the qualifications of the director of audio-visual education the ability and willingness to learn from teachers as well as to teach teachers. This function is probably indicated by the frequent use of the term "coordinator" rather than "director" to designate the leader of the audio-visual program.

Agreement with this recommendation for cooperative action is indicated by the Audio-Visual Instruction Directors of Indiana<sup>14</sup> who have thus described the ideal program:

Many teachers, administrators, supervisors, and students are active in the administration of a good audio-visual program. This widespread participation in the teaching-learning experiences is conducive to increased interest, use, and effectiveness. Properly utilized, the collective thinking of these people will lead to better results in terms of student learning that can be realized by single-minded administration by an undemocratic, autocratic director. Only as the program stems from the needs of students and teachers — when they are given responsibility for the selection and utilization of materials — will we attain the results we desire.

<sup>13</sup> McKown and Roberts. *op. cit.*, pp. 326-327.

<sup>14</sup> *Op. cit.*, p. 2.

### **Cooperation in the sharing of materials and work.**

While it is most important that the director operate in a cooperative manner, it is possible for the program to be at least partially sabotaged by discourtesy and ungenerous conduct on the part of teachers and students. Sometimes a possessive attitude by teachers or director may develop toward certain equipment thus preventing others from securing maximum use of material which should be available to all teachers within the school. Hoban and Krentzman point out that such a "feeling of personal ownership of school equipment would be greatly reduced under a properly organized and guided program."<sup>15</sup> Problems of this type would suggest the need for a sharing of responsibility and the possibility of benefit from the formation of a faculty-student committee to assist in the solution of problems of this type.

### **Cooperation in the planning of efficient, integrated learning experiences.**

Cooperative action among the professors of education methods courses can achieve the type of integrated course reported by Fred Harclerod, Director of Audio-Visual Education at San Diego State College.<sup>16</sup> Here the belief is that "under ideal professional training, experiences with audio-visual-radio materials are integrated into the regular teacher training sequence." At the Eastern Montana College of Education, where so few of the students will complete their four years training with the inclusion of audio-visual education methods courses without first teaching, there is evident advantage to such an integrated program to provide at the outset some understanding of audio-visual education methods.

### **Cooperation among academic departments for production of materials.**

The production of audio-visual education materials can best be accomplished by cooperative action among many of the staff and students. Radio production, for example, could be the result of purposes and methods developed within education courses, scripts written in English composition classes, music arranged by students of that department, and dramatics developed by students in public speaking classes.

That the educational value of any radio program would be enhanced by the prior distribution of information and teacher guide books which would aid the utilization of the material, is evident from questionnaire replies. Such guide material could be prepared with help from students of educational psychology courses who could guide the development of the material to insure its maximum value to the learner.

As programs dealt with the subject matter of social studies, literature, science, guidance, foreign language, mathematics, or music, the students of these departments would need to act as consultants. Radio production would require cooperative action of much of the school in the common enterprise for which the audio-visual education personnel would be acting primarily to achieve coordination of effort.

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<sup>15</sup> *Op. cit.*, p. 78.

<sup>16</sup> See and Hear, January, 1949. Vol. IV, Issue 5, p. 42.

Production of pictorial materials would logically involve the help in composition which might be provided by the art department, the assistance in processing that could be supplied by the science department, the provision of educational purpose and methods for effective utilization developed by the education department. Graphic materials such as charts and diagrams or models would require the cooperation of the art department.

### **Cooperation in utilization of materials.**

If audio-visual materials succeed in representing the reality of life, they will often present such a "life-like complexity" of elements that they do not fit neatly into any one of the traditional subject matter area categories.

An educational trip to a sugar-beet factory may be undertaken primarily as an experience for a science class, but the greatest values might actually lie within the scope of social studies, values that might be derived from visits with management to understand its problems and the effect of the plant upon the agricultural and economic development of the region, visits with workers to find out how they live and what they do during the many months of the year when the sugar-beet factory is not operating, and visits with farmers to secure their viewpoint.

Noting the number of student visits to the beet factory for observation of its technology as a science experience, the critical educator might challenge whether understanding of the social implications of the sugar-beet factory are not even much more important to the average student than an understanding of the technical process by which beets are floated into the factory processing area.

