

A PROGRAM OF FILMS FOR TEACHING IN THE  
PRIMARY GRADES OF THE LOUISIANA  
PUBLIC SCHOOLS

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## CHAPTER I

### INTRODUCTION

#### Statement of the Problem

The problem of this study is to show the films program in teaching in the primary grades of the Louisiana Public Schools and to select the most beneficial films in the Louisiana Film Libraries of Louisiana Polytechnic Institute, Ruston, Louisiana; Northwestern, Natchitoches, Louisiana; Southwestern Louisiana Institute, Lafayette, Louisiana; Southeastern Louisiana College, Hammond, Louisiana; Southern University, Scotlandville, Louisiana; and the Conservation Department at New Orleans, Louisiana.

This study includes the results of a film questionnaire of the most often selected and used motion pictures for the primary grades for a period of one year from March 1, 1944, through March 31, 1945.

It, also, includes the study and selection of other available films for primary education that are especially prepared for this field of work.

#### The Purpose of the Study

The purpose of this study is to provide a compiled list of Louisiana primary motion pictures and their locations for

the Louisiana primary teachers. In this study, teachers will find the names of the state films, directors, addresses for each film, types of films, time of film projection, producer, date of production, subject matter of each motion picture, kind of projectors used and school setup, year's suggested program, and the table showing the primary films and frequency of projections in the state schools. Through this study, teachers are provided with a list of films which was compiled from reports of teachers on films as the most educational primary films.

Since visual materials of instruction in education provide concrete experience, wider horizons, and enriched learning opportunities, it is the purpose of this study to encourage teachers to take advantage of the film libraries.

It is hoped that this work will help those teachers who are seriously interested in improving their teaching technique with motion pictures.

This study points out principles which are necessary in the production of good primary films. It takes in the various factors to be considered and tells the importance of the collaboration between the specialized educators and the producers.

#### Technique Employed in Collecting Data

In collecting data for this study, the following techniques were employed:

Intensive study was made of materials from the libraries of



Louisiana State University, North Texas State Teachers College, Shreveport Extension Library, Louisiana State Department of Education, the Department of the Interior, and the National Education Association.

Material was received and used in this study from the Erpi Film Company, the Eastman, and the Educational Screen.

Many books were purchased on this subject which were written by leading educators who have conducted experiments on instructional films in education.

Much of the information was received from discussions and materials furnished by Ruth Bryson of the Caddo Parish Materials Library in Shreveport, Louisiana.

Pamphlets, bulletins, and film lists were received and studied from Sue Hefley of the Louisiana School Library and the directors of the film library of the five colleges included in the study.

A trip was made to the film library at Louisiana Polytechnic Institute at Ruston, Louisiana, to discuss and study the questionnaires sent out with each film used in this study. The assistant film librarian, Ira Alexanderia, was helpful in discussing and providing materials for research. A file of questionnaires on the films used in the Louisiana primary grades from March 1, 1944, through March 31, 1945, was recorded and the data were compiled.

### Selection of the Film

A combined list of all the state-owned primary films and their locations was made. The film libraries included a questionnaire with each film for the teacher or user to answer and return with the film. The information listed on these questionnaires included the title, number of times each film was used in teaching a unit, the attendance, the date, condition of the film, and the teachers' or pupils' opinions of the film.

This compiled list of films showed that the largest number of primary films was in the depository at Louisiana Polytechnic Institute at Ruston, Louisiana. Therefore, the questionnaires on file at Louisiana Polytechnic Institute were selected as being typical of the Louisiana State Primary Films.

Some elementary films which were used in this study were films whose content followed the general primary rules of production and were correlated with the course of study.

### Need for the Study

The use of films as teaching aids in the public schools of Louisiana is increasing in importance and is valuable as an instructional tool. With this progress it is essential that teachers and educators understand the value of this tool. This study serves as a guide for the teachers in explaining

the advantages of each type of film with suggestions for correlation of the film in the classroom.

The film libraries are located, listing the directors and addresses. The information provided in this study is an easier and simpler means of selecting primary films. The questionnaires are compiled, showing the pictures most frequently used as teaching aids.

#### Advantages

This study enumerates the advantages of the motion pictures in the educational field. Motion pictures have the unique advantage of depicting action or behavior with its illusion of life and reality. It shows the ranking of the films which are most often seen and used as aids in teaching the primary grades.

This study gives a brief history of the introduction of instructional films into the classroom and their importance to education.

The Louisiana Film Libraries are listed, showing the college, city, and director of each. This compiled information will save much time for teachers. Another important factor, this study contains the complete state primary film list with the ranking of each film according to its value for instructional purposes. By using the tables in this study, teachers will find it easier to prepare their year's film schedule.

The advantages of both the silent and sound films are

discussed. Many benefits to be gained from each type of teaching films are listed. The conclusion states that both types of instructional films are important as teaching aids.

Other films which may be correlated with the text and course of studies in the second and third grades are listed. These films provide the vicarious experiences which enable the students to understand better how other people live and to observe the habits of animals. Instructional films on health and safety are integrated so as to provide experiences which lead to the growth and development of the child.

A suggested schedule is made which provides for at least two films each month. These schedules which are prepared by the teacher for the year are of value to her in that her work can be planned to correlate the films with other techniques as the time and need arise.

#### Limitations

This study would have covered a larger area of the state-used films if time had permitted the examination of the files of the other state film depositories. The information secured from these libraries would have allowed a specific and a complete rating of the state primary films.

This study would have been more accurate if all films had been in good condition for this experiment. Two of the outstanding primary films were damaged. One was not in condition to be used except twice and the other was not used at all during the research.

## CHAPTER II

### TEACHING WITH MOTION PICTURES IN THE PRIMARY GRADES

#### Introduction of Films in the Educational Field

"The history of education has always been the history of its tools."<sup>1</sup> The good teacher has always employed every available tool in making the learning process more effective, more interesting, easier, and more profitable. "An educational tool is of interest to the teacher only to the degree that it may help pupils to solve their childish problems and stimulate their interest in gaining new knowledge, thus aiding them to learn happily and live abundantly."<sup>2</sup>

Gutenberg's invention of the printing press freed the educators from the confinement of longhand reproduction of man's knowledge, thus broadening the horizons of education. Since that time, no development in education has held such tremendous possibilities for increasing the effectiveness of teaching as the invention of motion pictures in education.

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<sup>1</sup>Films Incorporated, The School List of Short Subjects Catalog 1943-1944.

<sup>2</sup>Anna Dorris, Visual Instruction in the Public Schools, p. 8.

Only in the last few years of the nineteenth century were pictures produced which were even passably satisfactory for educational or recreational purposes.

The progress and development of motion pictures have spread in popularity and usefulness until, at the present time, the motion picture is accredited with being as powerful as the press in influencing the lives of the American people. Today "there seems to be almost no limit to the possibilities of the motion picture in presenting life of all types in every part of the universe."<sup>3</sup>

The first intensive application of motion pictures for educational procedures was made between 1914 and 1928, largely for propaganda purposes. "Motion pictures were found to be so valuable during that period, that the close of the war brought into existence many types of educational films and film producers."<sup>4</sup> The industrial organizations realized the importance of the motion picture as an excellent means of educating the public in regard to the functions and products of those organizations.

Immediately after the war, there was a decided slump in the use of films for educational purposes in the schools, due to a lack of strictly educational films. "The majority of those producers did not seek or receive the counsel of

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<sup>3</sup>E. C. Dent, The Audio-Visual Handbook, 1942, p. 100.

<sup>4</sup>Ibid.

educational authorities, so many of the films produced were of little or no value in the school."<sup>5</sup> Shortly after the first World War, Woods and Freeman's investigation proved the great possibilities of the film as a disseminator of information. This research made a comparison of various methods of presenting motion pictures with other visual and non-visual methods of instruction in the curriculum. Knowlton and Tilton proceeded along similar lines at Yale, producing historical subjects for schools throughout the United States. This research was taken up by many others which resulted in film production for educational purposes.

As the classroom films appeared, central film libraries, on a rental or cooperative basis, were established. The 16 m.m. film on nonflammable stock was developed and marketed. Projectors were made portable, improved and amplified, and the prices were lowered. "All these factors have had an important part in shaping our visual-instruction program of today."<sup>6</sup>

The Federal Government has taken an active part in the promotion of visual instruction and increased attention to the rapidly developing educational field. The Departments of Agriculture, Commerce, and Interior have utilized motion pictures extensively in connection with education.

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<sup>5</sup>Ibid.

<sup>6</sup>Harry C. McKown and Alvin B. Roberts, Audio-Visual Aids to Instruction, 1940, p. 148.

With the production of so many films for the classroom, a great need for a clearinghouse of information concerning all types of motion pictures suitable for school use was recognized. Therefore, in 1939, the Association of School Film Libraries, Inc., Rockefeller Plaza, Radio City, New York, was established for this purpose.

The Association prepares lists of available films, encourages producers to provide needed types of films, and assists distribution centers in the selection of desirable educational subjects for use in their service areas.<sup>7</sup>

#### Production of Primary Films in Recent Years

A growing interest in the use of motion picture films in primary instruction is evident in recent years. Teachers are no longer dependent on films which are not designed especially for classroom purposes.

A constantly increasing number of studies are being made accompanied by classroom try-outs of films definitely related to specific phases of the school, curriculum, adapted to the interest and abilities of children in the different grades and school levels, and contributing to the objective of the school program. Not alone is the number of such films available increasing, but better methods of using films to secure maximum educational values are being developed.<sup>8</sup>

In recent years the Erpi Classroom Films, Inc., have produced a number of films in the primary education field.

The social studies films in this group provide authentic recordings of cultural and geographic differences

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<sup>7</sup>Dent, op. cit., p. 164.

