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THE ORGANIZATION AND ADMINISTRATION
OF AN AUDIO-VISUAL TEACHING AIDS
LIBRARY AT FORT BENTON, MONTANA

by

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B.S., Montana State College, 1937

Presented in partial fulfillment of the
requirements for the degree of Mas-
ter of Arts

Montana State University

1951

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CHAPTER I

INTRODUCTION

The Problem

"There is no longer a single way of conveying subject matter. . . . The problem of the teacher today is that of making a choice. For education is effective to the degree that the media of communication are effective. The school has lagged badly in the use of these new media."¹

Innovations in our educational system are usually criticized from the standpoint of cost or because they change the established educational pattern. Even the introduction of slates about 1815 is said to have been criticized from the standpoint of cost. A major barrier to improved means of instruction is American resistance to change. The mass media of films are becoming a cultural force which may provide their own mores and customs. Edison predicted that the motion picture was destined to revolutionize our educational system.²

Audio-visual materials have been available for

¹Nelson B. Henry, editor, "Audio-Visual Materials of Instruction," The Forty-Eighth Yearbook of the National Society for the Study of Education, (Chicago: University of Chicago Press, 1949), p. 6.

²Ibid., pp. 12-16.

centuries in one form or another. Socrates used the school journey technique as he strolled about the Acropolis instructing students. The time honored blackboard can be classed as a visual aid. While not new, audio-visual aids have their modern forms and innovations. Although teachers have been using them for years, they have not consciously tried to incorporate the most meaningful material into the curriculum. Educators are approaching an era of bringing reality into the school curriculum. Teachers are finding that a film, a filmstrip, or a recording helps to stimulate the interest of students and motivates these boys and girls to further study.³ Schreiber and Calvert have said:

We can continue to toil under the benign inefficiency of the purely verbal approach to education, or we can re-evaluate our curricula and instruction to the end that our students will receive as complete and purposeful a preparation for life as is possible today. Schools must make their choice now, while the present upsurge of public interest in audio-visual methods of education will provide the moral and financial support necessary for translating a desire into a functioning program.⁴

Stimulated by the successful experience of the Armed Services in training officers during World War II with audio-visual teaching aids, schools began a critical analysis of their own techniques in this area.

With added impetus from national interest in the

³Robert Schreiber and Leonard Calvert, Building an Audio-Visual Program, (Chicago: Science Research Associates, 1946), pp. 9-10.

⁴Ibid., p. 10.

increased use of audio-visual teaching aids, the Fort Benton school decided on a survey of the existing program as a basis for formulating a long range plan. The administrator was then charged with the responsibility of seeing that the plan was implemented.

Limitations of the Study

This study was limited to the organization and administration of a library of such teaching aids as films, filmstrips, and recordings at the Fort Benton public school. It is not within the scope of this study to investigate the educational value of audio-visual aids. Nor is the study concerned with such audio-visual methods of instruction as direct experience, models, mock-ups, dramatic participation, demonstrations, field trips, exhibits, museums, photographs, slides, radio, charts, graphs, and maps.

Problems arose during the course of the study concerned with administrative and organizational aspects of the school. These included planning, sound purchasing principles, systematic organization, and effective use of resources available. An audio-visual library, serving as a resource center, was a fundamental need. Films, filmstrips, and recordings were most easily and effectively organized in a central library. Use of facilities and materials was a primary concern of administration.

Description of the Fort Benton School

The Fort Benton public school is a combination elementary and high school serving a community of 1,500 people and the surrounding agricultural area. Total enrollment in 1949-50 was 247 in the grade school and 168 in high school. Eighteen teachers and a superintendent are employed. A five member local board of trustees served as the community's representatives in the administration of the school. In addition to eight elementary school teachers, the school employs high school instructors in science, home economics, history, mathematics, English, commercial, agriculture, music, boys' physical education--driver training, and girls' physical education--Spanish.

On the ground floor of the combined elementary and high school building there are agriculture and woodworking shops, library, gymnasium, office suite, home economics department, science laboratory, auditorium, and ten other classrooms. The second floor has five classrooms and a cafeteria.

During the year 1949-50 the school operated on a general fund budget of approximately \$87,000 with \$5,000 of this allotted to instructional supplies.

In 1948-49 the audio-visual program consisted of use of recordings, owned by the school, in the music department, a very few showings of filmstrip owned by the school, and

extensive screening of films obtained on a rental basis from the Montana State Film Library in Helena. Neither teaching aids nor equipment were centrally stored. No master list of available aids was given to the teachers. In-service training in use of equipment or aids was incidental.

In 1949-50 through joint action of the school board, superintendent, and faculty, emphasis was placed on the organization and administration of an audio-visual aids library at the Fort Benton school. Following an inventory of equipment and aids a budget was established and material selected. Central storage of aids and equipment, cataloguing, classification, indexing, room improvements, and in-service training were a part of the plan.

Previous Research

Several studies were selected from a recent prominent publication dealing with the subject of values of audio-visual instruction for brief presentation in order to review their findings.⁵ Rulon found that retention of material is appreciably higher when film is used in instruction than when only verbal means are employed. Knowlton and Tilton stated that the Yale Chronicles of America photoplays stimulated classroom participation in recitation and discussion and also stimulated pupils to do far more voluntary

⁵Henry, op. cit., pp. 253-284.

reading in the classroom. Miles and Spain in a study of use of film in the United States Army reported that an orientation series played an important part in developing attitudes. These attitudes had remarkable staying power. In another survey they found that instructors and training-aids officers had confidence in the use of filmstrips as a major aid in teaching. In a study of the use of film in industrial training Brooker generalized that film speeded up training without loss of effectiveness as well as made class work more interesting.

Wittich and Fowlkes in a study⁶ on methods of using film set up three experimental groups in each of three grades (4-5-6). The three groups were shown a total of twenty-seven film under three experimental factors. Factor 1 prepared for use of the film only in the course of the usual class situation. The film was shown and the pupils were asked to answer the test prepared for it. Factor 2 prepared for use of the film; only the first page of a learning guide (a brief story-like description, difficult words and phrases, guiding questions) was studied; the film was shown and a test taken. Factor 3 followed the plan used in Factor 2 but added discussion on questions prepared for the film, reshown the film and then tested.

⁶Walter Wittich and John Guy Fowlkes, Audio-Visual Paths to Learning, (New York: Harper and Brothers, 1946) pp. 29-49.

On the basis of statistical data assembled the following summary was given:⁷

1. In every case performance of Factor 3 groups improved nearly twice as much as that of Factor 1.
2. There was a gain of about fifty per cent by using Factor 2 rather than Factor 1.
3. Through use of Factors 2 and 3 students became increasingly more able observers.
4. Low or high I. Q. students seemed to be motivated equally and to learn a comparable degree from educational sound film.
5. Entertainment film had conditioned children to regard movies as fun and relaxation, not work. Gradually this feeling was replaced by the realization that educational sound films constitute an interesting, effective, understandable method of learning about new ideas, processes, modes of living and social customs.
6. The children's primary interest in motion pictures was concerned with how other people live, work and dress.
7. The children were highly impressed with the clarity, vividness, and speed with which the films present new material and new concepts.
8. Learning guides made the process more interesting, easier, and more lasting.

⁷Ibid., pp. 98-100.

9. All the evidence--subjective by pupil response and objective by statistical analysis of the scores--established the value of adequate anticipation with educational sound pictures.

The following claims for properly used audio-visual materials in the teaching situation are supported by research evidence:⁸

1. They supply a concrete basis for conceptual thinking and hence reduce meaningless word-responses of students.
2. They have a high degree of interest for students.
3. They supply the necessary basis for developmental learning and hence make learning more permanent.
4. They offer a reality of experience which stimulates self-activity on the part of pupils.
5. They develop a continuity of thought; this is especially true of motion pictures.
6. They contribute to growth of learning and hence to vocabulary development.
7. They provide experiences not easily secured by other materials and contribute to the efficiency, depth and variety of learning.

⁸Walter S. Monroe, editor, Encyclopedia of Educational Research, (New York: Macmillan Co., 1950) pp. 84-85.

Significant gains have been reported in informational learning, retention and recall, thinking and reasoning, activity, interest, imagination, degree of assimilation, and personal growth and expression; and these results have indicated a saving of time both in preparation of work and in completion of minimum essentials.⁹

Plan of Organization of the Study and Sources of Data

The present study is organized into the following phases:

1. Planning (educational and financial).
2. Selection of materials for the audio-visual teaching aids library.
3. Their organization for use.
4. Utilization of these aids including an evaluation of the program.
5. Conclusions based on the results of the program.

Data used were obtained from records in the office of the superintendent of schools at Fort Benton, who also served as coordinator of the audio-visual program. Data included inventory records on equipment and aids owned, loan records for the years 1948-49 and 1949-50, agenda of board and faculty meetings at which audio-visual problems were discussed, and cost records on express, maintenance, room improvements, new equipment and aids purchased.

⁹Ibid., p. 85.

CHAPTER II

PLANNING

The Educational Plan

Teachers at Fort Benton decided that the library should be broader as to types of aids than the state film library, but that it should have only basic curriculum film rather than the wide range of film available at the state source. Curriculum needs of all areas of the school were to be considered. Selection was to be made on the basis of educational need and probable utilization. Filmstrips and recordings, in many instances, were believed to be more beneficial than film in classroom use. Educational efficiency was best served if aids were available when the teachers wanted them. The equipment and aids were to be organized for instructional use. Noting that films were far more expensive than the other aids, teachers decided that filmstrips and recordings were to be most seriously considered as a means of meeting educational needs.

The thinking in Fort Benton agreed with that of Hoban, who stated, "As schools begin to realize the effectiveness of motion pictures in education, there will be a gradual decentralization of the distribution system; more schools will acquire their own libraries of films basic to

their curriculum."¹

In February, 1949, the board of trustees accepted the recommendation of the faculty on the educational desirability of establishing an audio-visual aids library. The superintendent was delegated to investigate the possibility of a wider base such as a county library, to inventory existing equipment and materials, and to make recommendations, based on educational needs, of the financial requirements of the plan.

At the March, 1949 board meeting the superintendent reported that the county library plan had several drawbacks. No central financial or educational authority could coordinate the program in the ten county schools which owned projectors. Transportation was not available on a daily basis. The most remote schools were more than sixty miles apart by dirt road. Since the Fort Benton school had nearly half the enrollment and educational budget of the county it would probably be expected to bear nearly half the expense. Considerable administrative expense would be required to take care of bookings and basic aids would not always be at hand when wanted. To be effective, a long range plan must be formulated. With ten changing boards of trustees the necessary continuity would be impossible.

¹Charles Hoban, Jr., Focus on Learning, (Washington, D. C.: American Council on Education, 1942), p. 160.

The Financial Plan

The superintendent recommended expenditures on a per pupil basis for an audio-visual program as follows:

In a survey in Oklahoma in 1946-47 schools of a comparable size spent \$1.37 per capita. Yet Oklahoma schoolmen thought an adequate program would cost twice as much. This covered all audio-visual aids and specialized supervision.²

In Allentown, Pennsylvania, 12.7 per cent of the instructional budget was for audio-visual aids material. This represented a per pupil expenditure of \$1.12. These educators recommended \$2 per pupil for audio-visual aids.³

In a recent magazine article⁴ a report of a survey showed the following per pupil expenditures for 1948 for audio-visual services, equipment and materials in schools:

Appleton, Wisconsin	\$.98
Dallas, Texas	2.50
Davenport, Iowa	.90
Green Bay, Wisconsin	2.00
Long Beach, California	1.45
New Castle, Pennsylvania	1.25

²Henry R. Hansen, "Costs of Audio-Visual Materials," Educational Screen, 26:306-8, June, 1947.

³Fred Hosler and Charles Seidel, "How Much Should A Good AV Aids Program Cost," School Executive, 67:70-1, September, 1947

⁴"We Are Today Spending," See and Hear, 4:16-17, May-June, 1949.

The Fort Benton plan called for a library at the end of ten years of approximately 100 films, 600 filmstrips and 300 recordings. The recommendation of the superintendent called for a \$3000 expenditure during the first year and \$500 a year for each of the next ten years until the educational plan as to size of the basic library was completed. This would provide \$8,000 which was the estimated cost of the aids desired and would average approximately \$2 per pupil per year based on present enrollments.

The board of trustees approved the financial plan presented by the superintendent. All realized that a large sum was being appropriated for audio-visual teaching aids during the first year of operation. A pioneering effort in Montana schools required adequate initial expenditure. The possible benefits justified the cost in the opinion of the board and superintendent.

Planning on Equipment and Classroom Use

An inventory of equipment on March 1, 1949 showed one 16 mm. sound motion picture projector, one 35 mm. filmstrip projector, one combination record player and public address system, 52 filmstrips, 31 single recordings, 12 record albums, one auditorium screen, two classroom screens and these items not directly applicable to this study: a wire recorder, a radio, an intercommunication system, three

microphones, and an opaque projector. The total inventory of equipment exclusive of the aids mentioned was \$1850.

At later faculty and board planning meetings the problem of where to use the audio-visual aids was presented. Prior to 1949-50, only recordings had been used in the classroom while films were used in the large auditorium and the isolated uses of filmstrips were in the science laboratory, which could be darkened.

Robert Schreiber commented that materials are used with greatest effectiveness in the classroom. The trend has been from auditorium to projection room to classroom. Provision for classroom use under favorable conditions will mean that schools will then need only "money, intelligent selection of materials, money, curriculum wise utilization, money, adequate administration, and money."⁵

In the Forty-Eighth Yearbook of the National Society for the Study of Education the following reasons for individual classroom use were presented:⁶

1. The classroom group is a unit organized for learning experiences.
2. It is cheaper to prepare each classroom for use than to build and equip a special room for the purpose.

⁵Robert Schreiber, "ABC's of Audio-Visual Equipment," Educational Screen, 25:456, October, 1946.

⁶Henry, op. cit., pp. 207-08.

3. The classroom is the place to best facilitate learning.

4. Equipment is not designed for permanent installation.

In an auditorium most students expect to be entertained. Time was lost and confusion resulted when classes were moved to the auditorium. Other teaching aids--reference books, maps, bulletin board, texts, and blackboards--which could be correlated or utilized at the time of screening were not available in the auditorium. Its size (seating capacity 420) was neither conducive to following discussions nor to explanations given in advance of presentation of the aid. Therefore, in the fall of 1949 it was recommended that classrooms be prepared for use of all types of teaching aids. Electrical outlets were already available. A fiber board panelled ceiling in each room helped make acoustics satisfactory. Extension cords, stands, screens and darkening shades were needed for each room where audio-visual loan records indicated extensive use.

Utilization presented equipment problems. Filmstrip usage and recording loans were greater than existing equipment could serve. One filmstrip projector (cost \$85), a single speed portable record player (cost \$25), and a three speed portable record player (cost \$35) were recommended for purchase. The Fort Benton school owned a two case, auditorium model sound film projector. Classroom usage required a

projector that was compact, easily movable and ready for operation with a minimum expenditure of time and effort. The projector and a small speaker were mounted on a metal stand equipped with casters. Provision was made for reconversion to auditorium use when required for that purpose. With the shop class constructing the stand, the cost of conversion was less than \$35 for the speaker and materials for the stand. Three additional projection screens were purchased at a cost of \$70. Total expenditure during 1949-50 for equipment was \$250.

All rooms could not be prepared immediately for ideal classroom utilization due to budget limitations. During 1949-50 the board allocated \$400 for this purpose. Three grade-school classrooms had only north windows and existing tan shades were never used. These were spray-painted black at a cost of \$50. Single-roller darkening shades, mounted on the ceilings, were installed in the other five grade-school classrooms at a cost of \$250. This left six high school classrooms without darkening facilities. One set of portable darkening shades was ordered and permanent hangers installed in three rooms at a cost of \$75. As additional funds are made available either drapes or darkening shades will be installed in some of these rooms. The cost of drapes for one wall of an average classroom would be \$150.

In the long range equipment plan first priority had been allotted to screens for each classroom. More difficulty had been experienced on multiple teacher use of this item of equipment than any other. Then, too, for satisfactory use the screen must be hung from a higher point than the top of the blackboard where temporary installations usually were made. Second priority had been given to an added film projector. Since the Fort Benton school was a two story building, this had presented a problem as the projector was not easily moved up and down stairs. The first floor had been assigned use of the machine Monday through Wednesday while the second floor used the machine on Thursday and Friday. Since an ideal of utilization was having the film and equipment available at the exact time the teacher desired the aid some conflicts did develop.

In preliminary planning other ideas on equipment and classroom darkening were tried and rejected. A rear projection film machine was planned to eliminate need for darkening rooms, but this was rejected due to cost, bulkiness, and limited size of image that could be obtained. A shadow box was built to enclose the screen and thus also eliminate the need for room darkening. However, results were not acceptable and the size and shape of the shadow box presented a handicap to utilization due to difficulty in moving it from one room to another. After trials it was

found that greater attention was gained by using a darkened room with one lighted area supplying a center of interest with no distractions. At the time of the study, manufacturers of audio-visual equipment were experimenting with projectors of greater wattage designed to permit daylight classroom use of films or filmstrips. An opportunity was not available to try out these equipment items in the Fort Benton classrooms.

Chapter Summary

The basic planning revolved around an expressed educational need in interpreting the Fort Benton curriculum. Financial planning followed on how this need could be met. An inventory of equipment and classrooms pointed up plans for adequate facilities. School board, administration, and faculty worked jointly, to the level of their responsibility, in setting up the long range plan needed.

CHAPTER III

SELECTION OF AUDIO-VISUAL AIDS

Steps in Selection of Aids

After the approval of the educational plan and the allocation of a \$3,000 budget for 1949-50 for the purchase of films, filmstrips and recordings, the faculty and administration were faced with the important problem of selection.

The Forty-Eighth Yearbook pointed out that one of the functions of the administration of an audio-visual program was to make it possible for teachers to select and use aids appropriate to the teaching-learning situation. Final selection should be by a teacher preview committee. Material should be acquired on the basis of curriculum needs.¹

Four steps were indicated in the selection of teaching aids. First, the director obtained and screened information available through advertising, professional magazines such as See and Hear and Educational Screen, and H. W. Wilson's Educational Film Guide and Filmstrip Guide. This was presented to instructors concerned for further screening. Secondly, instructors decided which teaching aids were to be previewed. The coordinator had previously arranged for preview service on films, filmstrips, and re-

¹Henry, op. cit., p. 187.

cordings of major producers through their sales representatives. Aids were previewed by teachers individually, as committees, or in the actual classroom situation. Evaluation, the third step, was done on an evaluation form adopted for use in Fort Benton.² The coordinator summarized these evaluations³ and, on the basis of criteria for selection and budgetary limitations, purchased teaching aids as the final step in the process.

Standards for Selection

In a publication of the Department of Elementary School Principals these standards for selection of film were given:

1. Will the film harmonize with the objectives of the school?
2. Will it relate to the purposes of the unit in which it is used?
3. Could other teaching materials or activities such as slides, school journeys, demonstrations, etc., be used more effectively?
4. Will it be understood by the pupils?
5. Does it present true and accurate material?

²See Appendix C, page 187.

³See Appendix D, page 189.

6. Is it satisfactory from a technical point of view?
7. Is it available at fair cost?⁴

In the same publication these standards for filmstrip selection were given:

1. Do they meet the interest and experience level of the children?
2. Is the continuity of pictures and commentary good?
3. Is there good balance between the number of pictures, charts, diagrams or maps in certain filmstrips for science and social studies, etc.?
4. Are the pictures interesting, pertinent to the subject?
5. Is the material authentic and up to date?
6. Is the photography clear and compelling?
7. Are the manuals or printed captions well adapted to the best use of the filmstrip?
8. Will the filmstrip do a better job of teaching than some other means of lesson presentation?
9. How often will the filmstrip be used?
10. How well does it correlate with the curriculum?
11. Will it serve a worthy purpose in the classroom?⁵

⁴National Education Association, Department of Elementary School Principals, The Principal and Audio-Visual Education, (Washington, D.C.: National Education Association, 1947-8), p. 31.

⁵Ibid., p. 47.

The most important consideration was that of selecting a teaching aid, whether it be film, filmstrip or recording, to fit the educational need. The curriculum needs of any school differ as to what is a basic teaching aid. In Fort Benton, a wheat producing area, the film, Wheat Farmer, pictured material that all students had previously experienced. Cotton was a film outside their experience and basic to an understanding of life in the southern states. The school purchased Cotton.

An area of weakness in the educational program was that of world understanding. The American Council on Education suggested that, "One of the greatest opportunities of education at the present moment is to stress the fact of increasing interdependence between the peoples of the world."⁶ The faculty selected five of a series produced by United World Films in this important area. In order to get world coverage with a limited expenditure, these film were selected: Adobe Village (Mexico), Horsemen of the Pampas (Argentina), Riches of the Veldt (South Africa), Factories, Mines, Waterways (Industrial Western Europe), and Farming in South China (China). The producers have made a series of thirty-six films which deal with: (1) how people live at home in various parts of the world, (2) how people live and

⁶Dorothy Leemon McGrath, editor, "Motion Pictures for Postwar Education," American Council on Education Studies, (Washington, D.C.: American Council on Education, 1945), p. 2.

work in various regions of the Americas, and (3) physical environments throughout the world outside the Americas and how people deal with them.

Thus an educational need felt nationally as well as at Fort Benton was met by selection of the films listed in the preceding paragraph. Teachers were afforded greater opportunity to strengthen their presentation in this vital learning area of world understanding.

Teachers were in the best position to know educational needs of Fort Benton children. The following selected comments from Fort Benton teacher evaluation reports on preview material offered insight into the basis of selection.

One teacher's reaction to Farming in South China was that the film was truly representative. The present day position of China and its possible importance in the future makes the use of this film an outstanding need. Another (France) in this same series of films was rated lower by the same teacher because France's concepts, ideas, and background are much the same as here in America. France is more easily understood than China through the media of texts, newspapers, and magazines.

A group of filmstrips on History of Measures brought forth the teacher comment that the aid could be used in arithmetic from grade five through eight. These filmstrips would correlate well with sixth grade social studies and

could be used in high school world history.

The science teacher previewed Introduction to Chemistry and recommended that it be used in the spring for showing to sophomores as orientation material prior to registration. However, since it would be used only once a year, he suggested that it be rented rather than purchased.

After previewing the film, Learning From Class Discussion, the English teacher stated that discussion activity was a very difficult area to teach. The development of definite skills was required. Very often, the students, accustomed to paper and pencil work, did not know what the teacher was trying to develop. The film could be profitably used in several classes.

The Meaning of Feudalism was seen by a history teacher who thought it an excellent film for use in world history. The film was available in English when studying The Idylls of the King and provided a background for development of city life in economics class.

After preview of the film, Day and Night, a teacher in an intermediate grade commented that a filmstrip of the same name was available which met the educational need satisfactorily.

Age of Discovery was characterized as a film desirable for use in both world and American history classes. It could be shown at the beginning of the unit on discovery and

exploration, for discussion after presentation of factual material, and again for review before a test.

The English instructor, after viewing May England--Background of Literature, said that the relation between pictures and the ideas in the literature was well established. There was so much content that several showings should be worthwhile.

After screening Growth of Flowers, a color film, the biology instructor decided that it had beauty but little teaching value. Since it only showed flowers in their natural beauty without developing facts on plant growth it would be an unwise investment for the Fort Benton library.

A teacher in the primary department said that the film, Black Bear Twins, tied in well with reading and nature stories used at that level.

Know Your Library was rated average by an English instructor who felt a field trip to the library would be a more effective method of teaching the same thing. Dale's cone of experience states that direct purposeful experience rates better than any other educational aid.⁷

The mathematics teacher decided that limited use would make inadvisable the purchase of the film, Locus. An intermediate instructor described percentage as a difficult

⁷Edgar Dale, Audio-Visual Methods in Teaching, (New York, The Dryden Press, 1946), p. 39.

subject with which to deal and thought Meaning of Percentages would give even a child with very little knowledge of the topic the basic idea of percentages after having seen the picture.

Effective teaching procedure was presented in a comment on Safety in the Home. The teacher believed that the film would be particularly worthwhile if followed with some home project. In her opinion the child too often accumulated facts without doing anything about them.

Series and Parallel Circuits was reviewed in science but the recommendation was that this topic could be better demonstrated in a laboratory period.

A series of filmstrips, Primary Grade Stories, was shown to first grade pupils. The instructor stated that the filmstrips aided in teaching the child to appreciate and to understand the environment of others and stimulated desire for oral expression.