**THE ARTIFICIAL CATEGORIZING OF LEARNING EXPERIENCES INTO NARROW SUBJECT MATTER AREAS MAY NEED DRASTIC REORGANIZATION WITH AN INTEGRATION OF LEARNING EXPERIENCES FROM ALL AREAS FOR THE PURPOSE OF MORE EFFICIENT EDUCATION.**

As an additional example, consider a film such as "The River." This may be brought to the school by the social studies teacher either for the consideration of another part of the United States as a geographic study or for its value as an analogy to the contemplated Missouri Valley Authority question within the local region. Yet "The River" has additional values which might remain unutilized if there were no integration of social implications with the other subject areas of learning and appreciation which can be developed from the experience of viewing — and hearing — this film. The verse of Pare Lorentz may be compared with that of Walt Whitman by American literature students. Music students will note the musical score by Virgil Thompson. And art students may well thrill to the photographic composition or the views of a planned community. Science students will see in the film significant implications for erosion and flood control and the use of technology in the solution of community problems.

Questions of curriculum development may appropriately be considered to be outside of the major purpose of this project. However, securing maxi-

imum effect and benefit from many of the most powerful audio-visual education materials and experiences will require integrated consideration from the viewpoint of many subject-matter areas. Cooperative action by individual teachers will assist the achievement of these more productive learning conditions.

### **Cooperation between schools and commercial theaters.**

Benefit to both students and commercial theaters which was achieved by cooperation of both agencies during the presentation of the film "Henry V" in Montana, suggests another area for cooperation. Theater representatives cooperated by the provision of preview opportunities and the distribution of printed guides to assist in the classroom consideration of the film experience. For their part, the teachers led discussions which prepared students to secure maximum benefits from the film experience. There were those who feared that this cooperation between school and theater might represent a nefarious exploitation of the schools in behalf of a commercial interest. While it is wise to remain alert to these dangers, it seems as appropriate that teachers guide the students' appreciation of films as it is to follow the accepted procedure that teachers shall guide the students' selection of books. In one Montana city, a school administrator sought to prevent the attendance of teachers at a preview of "Henry V" arranged for them. In most Montana communities, however, there was considerable cooperation between schools and theaters during the showing of this film. The success of this cooperation and the avidity with which the teachers and pupils appear to have accepted and used the guides for use with the film seem to be the most significant items in this experience.

### **Cooperation with radio stations.**

Cooperation for greater utilization of radio as an educational tool may assume several forms. First, there is the need for stations to cooperate by simply informing schools of the educationally significant programs which will be transmitted. Since the newspapers have refused to print any notices of radio schedules except as advertising, the station managers have occasionally phoned the Eastern Montana College of Education director of audio-visual education so that he might arrange for utilization of a special presentation. During the war, air-raid wardens informed each other of orders by having each one phone the information by prearrangement to a few others. In a similar way, cooperative arrangements might be provided whereby a single phone call from radio station managers to the audio-visual center of the Eastern Montana College of Education might initiate a chain of calls whereby one school administrator calling another would eventually enable all to learn of the special program. When the news of the educational program is available sufficiently long before the time of the broadcast, this information could be sent out to all school systems by post card. For regularly scheduled broadcasts, there should be suggestions for effective utilization provided in published form.

Schools can cooperate with stations by providing information about their needs, and the implications for the stations to meet their obligation of providing for this need hardly requires restatement.

Several years ago the state of Montana was surveyed for possible educational radio service by George Jennings.<sup>17</sup> He reports that an FM network of six stations could be located to serve ninety per cent of the population. His recommendation at that time, however, stressed the benefit of first establishing recording studios at units of the State University to be production centers for educational programs that could be distributed as transcriptions to local commercial stations for broadcasting by their facilities. Since few Montana stations appear fully scheduled during the hours that would be most useful for school broadcasts, this cooperative arrangement could be mutually beneficial. Apparently the production of an educational program for broadcast by the local commercial radio station has been recently initiated by the English Department of Montana State University in Missoula, working in cooperation with the Department of Education.<sup>18</sup>

The establishment of an educational radio station is not recommended by this report until other important steps in the development of school services are first undertaken. It is significant, however, to note the efficacy by which cooperative action might even within the near future enable the schools to have an educational radio station with remarkable economy. Courses for the training of radio technicians are provided in Billings by both the Senior High School and the U. S. Naval Reserve. Administrative personnel of both of these training programs have indicated a sincere interest in the possibilities of a cooperative program by which their trainees, and to some extent their equipment, might be made available for the use of an educational radio transmitter.<sup>19</sup> The major difficulty of any such undertaking at the present time would appear to be not funds nor technical difficulties, but rather the overwhelming responsibility of producing programs, a chore that would prove difficult without maximum cooperation of College administration, staff and students, Billings public schools, stations, and other educational agencies within the region.