<sup>8</sup>United States Office of Education, Education for Victory, p. 3.



in family and community living. Child life has been emphasized in the films, thus linking them directly to the interests and activities of pupils in the lower elementary grades. This is in harmony with recent trends to emphasize social studies instruction at that level, particularly in the language arts.

Other of the films in the primary group are intended to provide pupils in the lower grades with study materials on animal life. These films have been widely used to motivate reading, language, social studies, and elementary science projects at this level.<sup>9</sup>

Earlier films used in educational instruction were films produced for entertainment purposes. The films photographed today are produced in collaboration with specialized educators in each field of work. A few of these educators who collaborated with film producers are Edwin J. Hipkiss, Arthur I. Gates, Ernest Horn, W. P. Percival, Celeste C. Peardon, L. C. Goodrich, Hugh Borton, and Henry B. Collins. Their films are excellent for correlation with reading, oral and written compositions, social studies, elementary American history, sociology, arts and crafts, nature study, geography, child study, child psychology, safety, agriculture, and elementary science.

Educational film companies have prepared instructional guide materials and manuals which have grown out of investigations in the classroom use of films during the past few years as an effective method of film utilization. By using these guiding principles, teachers can build a superstructure of creative instruction of films that are limited only by

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<sup>9</sup>The Erpi Primary Films, Erpi Classroom Films, Inc., New York, p. 2.

their imagination and ability.

The attention span of primary children is short; therefore, the majority of films prepared for this age level are from eight to fifteen minutes in length, or one-reel films.

Primary children's motion pictures are organized and produced so as to arouse and stimulate their interest and to meet this grade level of mental and social development. Instructional pictures that are entertaining and informational arouse interest and begot individual attention. The motion pictures that contribute to the growth and development of the primary child include pictures of children playing house, school, store; pictures of home life in which children and parents participate together, including picnics, excursions, garden making; pictures of animals and birds in natural situations; pictures of transportation, including familiar things such as automobiles in which children are riding, trucks, airplanes, street cars, buses, trains and boats; pictures showing familiar machinery working; pictures of community activities; pictures of familiar stories; pictures of health and safety activities. Emphasis is placed upon the normal activities of various objects and materials showing their uses and the contacts made by the various groups of people in relation to each other. The motion picture provides the children with a common background which stimulates language expression, aesthetic and manipulative activities. The new

films produced for primary children by Erpi Classroom Films and Eastman Teaching Films keep in mind the numerous phases of child life and activities. Their films are effectively and extensively used for this level.

Films of children's stories are excellent in motivating projects of numerous kinds and in giving children a clearer understanding of the stories.

#### A Guide for Teaching with Films

Film materials of instruction "are of importance in education inasmuch as they provide concrete experience, wider horizons, and enriched learning opportunities. These advantages should not be denied the student who is faced with so much to be learned that time becomes of the essence."<sup>10</sup>

The primary teacher who provides an environment rich in concrete experiences of a wide variety will provide a varied number of life-like experiences through the use of the film in teaching a unit of work where the locality does not provide an opportunity for the child actually to have that given experience. Sound pictures influence and broaden pupils' vocabularies. The teacher can be sure of the concept in the mind of the pupil as being nearly identical with her own through the presentation of an object. Concrete study material is more important in earlier years than at any other time.

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<sup>10</sup>John E. Cox, Guide for Teaching in the Primary Grades, Bulletin 470, Louisiana State Department of Education, p. 662.

"Administrators and teachers are becoming increasingly aware of the responsibility of the school to take full advantage of the means and materials of visual instruction."<sup>11</sup> Therefore, the need of vicarious experiences must be used to fill in the gaps that are restricted in the child's environment.

Film instruction is merely the provision of a wide variety of experiences for the eye and ear and should be properly utilized in their appropriate learning situations as integral instructional materials to be used in connection with books, field trips, and laboratory procedures.

In the preparation of a curriculum guide, it is essential that all films of instruction relative to areas of interest be surveyed, evaluated, and selected for inclusion on the basis of their excellence as determined by an established criteria.

Children who are trained through skillful guidance of experienced teachers are able to observe and interpret that which they see and are able to form generalizations. "Looking does not necessarily connote observing."<sup>12</sup> This training must be effectively done to avoid over emphasis on the analyzation of unimportant events.

It is to be remembered that a film, as other visual aids, provides concrete visual experience to the learner for the purpose of:

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<sup>11</sup>Ibid., p. 663.

<sup>12</sup>Ibid.

First, introducing, building up, enriching, or clarifying abstract concepts.

Second, developing desirable attitudes.

Third, stimulating further activity on the part of the learner.

Fourth, summarizing or reviewing a unit of study.

Motion pictures are excellent for introducing new material into the environment of primary children demanded by the modern school. This technique of teaching enables children to proceed faster in their development and growth in learning.

The principles and procedures involved as being valid, in relation to the use of motion pictures, were set up by the American Council on Education which resulted from the experiment conducted in the Santa Barbara, California, public schools. The principles are formulated as follows:

First, there must be a definite curriculum purpose for using a motion picture.

Second, the film must be an integral part of the classroom work.

Third, after the film presentation, there should be time for child reaction to the picture and this reaction should constitute a check on learning.

Fourth, the teacher is to guide the work in the developing of the recognized purpose.

Fifth, there should be general discussions of the class

that encourage free and spontaneous reactions. This may result in such activities as construction, creative activities using dance, music, art, verse or oral expression.

Sixth, there should be provided an opportunity for raising new problems, altering old ones, or setting new purposes.

Seventh, there should be provisions made for the satisfaction of these new problems or purposes.

Through the aid of films for instruction, a curriculum is improved and broadened. This means of education aids the individual who receives effective guidance in understanding his environment, deepens his enjoyment and appreciation, thus sharpening his powers of observation and enriching his daily life. The right use of film aids increases the meaningfulness of language to communicate ideas, aids in developing reading readiness in a first grade group, broadens experiences, and stimulates creative thinking.

There is no virtue in the use of new means or methods of instruction if learning is not thereby improved. Certain it is also that the motion pictures available for school use are of exceedingly unequal value, and it is important that teachers select as well as possible in order to use instruction time most effectively, and report the basis of selection to aid the reader in determining the value of the new procedures.<sup>13</sup>

Although techniques of teaching vary with each individual teacher, it is more or less agreed that a film be previewed

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<sup>13</sup>E. Dale and others, Motion Pictures in Education, p. 113.

by the teacher before being used; that it be presented to the class as a definite tie-in with the work under consideration; that there may or may not be some comment by the pupils or teacher during the projection; that there must be some follow-up; that a repetition of the film is desirable in part or as a whole to clarify misconceptions; and that materials should be summarized in the light of the entire unit studied.

A good teacher knows that no subject should be taught in isolation, but rather as a contributing factor of the accumulation of valuable knowledge that tends to enrich and enlighten life. The teacher can use sound pictures most effectively in the primary grades when they are of an integral part of an extensive and well planned unit of instruction that is well integrated with classroom activities.

At the beginning of the unit of study, it is important for the pupils to have a clear conception of new work that is introduced before the first presentation of the film. A good teacher has a clear and definite purpose for presenting the film at various phases of the unit of instruction. A film projected in the middle of the class period allows time for the introduction of the film and leaves sufficient time for the pupil and teacher discussions of the film material. During this discussion, the teacher explains to the children any unusual type of photography.

Various visual aid experiences and other methods are

employed by teachers to provide a common experience to all the pupils and to stimulate their interest in learning to read. It is true with teaching with films as with other techniques that the teacher has first to consider the child's experience, environment, background, capacities, interests, health, habits, emotional response, development of observational powers, and seeing relationships. When the actual experience is beyond reach, educators have found it effective to resort to the pictured representations. After the children's experiences are enriched as far as possible by the use of field trips, specimens, and illustrated stories, the motion pictures are then used very effectively.

Freeman says that

visual education should be so designed as to furnish to the teacher otherwise inaccessible raw material of instruction, but should leave the organization of the complete teaching unit largely to the teacher. The explanation, discussion or elaboration of the material which is shown in the film is a function of language.<sup>14</sup>

By way of summary, the combined suggestions for using films as instructional aids are as follows:

Selection and purpose to be served. --

First, teacher must have a clear idea of the contribution of the film in relation to the unit as a whole.

Second, the films must be previewed by the teacher. Teacher's guide should be used as an aid in planning the

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<sup>14</sup>A. P. Hollis, Motion Pictures for Instruction, p. 15.



film lesson.

Third, films are effective as an orientation of a unit.

Fourth, films should be used only when recourse to the actual object or identical experience is impractical.

Fifth, visual materials should be used in accordance with teacher's philosophy of education.

Sixth, sound pictures should be used only when it is necessary to convey an idea.

Seventh, teachers should have an established set of criteria for selecting films.

Eighth, visual aids can be a means of developing keen observation powers in pupils.

Ninth, the use of films is not an isolated teaching method.

#### Methodology. --

First, the teacher should encourage verbal expression. Pictures are not a substitute for language.

Second, reading, art or drawing, writing, dramatization, and pantomimes are some activities which may follow the showing of a film.

Third, presentation of the film should be without distractions.

Fourth, comments during the showing of a film will vary depending on film, class, and objective to be achieved.

Fifth, teacher should discuss with pupils the purpose of the film showing.

Sixth, films may be shown in whole or in parts, depending upon objective and pupils' background.

Seventh, teacher should vary techniques in film procedure.

Eighth, questions presented at informal discussion after the film showing should be as concrete as possible.

Teacher's preparations. --

First, teachers desiring to improve their technique in using film aids must concentrate on planning, evaluating, and reporting experiences.

Second, teachers who undertake simple productions of educational films are better able to evaluate existing films and to clarify their own criteria for selecting educational films.

The teaching of facts, important though they may be, plays a small part in real education. The value of the cinema is not measured by facts, but by attitudes, awareness, sensitivity to conditions.<sup>15</sup>

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<sup>15</sup>Dale and others, op. cit., p. 115.