An album of records, The Tragedy of Julius Caesar, narrated by Orson Welles, was previewed by an English instructor. The teacher used the actual script as a guide and greatly enjoyed the records. The records would be a valuable asset in the teaching of Julius Caesar since a clear, but brief, overview of the entire play is presented. The student could get a general concept of the play from the album. The instructor suggested using the records to

introduce the study of the play, to follow the passages reproduced, and to aid in review.

The comments of teachers on preview reports just cited indicated many points for consideration in final selection. Administrative problems raised other issues.

Criteria for Selection of Audio-Visual Aids in Fort Benton

When faculty members or committees had completed extensive preview and evaluation, the coordinator next faced the problem of final purchase. Aids purchased had to be within the budget allocation. Attention had to be given to maintaining a balance as to type of aid (film, filmstrip, recording), age level at which it could be used (primary, intermediate, junior high, high school), and curriculum area (mathematics, science, English, social studies). A running inventory of aids owned or ordered, classified as in Table I,⁸ served well in maintaining balance. In 1949-50 limited previous evidence was available on utilization in Fort Benton. On purchases made for 1950-51 the record of loans as well as the comparison of loans to aids available (Table II, Table III, and Table IV)⁹ proved very valuable.

Each school on the basis of its educational needs, philosophy and financial limitations should establish its

⁸See page 56.

⁹See pages 58, 60, and 61.

own criteria before making extensive purchases. In addition to the mechanics of selection mentioned previously several criteria applicable to the Fort Benton audio-visual library were established:

1. Will the aid meet an educational need in the Fort Benton school?

2. Since the aid's purchase price has been spread over a ten year period in a financial evaluation, will the aid be useable over such a period?

3. Can the educational need be met by other means of instruction which are already available?

4. If a film, is it appropriate in more than one curriculum area or at more than one age level to satisfy educational needs?

5. Does the aid meet educational requirements as to context, student interest, organization, importance, accuracy, curriculum correlation, and children's experience level?

6. In making a choice between filmstrip or recording and a film, how essential is motion?

CHAPTER IV

ORGANIZATION OF AUDIO-VISUAL AIDS FOR USE

Introduction

After acquiring 46 films, 269 filmstrips, 29 albums, and 40 single recordings to add to the inventory of 52 filmstrips, 12 albums and 31 single records already owned, a more detailed plan of organization of aids, equipment, and library was needed. Any organizational plan used in Fort Benton must fit the needs of its program. Ideas were obtained from a study of plans used elsewhere, but the organizational setup was altered by the size of the audio-visual teaching aids library, the financial resources of the school, and the educational plan of the institution. In the final analysis the plan used in any school must be developed in that school.

Topics considered in organization for use were the audio-visual center, the coordinator, classification systems, the card file, storage, catalogue, index, loans, teacher aids, and student projectionists.

The Audio-Visual Center and Coordinator

The audio-visual center should be more than a storehouse for material. It should be a resource center to which the teachers look for help in selecting, preparing, and

utilizing audio-visual teaching tools.¹

With the nearly five hundred teaching aids in the library, the equipment required to utilize these aids, and the training of many teachers to use new media of communication, the need for a coordinator was obvious. Some one person must assume responsibility for coordinating the activities related to the operation of the program.

Schreiber and Calvert have described the coordinator and his duties:

Skill in administrative and supervisory techniques will stand him in good stead, but a real and abiding faith in the contribution of audio-visual materials to the curriculum should be his outstanding characteristic. . . . His interests should be broad so that some areas of the curriculum may not be exploited to the detriment of others. On the technical side, some mechanical aptitude is desired so that, if the occasion should arise, the director can supervise, direct, or actually make minor repairs on equipment. . . . The director's supervisory responsibilities include the in-service training of teachers, audio-visual librarians, and teacher committees. . . . Especially during the period when an audio-visual program is being set up, and later, when favorable community attitudes toward expending money on the developments are desirable, the importance of an effective public relations policy cannot be underestimated.²

In Fort Benton the public observance of American Education Week in November, 1949 dealt with audio-visual teaching aids and the explanation of the establishment and purposes of the school audio-visual teaching aids library.

¹Henry, op. cit., p. 120.

²Schreiber and Calvert, op. cit., p. 36.

In addition to exhibits in classrooms, a wire recorder, an opaque projector, a movie projector, a filmstrip projector and a record player were used in teacher demonstrations. In the case of the last three, teaching aids from the school library were used. During the year demonstrations and/or talks were given before three civic groups by members of the staff.

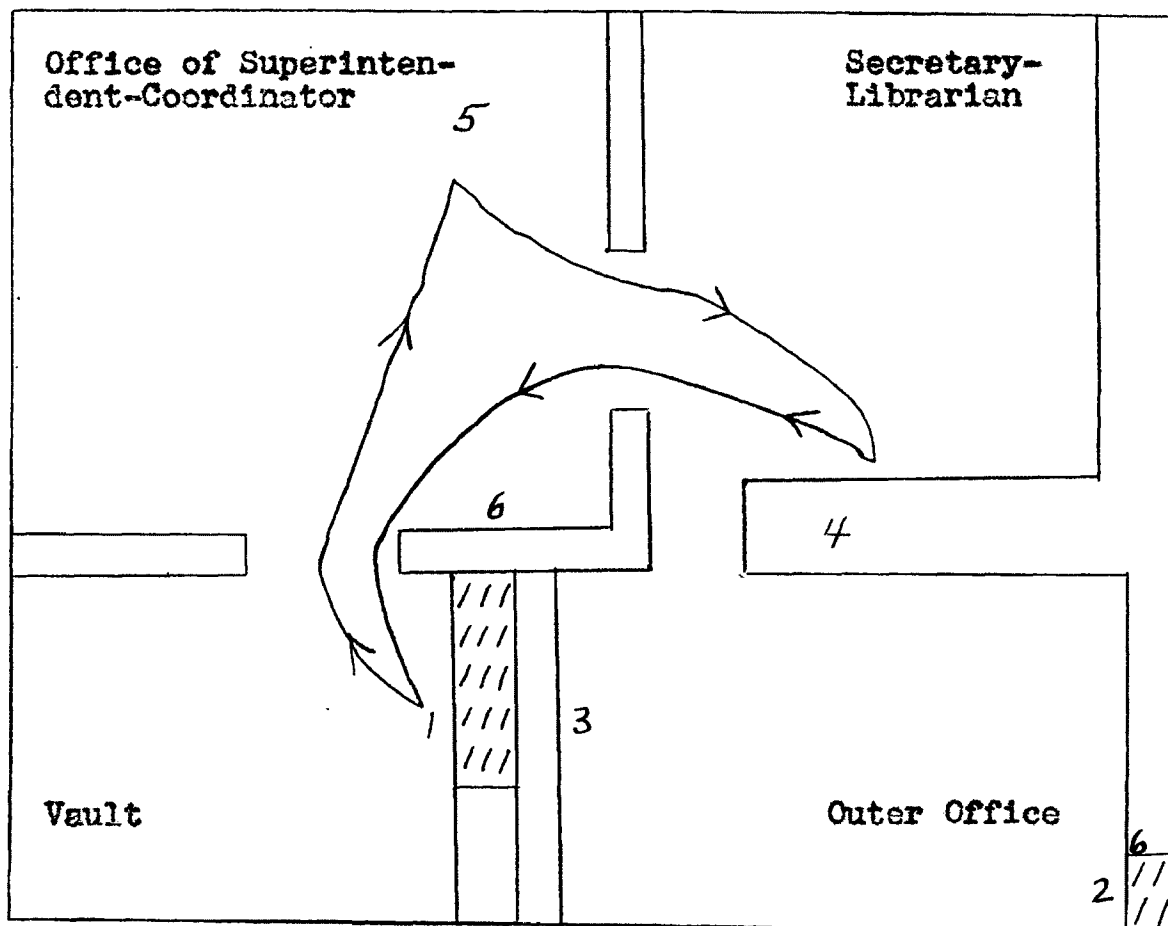
As the school office was the one central location with storage facilities, easy access, and permanent personnel throughout the day, it was designated as the audio-visual center. The superintendent served as coordinator, dropping a teaching assignment of one class to provide the time needed on the many organizational problems arising the first year. The part-time office secretary, aided by the superintendent and the principal when on office duty, assumed the audio-visual librarian duties. Her secretarial duties in the first year of operation were extensive due to cataloguing and indexing all the available aids.

The floor plan of the Fort Benton school offices used as an audio-visual center is shown in Figure 1.

FIGURE I

FORT BENTON AUDIO-VISUAL CENTER

Scale 7/32" = 1'-0"



1. Storage for films, filmstrips, records.
2. Small equipment storage.
3. Moving picture projector storage.
4. Charging desk.
5. Card file for record of IN, OUT, and Inventory.
6. Library of professional books, magazines and information on current releases for preview consideration.

Routing on aids charged out is indicated by the arrows.

Classification of Audio-Visual Aids

Dale stated:

You cannot run a library without having your books catalogued. You must have ways of looking up books on conservation, agriculture, electricity, fascism, steam turbines, diving bells, maoris, and any other topic. Otherwise your books will not be as widely and effectively used as they can be. Similarly, audio-visual materials must be properly classified so that no teacher takes out a film like Scouting for Girls with a mistaken notion as to its content. No teacher should neglect using a recording because she did not know it was in the library. The director and his advisers will have to choose the system of classification used.³

Several systems were investigated including classification by the Dewey Decimal System, by title, by producer, by specific subject, by curriculum area, by grade level, and numerically by order of acquisition. The Dewey Decimal System was selected because of its widespread use. Additional work involved was justified by more effective utility. The classification of aids corresponded to the system used in the general school library and the audio-visual library cards could be incorporated in that one source of reference material. It was systematic and flexible enough to permit additions. Most of the filmstrips and films owned were found catalogued in this same manner in H. W. Wilson publications--Educational Film Guide and Filmstrip Guide--which are issued monthly and on a cumulative basis. On items that

³Dale, op. cit., p. 479.

were not found classified in the above mentioned publications the coordinator and audio-visual librarian classified the aids after preview.

In a revised edition of Melvin Dewey's Abridged Decimal Classification and Relative Index the following classification suggestions were given:⁴

1. Use at least three figures even in the smallest collection.
2. In classifying consider title, table of contents, and subject matter.
3. Practical usefulness is the chief object.
4. Content, not title, determines an item's place in the classification system.
5. Under what subject is the book (teaching aid) of greatest value.
6. Assign material to the most specific head that will contain it.

Cataloguing the Audio-Visual Teaching Aids

Teachers wanted to know what was available in a particular subject, what topic was covered in this subject, what kind of aid it was, at what grade level the aid was suitable

⁴Melvin Dewey (Edition 5 as revised by Dorkas Fellows, editor) Abridged Decimal Classification and Relative Index, (Lake Placid Club: Forest Press, Inc., 1936), pp. 5-8.

for use, what supplementary material was available, and how long would it take to show or play the aid.

A threefold system was developed to meet teachers' needs. First, a library card was made for each teaching aid. This plan was adapted from an article by Leonard F. Paine with modifications to meet Fort Benton audio-visual library demands.⁵ The pattern established was:

Dewey Decimal Number						
TITLE					AGE LEVEL	
Length	Size	Silent or	Sound	Color	Guide	Date of issue
				(if this is the case)	(if available)	
DESCRIPTION						
Curriculum area in which the aid is recommended for use						
Producer						
Distributor		Price		Year of Purchase		

This card furnished the basic information requested by the teachers, furnished a permanent inventory (placed in a metal file cabinet), and contained information needed by the coordinator as to source, cost, date of purchase, and avail-

⁵ Leonard F. Paine, "Cataloguing Audio-Visual Materials", Wilson Library Bulletin, 23: 699-701, May 1949.

able material in various age levels or curriculum areas.

However, this information was not in the hands of the teachers who were using the aids. A catalogue was deemed essential before the library could function effectively. Information was available on the library card made out for each teaching aid. Eliminating the data of interest only to the coordinator, the secretary typed the information in Dewey Decimal sequence. This information, duplicated and assembled in pamphlet form, was ready when teachers arrived for the pre-school conference in September, 1949. Because aids were still being purchased on the 1949-50 budget during the fall of 1949, monthly supplements were issued. This material was compiled into the final catalogue for the year in January, 1950.⁶

The catalogue was extensive (seventy five typewritten pages) and its use proved difficult. Finding an aid that met an educational need was not always easy. At the suggestion of one of the instructors the third phase was undertaken. An index was prepared that alphabetically listed all aids by age level and curriculum area and simplified locating available aids in intermediate English, primary science, high school agriculture, junior high social studies or any other category. For cross reference to the catalogue, the

⁶See Appendix B, page 112.

Dewey Decimal number for each teaching aid was given with it in the Index.⁷

This threefold plan satisfied the teacher needs and insured better utilization of the audio-visual library. In the future, yearly supplements are planned with each succeeding one incorporating the material in the previous supplement. When this is deemed a hindrance to effective utilization one new complete index and catalogue will be issued.

Each teacher was provided with a packet containing the index, the catalogue, manuals on operating equipment, and all study guides available from the manufacturer on aids pertaining to his teaching field. For ready reference these were marked with the Dewey Decimal number of their corresponding teaching aid. The cost of guides was small and the benefits of having one in the hands of every teacher who was likely to use the aid were many.

Storage

Proper storage adds years of useful life to the teaching aids and simplified the lending process. In Fort Benton a shelf area in the school vault approximately five feet wide and seven feet high was selected. It was cool, accessible to librarian and coordinator, and safe from fire

⁷See Appendix A, page 87e.

or theft. Racks were purchased for films, metal drawer cabinet files were used for filmstrip and vertical panel divisions were made between shelves for recordings. Storage space allocated was sufficient to meet the needs of the long range educational plan. Shelves were of the adjustable type.

The equipment used by the staff was stored in the outer office, where it was easily accessible to student helpers. A small cabinet, two feet wide and seven feet high, provided storage for two filmstrip projectors, two record players, and the wire recorder. In another corner of the office, projection screens intended for multiple teacher use were kept along with the movie projector, which had been mounted on a stand equipped with casters. One set of portable darkening shades was kept in the area of the building where used.

Ideal film storage temperature of 50° F. was a condition that could not be met but the temperature was kept within the allowable range of 40° F. to 70° F.⁸ Humidity control presented a problem. One suggested an open pan of water;⁹ others suggested placing a water-soaked blotter in each can of film.¹⁰ Another authority said that a small

⁸How to Run a Film Library, (Encyclopedia Britannica Films), 1945, p. 7.

⁹Quoted from a personal letter from Ellsworth Dent, Coronet Films, Director of Distribution. See Appendix F, page 191.

¹⁰Ibid., page 191.

piece of camphor should be placed in each film can.¹¹ How to Run a Film Library states¹² that ideal humidity was 50 per cent with the allowable range from 45 per cent to 68 per cent. A large pan of saturated sodium dichromate was suggested to control humidity. Film stock drying out in storage was the only chemical deterioration possible and this resulted in films that broke easily and went in and out of focus during projection.

Schreiber and Calvert gave these suggestions to guide a school in storage of recordings:

1. Records should be stored on edge (not flat) and under sufficient lateral pressure.
2. Each record should have a paper jacket.
3. The storage place should not be too warm nor admit direct sunlight.
4. A corrugated cardboard sheet should be inserted between each record and its neighbor.
5. The bottom of the storage drawer or rack should be padded.¹³

All aids were labelled with their Dewey Decimal number. India ink on paper covered with scotch tape proved the

¹¹Quoted from a personal letter from W. B. Sinclair, Encyclopedia Brittanica Films, assistant to vice president. See Appendix G, page 194.

¹²How to Run a Film Library, (Encyclopedia Brittanica Films), 1945, p. 7.

¹³Schreiber and Calvert, op. cit., pp. 50-51.

best means of identification. Since single records and albums required different storage treatment, they were placed on separate shelves. Singles were numerically designated S1, S2, S3, etc., in addition to their Dewey Decimal number, while albums were numbered A1, A2, A3, etc., along with their classification number to facilitate loan procedure.

A System for Loans

In organizing for operation a system was needed for charging out audio-visual teaching aids to the teacher, keeping a record of what was out, charging aids in, and keeping a permanent record of loans. It has been suggested that circulation records should provide the following items of information:

1. The relative demand for various titles.
2. The relationship between number of prints available and demand.
3. The number of requests for a specific title which cannot be met.
4. The number of times which a specific title is re-booked by a specific user.
5. The subject areas in which the most materials are available for use.
6. The age of the materials in the library.
10. The average number of bookings on the various materials.
11. The size and type of audience to which the materials are shown.
12. Data needed for interpreting the program to the school administrators and the public.¹⁴

In the Fort Benton plan some of this information was placed on the permanent library card. In order to have the

¹⁴Henry, op. cit., p. 214.

rest of the information available a "Request for Audio-Visual Aids" card was designed.¹⁵ Each request was submitted on one of these cards. On delivery of the aid to the teacher the card was placed in an "OUT" file as a record of loans outstanding; when the aid was returned the card was placed in the "IN" file in the cabinet containing individual library cards. Each week the "IN" cards were filed behind the proper individual library card to provide data for cumulative loan records. Other files were maintained for "REQUESTS UNFILLED," "PREVIEW REPORTS," and "REQUESTS FOR FILM LOANS FROM OTHER SOURCES."

Student Projectionists

O. Richard Nagy, in speaking of the program in Bloomfield, Illinois, expressed the view that "Student participation is absolutely essential to our program from a teaching point of view and is highly desirable from a guidance and student activity point of view."¹⁶

A great deal of time was saved by having students secure aids and equipment from the audio-visual center, set up the equipment, take care of room darkening if needed, operate projectors or record players, and return items borrowed. Experience was gained by the students through oppor-

¹⁵See Appendix E, page 190.

¹⁶O. Richard Nagy, "Student Assistance in Audio-Visual Aids," School Activities, 19:19, September, 1947.

tunity for participation in the educational activities of the room and teacher time was saved for teaching.

In Fort Benton a projectionists' club has functioned for several years. During 1949-50, there were fifteen members and a faculty sponsor. Membership was obtained by application to the sponsor and participation in a program of training on use and maintenance of equipment. Membership was open to students in grades seven through twelve. Lower grade pupils also helped in their rooms. Filmstrip projectors were operated by boys and girls in the intermediate grades.

Two of the more experienced members of the club spent one hour weekly checking equipment, oiling as necessary, cleaning apertures and gates, splicing film when needed, and cleaning lenses and reflectors. A systematic plan of inspection, care, and maintenance of film has been developed for use in 1950-51. The plan followed that outlined in Encyclopedia Brittanica's How to Run a Film Library. Films were returned without rewinding. Inspection for scratches, oil and dust, weak splices, torn sprocket holes and bent reels was made while rewinding. Materials needed were a lamp, cleaning rag (lintless black velvet), scissors, carbon tetrachloride (carbona), rewind, razor blade, blooming lacquer, film cement, splicer, white cotton gloves and

reel holder.¹⁷

Chapter Summary

An audio-visual center had been established and a coordinator selected. The material was classified by the Dewey Decimal system for correlation with other reference materials, and by age and curriculum areas for increased utilization. A catalogue and index were prepared. Storage facilities were made available. Plans for circulation records and lending procedure were formulated. The existing projectionists' club was given added responsibilities.

¹⁷How to Run a Film Library, (Encyclopedia Brittanica Films), 1945, pp. 8-10.

CHAPTER V

UTILIZATION OF AUDIO-VISUAL AIDS

Introduction

An educational need had been expressed by the school staff. A long range plan had been formulated by administration and the board of trustees. Audio-visual teaching aids had been selected in the light of curriculum needs. The material had been organized for use. However, unless there was better utilization of these media of communication--films, filmstrips, and recordings--all the previous work was to no avail.

Schools constantly evaluate existing educational programs, as well as changes made. It was decided by those concerned that utilization was the most important single item in weighing the success of a program. Statistical information was available for computations relative to aids available, aids used, cost of aids, operating expenses and other factors that furnished evidence on utilization. A checklist of acceptable practices was compiled which gave an additional evaluative technique.

One further aspect of evaluation could neither be properly entered on a checklist nor statistically tabulated. If one criterion had to be selected for judging a program, it should be the degree of integration of the audio-visual

teaching aids available in the library with the regular classroom learning activities. An objective answer was difficult. However, an extensive in-service training program was instituted to aid in the fulfillment of this essential criterion.

In-Service Training

a. Why Needed

The major barrier to more effective use of audio-visual aids, named in a recent survey of seven hundred and fifty school systems, was the fact that teachers were not interested and not prepared to make effective use of visual aids.¹ Nationally, not more than one teacher in ten has had pre-service training in this field.²

It appeared then that nationally the problem of effective learning through the use of audio-visual aids depended on training ninety per cent of the faculty in the use of this type of material. The program arose out of the needs of the teachers. It was not handed down by executive order, but was a cooperative project.

Edgar Dale wrote:

But films do make the job of the teacher more complex and more responsible. The wider you extend the boundaries of children's experience, the greater is the need

¹Henry, op. cit., p. 460.

²Ibid., p. 94.

for a guide to help plan the trip.³

However, the basic concepts for the use of this type of material were not far removed from more traditional processes of teaching. Lack of undergraduate training demanded broad, intensive, on-the-job training.

b. Guiding Principles of Training

What are some tested training techniques? An article in Educational Screen listed these:⁴

1. Teachers will learn what they practice.
2. Determine what they want to know by questionnaires.
3. Teachers should give demonstrations of the use of various aids.
4. Prepare study guides.
5. Make a basic list of films correlated with the curriculum.

As a further guide to in-service education in the use of these teaching aids, the following factors contributing to a successful program were given:⁵

1. Effective leadership obtains and develops cooperation.

³Dale, op. cit., p. 195.

⁴Stephen M. Corey, and others, "Tested Teacher Training Techniques," Educational Screen, 26: 301-05, June, 1947.

⁵Henry, op. cit., pp. 111-12.

2. Fit the program to the needs of the teachers.
3. Proceed slowly.
4. Provide for group planning.
5. Keep the size of groups small.
6. Provide adequate facilities, material and equipment.

c. Training Demonstrations

Actual demonstration lessons using the teaching aids were some of the most effective means used. These took the form of lessons for classroom use, visits to regular classes using the material, or training material for teachers on the effective use of audio-visual aids.

As an example of the latter type, the following visual aids (their source and a brief description) were deemed of value in the program of in-service training:

Films:

BRING THE WORLD TO THE CLASSROOM
ENCYCLOPEDIA BRITANNICA FILMS 1938

This demonstrates how the sound film facilitates learning by surmounting the obstacles of distance, seeing, hearing, seasonal restrictions, verbalism, abstractions, inadequate equipment, hazards, time, and variations in intelligence.

HOW TO TEACH WITH FILMS CATHEDRAL 1946

An actual demonstration is made from start to finish on how to prepare for and use a teaching film.

INSTRUCTIONAL FILMS - THE NEW WAY TO GREATER 48

INSTRUCTIONAL FILMS - THE NEW WAY TO GREATER
EDUCATION CORONET 1948

Through many sequences from selected films it demonstrates to the audience how audio-visual teaching saves time in presenting complex ideas, saves money by bringing costly equipment right into the classroom, makes the most distant things as near as the classroom movie screen, and makes it possible for students to see familiar objects in a new light.

USING THE CLASSROOM FILM
ENCYCLOPEDIA BRITANNICA FILMS 1945

This teacher training picture, photographed in cooperation with the Laboratory school of the University of Chicago, demonstrates an approved procedure for teaching with motion pictures.⁶

Filmstrips:

INTRODUCING FILMSTRIPS
CANADIAN NATIONAL FILM BOARD _____

Cartoons explain what a filmstrip is, how it should be used to produce best results, and what it can and cannot be expected to do.

SLIDEFILM IN TEACHING YOUNG AMERICA 1946

The nature and purpose of the slidefilm is explained showing its application and techniques for use in education, and its relation to other teaching tools used by the teacher.

TIPS ON SLIDEFILMS JAM HANDY 1941

Use of various types of projectors is shown along with care of the projector, arrangement of the room for a most effective showing, and preparations to make before class assemblies. It also shows how slidefilms in the classroom aid the instructor in using several of the basic principles of teaching, such as complete

⁶Dorothy E. Cook and Katharine M. Holden, Compilers, Educational Film Guide, annual edition, (New York: The H. W. Wilson Company, 1948), p. 284.

visualization, progressive disclosure, and controlled discussion.⁷

d. Desirable Training Techniques

An administrator must be aware of the proper techniques for presentation of the material in the various media. These must be skillfully developed throughout the continuing program of training.

Vera Falconer⁸ in her book on filmstrip outlined the following plan:

I. Preparation

1. Lesson

- (a) Select filmstrip
- (b) Preview filmstrip
- (c) Study accompanying manual
- (d) Prepare introductory remarks
- (e) Plan entire lesson

2. Class

- (a) Introduce the film telling what the filmstrip is about and how it relates to the topic being studied; explain why it is being shown and what the class should get from it.