## **Initiation of the Plan by Provisiön of Leadership**

The provision of leadership in the development of audio-visual education in Eastern Montana requires the provision of specially trained personnel with specific responsibility for the program. It implies, too, that the professors at the Eastern Montana College of Education should, by their efficient use of audio-visual methods and materials of instruction, become demonstrations and good examples for other teachers in the region.

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<sup>17</sup> Director of WBEZ, Chicago Board of Education radio Station. Mr. Jennings was visited at the WBEZ studios to obtain this information.

<sup>18</sup> Lucia B. Mirrieles, English Department Professor, reports this in a letter dated March 18, 1949.

<sup>19</sup> This information is based upon personal conferences with the Lieutenant in charge of the Naval program of radio training and the teacher of the high school radio class.

Instruction, not only in audio-visual courses, but in all courses at the College, should reflect good practices in the effective use of multi-sensory materials.

### **Leadership through demonstration and provision of materials.**

If the Eastern Montana College of Education is to provide leadership in the use of audio-visual methods and materials of instruction, it will be necessary to accept a broad responsibility for not only preaching but practicing. Not only in the college classrooms, but in those of the Campus Laboratory School there should be demonstration of good procedures in the use of audio-visual methods of instruction. This will have implications with regard to equipment, materials, personnel, budget, and cooperative action. Equipment must be provided that will permit the use of sound motion pictures, for example, in the Laboratory School program without necessitating the movement of children into another building with all of the problems of distraction, clothing, and travel which must be faced when such an expedition is undertaken. Materials must be available. While it is unlikely that the amount of usage will justify competition to the sound film library maintained by the State Department of Public Instruction, teachers should be permitted the privilege of a nearby source of film-strips and sound recordings. The fact that other schools in the neighborhood face the same problem suggests the advisability of cooperative action for the establishment of a library of those materials for which there is now no source. There may also be a point of diminishing returns where some films are being transported so frequently to and from the Helena film library and the Billings classrooms that it would be wise to set up centers nearer home for some of these films which are used most frequently.

It might be that certain of the State Film Library films might be distributed from a Billings center for two or three months of the school year. This would not remove all objections, but it might prove an economy in view of the express charges paid when films are subject to a five-hundred mile trip each time they are used.

### **The discovery and introduction of new methods.**

Leadership for a program of audio-visual services requires the provision of information which will permit the teachers involved to make wise choices, choices that will enable them to reach high-level efficiency in providing meaningful, significant experiences for the learners in their schools and classrooms.

The director of audio-visual education at the Eastern Montana College of Education is in a position to see the problems of different learning situations in the schools of the region, to see the solutions proposed for some of these problems, and, by bringing people together, assist them in working out the common difficulties through a reciprocally beneficial exchange of information.

The director should be aware not only of trends in education and audio-visual methods of teaching within the region, but he should be able to bring in ideas from any situation that offers significant help to the needs of the College and those whom it serves. Nor should he alone bring in these ideas. If it is possible, other educators should attend conferences and workshop experiences outside of the region that will enable them to bring back important contributions to their colleagues.

Sometimes effective leadership may consist of merely calling a meeting and providing its place. The leadership will naturally be available for consultant service. It has been evident in the results of the questionnaire survey that the need for the importation of ideas is less than might be expected, for there is within the group that is to be served in eastern Montana a vast accumulation of knowledge and understanding which can provide answers to the group's problems if it can be but channeled and gently guided, perhaps with only the encouragement and means to express itself.

The provision of in-service education should not prove a difficult task, for the teachers who are to be thus served have experience in many good techniques; they are aware of the problems of learners.

What is particularly necessary for these people is that the director provide them with the hopeful tidings that they have new materials to aid them in their work, new materials that communicate some ideas more efficiently than heretofore possible.

### **Provide In-Service Education**

For those teachers in the community who need specific learning experiences to supplement earlier training acquired before the general advent of audio-visual materials and equipment, audio-visual courses should be made available not only on the campus, but through in-service education courses and conferences or workshops provided in the teachers' own localities. These would be similar to those courses and workshops offered on campus. Adaptations would be provided for local needs. Red Lodge, Roundup, Big Timber, or Forsyth, might be considered for their appropriateness as sites for the initiation of such extension service. Because of the time required for travel by the director from the College to those communities, the off-campus courses and workshops would probably be scheduled for Saturday meetings.

### **Encourage Group Participation**

Since the effectiveness of the program will be enhanced by the number of people who are served and by the appropriateness with which their needs and interests are met, it is incumbent upon the leadership to provide for the widest group participation in the development of the program.