## CHAPTER III

### RESEARCH IN INSTRUCTIONAL FILMS

#### Questionnaires

In this research, the Louisiana State Primary Films were listed, giving the outstanding characteristics of each film in the tables. Since the largest number of primary films were catalogued in the Louisiana Polytechnic Institute Film Library, this depository was selected as the library for completing the research. The questionnaires answered by the teachers, principals, and film users included the title of the primary film, the number of times the teacher used the film in correlation with the unit, the attendance at each showing, comments, condition of the film, and the date shown. There were 148 primary files examined and the results obtained from the questionnaires. There were 138 other elementary film files examined which were suitable and correlated with the text and courses of study in the second and third grade levels.

#### Criteria for Rating Films

In the primary films listed, there were fifteen pictures included in this study. These films were arranged in

the tables below according to the number of times used by teachers as instructional aids.

TABLE 1

RECORDS OF FILMS USED IN THE LOUISIANA PUBLIC PRIMARY SCHOOLS SHOWING TITLES OF FILMS, TIMES USED IN EACH SCHOOL, ATTENDANCE, AND DATES PROJECTED

Times Used	Attendance	Date	Remarks
"Animals of the Zoo"			
4	239	3-3-44	
1	200	3-8-44	
1	150	4-6-44	
1	250	6-3-44	
1	100	6-26-44	
1	15	7-17-44	
2	60	11-3-44	
1	15	8-15-44	
2	60	8-2-44	
1	65	11-13-44	
1	60	11-30-44	
1	114	12-13-44	
1	20	12-19-44	
1	360	1-11-45	
3	90	1-26-45	
4	120	1-29-45	
1	30	2-15-45	
4	392	2-13-45	
1	75	3-7-45	
2	50	3-22-45	
1	200	3-26-45	
"Navajo Children"			
1	380	3-2-44	
1	25	3-16-44	A <sup>a</sup>
3	400	3-30-44	
1	34	4-6-44	
1	20	5-18-44	VG <sup>b</sup>
2	40	6-18-44	
1	250	9-4-44	

Table 1 -- Continued

Times Used	Attendance	Date	Remarks
1	17	9-25-44	
1	38	10-9-44	
3	165	10-24-44	
1	25	11-8-44	
1	32	11-17-44	
3	112	11-29-44	
2	111	12-13-44	
1	22	12-31-44	
1	375	1-18-45	
1	140	2-21-45	
3	90	3-15-45	
2	560	3-22-45	
1	20	3-29-45	
"Bears"			
1	200	3-8-44	G <sup>c</sup>
1	93	3-21-44	
1	32	5-18-44	
1	250	6-17-44	
2	40	7-25-44	
1	15	9-5-44	
1	20	10-10-44	
4	200	10-16-44	
1	30	11-3-44	
1	360	12-7-44	
2	60	1-26-45	
1	8	3-9-45	
1	25	3-15-45	
1	200	3-20-45	
"Bees, Flies, Ants"			
1	93	3-21-44	
1	35	3-28-44	
2	30	4-28-44	
2	32	5-10-44	
1	250	6-17-44	
1	22	6-18-44	
4	100	9-9-44	

Table 1 -- Continued

Times Used	Attendance	Date	Remarks
1	30	10-3-44	
1	42	10-9-44	
1	80	11-1-44	
1	86	12-12-44	
2	50	2-5-45	
1	75	3-7-45	
1	360	3-12-45	
"An Airplane Trip"			
1	238	3-9-44	VI <sup>d</sup>
1	35	3-21-44	
3	180	4-14-44	
1	125	5-12-44	
1	30	5-25-44	
1	250	6-3-44	
2	60	8-2-44	
1	25	10-6-44	
1	65	11-10-44	
1	200	1-16-45	E and GEd <sup>e</sup>
1	30	2-15-45	
"Monkeys and Apes"			
2	500	4-3-44	G
1	30	3-6-44	
1	75	5-5-44	
1	32	5-24-44	
1	23	6-9-44	
1	250	9-4-44	
1	30	10-3-44	
1	25	10-6-44	
2	670	10-26-44	
3	140	11-10-44	
1	16	1-1-45	
2	60	1-26-45	
2	50	3-22-45	

Table 1 -- Continued

Times Used	Attendance	Date	Remarks
"Boat Trip"			
1	17	3-10-44	Ebc <sup>f</sup>
1	125	4-21-44	
1	21	5-16-44	
1	25	5-22-44	
1	250	6-24-44	
2	35	7-25-44	
1	25	9-22-44	
1	70	11-1-44	
1	55	11-13-44	
2	50	3-22-45	
"Chumming with Chipmunks"			
1	200	3-14-44	
1	84	3-31-44	
1	20	6-2-44	
2	60	8-2-44	
1	15	8-15-44	
3	69	10-24-44	
1	22	2-21-45	
2	121	3-15-45	
1	150	3-22-45	
1	200	3-26-45	
"Seals and Walruses"			
1	34	3-30-44	
2	40	8-18-44	
1	250	10-21-44	
1	30	11-3-44	
1	30	11-11-44	
2	150	11-19-44	
1	25	12-12-44	
2	22	1-25-45	
1	8	3-9-45	

Table 1 -- Continued

Times Used	Attendance	Date	Remarks
"Three Jungle Giants"			
1	93	3-21-44	IG
1	34	4-6-44	
2	40	3-18-44	
1	35	10-19-44	
2	1,000	11-1-44	
1	33	1-26-45	
2	100	2-12-45	
1	28	3-8-45	
1	8	3-9-45	
"Street Safety for Primary Grades"			
1	178	3-1-44	FG <sup>h</sup>
1	34	3-30-44	
1	150	4-6-44	
1	95	6-12-44	
1	19	6-13-44	
"Care of the Teeth"			
1	35	5-11-44	
1	32	5-18-44	
1	250	7-1-44	
2	125	11-24-44	
1	75	2-19-45	
"Gray Squirrel" (Damaged)			
1	300	3-23-44	SP <sup>i</sup>
1	385	4-24-44	
2	220	5-5-44	
1	100	6-30-44	



Table 1 -- Continued

Times Used	Attendance	Date	Remarks
"Adventures of Bunny Rabbit" (Damaged)			
1	95	3-4-44	G
3	93	3-15-44	
"Adventures of Peter" (Damaged)			
"New Orleans" (Damaged)			
"Grain That Built a Hemisphere" (Damaged)			

<sup>a</sup>Average

<sup>b</sup>Very good

<sup>c</sup>Good

<sup>d</sup>Very interesting

<sup>e</sup>Enjoyed and good education

<sup>f</sup>Enjoyed by children

<sup>g</sup>Interesting

<sup>h</sup>picture good

<sup>i</sup>Splendid picture

TABLE 2

RANKING OF LOUISIANA PRIMARY INSTRUCTIONAL FILMS MOST OFTEN USED BY TEACHERS SHOWING TITLE, TEACHERS OR SCHOOLS, TIMES USED, ATTENDANCE, AND DATE

Title	Teachers or Schools	Times Used	Attendance	Date
1. "Animals at the Zoo"	21	1-4	15-392	3-3-44- 3-26-45
2. "Navajo Children"	20	1-3	20-560	3-2-44- 3-29-45
3. "Bears"	14	1-4	8-360	3-8-44- 3-20-45
4. "Bees, Flies, Ants"	13	1-2	22-260	3-21-44- 3-12-45
5. "Monkeys and Apes"	13	1-3	16-670	4-3-44- 3-22-45
6. "An Airplane Trip"	11	1-3	25-238	3-9-44- 2-15-45
7. "Chumming with Chipmunks"	10	1-3	20-200	3-14-44- 3-26-45
8. "Boat Trip"	10	1-2	21-250	3-10-44- 3-22-45
9. "Seals and Walruses"	10	1-2	8-250	3-30-44- 3-15-45
10. "Three Jungle Giants"	9	1-2	8-1,000	3-21-44- 3-9-45
11. "Street Safety for Primary Grades"	5	1	19-178	3-1-44- 6-13-45
12. "Care of the Teeth"	5	1-2	32-250	5-11-44- 2-19-45

Table 2 -- Continued

Title	Teachers or Schools	Times Used	Attend- ance	Date
13. "Gray Squirrel"	4	1-2	100-385	3-23-44- 6-30-44
14. "Adventures of Bunny Rabbit" (Damaged)	2	1-3	92-95	3-4-44- 3-15-44
15. "Adventures of Peter" (Damaged)	...	...	...	...

This ranking shows a varied interest of primary children. Animal pictures and Indian children are especially interesting to pupils of this level.

Nine of the films studied in this experiment were animal pictures, one on insects, one on people and home life, two on transportation, one on health, and one on safety.

The thirteen films which have been successfully correlated with the courses of study for primary pupils have been tabulated in Table 3.