⁷Katharine M. Holden, compiler, Filmstrip Guide, annual edition, (New York: The H. W. Wilson Company, 1948), p. 71.

⁸Vera M. Falconer, Filmstrips--A Descriptive Index and User's Guide, (New York: McGraw-Hill Book Company, 1948), pp. 42-44.

(b) Arouse interest in the filmstrip.

II. Presentation

1. Pretest
2. First showing
3. Posttest
4. Discussion
5. Application
 - (a) Contribution to the lesson explained or discussed
 - (b) Practical application
 - (c) Learning activities
 - (d) Relation to the next lesson
6. Additional showings as needed

In an article by A. J. Snider⁹ the following plan for use of motion pictures was given:

1. The film must correlate with the subject of the day.
2. Schedule film in the proper sequence.
3. Correlation must be obvious.
4. Preview film and make notes.
5. Discuss reasons with the class for showing the film and new vocabulary to be encountered in the film.
6. Emphasize points you desire them to note.
7. After showing, discuss major points revealed and,

⁹A. J. Snider, "Are Your Classroom Films Effective," School and Community, 34: 302-03, October, 1948.

if the teacher thinks it wise, show again.

8. The film should accomplish something above and beyond what can be accomplished by traditional methods.

9. Followup should include oral or written checkup, answering questions previously raised, and planning cumulative activities.

In the interim report of the Pennsylvania Elementary Course of Study¹⁰ excellent criteria were given on utilization of film and followup activities.

Utilization of film emphasized:

1. Film is used in a classroom learning situation.
2. Students know why they are seeing the film.
3. Students know how the film is related to what they are studying.
4. They know what points to look for as they view it.

Followup included:

1. Points for which the students agreed to look are discussed.
2. Oral or written tests check on facts, concepts, and attitudes.
3. Plan to relate this to other experiences.
4. Teachers evaluate the aids.

¹⁰Pennsylvania Department of Public Instruction, The Elementary Course of Study, Interim Report, (Harrisburg: State Department, 1949), p. 511.

Dale¹¹ cited these suggestions for obtaining maximum effectiveness in use of recordings which were offered by Woelfel and Tyler in their Radio and the School:

1. Select programs appropriate to the class in content and maturity level.
2. Know how to use the equipment.
3. The students must be psychologically ready.
4. Prepare students for the event, drama, poetry, or personality to be presented.
5. Anticipate followup activities. Encourage and guide the students in these.

e. Training Program

Without cooperation and interest on the part of the faculty, no plan of in-service growth could succeed. Participation in planning and execution of the plan were keys to this cooperation and interest.

Areas for faculty group discussion included:

1. Techniques of using records, filmstrip, and film accompanied by demonstrations of each teaching aid, (At least one faculty meeting was devoted to each of the types of aids in use.)
2. Planning for the allocation of funds in next year's budget for audio-visual aids, (One meeting in the spring was devoted to a discussion of the usefulness of aids

¹¹Dale, op. cit., pp. 265-66, citing Radio and the School, (World Book Company, 1945), pp. 206 f.

and their cost.)

3. Setting up criteria for preview evaluation and purchase of material, (All aids were purchased after preview and rating by those using them.)

4. Evaluation of the program by comparison with the plan of the previous year, (A committee of three teachers helped check the evaluation list.)

5. Planning for preparation of study guides when none is available from the producer of the aid, (In this area the group did not get started, but this will provide a project for the next school year.)

Committees functioned on these problems:

1. Selection of material for preview in these age levels of curriculum areas - primary, intermediate, mathematics, music, English, science, and social studies,

2. Rating of teaching film for purchase,

3. Conferences by the above groups on effectiveness, classification of aids, utilization, and curriculum coordination, and

4. Darkening of classrooms, rear projection equipment, shadow boxes, and other equipment problems. (After trial and error for several weeks, the decision was reached to darken each classroom using the aids by installation of black curtains, to make all equipment portable to facilitate use in the classrooms, and to work toward accumulating such individual room equipment as the budget afforded.)

Individual work included:

1. Training teachers in the use of equipment, (By questionnaire checkup at the start of the year the coordinator determined who could already operate the equipment and who wanted to learn how to operate the equipment. One faculty member was delegated to provide this instruction. It was carried on chiefly by a "learning by doing" method.)
2. Previewing and reporting on material considered for purchase were done on an individual basis on recordings and filmstrips where a smaller amount of money was involved, (In general all filmstrips and recordings recommended for purchase were bought up to the amount budgeted.)
3. The coordinator held at least one individual conference on techniques with each member of the faculty. (A checkup was made on films owned which correlated with the curriculum of that teacher's area at these individual conferences.)

Available Aids

The tabulation presented in Table I¹² was taken from the list of aids catalogued in January, 1950. The Index to Audio-Visual Teaching Aids Catalogue, which contains a breakdown by age level and curriculum area, is found in Appendix A.¹³ This index was compiled from the catalogue,

¹²See page 56.

¹³See page 87e.

which is presented in Appendix B.¹⁴ Curriculum areas and grade levels used in the index or catalogue were taken from H. W. Wilson's Educational Film Guide, H. W. Wilson's Filmstrip Guide; and Fort Benton teachers' reports to the coordinator.

It should be emphasized that no such listing or cataloging can be static. As the curriculum emphasis is shifted, it is possible to find teaching aids used in areas other than those listed. Catalogue listings serve as guide posts. The course of study, the basic textbook, supplementary material presented, and individual teacher preference will all be factors in determining future use. If the catalogue is used as a suggested plan and preview is used as a final deciding factor, maximum educational utilization will result.

From a brief inspection of Table I the reader can get the scope of available teaching aids in the Fort Benton audio-visual library. In most instances a single aid has been listed in more than one category. For example, House Fly, #595.77a, is listed for intermediate science, junior high science, high school science, high school agriculture, and high school home economics. This follows the subject matter card idea of the Dewey Decimal System.

¹⁴See page 112.

TABLE I

AIDS AVAILABLE IN THE FORT BENTON AUDIO-VISUAL LIBRARY
CLASSIFIED BY AGE LEVEL, CURRICULUM AREA, AND TYPE

	Film	Filmstrip	Recordings
High School Art	0	2	0
High School Commercial	1	0	0
High School Driver Training	0	1	0
High School English	4	32	8
High School Guidance	4	10	0
High School Home Economics	4	8	0
High School Industrial Arts, and Agriculture	10	21	0
High School Mathematics	2	28	0
High School Music	2	2	43
High School Physical Education	5	7	2
High School Science	16	37	0
High School Social Studies	18	58	4
Intermediate Art	0	8	0
Intermediate English	1	17	5
Intermediate Mathematics	0	6	0
Intermediate Music	2	1	60
Intermediate Physical Education	1	1	3
Intermediate Science	12	27	0
Intermediate Social Studies	8	57	5
Junior High Art	0	9	0
Junior High English	2	21	4
Junior High Mathematics	3	10	0
Junior High Music	2	1	61
Junior High Physical Education	5	7	5
Junior High Science	16	33	0
Junior High Social Studies	18	82	4
Primary Art	0	5	2
Primary English (includes Reading)	0	43	5
Primary Mathematics	0	6	0
Primary Music	0	0	54
Primary Physical Education	0	0	7
Primary Science	5	16	0
Primary Social Studies	4	40	4
Totals	145	596	276

Teaching Aids Loaned¹⁵

Data in Table II were compiled from information contained on cards the teachers used in requesting audio-visual aids. In addition, on the back of each teaching aid's original library card, a notation was made of the number of times the aid was checked out for use for the past school year. By continuing to do this a long term loan record can be compiled to provide a better guide for future purchases. The loan record was used as a basis for decision on which rooms should be equipped with audio-visual supplies such as curtains, screens, or stands. A continuing plan of evaluation of loans and a year to year summary will provide added evidence for the long range planning needed on the program.

A further breakdown on film loans showed that the 164 items lent were used in 205 classes and were seen by 5205 students. Each of the 400 students in the Fort Benton school viewed on the average 13 educational films during the 1949-50 school term.

¹⁵For the purposes of this paper a loan means the checking out of an aid by a faculty member from the central library for class use.

TABLE III
 FREQUENCY OF USE OF AIDS AS DETERMINED BY
 TEACHER REQUEST CARDS

	Film	Filmstrip	Recordings
High School Art	0	0	0
High School Commercial	2	0	4
High School Driver Training	0	0	0
High School English	19	45	16
High School Guidance	3	1	0
High School Home Economics	3	0	0
High School Industrial Arts, and Agriculture	2	15	0
High School Mathematics	0	6	0
High School Music	1	2	6
High School Physical Education	4	4	16
High School Science	15	16	0
High School Social Studies	23	45	13
Intermediate Art	0	3	0
Intermediate English	3	12	2
Intermediate Mathematics	3	7	0
Intermediate Music	1	3	6
Intermediate Physical Education	0	0	0
Intermediate Science	22	21	0
Intermediate Social Studies	23	61	2
Junior High Art	0	0	0
Junior High English	5	13	6
Junior High Mathematics	5	1	0
Junior High Music	5	3	43
Junior High Physical Education	0	0	0
Junior High Science	7	7	0
Junior High Social Studies	5	0	0
Primary Art	0	2	0
Primary English (includes Reading)	6	36	3
Primary Mathematics	0	6	0
Primary Music	0	3	33
Primary Physical Education	0	0	3
Primary Science	6	19	0
Primary Social Studies	3	21	0
Totals	164	368	266

Summary on Aids Available,
Loans, and Ratio of Loans to Available Aids

In evaluating the program accurate records and some statistical analysis were necessary. Neither tables of availability nor loans in themselves offered a basis for judgment. However, when the two were combined and compared a better picture of the operation of the program was presented from the statistical viewpoint. Loans were grouped by the four grade levels and by major curriculum areas. Some comparable measure of utilization was needed in the final analysis. Therefore, a ratio of loans to available aids was computed. A higher numerical value indicated greater utilization.

All age levels utilized aids to about the same degree. In junior high school a lower ratio of loans to available aids was partially due to the smaller number of classes there as compared to the other age levels. Films were utilized more often than other aids when availability was taken into account. The information is contained in Table III.

English classes had the highest level of utilization of available aids when tabulation was by curriculum areas. The wide range of grade level over which material was usable in the area was a factor in this utilization record. The results of the comparisons in major curriculum areas are presented in Table IV.

Data on which the following two tables (Table III and Table IV) were based were obtained from the table on availability (Table I) and the table on loans (Table II).

TABLE III
 AUDIO-VISUAL AIDS AVAILABLE, LOANED, AND
 RATIO OF LOANED TO AVAILABLE RECORDED BY GRADE LEVEL
 FOR 1949-50

	Available	Loaned	Ratio - $\frac{\text{Loaned}}{\text{Available}}$
<u>Primary</u>			
Film	9	15	1.67
Filmstrip	110	87	.79
Recordings	72	94	1.31
Total	191	196	1.03
<u>Intermediate</u>			
Film	24	52	2.17
Filmstrip	117	107	.91
Recordings	73	68	.93
Total	214	227	1.06
<u>Junior High</u>			
Film	46	25	.54
Filmstrip	163	32	.20
Recordings	74	49	.66
Total	283	106	.37
<u>High School</u>			
Film	66	72	1.09
Filmstrip	206	142	.69
Recordings	57	55	.96
Total	329	269	.82
<u>Entire School</u>			
Film	145	164	1.13
Filmstrip	596	368	.62
Recordings	276	266	.96
Total	1017	798	.78

TABLE IV
 AUDIO-VISUAL AIDS AVAILABLE, LOANED, AND
 RATIO OF LOANED TO AVAILABLE RECORDED BY SUBJECT FIELDS
 FOR 1949-50

	Available	Loaned	Ratio - $\frac{\text{Loaned}}{\text{Available}}$
<u>English</u>			
Film	7	33	4.71
Filmstrip	113	106	.94
Recordings	22	30	1.36
Total	142	169	1.19
<u>Home Economics, Agriculture, Industrial Arts</u>			
Film	14	5	.36
Filmstrip	29	23	.79
Recordings	0	0	--
Total	43	28	.65
<u>Mathematics</u>			
Film	5	8	1.60
Filmstrip	50	20	.40
Recordings	0	0	--
Total	55	28	.51
<u>Music</u>			
Film	6	6	1.00
Filmstrip	4	11	2.75
Recordings	218	196	.90
Total	228	213	.93
<u>Physical Education</u>			
Film	11	4	.36
Filmstrip	15	4	.27
Recordings	17	19	1.12
Total	43	27	.63

TABLE IV (Continued)

AUDIO-VISUAL AIDS AVAILABLE, LOANED, AND
RATIO OF LOANED TO AVAILABLE RECORDED BY SUBJECT FIELDS
FOR 1949-50

	Available	Loaned	Ratio - $\frac{\text{Loaned}}{\text{Available}}$
<u>Science</u>			
Film	49	50	1.02
Filmstrip	113	63	.56
Recordings	0	0	--
Total	162	113	.70
<u>Social Studies</u>			
Film	48	53	1.10
Filmstrip	237	135	.57
Recordings	17	15	.88
Total	302	203	.67

Evaluation of the Program

a. A Checklist for an Audio-Visual Program

As a means of evaluation a checklist of desirable standards in room facilities, administration, equipment, and utilization was constructed. This was largely based on lists compiled by authorities in this field. Three teachers served as a committee of review in comparing the Fort Benton program of 1948-9 with that of 1949-50.

<u>Room facilities</u>	1948-9	1949-50
1. Is there a double wall plug in each room? ¹⁶	yes	yes
2. How many classrooms can be darkened to 1/10 foot candle for utilization? ¹⁷	1	9
3. By subjective judgment of the teachers are room acoustics satisfactory?	yes	yes

¹⁶ H. Coelln, Jr., "Audio-Visual Facilities," School Executive, 68:76, January, 1949.

¹⁷ D. F. Schutte, "Building Facilities for Visual Education," N.E.A. Journal, 35:209, April, 1946.

	1948-9	1949-50
4. By subjective judgment of teachers is ventilation as satisfactory as before darkening?	yes	yes
5. Is a special room available for large group showings?	yes	yes
6. Are aids used in the classroom? ¹⁸	recordings only	yes

Administration

1. Is a usable catalogue issued? ¹⁹	no	yes
2. Are materials classified by curriculum area? ²⁰	recordings only	yes
3. Are materials classified by age level? ²¹	recordings only	yes

¹⁸Helen Rachford, "What Building Facilities Are Necessary," School Executive, 67:64, September, 1945.

¹⁹Henry, op. cit., p. 186.

²⁰Ibid., p. 214.

²¹Ibid., p. 214.

	1948-9	1949-50
4. Are duplicate cards filed in the general library? ²²	no	no
5. Is an adequate classification and filing system maintained at the audio-visual center? ²³	no	yes
6. Has provision been made for study guides from the manufacturer? ²⁴	no	yes
7. Do teachers participate in general planning of the audio-visual program? ²⁵	some	yes

²²Elaine von Oesen, "Simple Cataloguing of Audio-Visual Materials," Wilson Library Bulletin, 23:253, November, 1948.

²³Henry, op. cit., p. 186.

²⁴Wittich and Fowlkes, op. cit., p. 100.

²⁵Paul Witt, "A Yardstick for Evaluation," Educational Screen, 27:290, June, 1948.

	1948-9	1949-50
8. Do teachers participate in planning for and selecting new material? ²⁶	yes	yes
9. Is there a coordinator? (one to every fifty teachers) ²⁷	no	yes
10. Are professional books made available in this area?	no	yes
11. Are expenditures in line with national trends? (The ideal is \$2.00 per year per student for material) ²⁸	no	yes
12. Are regular budget funds used? ²⁹	yes	yes

²⁶Charles Hoban, "Film Evaluation in Practice," Educational Screen, 27:71, February, 1948.

²⁷Henry, op. cit., p. 237.

²⁸Hosler and Seidel, op. cit., p. 71.

²⁹Witt, op. cit., p. 292.

	1948-9	1949-50
13. Has a long range plan been formulated? ³⁰	no	yes
14. Is information on new audio-visual aids made available to the teachers? ³¹	no	yes
15. Have preview services for new materials considered for purchase been provided? ³²	no	yes
16. Is the use of materials regularly evaluated? ³³	no	yes
17. Are materials selected in terms of educational needs? ³⁴	yes	yes

³⁰Ibid., p. 291.

³¹Henry, op. cit., p. 120.

³²Hoban, op. cit., p. 63.

³³Witt, op. cit., p. 291.

³⁴Ibid., p. 290.

1948-9

1949-50

Equipment

- | | | |
|---|----|-----|
| 1. How many record players are available? (One per building is recommended) ³⁵ | 1 | 3 |
| 2. How many filmstrip projectors are available? (One per 400 students is recommended or one per building) ³⁶ | 1 | 2 |
| 3. How many sound movie projectors are available? (One per 400 students is recommended or one per building) ³⁷ | 1 | 1 |
| 4. Is the projector easily moved from room to room? | no | yes |
| 5. How many projection screens are available? | 2 | 6 |

³⁵"Summary of Tenth Annual Audio-Visual Education Conference," University of Oklahoma, June 30 - July 1, 1949, p. 7.

³⁶Ibid., p. 7.

³⁷Ibid., p. 7.

	1948-9	1949-50
6. Is the equipment kept in working order? ³⁸	yes	yes
7. Is cool, fireproof storage of proper humidity provided for materials? ³⁹	no	yes

Utilization

1. Can students use the aids as a part of their study program?⁴⁰ no no
2. Is there provision for teacher preview?⁴¹ no yes
3. Are teachers given the opportunity to learn to use the equipment?⁴²
(In September, 1949, three could operate the movie projector while

³⁸Henry, op. cit., p. 185.

³⁹Personal letters from Dent and Sinclair. see appendices F and G, pages 191 and 194.

⁴⁰Schutte, op. cit., p. 209.

⁴¹National Education Association, op. cit., p. 33.

⁴²Witt, op. cit., p. 291.

	1948-9	1949-50
sixteen can now; then, thirteen operated film-strip projectors while all nineteen can now.)	some	yes
4. Are faculty meetings held on training for best utilization? ⁴³	no	yes
5. Is the material available when and where the teachers want it? ⁴⁴	no	yes
6. Is red tape kept to a minimum in securing aids? ⁴⁵	yes	yes
7. How many teachers have had professional courses in audio-visual education?	0	2
8. Are student projectionists available? ⁴⁶	yes	yes

⁴³Henry, op. cit., pp. 110-2.

⁴⁴Witt, op. cit., p. 291.

⁴⁵Henry, op. cit., p. 93.

⁴⁶Nagy, op. cit., p. 19.

	1948-9	1949-50
9. Are aids correlated with the curriculum? ⁴⁷	somewhat	yes
10. Is the use of audio-visual material so organized and administered that these materials function as an integral part of the educational program? ⁴⁸	no	yes

b. Financial Evaluation

In order to arrive at a financial evaluation of the program it was necessary to consider teaching aids owned, capital outlay, cost of aids, and loans for the years 1948-9 and 1949-50. When considering the cost of aids, the capital outlay was spread over a ten year period. This was based on a life expectancy for the aids of ten years usage.⁴⁹ Equipment costs, which are necessary whether a school rented or owned its audio-visual teaching aids, were not considered in the analysis.

In the Fort Benton school film rentals in 1948-9 were from the Montana State Film Library. One year's rental cost

⁴⁷Corey, op. cit., p. 305.

⁴⁸Witt, op. cit., p. 267.

⁴⁹Personal letters from Dent, Sinclair and Aughinbaugh. See appendices F, G and H, pages 191, 194, and 195.

for this school was a minimum purchase of two reels of film for the state library at \$45 each. No aids were rented in 1949-50 although thirty-three free film were obtained. Some of these were from the state library by courtesy of the director, Harry Norton. He helped the Fort Benton program by making available some free loans in areas where the Fort Benton library was inadequate. In the future it will be necessary to budget some funds each year for film rental in certain areas where limited usage does not justify purchase.

Since cost records for 1948-9 on shipments were incomplete, records for March, April, and May, 1950, were used as a base for computing express charges. On twenty-two shipments to or from the state library the school paid \$23.09 or an average of \$1.05 per shipment. Express charges for 1948-9 were computed at this rate for thirty-six weeks with an incoming and outgoing shipment each week. Express charges on loans for 1949-50 were available. During the period when loans were entirely from the state the cost of express per loan was \$.46 while in 1949-50 the cost was \$1.56 per loan. The large increase was due to two factors. In the former year an average of 4.6 films were in each shipment while in 1949-50 1.5 films per shipment constituted the average. In 1949-50 many of the film came from other parts of the United States.

Cost records for repairs and maintenance were available for both years. As the utilization of equipment in-

creased, the money needed for this item naturally increased.

Results of these investigations on aids owned, capital outlay, cost of aids, and loans are summarized in Table V.

TABLE V

AUDIO-VISUAL AIDS OWNED, CAPITAL OUTLAY,
COST OF AIDS AND LOANS FOR 1948-9 AND 1949-50

	1948-9	1949-50
<u>Teaching Aids Owned</u>		
Films	0	46
Films, equivalent 10 minute reels	0	57
Filmstrips	52	321
Recordings		
Albums	12	41
Singles	31	71
<u>Capital Outlay</u>		
Film inventory based on purchase price	0	\$1998.90
Filmstrip inventory based on purchase price	\$157.00	956.79
Recording inventory based on purchase price	111.50	308.20
Total Purchase Price	\$268.50	\$3263.89
<u>Cost of the Program</u>		
Cost charged for aids owned	\$ 26.85	\$ 326.39
Film rental from other libraries at the present rate	90.00	-----
Express	75.60	51.60
Repairs and maintenance	31.40	51.05
Total Cost	\$223.85	\$ 429.04

TABLE V (Continued)

AUDIO-VISUAL AIDS OWNED, CAPITAL OUTLAY,
COST OF AIDS AND LOANS FOR 1948-9 and 1949-50

	1948-9	1949-50
<u>Loans</u>		
Film loans		
from our library	none	164
from other sources	166	33
Filmstrip loans	6	368
Recording loans	142	266
Total Loans	314	831

Comparisons on Rental and Purchase of Audio-Visual Aids

The data presented in Table VI was summarized for the purpose of evaluating loans as compared to items owned and costs per loan. This statistical material was a necessity in a consideration of the important problem of whether the Fort Benton school should purchase or rent audio-visual teaching aids.

TABLE VI

TYPES OF AIDS OWNED, LOANED, LOANS PER AID OWNED, CAPITAL OUTLAY AND COST PER LOAN IN 1949-50

	Aids Owned	1949-50 Loans From This Library	Loans Per Aid Owned	Capital Outlay Charged on 10 Year Period	Cost Per Loan
Films	46	164	3.57	\$199.89	\$1.22
Filmstrips	321	368	1.15	95.68	.26
Recordings	112	266	2.38	30.82	.12
Total	479	798	1.67	\$326.39	\$.41

The largest investment and the most expensive from the standpoint of cost per loan was that of film. Ownership afforded a better opportunity for teacher preview and availability when the aid was wanted. Film ownership can be financially defended for most films used in a school system the size of Fort Benton.

Schreiber and Calvert say:

The problem of whether to rent or own the films required in a school's program is a crucial one in which important factors other than cost must be considered. Individual films may be more effectively and adequately utilized if they are immediately available to teachers. . . . The best general criterion to apply in deciding whether to rent or to buy any particular film is to ascertain--on the basis of one year's rental and use figures--whether the cost per use of the film during its effective life, if purchase, would be substantially less than the rentals accruing over the same period.⁵⁰

In the Forty-Eighth Yearbook⁵¹ the recommendation was made that if a film is used four or five times a year it should be bought. Robert McConnell believes that frequently used film should be owned and not rented so that they will be on hand at all times for use in instruction on short notice.⁵²

Charles Hoban, Jr., states:

As schools begin to realize the effectiveness of motion pictures in education, there will be a gradual decentralization of the distribution system; more schools will acquire their own libraries of films basic to their curriculum.⁵³

The first school use of film was in Ohio in 1915. As more schools started using film, a demand came for a state library. Ohio now has the world's largest film library and serves all schools in the state without cost. Eight hundred

⁵⁰Schreiber and Calvert, op. cit., p. 43.

⁵¹Henry, op. cit., p. 195.

⁵²Robert McConnell, "Training Teachers to Use Audio-Visual Aids," School Executive, 67:67, September, 1947.