**Student-faculty committee.**



Already the college has established a pattern of student-faculty committees. There appear to be several areas in which such a committee might advantageously operate for the furtherance of audio-visual programs. If the purchases are based upon the recommendations of staff members, they are more likely to be used. A piece of audio-visual equipment which has been specifically requested by faculty members will more likely be used than something which has been considered desirable only by the program director.

The school exists for the students. The learners have a place on the committee which is further justified, however, by the fact that these students will secure valuable learning experiences through their participation as committee members. Because this is a College of Education, many of the students will secure experiences which will prove useful in their own experiences later in life as teachers.

Both students and faculty members of the committee can provide valuable assistance in advising for the determination of space needs, equipment needs, simple rules by which the equipment and materials may be most equitably shared by the largest number of people, and through the group attack upon the problems that will likely be encountered. Since the students can bring to the committee meetings the combined experiences of many schools and classrooms in the region, their contribution can be important.

#### **The committee representing cooperating schools.**

Assistance to the schools of eastern Montana in the development of their audio-visual education programs, implies close cooperation. With the crowded schedules under which these educators must work there would be great hesitation to suggest any further demands upon their time without, first, a firm conviction that time so spent is effectively spent, and second, a similarly strong conviction that only a program in which they participate can be tailored to their needs. Such a committee, representing the schools of the region, might well be an extension of the summer workshop group. The most important first responsibility for such a committee appears to be the administration of a program for the collection and distribution of information that will guide teachers and help them to more effectively utilize the audio-visual education resources which are already available to them. Not only the College with its responsibility for educational leadership, but also the State Department of Public Instruction would appear to have a real stake in this undertaking and should be invited to participate in this program. The audio-visual education program might well become a part of a general program of curriculum development for which need has been indicated.

Such a committee, representative of participating schools and community agencies within the region might find it desirable to promote other activities which might more expeditiously be undertaken by concerted group cooperative effort than through individual undertaking. The State Department of Public Instruction furnished the leadership for the establishment of a cooperative State Film Library which might well become a model for similar

cooperative ventures for the deposit and sharing within the region of audio-visual materials which might more appropriately be available within the smaller region. A real need has been felt for the establishment of a center for the distribution of filmstrips, slides, and recordings. The cooperative production of materials such as 2" x 2" slides or radio programs for local schools might well be considered by this committee.

### Councils of community citizens.

A film and/or radio council of laymen might well serve in either or both of two functions. They might provide valuable service to the schools by their influence upon the community agencies of mass communication and they might assist the schools in the securing of the most valuable experiences for the community youth. A second service of such a council could well be in the direction of service to itself, service to adult organizations and on behalf of an expanding program of adult education.

An example of the first type of service would be the sponsorship or co-sponsorship of Saturday morning programs in commercial theaters or on radio stations for the youth of the community. In some communities the school parent associations have already begun the sponsorship of Saturday morning motion picture programs so that they can help the theater managers provide materials that are more acceptable to the community standard of values.<sup>20</sup>

A film council might encourage the honest advertising of films so that adult pictures and children's films are correctly labeled.<sup>21</sup>

The educational radio services of the Chicago Board of Education resulted from the efforts of a radio council of citizens, educators, and radio station managers.<sup>22</sup> In Wisconsin a radio council has established an educational radio network.

An example of the second type of service would be the exchange of information and assistance in the provision of audio-visual materials for the use of clubs, community organizations, civic agencies, churches, city and county departments. In this manner the film and/or radio council would be serving to enrich the adult education opportunities and might even sponsor a film or radio forum as a part of its service to the community. The public library, museum, civic concert association, recreational department, amateur dramatic groups, radio station and theater managers, would constitute part of the resources of the council in its extension of services to the people of eastern Montana.

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<sup>20</sup> Parent association members of four nearby schools co-sponsor Saturday morning film showings at a neighborhood theater in Parkchester community of New York City. This cooperative effort appears to be pleasing to parents, the students, the teachers, and the theater manager. *Press Revue*, Parkchester Publishing Co., New York, March 17, 1949, Vol. IX, No. 47, p. 12.

<sup>21</sup> Dr. William Jansen, New York City Superintendent of Schools, suggests this for New York City where the regular publication by newspapers of well-written film reviews increases the availability there of correct information about films. *New York Herald-Tribune*, March 20, 1949, Section I, page 32.

<sup>22</sup> George Jennings, manager of WBEZ, has provided this information.