TABLE 3

RECORDS OF FILMS USED IN THE LOUISIANA PUBLIC PRIMARY  
SCHOOLS WHICH ARE SUCCESSFULLY CORRELATED WITH  
SECOND AND THIRD GRADE UNITS SHOWING TITLE,  
TIMES USED, ATTENDANCE, AND DATES PROJECTED

Times Used	Attendance	Date	Remarks
"South of the Border with Disney"			
1	380	3-2-44	
1	30	3-6-44	
1	550	3-10-44	
1	35	3-13-44	G <sup>b</sup>
1	230	3-16-44	VG <sup>c</sup>
1	550	3-20-44	
1	450	4-14-44	
2	1,800	4-14-44	
4	200	4-26-44	
1	200	4-24-44	
2	80	4-28-44	
1	450	5-5-44	
1	400	5-6-44	
2	180	5-11-44	
6	180	5-19-44	
1	500	5-19-44	
1	85	5-25-44	
1	125	5-26-44	
2	300	6-12-44	
1	250	6-19-44	
1	60	6-22-44	
1	18	7-10-44	
1	75	7-28-44	
1	78	8-15-44	
1	35	9-6-44	
1	42	9-20-44	
1	38	10-10-44	
2	450	10-18-44	G
3	150	11-2-44	
2	600	12-7-44	
1	112	12-2-44	
2	90	12-18-44	
1	60	1-20-45	
3	200	1-29-45	
1	175	2-1-45	
2	390	2-9-45	
1	30	2-21-45	

Table 3 -- Continued

Times Used	Attendance	Date	Remarks
10	600	3-2-45	
2	296	3-7-45	
1	100	3-13-45	
2	121	3-15-45	
3	75	3-26-45	
"Water"			
2	110	3-3-44	SP <sup>a</sup>
1	300	3-10-44	
2	298	3-24-44	
2	240	3-31-44	
1	250	4-13-44	
1	450	4-25-45	
1	250	5-6-44	
1	51	5-20-44	
1	85	5-25-44	
1	50	7-3-44	
2	30	7-18-44	
1	38	9-4-44	
1	10	11-3-44	
1	250	12-11-44	
1	30	12-5-44	
2	129	1-12-45	
4	89	1-29-45	
4	95	2-7-45	
1	365	2-14-45	
1	550	3-23-45	
"Grain That Built a Hemisphere"			
1	250	3-27-44	E <sup>d</sup>
1	230	4-10-44	
2	145	4-28-44	
2	135	5-8-44	
1	105	5-24-44	
1	30	5-29-44	
1	19	6-8-44	
1	7	6-20-44	
1	30	6-25-44	

Table 3 -- Continued

Times Used	Attendance	Date	Remarks
1	22	7-14-44	
1	140	8-1-44	
3	150	10-24-44	
2	40	11-20-44	
1	70	1-9-45	
1	365	2-7-45	
1	28	2-16-45	
"California Overland"			
3	105	3-15-44	
3	180	3-19-44	
1	200	9-30-44	
2	60	11-10-44	
1	69	12-12-44	
2	121	12-13-44	
1	50	1-25-45	
1	7	1-31-45	
1	150	2-1-45	
"Good Neighbor Family"			
3	100	3-31-44	PG <sup>e</sup>
2	400	3-1-44	
1	105	4-10-44	
1	25	4-20-44	
4	240	4-24-44	
4	200	4-28-44	
3	110	5-4-44	
1	25	5-8-44	

Table 3 -- Continued

Times Used	Attendance	Date	Remarks
"Ocean Liners"			
2	60	8-2-44	
1	250	9-18-44	
1	200	9-30-44	
1	40	10-26-44	
1	165	12-6-44	
1	100	2-13-45	
1	100	3-13-45	
1	25	3-15-45	
"How Nature Protects Animals"			
1	200	3-8-44	
1	93	3-21-44	
4	240	5-6-44	
1	32	5-17-44	
1	22	6-6-44	
1	30	10-3-44	
1	26	1-19-45	
1	30	3-9-45	
"Woodpecker"			
3	92	3-15-44	
1	105	4-28-44	
2	32	5-2-44	
1	22	7-14-44	
1	250	8-5-44	
1	33	1-5-45	
1	16	1-8-45	

Table 3 -- Continued

Times Used	Attendance	Date	Remarks
"Orchids"			
2	30	3-7-44	
1	100	3-24-44	
4	400	3-31-44	
3	104	4-20-44	
1	61	5-12-44	
3	300	10-4-44	
1	365	2-22-45	
"Home on the Range"			
2	100	3-13-44	EVM <sup>f</sup>
1	23	3-23-44	
1	31	6-18-44	
1	75	7-28-44	
1	230	11-2-44	
4	95	2-7-45	
"New Orleans"			
2	30	3-7-44	
1	25	4-20-44	
1	85	5-25-44	
1	140	9-4-44	
1	175	2-14-45	
2	121	3-15-45	
"Mexico"			
1	44	4-10-44	
2	259	3-30-44	
1	68	5-19-44	
1	50	7-14-44	
2	121	9-30-44	



Table 3 -- Continued

Times Used	Attendance	Date	Remarks
"Shelter"			
1	70	4-1-44	
1	230	4-12-44	
1	230	11-12-44	

<sup>a</sup>Served purpose

<sup>b</sup>Good

<sup>c</sup>Very good

<sup>d</sup>Excellent

<sup>e</sup>Picture good

<sup>f</sup>Enjoyed very much

Table 4 shows the ranking of these films according to the teachers' selections as beneficial tools in promoting guided growth and development of pupils.

TABLE 4

RECORD SHOWING RANKING OF FILMS ACCORDING TO TEACHERS' SELECTIONS AS BENEFICIAL TOOLS IN PROMOTING GUIDED GROWTH AND DEVELOPMENT OF PUPILS GIVING TITLE, TEACHERS, TIMES USED, ATTENDANCE, AND DATE

Title	Teachers	Times Used	Attend.	Date
1. "South of the Border with Disney"	42	1-6	30-1800	3-2-44- 3-26-45
2. "Water"	20	1-4	10-550	3-3-44- 3-23-45

Table 4 -- Continued

Title	Teachers	Times Used	Attendance	Date
3. "Grain That Built a Hemisphere"	16	1-3	7-365	3-27-44- 2-16-45
4. "California Overland"	9	1-3	7-200	3-15-44- 2-1-45
5. "Good Neighbor Family"	8	1-4	25-400	3-31-44- 5-8-44
6. "Ocean Liners"	8	1-2	25-250	8-2-44- 3-15-45
7. "How Nature Protects Animals"	8	1-4	22-240	3-8-44- 3-9-45
8. "Woodpecker"	7	1-3	16-105	3-15-44- 1-8-45
9. "Orchids"	7	1-4	30-365	3-7-44- 2-22-45
10. "Home on the Range"	6	1-4	23-230	3-13-44- 2-7-45
11. "New Orleans"	6	1-2	25-175	3-7-44- 3-15-45
12. "Mexico"	5	1-2	44-259	4-10-44- 9-30-44
13. "Shelter"	3	1	70-230	4-1-44- 11-2-44

## CHAPTER IV

### ADMINISTRATION OF FILMS IN THE LOUISIANA STATE SCHOOLS

#### Department of Education

In 1940 the Louisiana Department of Education appropriated money for the establishment of film libraries in five of the state colleges under the direct control of the State Board of Education.

Sue Hefley, Supervisor of School Libraries, is in charge of the film depositories.

The films were purchased and a limited number was deposited in each of these libraries to be distributed to public and private schools. These films are loaned to the Louisiana public schools free of charge.

Uniform rules and regulations were set up to govern the five libraries. These rules were formulated by a committee composed of representatives from the colleges and the State Department of Education.<sup>1</sup>

These rules for service are:

First, there is no rental charge to Louisiana state schools.

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<sup>1</sup>Louisiana State Department of Education, Instructional Sound and Silent Films for the Classroom.

Second, films may be retained by the schools for one week but must be in the film library not later than 10:00 o'clock Monday morning. Films that fail to reach the depository by that time will subject the school to the rate of \$1.00 fine for each day beyond the date due.

Third, applications for films are booked in the order of receipt. These orders should be placed at an early date.

Fourth, application blanks should be used in making request stating first and second choice of booking date.

Fifth, a school is responsible for damage to films in its possession and will be required to pay for the repairs.

Sixth, report cards must be filled in and returned promptly after the use of films.

Seventh, films should not be rewound unless it is necessary to rewind in order to return the library's original reel.

Eighth, the library reels should be returned or a fee of fifty cents will be charged for each reel not returned.

Ninth, only trained operators should project borrowed films.

Tenth, when a film breaks, re-thread the unused portion of the film and continue the picture. Do not splice the film.

Eleventh, the operator should occasionally feel the film as it emerges from the projector. Stop the projector and re-thread if the film feels rough.

Twelfth, when there is an unusual flicker on the screen, poor sound, or peculiar noises in the projector, stop the machine and check the threading.

Thirteenth, be sure the projector is clean, in good condition, and properly threaded.

These films are listed by subject-matter fields and an annotation accompanies each entry. These arrangements and data of the films are patterned after the "1000 and One" and "The Blue Book of Films." In listing the films, letters as symbols are used to indicate the location of a film. These symbols are explained, the film libraries identified, and the director's name given in the table below.

TABLE 5

SYMBOLS FOR SCHOOLS WHERE FILM LENDING LIBRARIES  
ARE LOCATED AND DIRECTOR OF EACH LIBRARY

Symbol	Location	School at Which the Film Lending Library Is Located	Director
L	Lafayette	Southwestern Louisiana Institute	Carmen Arceneaux
N	Natchitoches	Northwestern State College	Eugene Watson
R	Ruston	Louisiana Polytechnic Institute	Helen Woodward
H	Hammond	Southeastern Louisiana College	F. G. Bankston
S	Scotlandville	Southern University	Camille Shade

The symbols L, N, R, H, and S in the above table signify the names of the cities in which the film libraries are located.