⁵³Hoban, op. cit., p. 160.

motion pictures are now shipped daily. The library was intended as a "pump primer" to serve while the schools were buying expensive equipment. Thus the experimental stage could be gone through without large expenditures for purchase or rental of aids. B. A. Aughinbaugh, Director of the Ohio Exchange, believes local school systems will soon be equipped with slides and films to meet their own needs. Eventually they will have their own film libraries. The exchange eventually will supply those less called for pictures which are useful for very limited periods of time or in particular subject areas. Pictures to be used should be on the teacher's desk precisely when he most needs them.⁵⁴

From the statistical material contained in Table V the cost per loan for film in the state library was \$.54 for rental and \$.46 for express or a total of \$1.00 per loan for the year 1948-9. When film is rented from a commercial library the rental rate varies from \$1.00 to \$2.50 per reel per day of use.⁵⁵ On the basis of the express costs of 1949-50 when film were obtained from many different sources, express costs in Fort Benton averaged \$1.56 per loan. The total cost per loan would then be from \$2.56 to \$4.06. Summarized, the findings on cost per loan for film from the

⁵⁴B. A. Aughinbaugh, "Buy, Don't Rent," Clearing House, 22:535-6, May, 1948.

⁵⁵Schreiber and Calvert, op. cit., p. 43.

three listed sources were:

1. State film library - \$1.00
2. Local film library - \$1.22
3. Commercial film library - \$2.56 to \$4.06

However, other factors enter into the evaluation of the program. In loans from the local library teachers had use of the materials for an indefinite time while from an outside library the usual loan period, on which the above rates were figured, allowed two days' use. Educationally, a major consideration is getting the film at the proper time to correlate with the classwork. Orders from the state library were placed in May of the preceding year. Orders from commercial libraries were placed about two months before intended use. In the Fort Benton library orders were placed on the day that the film was wanted. Preview facilities were improved by local ownership since teachers were able to secure the aids at any time for preview purpose.

CHAPTER VI

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

A comparison of the programs for the year 1948-9 (rental of films, very limited use of filmstrips, use of recordings, no organization) with that of 1949-50 (ownership of films, filmstrips, and recordings and their organization for use) indicated that the Fort Benton school had been provided with a more effective audio-visual program in 1949-50 than in the previous year. Two significant differences existed: all types of audio-visual teaching aids were owned and available for teacher use when they were needed, and they were organized for maximum utilization.

In keeping with sound practice, an educational plan for which there was a felt need was established by the faculty. Then the administrator presented this, together with a financial plan which would satisfy the educational plan, to the board of trustees. The board approved the plans and directed the administrator to proceed with their implementation. Expenditures for these teaching aids, for administrative and clerical time, and for necessary equipment were considered justifiable instructional expense. In planning, the three groups concerned--school board, administration, and teachers--worked in harmony. Each was informed of the needs, problems, and recommendations of the other groups. Cooperation was a key to a successful program. Classrooms were

found to be the best location for the use of all teaching aids.

Some mistakes were made in selection. A teacher's judgment of what was needed was not always confirmed by loan records. In one instance a "package deal" giving a large number of filmstrips at a greatly reduced price proved expensive when utilization records were checked as many of the filmstrips in the large group were never used during the entire year of 1949-50.

There are areas in which a school of this size cannot afford ownership. Films used in chemistry, physics, home economics or phases of agriculture, for example, might only be loaned once during the year. Over the ten year period accrued rentals would not nearly pay for the purchase price of the film. In the Fort Benton school it was thought advisable to purchase those films which would be loaned a minimum of three times a year and rent others which are used less often.

In general, films usable in the Fort Benton school in primary, intermediate or junior high grade levels and social studies, natural science, and English curriculum areas should be purchased as budgetary appropriations permit. In these areas experience has indicated that the minimum of three loans per year will be reached.

As aids and equipment were more efficiently organized for use, utilization increased. In order to have all refer-

ence material catalogued in the same manner, the Dewey Decimal System of classification was used. This was capable of being integrated into the regular library of the school. Forms and records, while kept to a minimum, needed to be complete enough to supply information for yearly evaluation, to provide a continuing inventory of aids, and to supply a record system for library operation. A descriptive catalogue of available aids, indexed by curriculum areas and grade levels, provided a needed source of information. Many operational functions were handled by student projectionists. They gained audio-visual experience, had an opportunity for participation in the classroom activities, and saved teacher time for instructional purposes.

Utilization was the test of value for the entire program. Records of use showed 314 loans to teachers of audio-visual aids in 1948-9 while in 1949-50 there were 798 loans from the Fort Benton audio-visual library as well as 33 from other sources. A comparison of items loaned to items available indicated even distribution of usage in the various grade levels and curriculum areas. Films, the most expensive type of aid owned, also received the greatest usage in relation to number owned with an index of 3.57 loans per film owned. An evaluation checklist and subjective judgment on the degree of integration of audio-visual teaching aids with the curriculum offered further basis for evaluation. A cost analysis on aids owned showed that the cost per loan of films

was \$1.22 per loan while filmstrips cost \$.26 per loan and recordings cost only \$.12 per loan. These figures were based on a capital outlay spread over a ten year period, and on usage for a one year period.

Considering the fact that only a small percentage of the teachers had training in audio-visual methods of instruction, a strong in-service program, geared to needs of the teachers, was undertaken. Experience proved that training succeeded best when it started from the known types and progressed to the unknown or more difficult media of communication. It was found that the smaller the teacher conference group, the greater the participation and resulting learning. Training in operation of equipment was best accomplished by individual sessions using the "learning by doing" technique.

Based on trials, errors, and successes in the Fort Benton program of establishing a school audio-visual teaching aids library and its organization for use, the following recommendations are made for the consideration of others:

1. The faculty must feel a need for this type of teaching aid before a program is started.
2. A survey of existing equipment and aids already available must be made by the school.
3. The program will cost money. Over an extended period of time a per pupil expenditure of \$2.00 per year for aids seemed sufficient in a school the size of Fort Benton. A budget should be established in each school that feels a

need for these aids. Recordings, filmstrip and equipment would receive first priority.

4. All groups concerned--board, administration, and teachers--should participate in the planning to the level of their responsibility in carrying out the plan. Teachers, who carry on the actual classroom program of instruction, should be charged with deciding on educational needs and selection of material to meet these needs. Preview services should be provided to enable the instructors to properly select teaching aids.

5. The criterion for purchase or rental of an aid is whether accrued rentals (plus shipping charges) during the useful life of the aid were about equal to the purchase price. If this proves true, then ownership is advisable since educational utilization is improved by ownership. Cost evaluation in Fort Benton showed local ownership of film slightly higher than state library rental but considerably lower than rental from commercial libraries. Filmstrips and recordings are so inexpensive that practicality of ownership was not questioned. When educational advantages at Fort Benton were considered against added financial costs, ownership of a basic library of audio-visual teaching aids seemed more desirable than rental.

6. Organization for efficient use will require time, careful planning and money. However, each service that the audio-visual center can provide to make the teacher's task

in use of aids easier will increase utilization. The effect of improved room facilities illustrates the previous statement. Utilization increased in direct relation to the ease of use as film, first shown in the auditorium, was then screened in classrooms with one set of portable darkening shades serving several rooms, and finally was shown in classrooms with permanent darkening installations available.

7. A faculty survey should be used to indicate areas of strength or weakness in the use of aids and equipment. Such a survey is basic to planning an in-service training program. Each school could find out where the group is and go on from that point.

8. Every school should continually evaluate its program as to educational efficiency, use of available resources, and cost of operation. While it is evident that every school cannot own all of the aids it needs, it seems also evident that any school can organize a library of filmstrips and recordings basic to the school's educational needs. Larger schools, with greater budgetary resources, could seriously consider the advisability of including often-used films which were meeting educational needs felt by the faculty.

9. The local libraries of basic film in the larger schools of Montana will not detract from the service rendered by the State Film Library. At least one central source of a wide variety of titles will be needed to provide supplementary or enrichment material for the larger schools of

Montana who could establish their own basic film library. Smaller schools, with limited funds, are, and will continue to be, dependent upon the State Film Library as a source of these more expensive audio-visual aids. The cooperative state-wide project makes possible loans at a lower rate than commercial agencies can provide. If several small basic film libraries are established, the one central library will be better able to supply film to the other users when needed.

10. Further research is needed at Fort Benton on utilization records over a ten year period of time. Questions raised are: Will teachers use the same material in succeeding years? Will a saturation point be reached on repeated uses of the same aid to the same students though in a different class?

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421f		Comma, The -- Part II
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421j		Colon, Semicolon, and Dash
917.4a		Emerson's New England
782b	A36	Emperor's New Clothes, The
914.2		England Background of Literature
030		How to Use an Encyclopedia
428.3a		How to Develop a Good Vocabulary
421a		How to Develop Aids for Remembering
900	S 2	I Can Hear It Now, Vol. I
428.3b		Importance of Vocabulary in Communication
372.4		Improve Your Reading
800	S28	Legend of Sleepy Hollow, The -- Part I and II
800a	S29	Legend of Sleepy Hollow, The -- Part III and IV
421b		Let's Look into Some of the Problems
973f		Literature of Freedom, The
425a		Modifiers -- Adverbs and Adjectives
425b		Nouns
421h		Quotation Marks
421c		Seeing, Hearing, and Spelling
811d	S27	Snow-Bound, Old Ironsides, Worship, For You O'Democracy
425c		Subject and Predicate
421d		Use of the Dictionary in Spelling
973e		Vocabulary of Freedom, The
421k		Why Punctuate
428.3c		Words and Their Backgrounds

JUNIOR HIGH MATHEMATICS

511p	Addition and Subtraction
511m	Addition and Subtraction of Fractions
912	Airplane Changes Our World Map

JUNIOR HIGH MATHEMATICS CONTINUED

511i	Five Keys to Mathematics
511 o	Fractions, Decimals and Percentage
511n	Graph Uses
511a	Meaning of Percentage
511q	Multiplication and Division
511 l	Multiplication and Division of Fractions
511j	Order of Operation
332.1	Pay to the Order of----
511k	Square Root and Cube Root
511b	We Discover Fractions

JUNIOR HIGH MUSIC

787a	S66	Andante Cantabile and Liebsleid
785h	A17	American in Paris, An
785	A15	Beethoven Fifth Symphony
780c	A33	Beethoven, His Story and His Music
785w	S48	Berceuse from the Tempest and Vaise Triste
785n	S10	Blue Danube
784 l	00	Carmen
788e	S40	Chant du Rossignol and Serenata
785y	S51	Die Walkure -- Magic Fire Music (Wagner)
782b	A36	Emperor's New Clothes, The.
785af	S63	Ernie Kleine Nacht Musik and Surprise Symphony
788d	S39	Faust Soldiers Chorus and Souvenir de Valence
785u	S46	Finlandia (Sibelius, Op. 26, #7)
785z	S58	Folk Songs for Orchestra
788		Fundamentals of Brass Instruments, Trumpet and Cornet
782a	S42	Gems from the Student Prince and Gems from the Love Song
784ac	S56	Green Eyed Dragon
780d	A34	Greig, His Story and His Music
784u	S44	Gretchen Am Spinnrade and Franz Schubert's Ave Maria
786a	S65	Harmonious Blacksmith
784p	A32	H.M.S. Pinafore
785r	S38	Holidays for Strings and Our Waltz
784v	S50	If I Could Tell You
785ac	S61	Igor Strawinsky
784s	S31	I'm Falling in Love with Someone
785m		Instruments of the Orchestra
785j	A19	Instruments of the Orchestra
785ah	S64	Jazz Band
785q	S33	Juba Dance and From the Canebrake
787.la	S34	Largo (Handel)
788c	S36	Liberators March, The and On the Quarter Deck
785ad	S62	Licorice Stick
785e	A44	Listening Activities, Vol. IV

JUNIOR HIGH MUSIC CONTINUED

785c	A12	Listening Activities, Vol. V
785d	A13	Listening Activities, Vol. VI
784t	S35	Little Bit of Heaven, A
793.31	S69	Mozart Everybody Dances
780e	A35	Mozart, His Story and His Music
785aa	S59	Music for Aaron Copland
780a		Music in America
785a	A10	Music of American Indians
785o	S30	Nutcracker Suite and Mozartiana
785t	S45	On the Trail (Grand Canyon Suite)
785i	A31	On Wings of Song
784f	A 7	Patriotic Songs
785x	S49	Pavanne for a Dead Princess and Clair de Lune
788g	S67	Phenomenal Fantasia and Four Minute Waltz
784ad	S57	Pledge to the Flag
793a	A23	Rhythmic Activities, Vol. VI
793b	A24	Rhythmic Activities, Vol. V
793f	A28	Rhythmic Activities, Vol. IV
785ab	S60	Rondo for Bassoon
784x	S53	Round and Round
787.1b	S37	Serenade (Pierne) and Raff's Cavatina
784g	A 8	Singing Activities, Vol. IV
784d	A 5	Singing Activities, Vol. V
784b	A 3	Singing Activities, Vol. VI
784r	A 9	Square Dancing
784q	A18	Square Dances
784aa	S55	Stephen Foster's Songs
785s	S41	Symphony #5 in C Minor, Op. 67, Beethoven and Symphony #8 in B Minor (Unfinished), Schubert
785p	S32	Tales of Hoffman-Barcarolle and Cavalleria Rusticana
788f	S43	Thunderer March, The and The Southerner March

JUNIOR HIGH PHYSICAL EDUCATION

613d		As Others See You
796.33b		Blocking in Football
612.3		Digestion of Foods
613.2		Foods and Nutrition
796.33d		Football Backfield Play
796.33c		Football General Fundamentals
796.33a		Football Line Play
612.1		Heart and Circulation
612.2		Mechanisms of Breathing
913.38		Olympic, The
793f	A28	Rhythmic Activities, Vol. IV
793b	A24	Rhythmic Activities, Vol. V

JUNIOR HIGH PHYSICAL EDUCATION CONTINUED

793a	A23	Rhythmic Activities, Vol. VI
796.32		Shooting in Basketball
784q	A18	Square Dances
784r	A 9	Square Dancing

JUNIOR HIGH SCIENCE

533c		Atmospheric Pressure
591.5a		Black Bear Twins
523.3b		Changing Moon, The
591.5d		Common Animals of the Woods
525b		Day and Night
614.4		Defense Against Invasion
612.3		Digestion of Foods
921b		Edward Jenner and the Story of Smallpox Vaccination
921d		Edward L. Trudeau and Crusade Against Tuberculosis
537a		Electricity
591.5e		Elephants
921e		Florence Nightingale and Nursing
613.2		Foods and Nutrition
630.1		Goats
591.5f		Gray Squirrel
612.1		Heart and Circulation
636.1		Horse, The
595.77a		House Fly, The
520		How We Learn About the Sky
523.4		Interesting Things About the Planets
626		Irrigation Farming
595.77b		Life Cycle of a Mosquito
535a		Light Waves and Their Uses
921f		Louis Pasteur and the Germ Theory of Infection
921a		Madam Curie and Radium
538b		Magnets
612.2		Mechanisms of Breathing
551.5b		Modern Weather Theory
523.2a		Multitude of Suns, A
628.1a		Nothing Can Live Without Water
523.3a		Our Neighbor, the Moon
581.		Plant Growth
621.384		Receiving Radio Messages
921c		Robert Koch and the Discovery of Tubercle Bacillus
614.8b		Safety Begins at Home
631.4a		Saving the Soil
636.7		Shep the Farm Dog
621.8		Simple Machines
631.4		Soil and Water Conservation

JUNIOR HIGH SCIENCE CONTINUED

523.8	Stories of the Constellation
523.2b	Sun's Family, The
636.8	Three Little Kittens
634.9a	Using Our Forests Wisely
628.1b	Water, Friend or Enemy
551.57a	What Makes Rain
551.57b	What Makes Rain
525a	Winter Has Two Faces
551.4	Work of Rivers

JUNIOR HIGH SOCIAL STUDIES

973.1d	Age of Discovery
973.1f	Age of Exploration
912	Airplane Changes Our World Map
918.2	Argentina
613a	As Others See You
610	Battle for Life
973.7	S71 Battle of Gettysburg
629.22	Bike Behavior
973a	Birth of Our Freedom, The
591.5a	Black Bear Twins
917.3a	Coast to Coast Geography from the Air
394e	Columbus Day
591.5d	Common Animals of the Woods
380a	Communication
633.1	Corn Farmer
972	Cortez Conquers Mexico
677.2	Cotton
321.8	Democracy
353.8	Department of Agriculture
353.3	Department of Interior
973.2a	Early Settlers of New England
591.5e	Elephants
917.4a	Emerson's New England
914.2	England Background of Literature
973.1e	English Sea Dogs
173	Family Life
917.9	Farwestern States
910.7c	Flat Maps of a Round World
973.5a	Flatboatmen of the Frontier
630.1	Foods for Health
971.01	Founders of New France
973d	Freedom Today
973b	Freedom's Foundation
973c	Freedom's Progress

JUNIOR HIGH SOCIAL STUDIES CONTINUED

630a		From Farm to Table
910.		Global Concepts and the Age of Flight,
636.3		Goats
591.5f		Gray Squirrel
394c		Hallowe'en
656c		Highway Transportation
629.13		History of Air Transportation
380b		History of Communication
380c		History of Land Transportation
387a		History of Water Transportation
970		History Review
636.1		Horse, The
323.1		House I Live in
973.1b		How Columbus Discovered America
030		How to Use an Encyclopedia
677.		How We Are Clothed
900.	S 2	I Can Hear It Now, Vol. I
900r	S70	I Can Hear It Now, Vol. II
372.4		Improve Your Reading
954		India's People
626		Irrigation Farming
973.5b		Kentucky Pioneers
387b		Lake Carrier
973.5c		Life in Old Louisiana
973f		Literature of Freedom, The
910.7d		Maps and Men
910.7a		Maps and Their Meaning
917.2a		Mexico
940.1		Middle Ages, The
917.7b		Middle States
254.		Money Management for the Family
917.4		Northeastern States
917.8		Northwestern States
628.1a		Nothing Can Live Without Water
913.38		Olympic Year, The
328.		Our Congress
331.		Our Country Resources -- Workers
353		Our Federal Government
917.3b		Our Homes and Communities
332.1		Pay to the Order of --
323.35		People of the Hills
614.		People -- Our Most Valuable Resource
973.8		Pioneers of the Plains
973.2b		Planter of Colonial Virginia
790a		Play and Recreation
784ad	S57	Pledge to the Flag

JUNIOR HIGH SOCIAL STUDIES CONTINUED

353.4	Postoffice Department
629.1	Research Engineering, Aircraft Developments, Airports
355	Ring of Steel
917.7a	River, The
614.8b	Safety Begins at Home
631.4a	Saving the Soil
636.7	Shep the Farm Dog
136.7	Shy Guy
916.8	South Africa
917.5	Southeastern States
917.6	Southwestern States
973.1a	Spanish Discovery
948.5	Spotlight on Sweden
942	This Is England
636.8	Three Little Kittens
656a	Transportation
634.9a	Using Our Forests Wisely
973.1c	Vikings, The
973e	Vocabulary of Freedom, The
910.7b	We Live on a Huge Ball
630b	Where Our Food Comes From
525a	Winter Has Two Faces
551.4	Work of Rivers
909	World in Action, A

PRIMARY ART AND CRAFT

740a	Lines
789	S 1 Little Indian Drum
740b	More Shapes
784i	S 9 Penny Whistle
740c	Proportion
740d	Shapes
740e	Solid Shapes

PRIMARY ENGLISH -- INCLUDES READING

F1	Animal Musicians
398r	Boy and His Goats
398j	Boy Who Went to the North Wind, The
398a	Br'er Rabbit and the Tar Baby
Fa	Cat Who Lost His Tail, The
Fd	Change About
398u	Chicken Little
811a	S 20 Child's Garden of Verses, A -- Part I and II
811b	S 21 Child's Garden of Verses, A -- Part III and IV

PRIMARY ENGLISH -- INCLUDES READING CONTINUED

398k		Cinderella
Fn		Dee Dee Chow and His Dog
811		Dog and the Cat, The
398v		Drakestail
782b	A36	Emperor's New Clothes, The
Fe		Fisherman's Wife, The
398 l		Four Musicians
394b		Gift of St. Nicholas
398w		Gingerbread Boy, The
F 1	A30	Grimm's Fairy Tales
398f		Hansel and Gretel
398p		Jack and the Beanstalk
398b		Knee High Man
398x		Kofi and the African Boy
Fh		Lazy Jack
398g		Lion and the Mouse
Fb		Little Black Sambo
Fm	A29	Little Engine That Could, The
398h		Little Red Hen, The
398y		Little Red Riding Hood
Ff		Mr. Vinegar
394a		Mule Humans
221		Noah and the Ark
398c		Pecos Bill Becomes a Cowboy
Fg		Peter Rabbit
Fk		Pied Piper
790b		Puss in Boots
398d		Rabbit Who Wanted Red Wings, The
398t		Rabbits and the Frogs, The
398i		Rumpelstilskin
970.1a		Shingebiss
398e		Stormalong
398s		Straw Ox
970.1b		Theft of a Fire
398m		Three Bears, The
Fj		Three Billy Goats Gruff
398n		Three Little Pigs, The
398o		Thumbelina
Fc		Ugly Duckling

PRIMARY MATHEMATICS

511g	Compound Subtraction
511e	Number Family in Addition
511f	Three's, The
511d	Two's in Division

PRIMARY MATHEMATICS CONTINUED

511h What Numbers Mean
511c Zero, a Place Holder

PRIMARY MUSIC

784ab A37 Album of Lullabies, An
787a S66 Andante Cantabile and Liebsleid
785w S48 Berceuse from the Tempest and Valse Triste
784lo S15 Birth of Paul Bunyan, The
788e S40 Chant du Rossignol and Serenata
784j S 3 Circus Comes to Town, The
782b A36 Emperor's New Clothes, The
785af S63 Ernie Kleine Nacht Musik and Surprise Symphony
788d S39 Faust Soldier's Chorus and Souvenir de Valence
784y S54 First Music for One's and Two's
785z S58 Folk Songs for Orchestra
784ac S56 Green Eyed Dragon
784m S13 Happy Birthday
785ac S61 Igor Strawinsky
785ag A39 Insect Pictures in Music
785ah S64 Jaza Band
785q S33 Juba Dance and From the Canebrake
788c S36 Liberators March, The and On the Quarter Deck
785ad S62 Licorice Stick
784t S35 Little Bit of Heaven, A
785ae A38 Little Black Sambo's Jungle Band
788a S 7 Little Brass Band
789 S 1 Little Indian Drum
785ai A22 Listening Activities, Vol. I
785b A11 Listening Activities, Vol. II
785 1 A21 Listening Activities, Vol. III
793.31 S69 Mozart Everybody Dances
784n S14 Muffin in the City
783 A 2 Music at Christmas Time
785aa S59 Music for Aaron Copland
780b A 1 Music for Rhythm Band
785a A10 Music of American Indians
784z A40 Nursery, The
788b S11 On Parade
785t S45 On the Trail (Grand Canyon Suite)
784w S52 Out of Doors
784f A 7 Patriotic Songs
785x S49 Pavanne for a Dead Princess and Clair de Lune
784i S 9 Penny Whistle
785g A16 Peter and the Wolf
793e A27 Rhythmic Activities, Vol. I

PRIMARY MUSIC CONTINUED

793d	A26	Rhythmic Activities, Vol. II
793c	A25	Rhythmic Activities, Vol. III
785ab	S60	Rondo for Bassoon
784x	S53	Round and Round
786.2	S 4	Said the Piano to the Harpsichord
787.1b	S37	Serenade (Pierne) and Raff's Cavatina
784e	A 6	Singing Activities
784c	A 4	Singing Games
785k	A20	Songs of Safety
788h	A68	Symphonic Band
785p	S32	Tales of Hoffman -- Barcarolle and Cavalleria Rusticana
788f	S43	Thunderer March, The and the Southerner March
793g	S12	Waltzing Elephant, The

PRIMARY PHYSICAL EDUCATION

784j	S 3	Circus Comes to Town
784w	S52	Out of Doors
793e	A27	Rhythmic Activities, Vol. I
793d	A26	Rhythmic Activities, Vol. II
793c	A25	Rhythmic Activities, Vol. III
790c	S19	Singing Games for Young Children
793g	S12	Waltzing Elephant, The

PRIMARY SCIENCE

591.5b	Animals of the Zoo
591.5a	Black Bear Twins
591.5c	Black Bear Twins
629.22	Bike Behavior
591.5d	Common Animals of the Woods
591.5e	Elephants
630.1	Foods for Health
636.3	Goats, The
591.5f	Gray Squirrel
398q	Hare and the Tortoise, The
636.1	Horse, The
613a	Keeping Clean
613b	Keeping Well
613.7	Rest and Sleep
598.2	Robin Red Breast
636.7	Shep the Farm Dog
785k	Songs of Safety
613c	Straight and Tall
617.6	Strong Teeth
638.8	Three Little Kittens
551.57a	What Makes Rain

PRIMARY SOCIAL STUDIES

591.5b		Animals of the Zoo
591.5a		Black Bear Twins
591.5c		Black Bear Twins
398a		Br'er Rabbit and the Tar Baby
915.1		Children of China
914.92		Children of Holland
914.94		Children of Switzerland
394f		Christmas
973.2		Colonial Children
591.5d		Common Animals of the Woods
591.5e		Elephants
919.8		Eskimo Children
352.3a		Fire Department, The
630.01		Foods for Health
917.1		French Canadian Children
394b		Gift of St. Nicholas
636.3		Goats, The
591.5f		Gray Squirrel
398q		Hare, The and The Tortoise
394g	S16	Holidays, Part I and II
394h	S17	Holidays, Part III and IV
394i	S18	Holidays, Part V and VI
636.1		Horse, The
380f		How Messages Are Carried
613a		Keeping Clean
613b		Keeping Well
398b		Knee High Man
917.2		Mexican Children
394a		Mule Humans
785a	A10	Music of American Indians
970.1c		Navajo Children
398c		Pecos Bill Becomes a Cowboy
352.2		Policeman, The
398d		Rabbit Who Wanted Red Wings
613.7		Rest and Sleep
598.2		Robin Red Breast
636.7		Shep the Farm Dog
970.1a		Shingebiss
339		Shopping in Our Neighborhood
398e		Stormalong
613c		Straight and Tall
617.6		Strong Teeth
970.1b		Theft of Fire
394d		Thanksgiving
638.8		Three Little Kittens
380d		Travel is Fun, Part I

PRIMARY SOCIAL STUDIES CONTINUED

380e Travel Is Fun, Part II
970.1d Wild White Horse

TEACHER FILM, FILASTRIP

371.42a Child Needs and Guidance
371.33e County Audio Visual Program
371.33d College Audio Visual Center
372.4 Improve Your Reading
371.33c Introducing Filmstrips
371.33f Large City Audio Visual Aids Organization
371.33a Slidefilm in Teaching
371.33g Small City Audio Visual Aids Department
371.33b Tips on Slidefilm
371.42 Why and How of Guidance, The
371 You and the NEA

APPENDIX B

AUDIO-VISUAL TEACHING AIDS FORT BENTON PUBLIC SCHOOLS CATALOGUE

I The subject area given and the age level indicated are meant to be only suggestive. Final determination of whether an aid will fit the curriculum can be best determined by preview by the individual teacher. Aids are given a Dewey decimal number just as books are catalogued in a library. This helps keep related material together. For example, all mathematics are found in the 510's.