TABLE 6

THE FILMS PURCHASED BY THE LOUISIANA STATE DEPARTMENT OF  
EDUCATION GIVING TITLES, TYPES OF FILM, TIME,  
DATE PRODUCED, AND THE PRODUCER

Title	Type of Film	Time	Film Library	Date of Production	Producer
"Adventures of Bunny Rabbit"	Sd.	10	R L	1937	Erpi
"Adventures of Peter"	Si.	12	L N	1931	Eastman
"An Airplane Trip"	Sd.	11	R S	1938	Erpi
"Animals of the Zoo"	Sd.	10	R L N	1933	Erpi
"Bears"	Si.	5	N R	1933	Eastman
"Bees, Flies, Ants" (bee bread)	Si.	12	R		
"Boat Trip"	Sd.	11	R	1939	Erpi
"Chumming with Chipmunks"	Si.	15	R		Bray
"Mexican Children"	Sd.	11	H	1938	Erpi
"Navajo Children"	Sd.	11	R	1938	Erpi
"The Navajo Indians"	Sd.	10	L	1943	Cornet
"Children of Holland"	Sd.	11	H	1939	Erpi
"From Tree to Newspaper"	Si.	15	H N	1928	Eastman

Table 6 -- Continued

Title	Type of Film	Time	Film Library	Date of Production	Producer
"Street Safety for Primary Grades"	Si.	8	R S		Eastman
"Monkeys and Apes"	Si.	8	R	1933	Eastman
"Gray Squirrel"	Sd.	11	L R S	1938	Erpi
"Seals and Walruses"	Si.	4	R		Eastman
"Three Jungle Giants"	Si.	4	R		Eastman
"Care of the Teeth"	Si.	15	H L N R	1930	Eastman
"Grain That Built a Hemisphere"	Sd.	10	R	1943	C.I.A.A.
"Winged Scourge"	Sd.	10	R	1943	C.I.A.A.
"Water -- Friend or Enemy"	Sd.	10	R	1943	C.I.A.A.
"New Orleans" (3rd grade)	Si.	15	L N	1929	Eastman

The state purchased instructional manuals to accompany the manufactured films from the Erpi and Eastman Companies. Due to the fact that many schools failed to return these guides with the films, it is impossible now to send a guide.

These manuals may be purchased for fifteen cents from the Eastman Kodak Company, Teaching Film Division, Rochester, New York, or from the Erpi Classroom Films, 1841 Broadway, New York City. It is recommended that each school purchase and place in the library, manuals for motion pictures selected for use. In this way, teachers will have access to the material several days in advance of the film projection.

The State of Louisiana provides the instructional films to the schools with the belief that the use of motion pictures can constitute an important place among the visual aids as instructional tools. Child growth and development are promoted through the many areas of information which are fittingly approached through the visual sense. The Louisiana State Department of Education is aware of the fact that films supply the dramatic and effective material, although films are only a part of the visual program.

The moving pictures owned by Louisiana State Department of Education are 16 m.m. sound and silent pictures. Some of the selectional aids are the state lists, depository lists, and the Educational Film Catalog, Wilson Company, New York.

The Film Library Committee studies the new films as they are produced, assembles the data, considers the recommendations of the educators, and studies the criticisms made. After the committee weighs and discusses this information, new films are selected and purchased in the subject field in



which they are most needed. As these new motion pictures arrive, they are distributed to the state film depositories. The committee on films is keeping in pace with the progress of civilization by presenting the new ideas, materials, methods, and devices to the children of our modern school through the aid of motion pictures.

#### Film Libraries -- Location and Storage

The symbols, locations, film libraries, and directors have been listed in Table 5. These state film libraries are distributed throughout Louisiana so as to be available and close to the many state schools. In many instances a school may use educational films from two or more depositories at the same time. It is important to use films from libraries which are near enough to the school to be returned by the date on which they are due.

Each film depository has a special film library in which the films are catalogued and stored. There is a library staff to work with each director, aiding him in arranging the requests in order for the films to the various schools, making schedules for shipment and return dates, inspecting the films before they are sent to the schools, placing titles on the containers, and re-winding and storing the films on shelves prepared for them.

The library staff has projectors for re-winding and inspecting the films. A slight film damage may be repaired by

the staff unless the damage is of a nature that is beyond their ability. The film is then returned to the producers to be repaired.

The libraries are relatively cool with a rather high humidity. The films are kept soft and flexible. Special precaution is taken with technicolor films to protect the colors.

The 16 m.m. films are printed on nonflammable stock; therefore, they are safe for school and classroom projection. The advantages of the 16 m.m. film are threefold: economy, limited size, and distance of projection. The distance of projection has helped to bring the films into the classroom where they are used to greatest advantage. These films from the state depositories are free except for the transportation charges. The size of the 16 m.m. film decreases the cost to only a few cents per reel. In many instances, the parish school boards pay one-half the transportation of the films and a few pay the entire transportation charges.

Two other conveniences of the 16 m.m. films are the ease of handling and the ease of projection. The equipment and films are both of light weight and simple to operate. These portable machines can take the motion pictures to the pupils as the need arises instead of moving the pupils.

## Distribution Centers of Films

Louisiana Polytechnic Institute Film Library. -- This library is located at Ruston, Louisiana, which is situated in a northwestern section of the state, distributing films to the numerous schools of that area.

Helen Woodard is director of the film library. She has a competent staff of workers who aid in the cataloging, scheduling, distributing, inspection, re-winding, repairing, and filing of the questionnaire cards which are returned with each film.

Booklets and pamphlets with complete description and classification are distributed to each school. When new films arrive, mimeographed copies listing and describing the films are mailed to each school.

In the front of the booklet, Instructional Sound and Silent Films for the Classroom, is a classified list of 16 m.m. sound and silent films. Table 7 below is a list of the primary films located at the Ruston Film Library of the Louisiana Polytechnic Institute, showing the title, the type, condition of the film, time, subject matter, and producer.

The Ruston Film Library has fourteen special primary films, of which there are eight silent films and six sound films. The condition of the films at the present time shows that there are ten films in excellent condition and four

TABLE 7

PRIMARY FILMS LOCATED IN THE FILM LIBRARY OF LOUISIANA  
 POLYTECHNIC INSTITUTE AT RUSTON, LOUISIANA, SHOWING  
 THE TITLE, TYPE OF FILM, CONDITION OF FILM,  
 TIME, SUBJECT MATTER, AND PRODUCER

Title	Type	Condition of Film	Time	Subject Matter	Producer
"Adventures of Bunny Rabbit"	Sd. <sup>a</sup>	D <sup>c</sup>	10	AL; NS <sup>e</sup> & R	Erpi
"Adventures of Peter"	Si. <sup>b</sup>	D	12	NS & R <sup>f</sup>	Eastman
"Water -- Friend or Enemy"	Sd.	E <sup>d</sup>	10	Health	C.I.A.A.
"An Airplane Trip"	Sd.	E	11	T & R <sup>g</sup>	Erpi
"Winged Scourge"	Sd.	E	10	Health	C.I.A.A.
"Animals of the Zoo"	Sd.	E	10	NS & A <sup>h</sup>	Erpi
"Grain That Built a Hemisphere"	Sd.	E	10	NS <sup>i</sup>	C.I.A.A.
"Bears"	Si.	E	5	A & R <sup>j</sup>	Eastman
"Care of the Teeth"	Si.		15	Health	Eastman
"Bees, Flies, Ants" (bee bread)	Si.	E	12	NS	
"Boat Trip"	Sd.	E	11	T <sup>k</sup>	Erpi
"Street Safety for Primary Grades"	Si.	D	8	S <sup>l</sup>	Eastman

Table 7 -- Continued

Title	Type	Condition of Film	Time	Subject Matter	Producer
"Chumming with Chipmunks"	Si.	E	15	AL <sup>m</sup>	Bray
"Gray Squirrel"	Sd.	D	11	I <sup>n</sup>	Erpi
"Monkeys and Apes"	Si.	E	8	NS & A	Eastman
"Navajo Children"	Sd.	E	11	IHL <sup>o</sup>	Erpi
"Seals and Walruses"	Si.	E	4	AWLP	Eastman
"Three Jungle Giants"	Si.	E	4	NS & JL <sup>q</sup>	Eastman

<sup>a</sup>Sound

<sup>b</sup>Silent

<sup>c</sup>Damaged

<sup>d</sup>Excellent

<sup>e</sup>Animal life, nature study, and reading

<sup>f</sup>Nature study and reading

<sup>g</sup>Transportation and reading

<sup>h</sup>Nature study and animals

<sup>i</sup>Nature study

<sup>j</sup>Animals and reading

<sup>k</sup>Transportation

<sup>l</sup>Safety

<sup>m</sup>Animal life

<sup>n</sup>Instruction

<sup>o</sup>Indian home life

<sup>p</sup>Arctic water life

<sup>q</sup>Nature study and jungle life

damaged. Of the damaged motion pictures, two are silent and two are sound films. The average projection time is a little over nine minutes. This time coincides with the attention span of primary children. Nine of the films studied are on

nature study, two are on transportation, one on people, and one on safety. These films can easily be correlated with other subjects. Of the fourteen films, six were produced by Erpi Classroom Film Company, six by the Eastman Kodak Company, and one by Bray.

These films may be correlated with other subjects in arousing interest, presenting vicarious experiences, awakening new interest in various fields, introducing new material, building a vocabulary, and awakening free expression and creative activities.

Northwestern State College Film Library. -- This film library is located at Natchitoches, Louisiana, and is operated under the direction of the college library.

Eugene Watson is director of the film depository and has a staff of assistants who aid in the cataloging, scheduling, inspecting, repairing, etc.

There is a pamphlet sent out by the college which has a list of rules or information for using the films. These are as follows:

First, the films are sent free to any teacher or principal upon request.

Second, the user is held responsible for the transportation charges and for any damage that may occur.

Third, each booking is allowed six days to permit enough time for transportation and using.

Fourth, films should not be re-wound but returned to the librarian after the last projection.

Fifth, films should never be transferred from one school to another. Instead, films should be returned to the depository for inspection and repairs.

Sixth, the user of the film is requested to fill out the report after the showing of each film and return to the library with the film.

In the pamphlet is another page giving instructions or suggestions for using educational films. They are as follows:

First, if the teacher previews the films the day before they are to be used in class, she can make the most effective use of the films by noting specific scenes to be emphasized during presentation to the class. Teachers' manuals give valuable information and suggestions for the use of the film. These manuals accompany the film whenever they are available and should be returned with the film.

Second, classroom films are more beneficial when they are used in the classroom. The projector should be installed in the classroom before class time, since the motion picture is not for entertainment, but is a regular normal classroom situation.

Third, films should not be isolated, but should be shown only at the time that the class is engaged in the study of a particular unit.

Fourth, these educational films are produced for instructional purposes and can be used to stimulate interest,

to introduce new material, to develop and extend a unit, and to summarize a unit of work studied.

Fifth, the complete film or several scenes may be projected as is needed in the material of the unit undertaken.

Sixth, the films may be shown once or several times as the need arises. It is a good procedure to show the picture first without discussion so as to allow the children to gain a complete idea of the material as a whole. A discussion may proceed then and a second projection will clear up any questions and lead to a clear understanding of the subject matter.

Seventh, it is strongly urged that teachers who plan to use films as teaching aids look over their courses of study at the beginning of the school year and make their selections of materials for the dates needed. This procedure will insure film study as an integral part of the regular classroom work and give desired enrichment where and when it is needed.

The Northwestern films are listed under subject headings and a description of the films is in alphabetical order and the sound and silent pictures are separated.

The primary films located in the film library at Northwestern State College at Natchitoches, Louisiana, showing the title, type of film, condition of film, time of projection, subject matter, date of production, and producer are listed below in Table 8.



TABLE 8

PRIMARY FILMS LOCATED IN THE FILM LIBRARY OF NORTHWESTERN STATE COLLEGE AT NATCHITOCHEs, LOUISIANA, SHOWING THE TITLE, TYPE OF FILM, CONDITION OF FILM, TIME, SUBJECT MATTER, DATE, AND PRODUCER

Title	Type	Condition of Film	Time	Subject Matter	Date	Producer
"Adventures of Peter"	Sd. <sup>a</sup>	E <sup>d</sup>	10	NS <sup>e</sup>	1931	Erpi
"Bears"	Si. <sup>b</sup>	E	5	NS	1933	Eastman
"How Birds Feed Their Young"	SiC <sup>c</sup>	E	6	NS	1940	Eastman
"From Tree to Newspaper"	Si.	E	15	NS	1928	Eastman
"Care of the Teeth"	Si.	E	15	Health	1930	Eastman
"Animals of the Zoo"	Sd.	E	10	AL <sup>f</sup>	1933	Erpi
"New Orleans"	Si.	E	15	Geog.	1929	Eastman

<sup>a</sup>Sound  
<sup>b</sup>Silent  
<sup>c</sup>Silent, color  
<sup>d</sup>Excellent  
<sup>e</sup>Nature study  
<sup>f</sup>Animal study

There are seven films listed at Northwestern State College Film Library, of which two are sound, one technicolor, five silent, all in excellent condition, two produced by

Erpi and five by the Eastman Company. The average time is a little over ten minutes. The films were produced between 1928 and 1940.

Southwestern Louisiana Institute Film Library. -- This film depository is located at Lafayette, Louisiana. Carmen Arceneaux is director of the film library with a staff of assistants who help in the distribution, inspection, and storage of the state films.

These primary films are listed in the following table, showing the title, type of film, time of projection, condition of film, subject matter, date of production, and producer.

TABLE 9

PRIMARY FILMS LOCATED IN THE FILM LIBRARY OF SOUTHWESTERN LOUISIANA INSTITUTE AT LAFAYETTE, LOUISIANA, SHOWING THE TITLE, TYPE OF FILM, CONDITION OF FILM, TIME, SUBJECT MATTER, DATE, AND PRODUCER

Title	Type	Time	Condition of Film	Subject Matter	Date	Producer
"Adventures of Bunny Rabbit"	Sd. <sup>a</sup>	10	E <sup>c</sup>	NS <sup>d</sup>	1937	Erpi
"Adventures of Peter"	Sl. <sup>b</sup>	12	E	NS	1931	Eastman
"Animals of the Zoo"	Sd.	10	E	AL <sup>e</sup>	1933	Erpi
"The Navajo Indians"	Sd.	10	E	HL & P <sup>f</sup>	1943	Coronet

Table 9 -- Continued

Title	Type	Time	Condition of Film	Subject Matter	Date	Producer
"Gray Squirrel"	Sd.	11	E	AL	1938	Erpi
"The Care of the Teeth"	Si.	15	E	Health	1930	Eastman
"New Orleans"	Si.	15	E	People and city	1929	Eastman

<sup>a</sup>Sound  
<sup>b</sup>Silent  
<sup>c</sup>Excellent  
<sup>d</sup>Nature study  
<sup>e</sup>Animal life  
<sup>f</sup>Home life and people

Southwestern Louisiana Institute has four sound films and three silent films, with an average projection time of a little over thirteen minutes; all films are in good condition; two films are on nature study, two on animal life, two on people and home life, and one on health; the films were produced between 1929 and 1943; and three were produced by Eastman Company, three by Erpi, and one by Coronet.

Southeastern Louisiana College Film Library. -- This film library is located in Hammond, Louisiana. F. G. Bankston is director with a staff of assistants who help in the distribution, inspection, and storage of the state films.

These primary films are listed in Table 10, showing the title, type of film, time of projection, condition of film, subject matter, date of production, and producer.

TABLE 10

PRIMARY FILMS LOCATED IN THE FILM LIBRARY OF SOUTHEASTERN LOUISIANA COLLEGE AT HAMMOND, LOUISIANA, SHOWING THE TITLE, TYPE OF FILM, CONDITION OF FILM, TIME, SUBJECT MATTER, DATE, AND PRODUCER

Title	Type	Time	Condition of Film	Subject Matter	Date	Producer
"Mexican Children"	Sd. <sup>a</sup>	11	E <sup>c</sup>	C & HL <sup>d</sup>	1938	Erpi
"Children of Holland"	Sd.	11	E	C & HL	1939	Erpi
"From Tree to Newspaper"	Si. <sup>b</sup>	15	E	NS <sup>e</sup>	1928	Eastman
"Care of the Teeth"	Si.	15	E	Health	1930	Eastman

<sup>a</sup>Sound  
<sup>b</sup>Silent  
<sup>c</sup>Excellent  
<sup>d</sup>Community and home life  
<sup>e</sup>Nature study

Southeastern Louisiana College primary films include four films of which two are sound and two silent; the average projection time is thirteen minutes; the films are in good condition; the subject matter includes health, nature study, and two on community and home life; produced between

1928 and 1939, two films were produced by Erpi and two by Eastman.

Southern Louisiana University Film Library. -- This film library is located at Scotlandville, Louisiana. Camille Shade is director with a staff of assistants who help in the distribution, inspection, and storage of the state films.

These primary films are listed in the following table, showing the title, type of film, time of projection, condition of film, subject matter, date of production, and producer.

TABLE 11

PRIMARY FILMS LOCATED IN THE FILM LIBRARY OF SOUTHERN UNIVERSITY AT SCOTLANDVILLE, LOUISIANA, SHOWING THE TITLE, TYPE OF FILM, CONDITION OF FILM, TIME, SUBJECT MATTER, DATE, AND PRODUCER

Title	Type	Time	Condition of Film	Subject Matter	Date	Producer
"An Airplane Trip."	Sd. <sup>a</sup>	11	E <sup>c</sup>	Transportation	1938	Erpi
"Street Safety for Primary Grades"	Si. <sup>b</sup>	8	E	Safety		Eastman
"Gray Squirrel"	Sd.	11	E	AL <sup>d</sup>	1938	Erpi

<sup>a</sup>Sound  
<sup>b</sup>Silent  
<sup>c</sup>Excellent  
<sup>d</sup>Animal life

Southern University has three primary films listed; two are sound and one is silent; the average projection time is ten minutes; the condition of the films is excellent; the subject matter includes transportation, safety, and animal life; the films were produced in 1938; two were produced by Erpi and one by Eastman.

## CHAPTER V

### TYPES OF PICTURES

#### Sound

The introduction of sound pictures has raised many controversial issues between advocates of the silent and sound motion pictures in teaching. This study will attempt to show the development and analyze the particular values of each type in the classroom. Sufficient quality and variety of good educational sound films was not available until in recent years.

The earlier sound film pictures were known as "Vita-phone pictures" which were silent films accompanied by sound recorded on a disc. Later, the 35 m.m. sound-on-film productions had the sound recorded along the edge of the film, using the right margin of the film in which sprocket holes were made.

The new type of sound recording process is very accurate and has been developed by the new ultra-violet-ray recording that increased the range of accurate recording and reproduction to the point where it is possible to record and reproduce almost any sound detected by the human ear.

Likewise, the 16 m.m. synchronized sound subjects were

of the recorded disc types. This was replaced by the 16 m.m. sound-on-film that records and reproduces the principal range of normal sounds. These films may be reproduced on the small portable projectors which are suitable for both classroom and auditorium purposes. The sound projectors are so simplified that teachers or trained students can operate the equipment under ordinary conditions. The latest projectors are equipped to operate on either the direct or alternating current.

The motion picture is particularly adapted to those subjects in the curriculum in which sound is an essential element, and in those subjects in which dramatic continuity, motion, slow-motion, animation, and microphotography are essential to the development of meaning.<sup>1</sup>

The sound motion pictures have three easily distinguishable types.

The first type merely adds oral explanation of the visual content of the film; the second type includes only those sounds inherent in the content of the film, such as dialogue, the whir of a motor, the roar of a volcano, etc.; and the third type is a combination of the other two in which there are oral explanation and the addition of those inherent sound effects which enhance the meaning of the visual experience. In education sound pictures, the first and third types are most generally used.<sup>2</sup>

There are five certain values which are essential in the sound motion picture that make it a powerful instructional film.

The first type, the inclusion of natural sound elements,

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<sup>1</sup>C. F. Hoban, C. F. Hoban, Jr., and S. B. Zisman, Visualizing the Curriculum, p. 12.