II Producers of Aids

ABA	American Bankers Association 12 E. 36 Street New York 16, New York
AVA	Audio Visual Associates Box 243 Bronxville, New York
BLACK-WHITE	Black and White Recording Co., Inc. 4910 Santa Monica Blvd. Los Angeles 27, California
CAN NFB	National Film Board of Canada 620 Fifth Avenue New York 20, New York
CASTLE	Castle Films Division United World Films Inc., Russ Bldg. San Francisco 4, California
CATHEDRAL	Cathedral Films 1970 Cohuenga Blvd. Hollywood 28, California
CIMERA	Cimera Records ----- Chicago, Illinois
COLUMBIA	Columbia Records, Inc. 1473 Barnum Avenue Bridgeport 8, Connecticut
CORONET	Coronet Instructional Films 65 E. South Water Street Chicago 1, Illinois

CURRICULUM	Curriculum Films 14-17 Crescent Blvd. Long Island City 1, New York
DECCA	Decca Records., Inc. 50 W. 57th Street New York 19, New York
EASTIN	Eastin Pictures Co. Putnam Bldg. Davenport, Iowa
EBF	Encyclopedia Britannica Films Inc. 1150 Wilmette Avenue Wilmette, Illinois
EYEGATE	Eye Gate House Inc. 330 W. 42nd Street New York 18, New York
GENNETT	Gennett Records Richmond, Indiana
HOUSEHOLD FIN	Household Finance Corp. 919 N. Michigan Avenue Chicago 11, Illinois
INST-INTER-AM- AFFAIRS	Institute of Inter American Affairs 499 Pennsylvania Avenue, N.W. Washington 25, D. C.
JAM HANDY	The Jam Handy Organization 2821 E. Grand Blvd. Detroit 11, Michigan
LIFE	Life Filmstrips 9 Rockefeller Plaza New York 20, New York
LINCOLN	James A. Lincoln Arc Welding Foundation Cleveland, Ohio
LONDON	London Gramophone Corp. 16-18 W. 22nd Street New York 10, New York

McGRAW McGraw - Hill Book Co.
Text-Film Dept., 330 W. 42nd Street
New York 18, New York

MacGREGOR C. P. MacGregor
Hollywood, California

MAJOR Major Records
729 Seventh Avenue
New York, New York

MET LIFE Metropolitan Life Insurance Co.
1 Madison Avenue
New York 10, New York

MOT March of Time Forum Films
369 Lexington Avenue
New York 17, New York

NEA National Education Association
1201 16th Street, N.W.
Washington 6, D. C.

NEB U University of Nebraska
Department of Audio Visual Instruction
Lincoln, Nebraska

N Y TIMES New York Times
School Service Dept., 229 W. 43rd Street
New York 18, New York

POP SCIENCE Popular Science Publishing Co.
Audio Visual Division, 353 Fourth Avenue
New York 10, New York

PRAM Fram Records
100 6th Avenue
New York 13, New York

PROCTOR & G Proctor and Gamble
Box 599
Cincinnati 1, Ohio

RCA Radio Corporation of America
RCA Victor Division
Camden, New Jersey

SVE	Society for Visual Education Inc. 100 E. Ohio Street Chicago 11, Illinois
UTF	United World Films Inc. 1445 Park Avenue New York 29, New York
VIS SCIENCES	Visual Sciences Box 599 - R Suffern, New York
VOX	Vox Productions Inc. 123 W. 55th Street New York 19, New York
YOUNG AMERICA	Young America Films Inc. 18 E. 41st Street New York 17, New York
YPR	Young Peoples Records Inc. 40 W. 46th Street New York 19, New York

III Abbreviations Used

fr	frames
min	minutes
mm	millimeters
RPM	revolutions per minute

Grading Level

P	primary (kindergarten - 3rd grade)
I	intermediate (4th - 6th grade)
JH	junior high (7th - 8th grade)
HS	high school (9th - 12th grade)

IV The Dewey Decimal System is used in the Fort Benton Audio Visual Teaching Aids Library. In this library the following areas are represented:

030's	General encyclopedias
130's	Mind and body
170's	Ethics
220's	Bible
230's	Theology, Christianity
250's	Church work

320's	Political science
330's	Economics
350's	Administration of government
370's	Education
380's	Commerce, Communication, Transportation
390's	Social customs (folklore)
420's	English language
510's	Mathematics
520's	Astronomy
530's	Physics
540's	Chemistry
550's	Geology
580's	Botany
590's	Zoology
610's	Medicine (health)
620's	Engineering
630's	Agriculture
640's	Home economics
650's	Communication, Business
670's	Manufacturing
690's	Building
700's	Fine arts
720's	Architecture
740's	Drawing, Decoration, Design
750's	Painting
780's	Music
790's	Amusements, Play
800's	Literature
810's	American literature
820's	English literature
900's	General history
910's	Geography
920's	Biography
940's	European history
950's	Asiatic history
970's	North American history
F	Fiction

V Pattern of Information

In the catalogue the following pattern of presenting information is used:

Dewey Decimal Number	Title	Film, Filmstrip or Recording	Grade Level
Length and size	silent or sound	color (if this is the case)	guide (if available) Date of issue

Description

Curriculum area in which this can be used

Producer

A dash (—) indicates information is not available.

- | | | | |
|-------|--|----------------------------|--|
| 030 | <p>"How to Use an Encyclopedia"
51 fr. 35 mm. silent</p> <p>The basic elements of encyclopedia use in an actual classroom situation are explained.</p> <p>Use in: English, Social Studies</p> | <p>FILMSTRIP
guide</p> | <p>I, JH
1948</p> <p>Pop Science</p> |
| 136.7 | <p>"Shy Guy"
12 min. 16 mm. sound</p> <p>Adjustment of the shy adolescent is aided as he witnesses the screen "shy guys" start to improve social relations through those principles of friendly association demonstrated by his better adjusted fellow students.</p> <p>Use in: Guidance, Social Studies</p> | <p>FIIM
guide</p> | <p>JH, HS
1948</p> <p>Coronet</p> |
| 172.4 | <p>"The Grim Face of Peace"
58 fr. 35 mm. silent</p> <p>This country finds itself face to face with some of the most perplexing problems the world has ever known. What peace means to an American is shown.</p> <p>Use in: Social Studies</p> | <p>FILMSTRIP</p> | <p>HS
1948</p> <p>Coronet</p> |
| 173 | <p>"Family Life"
10 min. 16 mm. sound</p> <p>A family begins to enjoy life as it should through proper home management of schedules, responsibilities, privileges and finances.</p> <p>Use in: Social Studies</p> | <p>FILM</p> | <p>JH, HS
1949</p> <p>Coronet</p> |
| 221 | <p>"Noah and the Ark"
44 fr. 35 mm. silent</p> <p>The biblical story of Noah, the ark he built, and the animals which populated it, is adapted for children.</p> <p>Use in: Reading</p> | <p>FILMSTRIP
color</p> | <p>P
1947</p> <p>Young America</p> |
| 232 | <p>"Giotto's Life of Christ"
55 fr. 35 mm. silent color</p> <p>This shows the "Life of Christ" frescoes in the chapel at Padua, Italy painted in the 14th century by Giotto.</p> <p>Use in: Social Studies</p> | <p>FILMSTRIP
guide</p> | <p>HS
1949</p> <p>Life</p> |

- 254 "Money Management for the Family" FILMSTRIP JH, HS
15 fr. 35 mm. silent 1949
A family is shown how to cope with money problems and management.
Use in: Economics, Social Studies Household Fin
Home Economics
- 321.8 "Democracy" FILM JH, HS
11 min. 16 mm. sound 1946
Democracy's two unique characteristics, shared respect and shared power, are defined and described.
Use in: Social Studies, Journalism —
- 323 "Our Homes and Communities" FILMSTRIP I
42 fr. 35 mm. silent guide 1949
People live in different types of homes in different types of communities. Why people live where and how they do is shown.
Use in: Social Studies Pop Science
- 323.1 "House I Live In" FILM I, JH, HS
10 min. 16 mm. sound 1946
An Academy award picture starring Frank Sinatra skillfully develops the theme of understanding religious and racial problems. A group of boys find common interests through the leadership of Sinatra who sings two songs in this vital picture.
Use in: Social Studies, Guidance Young America
- 323.35 "People of the Hills" FILMSTRIP JH, HS
22 fr. 35 mm. silent 1946
These serious, independent people honor the ways of their ancestors and derive earnest pleasure from deep rooted religion.....3,000,000 live in the Ozarks and Appalachians.
Use in: Social Studies Coronet
- 325 "Golden Land - The Story of America's Immigrants" FILMSTRIP HS
25 fr. 35 mm. silent 1947
Against a background of the past the story of the steady stream of Europeans, who have sought a new and better world in America, is presented.
Use in: Social Studies Coronet
- 328 "Our Congress" FILMSTRIP JH, HS
38 fr. 35 mm. silent 1947
"Our Congress" explains how the two houses of the United States Congress are set up, the basis on which Senators and Representatives are chosen, and the duties and powers of Congress.
Use in: Social Studies Young America

- 331 "Our Country Resources -- Workers" FILMSTRIP I, JH, HS
50 fr. 35 mm. silent 1949
Our standard of living, natural resources, workers who develop these, manufacturing and service occupations are considered.
Use in: Social Studies, Guidance Pop Science
- 331 a "Labor in the News" FILMSTRIP HS
54 fr. 35 mm. silent guide 1949
Why are labor problems important? The film deals with union leaders, unions at work, what employers think of unions, unions and the law and the future of unions.
Use in: Social Studies N Y Times
- 332.1 "Pay to the Order of _____" FILM JH, HS
10 min. 16 mm. sound guide 1949
Almost every student will some day pay or be paid with checks. This film has been prepared solely for the purpose of teaching basic facts about checks. The local bank presented this film to the school.
Use in: Arithmetic, Commercial, ABA
Social Studies
- 339 "Shopping in Our Neighborhood" FILMSTRIP P
40 fr. 35 mm. silent guide ----
Young people learn to shop in a grocery store by themselves.
Use in: Social Studies Pop Science
- 351 "Drama in the Courtroom" FILMSTRIP HS
21 fr. 35 mm. silent 1947
Everyday men and women come face to face with the cold, immovable figure of law and order. Their reactions have created some of photography's most compelling and meaningful portraits.
Use in: Social Studies Coronet
- 352.2 "The Policeman" FILMSTRIP P
40 fr. 35 mm. silent guide 1949
The policeman plays an important part in civic life.
Use in: Social Studies Pop Science
- 352.3 "I Fight Fires" FILMSTRIP HS
20 fr. 35 mm. silent 1946
Preventing fires is everyone's job; the firemen's job is difficult while actually working.
Use in: Guidance, Social Studies Coronet

- 352.3 a "The Fire Department" FILMSTRIP P
 40 fr. 35 mm. silent guide 1946
 A fire engine leaves the station and the department puts out a fire.
 Use in: Social Studies Pop Science
- 353 "Our Federal Government" FILMSTRIP JH, HS
 44 fr. 35 mm. silent 1947
 The three main branches of the federal government of the U.S. are outlined.
 Use in: Social Studies Young America
- 353.3 "Department of Interior" FILMSTRIP JH, HS
 38 fr. 35 mm. silent 1947
 Structure of the U. S. Department of the Interior and the services it performs for the nation are explained.
 Use in: Social Studies Young America
- 353.4 "Postoffice Department" FILMSTRIP JH, HS
 44 fr. 35 mm. silent 1947
 This department of the U. S. Government sees that mail is delivered efficiently from sender to receiver. The various classifications of mail and the special services of the department are interpreted.
 Use in: Social Studies Young America
- 353.8 "Department of Agriculture" FILMSTRIP JH, HS
 43 fr. 35 mm. silent 1947
 Various services of the U. S. Department of Agriculture which aid the farmer and all other citizens are discussed.
 Use in: Social Studies Young America
- 355 "Ring of Steel" FILM I, JH, HS
 10 min. 16 mm. sound 1942
 Scenes of battlegrounds famous in American history and the part the American soldier has played in the growth of the nation are shown.
 Use in: Social Studies Castle
- 371 "You and The NEA" FILMSTRIP Teacher
 98 fr. 35 mm. silent color guide 1949
 This film presents cases which demonstrate the ways in which all of the resources of the NEA are constantly at work for its members.
 Use in: In service training NEA

- 371.33a "Slidefilm in Teaching" FILMSTRIP Teacher
46 fr. 35 mm. silent 1946
The nature and purpose of the slidefilm, its applications and techniques of use in education, and its relation to other teaching tools used by the teacher are explained.
Use in: In service training Young America
- 371.33b "Tips on Slidefilms" FILMSTRIP Teacher
92 fr. 35 mm. silent 1941
"Tips on Slidefilms" shows how to use various types of slidefilm projectors, care of the projector and trouble shooting, how to arrange the room for a most effective showing and what preparations to make before class assemblies.
Use in: In service training Jam Handy
- 371.33c "Introducing Filmstrips" FILMSTRIP Teacher
28 fr. 35 mm. silent
Cartoons explain what a filmstrip is, how it should be used to produce best results, and what it can and cannot be expected to do.
Use in: In service training Can NFB
- 371.33d "College Audio-Visual Center" FILMSTRIP Teacher
37 fr. 35 mm. silent guide 1949
The story of the audio-visual aids center at State College of Washington is told.
Use in: In service training Young America
- 371.33e "County Audio-Visual Service Program" FILMSTRIP Teacher
52 fr. 35 mm. silent guide 1949
The filmstrip shows the function and operation of the audio-visual aids service in San Diego county, California.
Use in: In service training Young America
- 371.33f "Large City Audio-Visual Aids Organization" FILMSTRIP Teacher
44 fr. 35 mm. silent guide 1949
This tells how Newark, New Jersey, operates its audio-visual program.
Use in: In service training Young America
- 371.33g "Small City Audio-Visual Aids Department" FILMSTRIP Teacher
40 fr. 35 mm. silent guide 1949
Dearborn, Michigan, operates its audio-visual aids service as depicted.
Use in: In service training Young America

- 371.4 "Your Job -- Are You Preparing For It?" FILMSTRIP HS
 50 fr. 35 mm. silent
 What are you going to do after college or high school? Have you prepared for business, professional or industrial work? Are you fitted for the job of your choice?
 Use in: Social Studies, Guidance SVE
- 371.42 "The Why and How of Guidance" FILMSTRIP Teacher
 49 fr. 35 mm. silent color guide 1949
 All children need guidance starting with baby hood.
 Use in: In service training Pop Science
- 371.42a "Child Needs and Guidance" FILMSTRIP Teacher
 53 fr. 35 mm. silent color guide 1949
 Needs of the child which must be considered in relation to guidance are the need for love, for security, for belonging, for recognition, and achievement.
 Use in: In service training Pop Science
- 372.4 "Improve Your Reading" FILM JH, HS
 10 min. 16 mm. sound guide 1947
 Careful attention is given to those pupils with special reading problems such as narrow eye perception span, reading too rapidly for comprehension, reading with fingers or lip movement.
 Use in: English, Social Studies, Coronet
 Guidance and Teacher In Service Training
- 378 "Back to College" FILMSTRIP HS
 22 fr. 35 mm. silent 1947
 Coronet reviews college life.
 Use in: Guidance Coronet
- 380a "Communication" FILMSTRIP I, JH
 46 fr. 35 mm. silent 1949
 Speech, letters, telephone, telegram and radio are among the means presented.
 Use in: Social Studies Pop Science
- 380b "History of Communication" FILMSTRIP I, JH
 48 fr. 35 mm. silent guide 1949
 Man's progress in communications is described from early sign language through modern developments in radio and television. People have become able to communicate almost instantly with anyone else in our world.
 Use in: Social Studies Young America

- 380c "History of Land Transportation" FILMSTRIP I, JH
 48 fr. 35 mm. silent guide 1949
 Man has traveled on land, from the beginning of civilization up to the present time. Great inventions have decreased travel time and provided man with wider knowledge of the world.
 Use in: Social Studies Young America
- 380d "Travel Is Fun", Part I FILMSTRIP P
 40 fr. 35 mm. silent guide
 A family goes on a picnic traveling by various methods of transportation.
 Use in: Social Studies Pop Science
- 380e "Travel Is Fun", Part II FILMSTRIP P
 40 fr. 35 mm. silent guide
 A community worker is depicted delivering a telegram with the family reacting to the message.
 Use in: Social Studies Pop Science
- 380f "How Messages Are Carried" FILMSTRIP P
 48 fr. 35 mm. silent guide 1946
 The telephone system is shown in operation with a little boy demonstrating.
 Use in: Social Studies Pop Science
- 387a "History of Water Transportation" FILMSTRIP I, JH
 41 fr. 35 mm. silent guide 1949
 Man has traveled on water down through the ages and has put his great inventions to work in overcoming the geographical barriers of rivers, lakes and oceans.
 Use in: Social Studies Young America
- 387b "Lake Carrier" FILM JH, HS
 9 min. 16 mm. sound 1942
 "Lake Carrier" is a documentary story of the transportation of iron ore from the Mesabi ranges of Minnesota across the Great Lakes to the steel mills of Gary, Pittsburgh and Youngstown.
 Use in: Social Studies Castle
- 394a "Mule Humans" FILMSTRIP P
 26 fr. 35 mm. silent color 1947
 A Hallowe'en story from the southern mountains tells of the couple whose unkind wishes gave the husband a mule's body and the wife a mule's head.
 Use in: English, Social Studies Curriculum

- 394b "Gift of St. Nicholas" FILMSTRIP P
 26 fr. 35 mm. silent color 1947
 A Christmas tale from the time when New York was the Dutch city of New Amsterdam describes the man whose strange visitor told him not to sell his present from St. Nicholas.
 Use in: English, Social Studies Curriculum
- 394c "Hallowe'en" FILMSTRIP I, JH
 26 fr. 35 mm. silent color guide 1948
 Present day Hallowe'en had its origin in All Hallows Day, a day on which people once believed the spirits of the dead returned to earth.
 Use in: Social Studies Young America
- 394d "Thanksgiving" FILMSTRIP P
 30 fr. 35 mm. silent color guide 1948
 Here is told the story of the Pilgrims, their reason for coming to America, their early hardships, and their first Thanksgiving day.
 Use in: Social Studies Young America
- 394e "Columbus Day" FILMSTRIP I, JH
 30 fr. 35 mm. silent color guide 1948
 The story of Columbus' life, his boyhood in Italy, his early interest in maps and the sea, and the ways in which America has honored Columbus are presented.
 Use in: Social Studies Young America
- 394f "Christmas" FILMSTRIP P
 28 fr. 35 mm. silent color guide 1948
 "Christmas" is devoted to the story of our Christmas customs and those of other lands.
 Use in: Social Studies Young America
- 394g S16 "Holidays" - Part I and II RECORD P, I
 Record 10" - 2 sides 78 RPM
 Happy New Year, Lincoln's Birthday, St. Valentine's Day, and Washington's Birthday are described with a musical background.
 Use in: Social Studies ----
- 394h S17 "Holidays" - Part III and IV RECORD P, I
 Record 10" - 2 sides 78 RPM
 St. Patrick's Day, Decoration Day, and Independence Day, are explained with a musical background.
 Use in: Social Studies

- 394i S18 "Holidays" - Part V and VI RECORD P, I
 Record 10" - 2 sides 78 RPM
 Information about Columbus Day, Hallowe'en, Thanksgiving and
 Christmas is related with music.
 Use in: Social Studies -----
- 396 "The American Woman" FILMSTRIP HS
 20 fr. 35 mm. silent 1948
 Our traditions, our progress, our basic vitality are rooted
 deep in the generous and devoted spirits of our mothers and
 daughters.
 Use in: Social Studies Coronet
- 398a "Br'er Rabbit and The Tar Baby" FILMSTRIP P
 26 fr. 35 mm. silent color 1947
 This is the favorite story of Uncle Remus, about how Br'er
 Fox made the Tar Baby catch Br'er Rabbit.
 Use in: English, Social Studies Curriculum
- 398b "Knee High Man" FILMSTRIP P
 26 fr. 35 mm. silent color 1947
 From the southern mountains comes this folk tale of the short
 man who went to the horse, the bull and the owl and asked,
 "Please tell me how I can grow bigger?"
 Use in: English, Social Studies Curriculum
- 398c "Pecos Bill Becomes A Cowboy" FILMSTRIP P
 26 fr. 35 mm. silent color 1947
 The greatest of the legendary cowboys was Pecos Bill, the boy
 who was raised by coyotes and learned to out ride, out shoot
 and out rope all cowboys on the ranch.
 Use in: English, Social Studies Curriculum
- 398d "Rabbit Who Wanted Red Wings" FILMSTRIP P
 26 fr. 35 mm. silent color 1947
 An old southern folk tale telling about the little white
 rabbit who wished for red wings and got them.
 Use in: English, Social Studies Curriculum
- 398e "Stormalong" FILMSTRIP P
 25 fr. 35 mm. silent color 1947
 In this tale of the seas, Stormalong, the legendary hero of
 old New England sailing men, was about 30 feet high and
 couldn't find a ship large enough for him.
 Use in: English, Social Studies Curriculum

- 398f "Hansel and Gretel" FILMSTRIP P
52 fr. 35 mm. silent 1947
Hansel and Gretel have a cruel stepmother who loses them in the forest. An old witch takes them in and threatens to cook them but they escape and return home to their father aided by a big duck.
Use in: English Young America
- 398g "Lion and the Mouse" FILMSTRIP P
38 fr. 35 mm. silent 1947
The lion, king of beasts, finds that even a tiny mouse can be helpful.
Use in: English Young America
- 398h "Little Red Hen" FILMSTRIP P
48 fr. 35 mm. silent 1947
The little red hen got no help from the lazy pig, cat, and duck in raising wheat, getting it ground to flour, and baking bread. All wanted to eat the fine bread but she and her chicks ate it because the others were too lazy to help when needed.
Use in: English Young America
- 398i "Rumpelstiltskin" FILMSTRIP P
50 fr. 35 mm. silent 1947
Rumpelstiltskin, a hobgoblin, helps spin straw into gold for the miller's daughter, who becomes queen. She promises him her first child. Her plea to keep the child is rewarded when she guesses the hobgoblin's name.
Use in: English Curriculum
- 398j "Boy Who Went to the North Wind" FILMSTRIP P
45 fr. 35 mm. silent 1947
The north wind blew away the poor boy's flour but gave him a magic cloth, goat and club in return.
Use in: English Young America
- 398k "Cinderella" FILMSTRIP P
47 fr. 35 mm. silent 1947
Cinderella's fairy godmother helps her get to the party where she meets the Prince and wins him to the dismay of her ugly stepsisters.
Use in: English Curriculum
- 398 l "Four Musicians" FILMSTRIP P
51 fr. 35 mm. silent 1947
An old donkey, dog, cat, and rooster join together to go to

the city and sing. On the way they frighten some robbers with their singing and get food and lodging.