<sup>2</sup>Ibid., p. 110.



seems to provide a close approach to subjective reality in the experience of pupils. Scenes that are accurately and authentically portrayed, which include natural sound productions and are essential to the situation portrayed, succeed in making the situation seem real to the pupils. Educators are collaborating with the production research staff in order to produce sound films that include only natural sounds.

Second, "the use of sound in instructional motion pictures provides the auditory element essential in a number of subjects in the present-day curriculum, to which the other pictorial aids are not adapted."<sup>3</sup> This value is illustrated in the sound pictures in the teaching of music. When stories are dramatized, the natural sound element is extremely important. "In drama, the delineation of character, interaction of personalities and events and the development of plot are functions of dialogue in the production of the story."<sup>4</sup>

Children even in the primary grades are interested in the news reels on current events. The world happenings are especially important to them since a large number of them have fathers or other relatives helping to make world history today. The natural voice of an important figure, to them, is very interesting and expected.

We may summarize this part by stating that the value of sound is essential in a number of subjects of the present-

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<sup>3</sup>Ibid.

<sup>4</sup>Ibid., p. 111.

day curriculum, and that the sound picture furnishes this important element along with authorities in numerous areas vicariously to primary students.

Third, the sound picture is adapted to any grade level or low ability group in which reading difficulties are encountered. A technique of teaching which always supplies verbal instruction that is comprehensible to primary children is an advantage to educators. Therefore, visual aids with verbal language is very effective for this grade level. The educational sound picture thus becomes an instructional tool available for the primary grades.

Fourth, the oral explanation of sound motion pictures does not vary. The producers of sound films collaborate with subject matter specialists and with the research staffs. The important factor of accuracy and authenticity of oral explanation is held constant. The knowledge of just one individual teacher is not used, but all available facts are studied, weighed, and explained in the most interesting manner.

Fifth, the sound picture is a vital means of directing the pupil's attention and teaching him as the film is being shown. The oral accompaniment of a sound film should be with the screen presentation. With accurate and authentic oral explanation, the important and significant aspects of the film material are pointed out, taking the responsibility of the direction of pupil attention and learning. "The direction of attention and learning is the most important single

function of teaching."<sup>5</sup> By correlation of the sound picture with teaching, such instruction is a constituent part of the film presentation.

It may be concluded that in teaching situations to which the use of films are especially adapted, the sound picture should be used as follows:

Where close approach to subjective reality in the learning situation is essential to the attainment of educational objectives; where sound is an indispensable element of the subject of instruction; where pupils experience difficulty in the reading process; where teachers are inadequately trained in subject-matter; and where the teachers lack or fail to use dynamic directive ability in the classroom.<sup>6</sup>

The sound film stimulates art. Sound motion pictures encourage the child to express his experiences. The camera and sound apparatus of the film can capture for presentation to the child unlimited experiences of real life. A sound film provides vicarious excursions and travels to the various parts of the world, to the mountains and plains, through the factories, down the meandering rivers and streams, down into belching volcanoes, into the depths of the hidden mysteries of the sea life, into the homes of man and animal, and into the laboratories of nature and science. He may watch the roots of plants develop, or he may hurry the life cycle of a flower. With all his travels, he may feel the devastating force of atmosphere and storms or feel the calm of summer evening at dusk.

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<sup>5</sup>Ibid., p. 112.

<sup>6</sup>Ibid.

These sound pictures reproduce the moving situation of the image combined with its inherent life-giving sounds. This transplants the child to a given environment of reality of which he feels that he is actually a part. By the sound films, the child is able to form generalizations of the world in which he lives. The art teacher attempts to encourage these true generalizations of life through the medium of art.

In evaluating the sound film, the reviewers and teachers considered the natural sounds, such as the sound which is characteristic of certain actions -- the sound of a boat paddle or the drone of the airplane motor overhead, and with voice, music, or other sound which has been overlaid on the film.

The success of the talking picture is determined to a great extent by the faithfulness with which it presents its subject material. Therefore, producers should be sure that the sound components selected as the sound elements of the film be recorded naturally. Accidental noise should not be recorded during the production. The sound volume should be appropriate with each scene eliminating all unnecessary outbursts or unnatural variations in the sound level.

The sound picture presents the entire situation in a vivid manner.

Since the pupils of the primary grades are seeing motion pictures each week, it is the responsibility of the teacher to guide them in understanding, appreciation, and

discrimination of all they see and hear. The modern educator must consider the child's total environment. The attitudes formed during these early years will set a pattern of values underlying social relations.

#### Silent Film

There are two advantages in using the silent film, namely, the cost and the wide adaptability to various grades, levels, and subjects.

The silent film cost is approximately one-half of the sound picture. The silent projectors are less expensive than sound projectors and are portable machines which are easy to handle.

The silent film may be presented from various angles of the many grade levels and adapted to specific situations. The silent film presents the whole world to the child through concrete images that enable him to interpret it in terms of his own understanding. These experiences are essential to the growth and development of the child, thus enabling him not only to see the world but also to interpret life and, most important, to contribute toward it.

There is a greater supply of silent films available than sound films for educational instruction in the primary grades.

Second, the silent film is highly flexible; it is readily adaptable to various instructional purposes, units,

and levels of development. Since verbal explanations are omitted, the teacher may use the silent film in various fields of subject matter portrayed. By the aid of the guide-books furnished teachers, various elements of the visual content of any silent film can be pointed out for observation during the projection of the film. All teachers vary in their techniques of instruction on the same material having the same objective. The silent film, therefore, is adaptable for securing effective results by the individual teachers.

The motion picture films are produced to fit those parts of courses of study which are common to various sections of city and rural school systems. These common elements vary in their relationship to other parts of the numerous curricula. In the use of instructional materials it is, therefore, essential to have materials which are flexible and adaptable to the various subjects. Since the silent motion picture has the verbal accompaniment furnished by both the student and the teacher and is not continuous, it fits well into the numerous courses of study even though there is a considerable variation. Group participation in the discussion will broaden the experiences and tend to make the vicarious experiences seem real. The teacher will interpret any part of the film which is not clear in the minds of the children. This activity program eliminates the traditional subject-matter boundaries.

A third element of flexibility in the silent motion picture is found in the vocabulary. Until recently, the length of the silent film title increased the vocabulary difficulties of the primary pupils. When the teacher is permitted to interpret the film to her pupils as it is being projected, the vocabulary can be adapted to the needs and the abilities of the pupils of the primary grades.

It is assumed that the teacher using the instructional film is well informed about the subject matter of the film and the proper technique of its use, and understands the nature of the pupils' abilities and difficulties. In the case where this assumption is justified, the silent film increases proportionately in value.

The silent film, therefore, is relatively an inexpensive form of motion picture available as a highly flexible instrument of instruction.

The place of the silent film in instructional procedure is any situation to which the motion picture is adapted and which does not demand sound effects inherent in the situation portrayed.

Education should not only teach boys and girls to appreciate the ideas of others, but it should also encourage them to think and reason for themselves. The silent motion picture is excellent in the realm of experience. In its photographic record, it portrays a true, unbiased reproduction of life and allows each individual pupil the privilege

of interpreting its message and arriving at his own conclusions in terms of his own experience and comprehension.

The silent film for this reason is an instructional tool directly patterned to meet the requirements of modern education which aims to teach pupils how to study, what to study, how to develop powers of observation, and how to reason and handle facts. The teacher may use the silent film to determine the interests and needs of individuals in her class and then to adjust and solve their problems. The silent motion picture which naturally invites spontaneous comment and questioning among the children will prove to be an excellent aid to the teacher in understanding and providing for the needs of each individual pupil. The primary child usually puts an accumulation of everything he has read, seen, heard, or experienced in the film reproduced.

He is eager to share these experiences and his interpretations with his classmates, whose film experience, like his, has been a combination of what he has seen in the picture and what he was able to bring to his seeing. While the producer of the educational film has created for the screen, the child audience viewing it creates from the screen.<sup>7</sup>

One of the advantages of the limitations of the silent motion pictures is that the motion picture projector can control the speed of the film and the film can reproduce the slow motions as well as the rapid speed of objects, people, and animals. This device enables the study of the action of

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<sup>7</sup>Department of Elementary School Principals, National Education Association, Visual Education, p. 38.



objects which would be much too swift for the human eye to analyze.

The same procedure may be used to retard, speed up, or stop action of the film as is required at any point for study. Animated drawings can present to the group a clear representation of action which would be invisible to the eye. By this device, any misconception may be cleared up for the pupils and this action may be presented in an intelligible manner to all.

The production of microscope material can be recorded and reproduced; the normal action and growth of life unseen by the eye can be shown. These particles can be greatly enlarged for concentrated group study -- produced only through micro-projection.

The silent motion picture can be used to present animated diagrams in such a way as to be understandable even to primary pupils. The tricks of photography may be used to clarify impressions or convey information in an interesting and understandable way of almost any situation. Through these means, the world may be reproduced in the school. Situations are brought directly to the pupils where it would be impossible without the motion picture. It is the nearest approach to reality of any device for studying life in its natural setting, or objects in motion, and in some instances it proves to be most effective.

The general rules for using the silent film and obtaining

the best results are stated as follows:

First, the film should be used where it will contribute most to the understanding of the subject. It may be used to introduce new material or to summarize a unit.

Second, the picture should be used directly in connection with the unit of work studied and not as isolated material.

Third, the teacher may preview the film to acquaint herself with the content.

Fourth, an oral introduction should usually precede the projection of a film during which time unanswered questions should be left to the reproduction of the film.

Fifth, in some instances explanatory discussion may be in progress during the presentation of the film.

Sixth, most often it is advisable to show the film twice; once for comment and discussion, and the second projection to answer questions and clarify the subject.

Seventh, omit or use sparingly film stoppage.