Use in: English Young America

- 398m "Three Bears" FILMSTRIP P.
45 fr. 35 mm. silent 1947
Goldilocks, lost in the woods, enters the home of the three bears and eats their porridge, uses their chairs and falls fast asleep on the bed of the little bear. When they wake her up she runs home.
Use in: English Young America
- 398n "Three Little Pigs" FILMSTRIP P
51 fr. 35 mm. silent 1947
The three little pigs built a house of straw, then of sticks, but the wolf blew them down. Finally, their house built of bricks foiled the wolf.
Use in: English Young America
- 398o "Thumbelina" FILMSTRIP P
25 fr. 35 mm. silent color 1946
A witch gave a barley corn to a lady wanting a child. When planted it grew and bloomed and a tiny girl, Thumbelina, stepped from the blossom. After many exciting adventures she marries the King of all the little people.
Use in: Reading Curriculum
- 398p "Jack and the Beanstalk" FILMSTRIP P
25 fr. 35 mm. silent color 1946
Jack traded a cow for three magic beans which grew into a giant beanstalk. After climbing it he found a giant's house and obtained food and money from the wife of the giant. The latter chased him but Jack chopped down the beanstalk to save himself and destroy the giant.
Use in: Reading Young America
- 398q "Hare and The Tortoise" FILM P, I
11 min. 16 mm. sound guide 1948
An all star cast of real animals includes a wise old owl who acts as judge, a fox who lays out the woodland race course, a gossipy goose, a rooster and a raccoon who wakes up Mr. Hare too late.
Use in: Social Studies, Science EBF
- 398r "Boy and His Goats" FILMSTRIP P
24 fr. 35 mm. silent color
A boy who lost his goats. When he failed to round them up, a

- rabbit and a wolf tried and also failed. A little bee offered to help and was successful.
Use in: Reading Young America
- 398s "Straw Ox" FILMSTRIP P
48 fr. 35 mm. silent color 1947
The bear, wolf, fox, wildcat, and rabbit are caught on the straw ox but the poor old farmer frees them when they agree to bring him food.
Use in: Reading Young America
- 398t "Rabbits and The Frogs" FILMSTRIP P
42 fr. 35 mm. silent color 1947
The rabbits became afraid of all the animals in the forest and left. When they found that frogs were afraid of them, they regained their courage and returned to the forest.
Use in: Reading Young America
- 398u "Chicken Little" FILMSTRIP P
35 fr. 35 mm. silent color 1947
Chicken Little thinks the sky is falling and goes to tell the King. Other fowl go along. A wise fox shows them it was only a rose petal.
Use in: Reading Young America
- 398v "Drakestail" FILMSTRIP P
49 fr. 35 mm. silent color 1947
Drakestail, a happy little duck, loans the king money. When he seeks repayment the king tries to get rid of him, but friends who are with him help out and the people make Drakestail king.
Use in: Reading Young America
- 398w "Gingerbread Boy" FILMSTRIP P
34 fr. 35 mm. silent color 1947
A little old lady made a gingerbread boy who thinks he can run away from anyone. However, the sly old fox tricks him and eats him up.
Use in: Reading Young America
- 398x "Kofi, An African Boy" FILMSTRIP P
40 fr. 35 mm. silent color 1947
An original and authentic story tells about Kofi, a small boy whose home is on the west coast of Africa.
Use in: Reading Young America

- 398y "Little Red Riding Hood" FILMSTRIP P
40 fr. 35 mm. silent color 1947
Little Red Riding Hood is stopped by a wolf on her way through the forest as she goes to visit her grandmother. The wolf hurries ahead and disguises itself as the grandmother. Two woodchoppers save the girl by killing the wolf.
Use in: Reading Young America
- 421a "How to Develop Aids for Remembering" FILMSTRIP I, JH, HS
48 fr. 35 mm. silent color guide 1947
Ways of using your imagination to form mnemonics or memory aid pictures to hang in the mind are introduced.
Use in: English Curriculum
- 421b "Let's Look into Some of the Problems" FILMSTRIP I, JH, HS
43 fr. 35 mm. silent color guide 1947
The necessity for good spelling in whatever the student writes is stressed. Some common spelling difficulties, careless reading habits, mispronunciation, and the origin of difficult words are explained.
Use in: English Curriculum
- 421c "Seeing, Hearing, and Spelling" FILMSTRIP I, JH, HS
57 fr. 35 mm. silent color guide 1947
Errors of substitution, omission, addition and transposition of sounds in words spelled the way they sound are reduced or overcome by careful observation, pronunciation and a "photographic memory".
Use in: English Curriculum
- 421d "Use of the Dictionary in Spelling" FILMSTRIP I, JH, HS
56 fr. 35 mm. silent color guide 1947
The dictionary is the basis of good spelling habits, an aid in learning pronunciation, in forming mnemonics, and in "photographing words" in the mind.
Use in: English Curriculum
- 421e "The Comma" - Part I FILMSTRIP I, JH, HS
45 fr. 35 mm. silent color guide ----
Commas within a series are demonstrated.
Use in: English Pop Science
- 421f "The Comma" - Part II FILMSTRIP I, JH, HS
32 fr. 35 mm. silent color guide ----
This deals with the loose part of a sentence.
Use in: English Pop Science
- 421g "The Comma" - Part III FILMSTRIP I, JH, HS
The loose part of a sentence is presented.
Use in: English Pop Science

- 421h "Quotation Marks" FILMSTRIP I, JH, HS
58 fr. 35 mm. silent color guide ----
Uses and purposes of quotation marks are described.
Use in: English Pop Science
- 421i "Apostrophe" FILMSTRIP I, JH, HS
34 fr. 35 mm. silent color guide ----
This demonstrates uses and purposes of the apostrophe.
Use in: English Pop Science
- 421j "Colon, Semicolon, and Dash" FILMSTRIP I, JH, HS
44 fr. 35 mm. silent color guide ----
Uses of the colon, semicolon, and dash are disclosed.
Use in: English Pop Science
- 421k "Why Punctuate" FILM I, JH, HS
11 min. 16 mm. sound guide 1948
This orientation film is designed to motivate and introduce
or review the study of punctuation. It also summarizes the
basic rules for use of the most important punctuation marks.
Use in: English Young America
- 425a "Modifiers - Adverbs and Adjectives" FILMSTRIP I, JH, HS
49 fr. 35 mm. silent color guide 1947
In this story about adjective and adverb, each envies the
other's job, but finds he cannot do the other's work.
Use in: English Curriculum
- 425b "Nouns" FILMSTRIP I, JH, HS
54 fr. 35 mm. silent color guide 1947
A noun, would-be movie actor, proves he can play the parts of
people, places, things, and ideas.
Use in: English Curriculum
- 425c "Subject and Predicate" FILMSTRIP I, JH, HS
52 fr. 35 mm. silent color guide 1947
In a story about a circus visit, subject and predicate learn
that they are equally important, as students learn to recognize
each in simple declarative sentences.
Use in: English Curriculum
- 428.3a "How to Develop a Good Vocabulary" FILMSTRIP I, JH, HS
48 fr. 16 mm. silent color guide 1947
Joe develops a formula for vocabulary building - keep a note-
book for new words, look up the new words in the dictionary
and use them correctly.
Use in: English Curriculum

- 428.3b "Importance of Vocabulary in Communication" FILMSTRIP I, JH, HS
56 fr. 35 mm. silent color guide 1947
The experience of a French child who knows no English and is lost in New York, illustrates the importance in our lives of an ever growing vocabulary.
Use in: English Curriculum
- 428.3c "Words and Their Backgrounds" FILMSTRIP I, JH, HS
52 fr. 35 mm. silent color guide 1947
The names of such familiar things as a book, sofa and a sandwich have unsuspected and fascinating backgrounds, which the dictionary will reveal.
Use in: English Curriculum
- 511a "Meaning of Percentage" FILM I, JH
11 min. 16 mm. sound guide 1947
An introduction to the meaning of percentage is provided by relating it to the student's previous understanding of fractions and decimals.
Use in: Mathematics Young America
- 511b "We Discover Fractions" FILM I, JH
10 min. 16 mm. sound guide 1948
Students are helped in relating arithmetic symbols of fractions to their own experience. A piece of pie, and half an apple present fractions in familiar terms.
Use in: Mathematics Coronet
- 511c "Zero, A Place Holder" FILMSTRIP P
45 fr. 35 mm. silent color 1947
Pennies, cards, and beads are used to show the relationship of tens to ones.
Use in: Mathematics Pop Science
- 511d "Two's in Division" FILMSTRIP P
49 fr. 35 mm. silent color 1947
Simple problems in division and the relationship of division to subtraction are illustrated.
Use in: Mathematics Pop Science
- 511e "Number Family in Addition" FILMSTRIP P
41 fr. 35 mm. silent color 1947
Familiar objects at a birthday party, such as balloons, hats, chairs and pieces of cake, are used to demonstrate simple problems in addition.
Use in: Mathematics Pop Science

- 511f "The Three's" FILMSTRIP P
44 fr. 35 mm. silent color 1947
The differences between addition and multiplication are illustrated with emphasis upon three units with equal parts.
Use in: Mathematics Pop Science
- 511g "Compound Subtraction" FILMSTRIP P
40 fr. 35 mm. silent color 1947
Sixty-four tickets to be sold for a puppet show illustrate problems in subtraction.
Use in: Mathematics Pop Science
- 511h "What Numbers Mean" FILMSTRIP P
41 fr. 35 mm. silent color 1947
The only textual matter on the strip are the words and symbols for the numbers 1-10 which are illustrated by familiar objects such as dolls, airplanes and toy soldiers.
Use in: Mathematics Pop Science
- 511i "Five Keys to Mathematics" FILMSTRIP JH, HS
48 fr. 35 mm. silent
Of what importance is math in everyday and in industrial life? How much math does one have to know? What are the methods of learning that will help the student develop ingenuity in applying math?
Use in: Arithmetic in Jr. High and Jam Handy
High School Mathematics
- 511j "Order of Operations" FILMSTRIP JH, HS
46 fr. 35 mm. silent
Mental resourcefulness is developed in the use of processes and operations involving choice of basic methods.
Use in: Mathematics Jam Handy
- 511k "Square Root and Cube Root" FILMSTRIP JH, HS
52 fr. 35 mm. silent
Reason is applied to the method of rooting.
Use in: Mathematics Jam Handy
- 511 l "Multiplication and Division of Fractions" FILMSTRIP I, JH, HS
30 fr. 35 mm. silent
An explanation is given of what really happens in multiplication or division along with short cuts and checks.
Use in: Mathematics Jam Handy

- 511m "Addition and Subtraction of Fractions" FILMSTRIP I, JH, HS
47 fr. 35 mm. silent
Fractions are made to behave and common denominators are explained.
Use in: Mathematics Jam Handy
- 511n "Graph Uses" FILMSTRIP JH, HS
53 fr. 35 mm. silent
This tells how to develop and use graphs in every day activities. Graphs are a device for giving the facts at a glance.
Use in: Mathematics Jam Handy
- 511o "Fractions, Decimals and Percentage" FILMSTRIP JH, HS
59 fr. 35 mm. silent
Use of fractions and decimals and conversion from whole numbers to fractions to decimals to percentage or back are demonstrated.
Use in: Mathematics Jam Handy
- 511p "Addition and Subtraction" FILMSTRIP I, JH, HS
30 fr. 35 mm. silent
This filmstrip deals with decimal points, carry overs, unit borrowing and accuracy checks.
Use in: Mathematics Jam Handy
- 511q "Multiplication and Division" FILMSTRIP I, JH, HS
70 fr. 35 mm. silent
Multiplication and division are explained as a short method of adding and subtracting.
Use in: Mathematics Jam Handy
- 512a "Plotting Graphs" FILMSTRIP HS
69 fr. 35 mm. silent
Graphs enable us to visualize the equation. Simultaneous equations and their solution are presented.
Use in: Mathematics Jam Handy
- 512b "Positive and Negative Numbers" FILMSTRIP HS
60 fr. 35 mm. silent
This filmstrip shows how the "well known" positive and "helpful" negative numbers influence each other in the four fundamental operations.
Use in: Mathematics Jam Handy
- 512c "Ratios and Proportions" FILMSTRIP HS
50 fr. 35 mm. silent
Ratio and proportion, graphically presented, are helpful in practical, everyday situations.
Use in: Mathematics Jam Handy

- 512d "Exponents and Logarithms" FILMSTRIP HS
 87 fr. 35 mm. silent
 These powerful little numbers, the basis of logarithms, speed up arithmetic computation.
 Use in: Mathematics Jam Handy
- 512e "Arithmetic of Algebra" FILMSTRIP HS
 46 fr. 35 mm. silent
 Factoring, variables and the application of fundamental processes are explained.
 Use in: Mathematics Jam Handy
- 512f "Equations and Formulas" FILMSTRIP HS
 63 fr. 35 mm. silent
 Solution and meaning of simple equations and formulas including transformation is described.
 Use in: Mathematics, Physics Jam Handy
- 512g "Problem Analysis" FILMSTRIP HS
 45 fr. 35 mm. silent
 Sizing up a problem, surveying the information, and analyzing the results pays dividends.
 Use in: Mathematics Jam Handy
- 512h "Graphical Methods, Slide Rules, Solving Equations" FILMSTRIP HS
 35 fr. 35 mm. silent
 The instruments used in mathematical work are presented.
 Use in: Mathematics SVE
- 512i "Basic Definition of Algebra" FILMSTRIP HS
 30 fr. 35 mm. silent
 Terms explained include factors, coefficients, exponents, parenthesis, and subscripts.
 Use in: Algebra SVE
- 512j "Origin of Algebra" FILMSTRIP HS
 48 fr. 35 mm. silent
 Algebra originated as a shorter way of expressing mathematical relationships.
 Use in: Algebra SVE
- 513a "Angular Measurement" FILMSTRIP HS
 76 fr. 35 mm. silent
 Angles are related to arcs; units of measurement, degrees, radians, and mils, are explained.
 Use in: Mathematics Jam Handy

- 513b "Addition and Subtraction in Geometry" FILMSTRIP HS
 56 fr. 35 mm. silent
 Geometry is related to basic arithmetic in developing theorems from fundamentals.
 Use in: Mathematics Jam Handy
- 513c "Multiplication and Division in Geometry" FILMSTRIP HS
 54 fr. 35 mm. silent
 By taking up area and volume relationships application of arithmetic to geometry is completed.
 Use in: Mathematics Jam Handy
- 513d "Trigonometry" FILMSTRIP HS
 45 fr. 35 mm. silent
 The basic relationships of the general triangle are developed as the scope of geometry is extended.
 Use in: Mathematics Jam Handy
- 513e "Construction" FILMSTRIP HS
 62 fr. 35 mm. silent
 Geometrical constructions are related to problem solving.
 Use in: Mathematics Jam Handy
- 513f "Vectors" FILMSTRIP HS
 55 fr. 35 mm. silent
 A simple means for graphic visualization of force problems is presented.
 Use in: Mathematics, Science Jam Handy
- 513g "Scales and Models" FILMSTRIP HS
 83 fr. 35 mm. silent
 This filmstrip tells how to plan, use, and understand these valuable aids.
 Use in: Mathematics Jam Handy
- 516 "Analytic Geometry" FILMSTRIP HS
 44 fr. 35 mm. silent
 Quadratic equations are written for easing graphing by drawing board methods.
 Use in: Mathematics Jam Handy
- 520 "How We Learn About the Sky" FILMSTRIP I, JH
 51 fr. 35 mm. silent 1947
 This familiarizes the student with the great leaders in astronomy and their contribution to scientific exploration. The scientific method is contrasted with the early practice of accepting opinions and superstitions as explanations of astronomical phenomena.
 Use in: Science Jam Handy

- 523.2a "A Multitude of Suns" FILMSTRIP I, JH
62 fr. 35 mm. silent 1947
The immensities of time, space, and size in the stellar world are reduced to personal, near-at-hand measuring sticks.
Use in: Science Jam Handy
- 523.2b "The Sun's Family" FILMSTRIP I, JH
42 fr. 35 mm. silent 1947
"The Sun's Family" points out similarities and differences between planets, meteors and comets.
Use in: Science Jam Handy
- 523.3a "Our Neighbor, the Moon" FILMSTRIP I, JH
50 fr. 35 mm. silent 1947
The size of the moon and its travel in relation to the earth and the sun are portrayed. An imaginary rocket trip to the moon graphically demonstrates what is known of conditions on the moon and the effects such conditions would have on human life and behavior there.
Use in: Science Jam Handy
- 523.3b "The Changing Moon" FILMSTRIP I, JH
69 fr. 35 mm. silent 1947
Detailed visual consideration is given to the phases of the moon, eclipses, and the moon's effect on the earth's tides.
Use in: Science Jam Handy
- 523.4 "Interesting Things About the Planets" FILMSTRIP I, JH
42 fr. 35 mm. silent 1947
This explains the possibilities of life on other planets, comparisons of the length of days and years with those of the earth, and facts and legends about the discovery of planets.
Use in: Science Jam Handy
- 523.8 "Stories of the Constellations" FILMSTRIP I, JH
63 fr. 35 mm. silent 1947
The principal star constellations seen in the northern hemisphere are identified by legends associated with them.
Use in: Science Jam Handy
- 525a "Winter Has Two Faces" FILMSTRIP JH, HS
18 fr. 35 mm. silent 1947
Winter is wild and disagreeable in our cities, yet calm and beautiful in the glistening world of trees and open skies.
Use in: Science, Social Science Coronet

- 525b "Day and Night" FILMSTRIP I, JH
 34 fr. 35 mm. silent 1949
 Day and night are caused by the rotation of the earth.
 Use in: Science Young America
- 530 "Electronics" FILMSTRIP HS
 48 fr. 35 mm. silent
 Industrial uses of electronics are demonstrated along with an
 explanation of the radio tube.
 Use in: Physics SVE
- 531a "Mechanics" - Part I FILMSTRIP HS
 44 fr. 35 mm. silent
 Matter and its properties are discussed in this visual aid.
 Use in: Physics Vis Sciences
- 531b "Mechanics" - Part II FILMSTRIP HS
 30 fr. 35 mm. silent
 This deals with composition of forces, simple machines and
 gravity.
 Use in: Physics Vis Sciences
- 532a "Liquid Pressure" FILMSTRIP HS
 75 fr. 35 mm. silent
 Pressure in liquids is proportional to depth and density.
 Force and pressure problems are solved.
 Use in: Physics Jam Handy
- 532b "Buoyancy and Archimedes Principle" FILMSTRIP HS
 62 fr. 35 mm. silent
 Archimedes' principle concerning the relationship between
 buoyancy and the amount of liquid displaced is presented.
 Use in: Physics Jam Handy
- 532c "Measuring Fluid Pressure" FILMSTRIP HS
 55 fr. 35 mm. silent
 "Measuring Fluid Pressure" outlines the importance of measure-
 ments, the units of pressure and the instruments used.
 Use in: Science Jam Handy
- 532d "Jet Pumps, Siphons, Rotating Pumps" FILMSTRIP HS
 90 fr. 35 mm. silent
 Pumps of all types and rotating fluid devices for performing
 work are explained.
 Use in: Science Jam Handy

- 533a "Aerodynamics" FILM HS
18 min. 16 mm. sound 1943
"Aerodynamics" can be used for introductory material for pre-
induction and pre-flight groups and discussion of the funda-
mentals of the subject.
Use in: Science Castle
- 533b "Bernoulli's Principle" FILMSTRIP HS
61 fr. 35 mm. silent ----
This filmstrip gives "Bernoulli's" principle and its appli-
cations along with simple examples.
Use in: Science Jam Handy
- 533c "Atmospheric Pressure" FILMSTRIP JH, HS
70 fr. 35 mm. silent ----
Air takes up space, has weight, and exerts pressure. Atmos-
pheric pressure is computed from the height of the mercury
column.
Use in: Science Jam Handy
- 534 "Sound" FILMSTRIP HS
29 fr. 35 mm. silent ----
"Sound" presents wave motion, echoes, resonance and the laws
of strings.
Use in: Science Vis Sciences
- 535a "Light Waves and Their Uses" FILM JH, HS
11 min. 16 mm. sound guide 1937
This elementary presentation of light includes an explanation
of the principles of reflection with plane, concave, and con-
vex mirrors; refraction is presented in connection with lenses
and with special reference to the human eye. The principles
and applications of interference are portrayed. This is
followed by sequences on polar screen, the electromagnetic
spectrum and the quantum theory.
Use in: Science EBF
- 535b "Light" FILMSTRIP HS
28 fr. 35 mm. silent ----
Eclipses, reflection, refraction, lenses, camera, color and
law of inverse squares are illustrated.
Use in: Science Vis Sciences
- 536 "Heat" FILMSTRIP HS
38 fr. 35 mm. silent ----
The filmstrip tells about how heat is produced, its effects,
temperature, conductors, convection, change of state,
distillation and refrigeration.
Use in: Science Vis Sciences

- 537a "Electricity" FILMSTRIP I, JH
41 fr. 35 mm. silent 1949
The factors which affect the flow of electricity through a simple circuit are explained.
Use in: Science Young America
- 537b "Electricity" FILMSTRIP HS
50 fr. 35 mm. silent ----
Static electricity, conductors and insulators, condenser, simple cell, dry cell, storage cell, measurement, series and parallel circuits, generators, induction and transformers are demonstrated.
Use in: Science Vis Sciences
- 538a "Magnetism" FILMSTRIP HS
36 fr. 35 mm. silent ----
Theory, lines of force, attraction and repulsion, compasses, and application of magnets are presented.
Use in: Science Vis Sciences
- 538b "Magnets" FILMSTRIP I, JH
46 fr. 35 mm. silent guide 1949
This filmstrip explains the essential facts about the nature and behavior of simple magnets. It is built around the exploration into the nature of magnets by two children as part of their preparation for a "Magic Show" they are giving.
Use in: Science Young America
- 540a "Physical and Chemical Change" FILMSTRIP HS
48 fr. 35 mm. silent ----
Historical review of elements, examples of physical and chemical change, mixtures, compounds, oxygen and oxidation make up the subject matter of this teaching aid.
Use in: Science Vis Sciences
- 540b "Metallurgy, Organic Compounds" FILMSTRIP HS
50 fr. 35 mm. silent ----
Methods of refining ores, alloys, important minerals, hydrocarbons, halogens and carbon, alcohols, soaps and photosynthesis are explained.
Use in: Science Vis Sciences
- 541 "Laws and Theories" FILMSTRIP HS
40 fr. 35 mm. silent ----
Gay Lussac, Avagadro, formulas and equations, ionization, atomic chart and structure of atoms are topics.
Use in: Science Vis Sciences

- 541.2 "Atomic Theory" FILMSTRIP HS
 46 fr. 35 mm. silent -----
 Information on Dalton's theory, protons, electrons, periodic
 table, diagrams of atoms, and valence is shown.
 Use in: Science Vis Sciences
- 541.2a "The Atom" FILMSTRIP HS
 55 fr. 35 mm. silent color guide 1949
 This gives a technical description of the atom and its
 structure.
 Use in: Science Life
- 546a "Formula, Sulphur" FILMSTRIP HS
 48 fr. 35 mm. silent -----
 Formula writing, nomenclature, problems, and sulphur and its
 compounds are portrayed.
 Use in: Science Vis Sciences
- 546b "Hydrogen, Water" FILMSTRIP HS
 47 fr. 35 mm. silent -----
 Outlined here are electrolysis, reduction, solution, dis-
 tillation, law of multiple proportions, and molecules.
 Use in: Science Vis Sciences
- 546c "Sodium, Halogens" FILMSTRIP HS
 47 fr. 35 mm. silent -----
 Metals, compounds, chlorine, photography, flame tests, and
 bases are presented.
 Use in: Science Vis Sciences
- 546d "Ionization, Nitrogen" FILMSTRIP HS
 48 fr. 35 mm. silent -----
 This explains electrolytes and non-electrolytes, neutralization,
 types of reactions, actions go to an end, salts, nitrogen
 cycle, ammonia, air refrigeration.
 Use in: Science Vis Sciences
- 546e "Carbon, Calcium" FILMSTRIP HS
 47 fr. 35 mm. silent -----
 Calcium carbide, carborundum, glass, dry ice, carbon dioxide
 and monoxide, lime, hard water, gaseous and liquid fuels and
 fractional distillation are topics.
 Use in: Science Vis Sciences

- 551.4 "Work of Rivers" FILM I, JH, HS
 11 min. 16 mm. sound guide 1935
 "Work of Rivers" presents the erosion cycle of water on the earth's surface. Models and animated cartoons are employed to explain such special features as Niagara Falls, deltas, meanders, ox-bow lakes, rejuvenated rivers, lakes, water gaps and sand bars.
 Use in: Social Studies, Science EBF
- 551.5a "Meteorology and Navigation" FILMSTRIP HS
 26 fr. 35 mm. silent 1942
 Instruments used in meteorology and weather maps along with graphic solution of navigation problems are presented.
 Use in: Science SVE
- 551.5b "Modern Weather Theory" FILM JH, HS
 15 min. 16 mm. sound 1943
 Animation and maps, combined with commentary, explain the principles of the development and characteristics of atmospheric waves.
 Use in: Science Castle
- 551.57a "What Makes Rain" FILM P, I, JH
 10 min. 16 mm. sound guide 1946
 This introduces the young child to the concepts of evaporation and condensation as they apply to the water cycle.
 Use in: Science Young America
- 551.57b "What Makes Rain" FILMSTRIP I, JH
 40 fr. 35 mm. silent 1949
 Evaporation and condensation are explained in the water cycle.
 Use in: Science Young America
- 581 "Plant Growth" FILM I, JH, HS
 11 min. 16 mm. sound guide 1931
 The pea is used as an example and the film presents the complete life history from the sprouting of the seed to the dispersal of the ripened seeds in the mature plant.
 Use in: Science, Agriculture EBF
- 591.5a "Black Bear Twins" FILMSTRIP P, I, JH
 69 fr. 35 mm. silent 1947
 Two young, mischievous bears romp in the forest, seek food, raid a camp, explore a wild bee's nest, and then nurse their stings.
 Use in: Social Studies, Science EBF

- 591.5b "Animals of the Zoo" FILM P, I
 11 min. 16 mm. sound guide 1933
 The film shows the lion, tiger, eland, giraffe, bison, hippopotamus, rhinoceros, elephant, monkeys, sea lions, brown, black and polar bears.
 Use in: Social Studies, Science EBF
- 591.5c "Black Bear Twins" FILM P, I
 11 min. 16 mm. sound guide 1939
 A family of campers observes a pair of small, hungry and mischievous bears.
 Use in: Social Studies, Science EBF
- 591.5d "Common Animals of the Woods" FILMSTRIP P, I, JH
 75 fr. 35 mm. silent 1947
 This presents natural photographs of the lives and habits of the squirrel, rabbit, raccoon, porcupine, otter, mink, opossum, skunk and woodchuck in their forest habitats.
 Use in: Social Studies, Science EBF
- 591.5e "Elephants" FILMSTRIP P, I, JH
 84 fr. 35 mm. silent 1947
 Elephants eat, drink and bathe. Adult elephants are shown performing tricks and doing heavy work. Young elephants are trained.
 Use in: Social Studies, Science EBF
- 591.5f "Gray Squirrel" FILMSTRIP P, I, JH
 76 fr. 35 mm. silent 1947
 A pictorial study of the life and habits of these familiar animal friends shows them caring for the young, playing, finding food, storing food and building nests.
 Use in: Social Studies, Science ----
- 595.77a "House Fly" FILM I, JH, HS
 11 min. 16 mm. sound guide 1936
 The film tells the complete story of this common but extremely dangerous pest. The four stages of the fly's life cycle are shown. Its activities as a carrier of disease are presented vividly. This film is highly recommended for use in health education as well as in science.
 Use in: Science, Agriculture, Home Economics ----

- 595.77b "Life Cycle of a Mosquito" FILM JH, HS
 12 min. 16 mm. sound 1946
 An unusually informative film on the mosquito shows complete metamorphosis of the insect. New techniques in cinemicrography make possible faithful anatomical detail of the living mosquitos.
 Use in: Science ----
- 598.2 "Robin Red Breast" FILM P, I
 11 min. 16 mm. sound guide 1938
 The dramatic story of a robin family is told from the time father and mother robin build their nest until the baby robins are old enough to take care of themselves.
 Use in: Social Studies, Science ----
- 610 "Battle for Life" FILMSTRIP JH, HS
 28 fr. 35 mm. silent 1948
 Hospitals are essential guardians of our general well being; a modern city hospital is shown.
 Use in: Guidance, Social Studies ----
- 612.1 "Heart and Circulation" FILM JH, HS
 11 min. 16 mm. sound guide 1937
 The mechanics of the pulmonary and systemic systems are detailed, with delineation of the heart action. This shows microscopic scenes of capillary action. Blood pressure is related to health.
 Use in: Science, Physical Education ----
- 612.2 "Mechanisms of Breathing" FILM I, JH, HS
 11 min. 16 mm. sound guide 1936
 The breathing mechanism operates with technical animation of gaseous exchange in lungs and body tissue. Artificial respiration is demonstrated.
 Use in: Science, Physical Education ----
- 612.3 "Digestion of Foods" FILM JH, HS
 11 min. 16 mm. sound guide 1938
 The digestive process is summarized including work done in the mouth, stomach and small intestine. Reactions, digestive movements and their control are microphotographed. The circulatory and nervous systems are related to the digestive process.
 Use in: Science, Physical Education ----

- 613a "Keeping Clean" FILMSTRIP P
37 fr. 35 mm. silent 1947
Jim and Jane are shown practicing the various habits of cleanliness that are desirable for young children to follow.
Use in: Social Studies, Science ----
- 613b "Keeping Well" FILMSTRIP P
34 fr. 35 mm. silent 1947
This tells about the tiny germs which may make a child sick and where they are most likely to be contracted. It gives simple rules to observe in keeping healthy and free from disease.
Use in: Social Studies, Science ----
- 613c "Straight and Tall" FILMSTRIP P
39 fr. 35 mm. silent 1947
"Straight and Tall" shows what good posture is and why it is desirable. The aid points out that proper food, exercise and plenty of rest will help make strong, straight bodies.
Use in: Social Studies, Science Young America
- 613d "As Others See You" FILMSTRIP JH, HS
33 fr. 35 mm. silent 1948
This discusses how to stand and walk, the importance of relaxation, diet, rest, good grooming habits, the art of make-up, and suitable and becoming clothing for high school boys and girls.
Use in: Home Economics, Physical McGraw
Education, Social Studies
- 613.2 "Foods and Nutrition" FILMSTRIP JH, HS
86 fr. 35 mm. silent 1948
Important lessons regarding normal dietary requirements of carbohydrates, fats, proteins, minerals, vitamins and water are taught.
Use in: Health classes in Science or EBF
Physical Education, Home Economics
- 613.7 "Rest and Sleep" FILMSTRIP P
35 fr. 35 mm. silent 1947
Children need plenty of sleep and rest. The basic rules that insure good, restful sleep are given.
Use in: Social Studies, Science Young America

- 614 "People - Our Most Valuable Resource" FILMSTRIP JH, HS
 41 fr. 35 mm. silent color guide 1949
 The entire subject of conservation is introduced and ways of promoting our people's economic, social and ethical well-being are discussed.
 Use in: Social Studies Pop Science
- 614.4 "Defense Against Invasion" FILM I, JH, HS
 12 min. 16 mm. sound color 1943
 In an amazingly simple and entertaining fashion through animation and actual photography how vaccination makes the body immune from disease is explained.
 Use in: Science Inst Inter Am Affairs
- 614.8a "Death Rides the Highways" FILMSTRIP HS
 14 fr. 35 mm. silent 1947
 Here is shown a small glimpse of the many tragic things highway policemen see. Careless driving means death.
 Use in: Driver Training, Social Studies Coronet
- 614.8b "Safety Begins at Home" FILM I, JH
 10 min. 16 mm. sound 1946
 The film points out the correct way of using a jack knife, how and when to use a step ladder, and other household safeguards.
 Use in: Social Studies, Science Young America
- 617.6 "Strong Teeth" FILMSTRIP P
 36 fr. 35 mm. silent 1947
 Jim and Jane do the every day things to maintain good teeth, with special emphasis upon the necessity of establishing regular habits.
 Use in: Social Studies, Science Young America
- 621.384 "Receiving Radio Messages" FILM JH, HS
 11 min. 16 mm. sound guide 1943
 Animated drawings make clear the principles of a radio receiver. The need of detection and how it is achieved by a crystal is demonstrated.
 Use in: Science
- 621.8 "Simple Machines" FILM JH, HS
 11 min. 16 mm. sound guide 1942
 The basic features of the lever, the inclined plane, the wedge, the pully and screw are shown. Applications of these devices to modern complex machines are demonstrated. The evolution of the machine and its part in contemporary civilization is also indicated.
 Use in: Science, Agriculture, Shop EBF

- 626- "Irrigation Farming" FILM I, JH, HS
 11 min. 16 mm. sound guide 1939
 This film shows man's ingenuity in using the resources of nature to make usable and profitable a land that would otherwise be arid and desert, incapable of supporting vegetation.
 Use in: Social Studies, Science, EBF
 Agriculture
- 628.1a "Nothing Can Live Without Water" FILMSTRIP I, JH, HS
 5 1/4 fr. 35 mm. silent color guide 1949
 The manifold uses of water in our lives are traced. The water cycle, methods of preventing waste, the role of the government, and what all of us can do to prevent depletion of our water resources are explained.
 Use in: Social Studies, Science, Pop Science
 Agriculture
- 628.1b "Water, Friend or Enemy" FILM I, JH, HS
 9 min. 16 mm. sound color 1943
 Water can be a true friend to man if proper precautions are taken to see that it is pure. Correct measures in keeping spring and well water from being contaminated are illustrated.
 Use in: Science, Agriculture Inst Inter Am Affairs
- 629.1 "Air Transportation - Research Engineering" FILMSTRIP I, JH, HS
 26 fr. 35 mm. silent
 The engineering phase, types of planes and some civil aeronautics authority information is given.
 Use in: Social Studies SVE
- 629.13 "History of Air Transportation" FILMSTRIP I, JH
 42 fr. 35 mm. silent guide 1949
 The development of air transportation is traced from man's early efforts to imitate birds in flight to present day achievement in air transportation.
 Use in: Social Studies Young America
- 629.22 "Bike Behavior" FILMSTRIP P, I, JH
 30 fr. 35 mm. silent color guide 1949
 This excellent cartoon with commentary on the guide gives some common bike riding faults that lead to accidents.
 Use in: Safety Courses Cathedral
- 630a "From Farm to Table" FILMSTRIP I, JH
 42 fr. 35 mm. silent 1949
 Bread, meat and dairy products are taken from the farm to the city dweller's table.
 Use in: Social Studies Pop Science

- 630b "Where Our Food Comes From" FILMSTRIP I, JH
40 fr. 35 mm. silent 1949
Sources of our basic food are shown along with the reason our country produces so much food. Imported foods are also shown.
Use in: Social Studies Pop Science
- 630.1 "Foods for Health" FILMSTRIP P
41 fr. 35 mm. silent 1947
Two children who are visiting on their grandparent's farm tell of the good, healthful things they eat and the interesting time they are having.
Use in: Social Studies, Science Young America
- 631.4 "Soil and Water Conservation" FILM JH, HS
10 min. 16 mm. sound 1948
Conservation farming methods may prevent further destruction of the nation's soil and water resources. It emphasizes proper land use as the basis for conservation farming.
Use in: Agriculture, Science Castle
- 631.4a "Saving the Soil" FILMSTRIP I, JH, HS
55 fr. 35 mm. silent color guide 1949
The process by which soil is formed and the part it plays in our lives is explained. Depletion of soil in the past and methods of using soil productively and protectively are shown.
Use in: Social Studies, Agriculture, Pop Science
Science
- 633.1 "Corn Farmer" FILM I, JH, HS
11 min. 16 mm. sound guide 1940
An outstanding teaching film shows practical application of character and personality traits.
Use in: Social Studies, Agriculture, EBF
Home Economics
- 634.9 "Forestry As A Career" FILMSTRIP HS
50 fr. 35 mm. silent ----
Forestry is an outdoor occupation concerned with conservation of natural resources, management of forest lands, and utilization of the forests.
Use in: Social Studies, Guidance SVE
- 634.9a "Using Our Forests Wisely" FILMSTRIP I, JH, HS
fr. 35 mm. silent color guide 1949
This emphasizes the many values of our forests in relation to soil and water conservation, source of lumber, recreation, and wildlife. It shows historic and current methods of use and conservation.
Use in: Social Studies, Science, Pop Science
Agriculture

- 636.1 "The Horse" FILMSTRIP P, I, JH
74 fr. 35 mm. silent 1947
The development and training of a colt on a Kentucky farm from one week to three years of age is shown. The greatly changed role of the horse in modern life is explained.
Use in: Social Studies, Science EBF
- 636.3 "Goats" FILMSTRIP P, I, JH
68 fr. 35 mm. silent 1947
Two humorous young goats and Old Billy amuse the audience with their antics while they instruct it in the habits, characteristics and care of these interesting domesticated animals.
Use in: Social Studies, Science EBF
- 636.7 "Shep the Farm Dog" FILMSTRIP P, I, JH
69 fr. 35 mm. silent 1947
A day in the life of a farm collie is caught realistically in a series of pictures which shows him herding cows, eating, hiding a bone and playing with his master.
Use in: Social Studies, Science EBF
- 636.8 "Three Little Kittens" FILMSTRIP P, I, JH
73 fr. 35 mm. silent 1947
Development of three young kittens is portrayed in early dependency on mother, learning to feed and cleanse themselves, adventures while playing, and final separation.
Use in: Social Studies, Science EBF
- 641.5a "How to Cook Eggs" FILMSTRIP HS
53 fr. 35 mm. silent color
Grading of eggs is explained. Eggs are cooked in the shell, fried, poached, shirred, scrambled, or as omelet.
Use in: Home Economics SVE
- 641.5b "How to Cook a Turkey" FILMSTRIP HS
52 fr. 35 mm. silent color
Preparation, cooking, temperature chart, and carving are discussed in this filmstrip.
Use in: Home Economics SVE
- 642 "The Sterling Story" FILMSTRIP HS
45 fr. 35 mm. silent color guide 1948
The sterling story with table settings is designed to teach the easy, right way to set tables for both informal and formal occasions, to show how to care for sterling, and how to choose sterling patterns.
Use in: Home Economics AVA

- 646 "Susie Makes A Dress" FILMSTRIP HS
 52 fr. 35 mm. silent color 1945
 Susie chooses the pattern, fabric, cuts out the cloth, and
 does the sewing.
 Use in: Home Economics AVA
- 646.7 "Beauty Culture As A Career" FILMSTRIP HS
 48 fr. 35 mm. silent
 Beauty culture has a background as fascinating as it is
 ancient. In the past ten or fifteen years it has been a
 rapidly developing vocation.
 Use in: Guidance - Social Studies SVE
- 648 "The Family Wash" FILMSTRIP HS
 52 fr. 35 mm. silent 1949
 How to do the family wash in both non-automatic and automatic
 washers is shown.
 Use in: Home Economics Proctor & G
- 656a "Transportation in Our Country" FILMSTRIP I, JH
 42 fr. 35 mm. silent 1949
 Two children are going on a trip. The various methods of
 travel are compared. Historical material on advances are
 presented.
 Use in: Social Studies Pop Science
- 656b "Air Transportation, Jobs and You" FILMSTRIP HS
 60 fr. 35 mm. silent
 United Air Lines discusses its traffic, expectations on
 applicants, and advantages of employment.
 Use in: Guidance, Social Studies SVE
- 656c "Highway Transportation" FILMSTRIP JH, HS
 76 fr. 35 mm. silent
 This takes one from the first horseless carriage and dirt
 roads to present day large transport trucks and super
 highways.
 Use in: Social Studies SVE
- 671Wa "Learning Farm Welding with the Arc Welder" FILMSTRIP HS
 42 fr. 35 mm. silent 1948
 Learning to run a bead is the topic of this aid.
 Use in: Industrial Arts, Agriculture Lincoln

- 671Wb "Learning Farm Welding with the Arc Welder" FILMSTRIP HS
79 fr. 35 mm. silent 1948
Welds are made in all positions.
Use in: Industrial Arts, Agriculture Lincoln
- 671Wc "Learning Farm Welding with the Arc Welder" FILMSTRIP HS
38 fr. 35 mm. silent 1948
Equipment and fundamentals of welding are demonstrated.
Use in: Industrial Arts, Agriculture Lincoln
- 677 "How We Are Clothed" FILMSTRIP I, JH
45 fr. 35 mm. silent 1949
This traces clothing (wool, cotton, rayon) from the source, through the factory, to the finished garment.
Use in: Social Studies Pop Science
- 677.2 "Cotton" FILM I, JH, HS
11 min. 16 mm. sound guide 1946
"Cotton" tells the story of the making of cotton cloth, from the picking of the boll in southern fields to the packing and shipping of the finished cloth as it comes from the looms of a modern mill. Handpicking is contrasted with the work of a modern mechanical picker.
Use in: Social Studies, Home Economics EBF
- 694a "Hand Tools - Hammers - Saws" FILMSTRIP HS
41 fr. 35 mm. silent 1944
Safety practices are demonstrated in the use of hand tools, hammers and saws.
Use in: Industrial Arts Jam Handy
- 694b "Planes - Bits - Knives - Chisels - Screwdrivers - Files" FILMSTRIP HS
52 fr. 35 mm. silent 1944
This takes up safe practices in working with planes, bits, chisels, knives, screwdrivers and files.
Use in: Industrial Arts Jam Handy
- 694c "Tool Grinder" FILMSTRIP HS
46 fr. 35 mm. silent 1944
This filmstrip deals with the parts of the tool grinder and safe practices in use of a grinder.
Use in: Industrial Arts Jam Handy

- 694d "Drill Press" FILMSTRIP HS
63 fr. 35 mm. silent 1944
The drill press is explained as to parts, setting up and use.
Use in: Industrial Arts Jam Handy
- 694e "Jig Saw" FILMSTRIP HS
76 fr. 35 mm. silent 1944
Safe practices in the use of a jig saw are presented.
Use in: Industrial Arts Jam Handy
- 694f "Band Saw" FILMSTRIP HS
79 fr. 35 mm. silent 1944
The band saw and its operation are shown.
Use in: Industrial Arts Jam Handy
- 694g "Disk Sander" FILMSTRIP HS
31 fr. 35 mm. silent 1944
Uses of disk sander including safe practices in operation
are demonstrated.
Use in: Industrial Arts Jam Handy
- 694h "Belt Sander" FILMSTRIP HS
62 fr. 35 mm. silent 1944
Operation of the belt sander is visualized in this filmstrip.
Use in: Industrial Arts Jam Handy
- 694i "Lathe; Parts - Spindle Turning" FILMSTRIP HS
74 fr. 35 mm. silent 1944
Spindle turning on a wood lathe is the topic of this aid.
Use in: Industrial Arts Jam Handy
- 694j "Lathe; Faceplate Turning - Other Operations" FILMSTRIP HS
35 fr. 35 mm. silent 1944
Operation of a wood lathe in faceplate turning, sanding and
polishing, and drilling is explained.
Use in: Industrial Arts Jam Handy
- 694k "Planer" FILMSTRIP HS
47 fr. 35 mm. silent 1944
This shows the parts of a planer and safe practices in its
use.
Use in: Industrial Arts Jam Handy

- 694 1 "Jointer" FILMSTRIP HS
62 fr. 35 mm. silent 1944
The filmstrip demonstrates use of the jointer and safe operating practices involved in its use.
Use in: Industrial Arts Jam Handy
- 694m "Circular Saw; Parts - Installing Blade" FILMSTRIP HS
74 fr. 35 mm. silent 1944
Selection and installation of a blade and the parts of a circular saw are pictured.
Use in: Industrial Arts Jam Handy
- 694n "Circular Saw; Setting Up-Operating" FILMSTRIP HS
40 fr. 35 mm. silent 1944
Safe practices in setting up and operation of a circular saw are explained.
Use in: Industrial Arts Jam Handy
- 709 "The Middle Ages" FILMSTRIP HS
49 fr. 35 mm. silent color guide 1949
Photographs of medieval works of art, architecture, sculpture, illuminated manuscripts, and tapestries illustrate the life of the men and women of this era.
Use in: Social Studies Life
- 709.45 "Michelangelo - Sistine Chapel" FILMSTRIP HS
55 fr. 35 mm. silent color 1950
This is the first complete record of these famous frescoes which rank as one of the world's supreme achievements of creative imagination.
Use in: Art, Social Studies Life
- 725 "Shakespeare's Theater" FILMSTRIP HS
43 fr. 35 mm. silent 1949
The essential characteristics and parts of the Globe theater are described. How one class built a model of the Globe is recorded.
Use in: English Young America
- 740a "Lines" FILMSTRIP P,I,JH
27 fr. 35 mm. silent color 1947
"Lines" suggest the many ideas and feelings that lines can express.
Use in: Art Curriculum

- 740b "More Shapes" FILMSTRIP P, I, JH
 23 fr. 35 mm. silent color 1947
 The pupil finds that shapes become more interesting when he makes them light or dark, rough or smooth, or varies the color and pattern.
 Use in: Art Curriculum
- 740c "Proportion" FILMSTRIP P, I, JH
 30 fr. 35 mm. silent color 1947
 In every picture the pupil paints he shows proportion by comparing the parts of each object and by comparing the objects to each other.
 Use in: Art Curriculum
- 740d "Shapes" FILMSTRIP P, I, JH
 28 fr. 35 mm. silent color 1947
 Simple shapes appear in fascinating forms when the pupil wonders, "What kind of shapes can I make?"
 Use in: Art Curriculum
- 740e "Solid Shapes" FILMSTRIP P, I, JH
 24 fr. 35 mm. silent color 1947
 This answers the questions; "How can I make my shapes look solid?" and "How can I make shapes express ideas?"
 Use in: Art Curriculum
- 744 "First Course in Mechanical Drawing" FILMSTRIP HS
 86 fr. 35 mm. silent guide 1948
 Drawing is the graphic language which is used to convey ideas from the designer to the engineer or mechanic. When drawn with instruments such as T-square, triangles, etc., it is called mechanical drawing.
 Use in: Industrial Arts ---
- 750 "Painting A Picture" FILMSTRIP I, JH
 36 fr. 35 mm. silent color 1947
 When John paints a picture of the circus he uses all he knows about colors, lines, shapes and proportion to put together a picture that helps him to express himself.
 Use in: Art Curriculum
- 752a "Color" FILMSTRIP I, JH
 39 fr. 35 mm. silent color 1947
 The pupil can mix colors to make other colors, and to make his colors lighter, darker and grayer.
 Use in: Art Curriculum

- 752b "Using Color" FILMSTRIP I, JH
 31 fr. 35 mm. silent color 1947
 The student expresses himself by painting pictures with bright, happy colors on dull, sad colors on strong, exciting colors.
 Use in: Art Curriculum
- 780a "Music in America" FILM I, JH, HS
 17 min. 16 mm. sound guide ----
 Such outstanding musical personalities as singer Marian Anderson, composer George Gershwin, bandsman Benny Goodman, violinist Mischa Elman, and conductor Serge Koussevitsky are featured. The film shows how jazz was derived from Negro folk music and how great composers like Gershwin got their inspiration from the popular idiom of time.
 Use in: Music MOT
- 780b A1 "Music for Rhythm Bands" RECORD P
 8 sides - 10" 78 RPM guide 1947
 1. Amaryllis; Minuet in G
 2. Le Secret; Pirouette
 3. Gavotte; Rendezvous
 4. Rataplan; Serenata; Waltz No. 5; With Castanets; Shadows
 Use in: Music RCA
- 780c A33 "Beethoven; His Story and His Music" RECORD I, JH, HS
 6 sides - 10" 78 RPM guide 1947
 To our generation, as to his own, Beethoven's music brings a sense of deep inner strength, a quality of pathos and joy, an enduring faith in the ultimate victory of man.
 Use in: Music VOX
- 780d A34 "Grieg; His Story and His Music" RECORD I, JH, HS
 6 sides - 10" 78 RPM guide 1948
 In this series young listeners are brought the music and important events in the life of Edward Grieg.
 Use in: Music VOX
- 780e A35 "Mozart; His Story and His Music" RECORD I, JH, HS
 6 sides - 10" 78 RPM guide 1947
 Mozart's true monument is his music - a song of pure loveliness that never fades or grows old. It remains as the undying achievement of one of the supreme artists of all time.
 Use in: Music VOX