Eighth, the presentation of the film is more effective when shown for one group or class at a time.

Ninth, the check-up or discussion after the projection will aid in determining the progress made.

Tenth, plan the next picture well in advance to be correlated with the work to be studied at that particular time.

We cannot say that the silent or sound picture is

superior, one to the other, in the educational instructional field; but in conclusion, we are certain that each type of film has its particular place to fill as an instructional tool.

### Technicolor

An educator and producer of educational films must study to determine whether color will be a worthwhile addition to the motion picture. The producer must not only be familiar with the correct time exposure, lighting, composition, etc., but one must have an excellent knowledge of color and color harmony.

The color films are used in educational pictures "for portraying distance, enhancing contrasts, and conveying impressions of sunlight and warmth."<sup>8</sup> The use of technicolor for these purposes is superior to black and white representations.

A balanced picture of art life with the proper application of color will prove very satisfactory in the silent film. Primary pupils are especially color conscious and can appreciate the natural setting of films in bold colors.

In reproductions of fairy stories, colored films blend with the sound and seem to make the motion picture realistic.

If a silent film includes material portraying human activities in their natural settings and natural elements are

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<sup>8</sup>Hoban, Hoban, and Zisman, op. cit., p. 254.

used in building concepts of cultural-natural relationships, the film is then evaluated as an excellent film. These principles are being practiced by producers more in recent years. But until lately, the technicolor films produced were inferior in organization of relationships for instructional purposes.

## CHAPTER VI

### TECHNIQUE OF ADMINISTRATION WITHIN A SCHOOL

#### Securing of Films

The Louisiana state-owned films are available upon request from the five film depositories throughout the state. The borrowing school is responsible only for the return transportation of the film and for any damage incurred while in the possession of the school. The principal or a teacher of the school may obtain films for classroom use by signing for them. It is a good policy to have one member of the faculty responsible for making, receiving, and returning the orders.

The classroom motion pictures are booked for a period of six days. This allows ample time for transportation and using. Films returned on this schedule permit time for inspection before the films are mailed to another school.

#### Year's Program

At the beginning of the school year, teachers study their courses of study and prepare a schedule for films to be ordered during the year. A first and second choice of dates are submitted in case of a conflict with the film library

bookings.

A suggested year's schedule of the Louisiana film libraries motion pictures for the primary grades is found in Table 12.

TABLE 12

SUGGESTED YEAR'S FILM SCHEDULE FOR THE PRIMARY GRADES  
GIVING MONTH, WEEK, TITLE OF FILM, AND TYPE

Month	Week	Film	Silent	Sound
September	2	"Gray Squirrel"		x
	4	"Adventures of Peter"	x	
October	1	"Street Safety for Primary Grades"	x	
	4	"Navajo Children"		x
November	2	"Bears"	x	
	4	"Farm Animals"		x
December	1	"Chumming with Chipmunks"	x	
	3	"Mexican Children"		x
January	2	"Seals and Walruses"	x	
	4	"Children of Holland"		x
February	2	"New Orleans"	x	
	3	"Care of the Teeth"	x	
March	1	"Three Jungle Giants"	x	
	3	"A Boat Trip"		x
April	2	"Adventures of Bunny Rabbit"		x
	4	"Animals of the Zoo"		x
May	1	"From Tree to Newspaper"	x	
	2	"An Airplane Trip"		x
	4	"South of the Border with Disney"		x

This schedule has roughly two pictures a month integrated with teacher and pupil reading, with the story-telling of the teacher, and with other types of aids suitable for educational instruction. There are nine silent and ten sound motion pictures selected on this program. It is preferable that each type of film be used, since both types have definite instructional advantages for various techniques in learning.

#### Setup in the School

The Louisiana Public Schools use both classroom and auditorium methods of instruction in developing a unit of work by means of films. These rooms are darkened by either shades or curtains. The 16 m.m. projectors used are portable, safe, simple to operate, and are sound reproducers, with sufficient light for both classroom and auditorium projections. These projectors are used to reproduce both sound and silent films. Some schools own both the silent and sound projectors.

The principal, teacher, or trained students operate the motion picture machines. Student operators leave the teachers free for instruction and for aiding the discussions. The operators check the amplifier, projector volume, focus, steadiness of films, illumination, and threading of film to see that all parts are accurately adjusted before the showing of the motion picture.

The principal or teacher in charge of the films checks in the films, announces their arrival, prepares a schedule within the school so that each teacher may use them, replies to the questionnaires accompanying the film, and returns the films to the depository on time. The replies to the questionnaires are filled out after conference with the teachers who used the films.

The person in charge of the films within the school posts the year's schedule on the bulletin board. This person has the responsibility of the machine. A good operator knows how to set up the machine for operation, and make all connections with speaker wires and power cords, threading, focusing, adjusting volume and tone on sound machine, using microphone and phonograph attachments, changing bulbs, re-winding films, and placing of projector loud-speaker and screen for best projection results. The operator dusts, oils, and stores the machine after using.

#### Preparation of the Teacher

Films are planned as an integral part of the course of study. The teacher has certain formulated objectives before using a film. The three general uses of films are to introduce a unit, to provide information concerning the unit, and to review or summarize a unit. In selecting a film to be correlated with other materials, the teacher plans a unit of work to be used for one of the three objectives.



Through field work or other techniques, teachers correlate the content of the motion picture with the environment of the child. The unit is so planned that the film will be needed at a definite time in the development of the unit.

The questionnaires used in this study showed that a number of films were returned to the film library because they did not arrive on the date scheduled. These records show clearly that a year's film program was worked out by teachers and that the unit of work was planned for the film projection at that particular date and was unnecessary at any other time. Teachers used motion pictures only when they would contribute most to the understanding of the subject.

Teachers in practically all instances previewed the film and familiarized themselves with the content to be sure that the content of the film selected was directly related to the subject and emphasized the material they wished to present. Before a film is reproduced, good teachers create a proper classroom atmosphere to obtain the best results from the motion picture presented. "Such an atmosphere helps the students to appreciate the difference between education and entertainment; to recognize their responsibility in learning from the film; and to prepare specifically for the particular presentation."<sup>1</sup>

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<sup>1</sup>E. C. Dent, The Audio-visual Handbook, p. 176.

Teachers use numerous techniques for gaining this atmosphere. Student experiences combined with the content of the film may be related, thus arousing interest and increasing anticipation which helps in gaining maximum results.

#### Showing of the Film

A complete showing of the film at the first projection will give the pupils an over-all view of the entire subject. Immediately following the projection of the film, pupils are given an opportunity to state their reactions, raise questions, and discuss the film. This procedure determines the projection for the next time. The film is reproduced in part or as a whole; this is determined by the teacher from the discussion. Upon the next projection, questions are answered, misunderstandings rectified, and meanings clarified. Films are stopped and discussed whenever the need arises. Finally, the whole motion picture is projected again to summarize the subject or unit being considered. Films are never used or repeated unless there is a definite need in the process of learning and promoting growth.

#### Techniques for Following Up Film Showing

Films used in classroom instruction must arouse interest that may be directed into further learning activities. Any methods used in setting the stage for the film will be beneficial in the follow-up activities. Such activities may

include reading, planning trips, visiting interesting places, conducting experiments, creating art experiences, etc. These are valuable as long as they capitalize the material brought out by the film or in reading material related to the unit of work. Interest must surpass mere passive participation in viewing the film.

## CHAPTER VII

### CONCLUSIONS

This study reviewed the history of film in the classroom as an instructional aid. The film was first used in schools for propaganda purposes. Later, educators recognized it as a paramount factor in the schoolroom.

Recent productions of primary educational films are produced following general rules. The standards for the production of educational primary films are summarized as follows:

First, the subject is interesting and understandable to primary children.

Second, the subject is effectively treated by motion pictures.

Third, the theme of the subject is simple.

Fourth, the continuity of the films appears to move leisurely.

Fifth, the transitions from place to place and time to time are obvious to the children.

Sixth, the lighting effects in the photography are excellent.

Seventh, the true size of object and characters is made

clear to the children.

Eighth, the film has enough repetition to emphasize adequately the concepts portrayed.

Ninth, simplicity, clarity, contrasts, and interesting comparisons are essential in primary films.

Films studied in this research included those depicting animation, slow motion photography, time-lapse photography, microphotography, and miniature photography.

Films produced for instructional purposes contain authentic and accurate information, the material can be correlated with the course of study, the pictures are of good quality and attractive, the films contain facts in an interesting sequence, the films meet the reasonable standard of technical excellence, the films are understood by primary children, the films are of suitable length, the films are good educational investment, and the films possess good motivating qualities.

This study discussed the four major objectives for using the instructional films. These objectives are summarized as follows:

First, to introduce, build up, enrich, or clarify abstract concepts.

Second, to develop desirable attitudes.

Third, to stimulate further activity on the part of the learner.

Fourth, to summarize a unit of study.

The general criteria for rating the pictures according to their importance as instructional aids were determined by the teachers of the state who used the films in classroom procedure. The number of times the films were used in developing a unit, pupils attending film projections, date, and comments are recorded in this study. There were 148 primary film files examined and 138 other elementary film files studied in this group.

The location of the films and directors of each depository are shown in a table.

This study includes tables showing the state-owned primary films which were selected by educators who specialized in film instruction. These films are listed, showing the date of production, the subject matter, the producer, the time of showing, and the type of film -- whether sound or silent.

This study points out that both the sound and the silent films are important as educational tools.

The elementary films not classified as primary films but suitable for correlation with materials taught in the second and third grades are rated on the same basis as the primary films. This study records the results of 138 questionnaires on these films.

A suggested year's film schedule for a primary school is given.

The setup in the schoolroom and techniques for using

educational films are shown.

This study simplifies the film program and serves as a guide for the teachers in the Louisiana primary public schools.

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