- 782a S42 "Gems from the Student Prince" and RECORD JH, HS
 "Gems from the Love Song"
 2 sides - 12" 78 RPM -----
 The Victor Light Opera Company plays these selections.
 Use in: Music RCA
- 782b A36 "The Emperor's New Clothes" RECORD P, I, JH
 4 sides - 10" 78 RPM guide 1948
 This is the first opera created specifically for young
 children. It is from the Hans Christian Anderson fairy tale.
 Use in: English, Music YPR
- 783 A2 "Music at Christmas Time" RECORD P
 8 sides - 10" 78 RPM -----
 1. Under the Stars; I Saw Three Ships; The First Christmas;
 Once in Royal David's City; Jingle Bells; Away in a
 Manger; I Heard the Bells on Christmas Day
 2. While Shepherds Watched Their Flocks by Night; Joy to
 the World; It Came Upon the Midnight Clear; The First
 Nowell; Deck the Halls with Boughs of Holly
 3. O Come, All Ye Faithful; O Little Town of Bethlehem;
 Silent Night; Hark, the Herald Angels Sing;
 4. We Three Kings of Orient Are; Birthday of the King;
 O Holy Night; Nazareth
 Use in: Music RCA
- 784b A3 "Singing Activities - Volume VI" RECORD I, JH
 8 sides - 10" 78 RPM guide 1947
 1. He Shall Feed His Flock; Beautiful Savior
 2. Knowest Thou the Land; Home to Our Mountains
 3. Ave Maria; How Lovely Are the Messengers
 4. Toreador's Song; Tramp, Tramp, Tramp, Along the Highway
 Use in: Music RCA
- 784c A4 "Singing Games" RECORD P
 8 sides - 10" 78 RPM -----
 1. The Big Gray Cat; Hippity Hop to the Barber Shop; Ten
 Little Indians; Yankee Doodle; The Snail; Sally Go Round
 the Moon; A Hunting We Will Go; The Thread Follows the
 Needle
 2. London Bridge; Here We Go 'Round the Mulberry Bush;
 Soldier Boy; The Muffin Man
 3. The Farmer in the Dell; Did You Ever See a Lassie?; Way
 Down in the Paw Paw Patch; Old Pompey; Skip to my Lou
 4. Looby Lou; Oats, Peas, Beans and Barley Grow; The Needle's
 Eye; Jolly Is the Miller
 Use in: Music RCA

- 784d A5 "Singing Activities - Volume V" RECORD I, JH
8 sides - 10" 78 RPM guide 1947
1. El-a-noy; Lonesome Valley; Shuckin' of the Corn; At the Gate of Heaven; To Bethlehem, Singing; Night Herding Song
 2. Boule's Ball; The Turtle Dove; La Cuisiniere; Tutu Maramba; Santo San Juanito; From You Mountain Verdant
 3. Que Lejos Estoy; Vidalita; Uy! Tara La La; Cuba; Flowing River
 4. Walking at Night; Vagabond's Song; Spring; Little Grove, All in Green; Walking Song; At Sunset
- 784e A6 "Singing Activities" RECORD P
8 sides - 10" 78 RPM guide -----
1. Hey Diddle Diddle; Little Bo-Peep; Mary Had a Little Lamb; Little Jack Horner; See Saw Margery Daw; Ride a Cock Horse; When the Little Children Sleep; God Loves Me; Evening Prayer.
 2. Sing a Song of Sixpence; I Love Little Pussy; Pussy Cat; Dickory, Dickory, Dock; Over the Hills and Far Away; By Lo; Diddle Diddle Dumpling; Wee Willie Winkie; Bean Porridge Hot; Three Little Mice; Jack and Jill; Baa, Baa, Black Sheep
 3. John-John-Johnny; Bed in Summer; Guardian Angels; Golden Slumbers; Cossack's Lullaby; Gardens in the Sea; Indian Lullaby; Sleep, Baby, Sleep
 4. The Frog and the Mouse; The Tailor and the Mouse; The Frog He Would a-Wooing Go; Mr. Duck and Mr. Turkey; The Chicken; The Daisy and the Wind; The Little Shoemaker
- Use in: Music RCA
- 784f A7 "Patriotic Songs" RECORD P, I, JH
6 sides - 10" 78 RPM guide 1947
1. The Star Spangled Banner; America the Beautiful
 2. America; Columbia the Gem of the Ocean; Hail Columbia
 3. Battle Hymn of the Republic; Battle Cry of Freedom; Dixie
- Use in: Music RCA
- 784g A8 "Singing Activities - Volume IV" RECORD I, JH
8 sides - 10" 78 RPM guide -----
1. Florian's Song; Hedge Rose; In the Boat; Stars with Little Golden Sandals; Slumber Boat
 2. Blow the Man Down; Billy Boy; Bendemeer's Stream; Frog Went a-Courting; Song of the Volga Boatman
 3. Swing Low, Sweet Chariot; Old Folks at Home
 4. From the Land of the Sky Blue Water; The Cuckoo Clock; O Sole mio; Loch Lomond
- Use in: Music RCA

- 784h S5 "Let's All Join In" RECORD I
2 sides - 10" 78 RPM guide 1947
Among the most enjoyable and important musical experiences is community singing. All the songs on this record have been chosen so that the child, the family and friends can all join in. The real spirit of America, its social, historical and industrial growth, have been expressed in folk song.
Use in: Music YPR
- 784i S9 "Penny Whistle" RECORD P
2 sides - 10" 78 RPM guide 1947
From the sounds of nature and the more complicated sounds of a city we proceed, in this record, to the building of a musical scale and a melody through a fine adventure story.
Use in: Music, Art YPR
- 784j S3 "The Circus Comes to Town" RECORD P
2 sides - 10" 78 RPM guide 1949
The color and flavor of a real circus provide the motivation for original and dramatic play. The song background is again a basic and varied rhythmic experience.
Use in: Music, Physical Education YPR
- 784k S8 "Chisholm Trail" RECORD I
2 sides - 10" 78 RPM guide 1948
Here's a record that will tell you a real story about the life of a cowboy and the songs he sings as he drives his cattle from the range to the railroad depot.
Use in: Music, Social Studies YPR
- 784 l "Carmen" FILMSTRIP HS
22 fr. 35 mm. silent 1948
A brief synopsis of the opera is presented along with picture scenes from the original paintings by Beale.
Use in: Music SVE
- 784m S13 "Happy Birthday" RECORD P
2 sides - 10" 78 RPM guide 1949
This record attempts to bring into the fun and gaiety of the birthday a fresh and imaginative approach.
Use in: Music YPR
- 784n S14 "Muffin in the City" RECORD P
2 sides - 10" 78 RPM guide 1949
Muffin - a little dog - is in the city. He hears room noises and street noises, little noises and big noises; and then he hears a tiny squeak, squeak, squeak.
Use in: Music YPR

- 784o S15 "The Birth of Paul Bunyan" RECORD P, I
2 sides - 10" 78 RPM guide 1949
This record is filled with the warm humor and robust flavor
that have given folk tales their universal appeal for
people of all ages.
Use in: Music, English YPR
- 784p A32 "H. M. S. Pinafore" RECORD JH, HS
4 sides - 12" 33 1/3 RPM guide 1949
The D'Oyly Carte Opera Company with the new Promenade
orchestra present this opera by Gilbert and Sullivan.
Use in: Music London
- 784q A18 "Square Dances" RECORD JH, HS
8 sides - 10" 78 RPM guide 1949
In this album of square dances they have selected popular
singing calls which will benefit the beginner and advanced
dancer alike. They are particularly designed for use in
the home, clubs, schools and wherever folks gather for an
evening of fun and relaxation.
Use in: Music, Physical Education MacGregor
- 784r A9 "Square Dancing - Leo Gotcher" RECORD JH, HS
8 sides - 12" 78 RPM guide 1949
Various calls of square dancing are presented.
Use in: Music, Physical Education MacGregor
- 784s S31 "I'm Falling in Love with Someone" RECORD JH, HS
1 side - 10" 78 RPM
John McCormack sings this number from the operetta "Naughty
Marietta".
Use in: Music RCA
- 784t S35 "A Little Bit of Heaven" RECORD P, I, JH, HS
1 side - 10" 78 RPM
John McCormack is the vocalist.
Use in: Music RCA
- 784u S44 "Gretchen Am Spinnrade" and Franz Schubert's "Ave Maria" RECORD JH, HS
2 sides - 12" 78 RPM
Dorothy Maynor, soprano, sings this in German.
Use in: Music RCA
- 784v S50 "If I Could Tell You" RECORD I, JH, HS
2 sides - 12" 78 RPM
Richard Crooks is the tenor soloist.
Use in: Music RCA

- 784w S52 "Out of Doors" RECORD P
 2 sides - 10" 78 RPM guide 1949
 A piano solo is used for a rest period. Activity songs such as hopping, swaying or tapping songs are given.
 Use in: Music, Physical Education YPR
- 784x S53 "Round and Round" RECORD P, I, JH, HS
 2 sides - 10" 78 RPM guide 1949
 This record tells about two musical forms, the round or cannon and the fugue.
 Use in: Music YPR
- 784y S54 "First Music for Ones and Twos" RECORD P
 2 sides - 10" 78 RPM guide 1949
 Sounds of animals and baby doll with repetition provide material for early auditory training. The other side deals with dressing and going bye bye.
 Use in: Music London
- 784z A40 "The Nursery" RECORD P, I
 4 sides - 10" 78 RPM guide ----
 Seven episodes of child life with Betty Martin, soprano, are presented.
 Use in: Music Columbia
- 784aa S55 "Stephen Foster's Songs" RECORD I, JH, HS
 2 sides - 12" 33 1/3 RPM guide ----
 A collection of twenty-one of Foster's songs are sung by Nelson Eddy with a choral and orchestra accompaniment.
 Use in: Music Columbia
- 784ab A37 "An Album of Lullabies" RECORD P
 6 sides - 10" 78 RPM ----
 1. Mozart's Lullaby; Tschaiowsky's Cradle Song
 2. Grieg's Cradle Song; Brahm's Sandman
 3. Gretchaninoff's Slumber Song; Humperdinck's Children's Prayer
 Use in: Music Columbia
- 784ac S56 "Green Eyed Dragon" RECORD P, I, JH, HS
 1 side - 7" 45 RPM ----
 This is an enjoyable tale about the green eyed dragon who is very ferocious but who finally succumbs after eating some rich, homemade plum cake baked by a young princess.
 Use in: Music RCA

- 78had S57 "Pledge to the Flag" RECORD I, JH
 1 side - 10" 78 RPM
 The pledge of allegiance is set to music.
 Use in: Music, Social Studies RCA
- 785a A10 "Music of American Indians" RECORD P, I, JH
 8 sides - 10" 78 RPM guide 1947
 1. Chant of the Eagle Dance; Winnebago Love Song; Love with Tears; Pueblo Lullaby; Omaha Cermonial
 2. The Sunrise Call; Dance Call; Butterfly Dance; Shuffling Feet
 3. From an Indian Lodge; Love Song
 4. Shawnee Indian Hunting Dance; War Dance
 Use in: Music, Social Studies RCA
- 785b All "Listening Activities - Volume II" RECORD P
 8 sides - 10" 78 RPM guide
 1. Of a Tailor and a Bear - MacDowell; The Wild Roseman - Schumann; Spinning Song - Kullak; The Little Hunters - Kullak
 2. Waltz in A Flat - Brahms; Light Cavalry Overture - von Suppe'; Serenata - Moszkowski; Waltzing Doll - Poldini; Melody in F - Rubinstein; Andantino - Thomas; Evening Bells - Kullak; Elfin Dance - Grieg
 3. Golliwogg's Cake Walk - Debussy; The Hurdy-Gurdy Man - Goosens; The Little Shepherd - Debussy
 4. Berceuse - Jarnefelt; Wand of Youth Suites - Elgar
 Use in: Music RCA
- 785c A12 "Listening Activities - Volume V" RECORD I, JH
 8 sides - 10" 78 RPM guide 1947
 1. The Music Box - Liadoff; Oh, Vermeland, Thou Lovely - Swedish Folk
 2. Norwegian Bridal Procession - Grieg; Festival March from "Tannhauser" - Wagner
 3. Come Let Us to the Bagpipe's Sound - Bach; Theme from Andante - Haydn; Scherzo - Beethoven; Etude in G Flat Major - Chopin
 4. Clair de lune - Debussy; Pavane of the Sleeping Beauty - Ravel; Witches' Dance - MacDowell
- 785d A13 "Listening Activities - Volume VI" RECORD I, JH
 8 sides - 10" 78 RPM guide 1947
 1. Leave Me to Languish - Handel; Scherzo - Schubert; Symphony No. 1 - Brahms; Dance of the Gnomes - Liszt
 2. To Spring - Grieg; Hungarian Dance No. 5 - Brahms

3. The Youth of Hercules - Saint-Saens
 4. Ballad Told at Candle Light - Cyril Scott; Polka from the Ballet "The Golden Age" - Shostakovich; Cries in the Street - Mompou; Young Girls in the Garden - Mompou
 Use in: Music RCA
- 785e All "Listening Activities - Volume IV" RECORD I, JH
 8 sides - 10" 78 RPM 1947
 1. Hansel and Gretel
 2. Humoresque - Tchaikovsky; Andante - Haydn; Minuet - Boccherini
 3. Entrance of the Little Fauns - Pierre'; Dance of the Chinese Dolls - Rebikoff; Theme from Sonata in A - Mozart; Gavotte - Gossec; Nocturne - Mendelssohn; Caprice on Airs de Ballet - Gluck
 4. Dance - Bartok; Play on the Beach - Mompou; Play No. 2 - Mompou; Deer Dance - Skilton
 Use in: Music RCA
- 785f All "Beethoven Fifth Symphony - Opus 67" RECORD JH, HS
 8 sides - 12" 78 RPM
 Toscanini conducts the NBS Symphony orchestra in this number
 Use in: Music RCA
- 785g All "Peter and the Wolf" RECORD P, I
 6 sides - 12" 78 RPM guide
 This orchestral fairy tale was written for children, although like all great fairy tales, it is fresh and absorbing to all alert minds at any age, six or sixty.
 Use in: Music, Reading RCA
- 785h All "An American in Paris" RECORD I, JH, HS
 4 sides - 12" 78 RPM
 Gershwin had the idea for this composition before he landed on the continent. Once he arrived in the French capital, visited its cafes, went to its museums, saw its many historic sights and rode down its boulevards in its noisy taxicabs, his musical ideas took definite form.
 Use in: Music Columbia
- 785i All "On Wings of Song" RECORD I, JH
 6 sides - 10" 78 RPM 1945
 1. Little Shoemaker; Skip to My Lou; Polka; Jingle at the Window; Flicka, Will you Dance; Hallowe'en Night; Over the River; The Three Kings; For America
 2. When the Chestnut Leaves Are Falling; Faith of Our Fathers; Holladaro; The Hurdy-Gurdy; Indian Dance;

- A Song of the Cowboy; The Indian Flute; Taps
 3. Waltz with Anya; Lord, I Want to be a Christian; May Day
 Carol; California; Wait for the Wagon; Shuckin' of the
 Corn; Fairest Lord Jesus; Ain't Gonna Rain
 Use in: Music RCA
- 785j A19 "Instruments of the Orchestra" RECORD I, JH, HS
 4 sides - 12" 78 RPM
 Musical excerpts from the symphonic repertoire illustrate
 the principal instruments of the modern symphony orchestra.
 Use in: Music Columbia
- 785k A20 "Songs of Safety" RECORD P, I
 6 sides - 10" 78 RPM
 These are sung by Frank Luther accompanied by Harry Breuer
 and orchestra.
 Use in: Music, Safety Decca
- 785 l A21 "Listening Activities - Volume III" RECORD P
 8 sides - 10" 78 RPM guide
 1. Marionettes - MacDowell; Of Br'er Rabbit - MacDowell;
 To a Water Lily - MacDowell
 2. March of the Gnomes - Rebikoff; Allegretto - Gounod;
 March of the Dwarfs - Grieg
 3. Toy Symphony - Haydn
 4. The Bee - Schubert; Waltz in D Flat - Chopin; Spring
 Song - Mendelssohn
- 785m "Instruments of the Orchestra" FILM JH, HS
 20 min. 16 mm. sound
 Dr. Malcolm Sargent introduces the twenty-six different
 instruments common to the symphony orchestra.
 Use in: Music Eastin
- 785n S10 "Blue Danube" RECORD JH, HS
 2 sides - 10" 33 1/3 RPM guide 1949
 The "Blue Danube" is played by Ronnie Munro and orchestra.
 Use in: Music London
- 785o S30 "Nutcracker Suite" and "Mozartiana" RECORD I, JH, HS
 2 sides - 12" 33 1/3 RPM guide 1949
 Arthur Rodzinski conducts the Philharmonic symphony orchestra
 of New York. The record illustrates two talents of Tchaikov-
 sky's, his skill at writing captivating and imaginative music
 and his expert talent at orchestrating the music of a man
 whose works he loved.
 Use in: Music Columbia

- 785p S32 "Tales of Hoffman-Barcarolle" and "Cavalleria Rusticana"
2 sides - 10" 78 RPM
These are played by the Victor Concert Orchestra.
Use in: Music RCA P, I, JH, HS

- 785q S33 "Juba Dance" and "From the Canebrake"
2 sides - 10" 78 RPM
The Victor Symphony Orchestra plays these numbers.
Use in: Music RCA P, I, JH, HS

- 785r S38 "Holidays for Strings" and "Our Waltz"
2 sides - 10" 78 RPM
The Philharmonic Orchestra of Los Angeles plays these selections.
Use in: Music Decca I, JH, HS

- 785s S41 "Symphony No. 5 in C Minor, Opus 67 - Beethoven" and "Symphony No. 8 in B Minor ("Unfinished") Schubert"
2 sides - 12" 78 RPM
Victor Symphony Orchestra is conducted by Charles O'Connell.
Use in: Music RCA I, JH, HS

- 785t S45 "On the Trail" (Grand Canyon Suite)
2 sides - 12" 78 RPM
Andre Kostelanetz and orchestra are featured.
Use in: Music Columbia P, I, JH, HS

- 785u S46 "Finlandia" (Sibelius, Opus 26, #7)
2 sides - 12" 78 RPM
"Finlandia" is played by the Philadelphia Orchestra with Eugene Ormandy conducting.
Use in: Music RCA JH, HS

- 785v S47 "The Sorcerer's Apprentice"
2 sides - 12" 78 RPM
Auturo Toscanini directs the Philharmonic Symphony Orchestra.
Use in: Music RCA I, JH, HS

- 785w S48 "Berceuse from the Tempest" and "Valse Triste"
2 sides - 12" 78 RPM
Leopold Stokowsky conducts the Philadelphia Orchestra.
Use in: Music RCA P, I, JH, HS

- 785x S49 "Pavane for a Dead Princess" and "Clair de Lune"
2 sides - 12" 78 RPM
Andre Kostelanetz and orchestra present these pieces.
Use in: Music Columbia
- 785y S51 "Die Walkure - Magic Fire Music"
2 sides - 12" 78 RPM
Leopold Stokowski and orchestra play this selection by Wagner.
Use in: Music RCA
- 785z S58 "Folk Songs for Orchestra"
2 sides - 10" 78 RPM
Five traditional Russian folk songs are arranged by Liadow.
Use in: Music YPR
- 785aa S59 "Music of Aaron Copland"
2 sides - 10" 78 RPM
Copland is considered America's outstanding contemporary composer.
Use in: Music YPR
- 785ab S60 "Rondo for Bassoon"
2 sides - 10" 78 RPM
The rondo way of telling a musical idea is to keep coming back to the first melody.
Use in: Music YPR
- 785ac S61 "Igor Strawinsky"
2 sides - 10" 78 RPM
Music by a modern composer is presented.
Use in: Music YPR
- 785ad S62 "Licorice Stick"
2 sides - 10" 78 RPM
The clarinet is often called a licorice stick by jazz musicians. Before modern jazz it was and still is one of the most important instruments of the symphony orchestra because of its wide range and variety.
Use in: Music YPR
- 785ae A38 "Little Black Sambo's Jungle Band"
4 sides - 7" 45 RPM
Members of Little Black Sambo's Jungle Band demonstrate instruments of the orchestra and band.
Use in: Music RCA

- 785af S63 "Erne Kleine Nacht Musik and Surprise Symphony" RECORD P, I, JH, HS
 1 side - 10" 33 1/3 RPM ---
 This interesting and simple serenade is intimate, charming music.
 Use in: Music Capitol
- 785ag A39 "Insect Pictures in Music" RECORD P
 6 sides - 10" 78 RPM guide
 1. The Flight of the Bumble Bee; The Butterfly
 2. Song of the Flea; I Danced with a Mosquito
 3. Dance of the Grasshoppers; The Spider
 Use in: Music Decca
- 785ah S64 "Jazz Band" RECORD P, I, JH
 2 sides - 10" 78 RPM guide 1948
 Jazz Band is an account for children of the "birth of the blues".
 Use in: Music YPR
- 785ai A22 "Listening Activities - Volume I" RECORD P
 8 sides - 10" 78 RPM guide 1947
 1. Lullaby - Brahms; Little Sandman - Brahms; Hush My Babe - Rousseau; Lullaby - Mozart; Cradle Song - Schubert; Sweet and Low - Barnby
 2. March of the Little Lead Soldiers - Pierne'; Petite Suite - Bizet
 3. Badinage - Herbert; Legend of the Bells - Planquette; Humoresque - Dvorak; Scherzo from 3rd Symphony - Beethoven; Minuet - Paderewski; Gavotte - Popper; Minuet - Beethoven; Rock-a-bye-Baby - Tradional
 4. Run, Run; Ring Around the Rosy; March, Little Soldier; Sleeping Time; Hobby Horse - Pinto
- 786a S65 "Harmonious Blacksmith" RECORD I, JH, HS
 1 side - 12" 78 RPM
 Handel's idea for the music is said to have come from hearing a man singing as he worked. The strong beat of the rhythm makes it sound like a song sung by a blacksmith as he beats upon the anvil with his heavy hammer.
 Use in: Music RCA
- 786.2 S4 "Said the Piano to the Harpsichord" RECORD P, I
 2 sides - 10" 78 RPM guide 1948
 The piano is set forth in a charming story, as an instrument contrasted with its forerunner, the harpsichord. The mechanical and technical make up of the instruments is

presented on a musical level that indicates the source of instrumental color.

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| | Use in: Music | | YPR | |
| 787a S66 | "Andante Cantabile and Liebsleid"
2 sides - 7"
These are viola solos with piano accompaniment.
Use in: Music | 45 RPM | RECORD | P, I, JH, HS
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| 787.1 S6 | "The Wonderful Violin"
2 sides - 10"
This selection brings the child the story of the violin. The wonderful violin will give some of the background necessary for a deeper appreciation of the use of instruments in all types of music.
Use in: Music | 78 RPM | RECORD
guide | I
1948 |
| 787.1a S34 | "Largo" (Handel)
1 side - 10"
This violin solo is by Maud Powell
Use in: Music | 78 RPM | RECORD | I, JH, HS
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| 787.1b S37 | "Serenade" (Pierne) and "Raff's Cavatina"
2 sides - 10"
A violin solo is presented with orchestra.
Use in: Music | 78 RPM | RECORD | P, I, JH, HS
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| 788 | "Fundamentals of Brass Instruments, Trumpet and Cornet"
40 fr. 35 mm. silent
The filmstrip takes up construction and operation, basic embouchure, tonguing and breathing, valve combinations and tones produced, and care of the instrument.
Use in: Music | silent | FILMSTRIP | I, JH, HS
1949 |
| 788a S7 | "Little Brass Band"
2 sides - 10"
All children love a band on parade. In "Little Brass Band" each of the instruments joins up with a band. They march into town, give a concert and return home.
Use in: Music | 78 RPM | RECORD
guide | P
1947 |
| 788b S11 | "On Parade"
2 sides - 10"
His Majesty's Irish Guards play "Colonel Bogey", "Sons of the Brave", "Old Comrades", "Entry of the Gladiators", | 33 1/3 RPM | RECORD
guide | P
1949 |

- "Liberty Bell", "Stars and Stripes Forever", "The Shanghai Sailor", "Turkish Patrol", "Airborne Division March", and "Pathfinders March".
Use in: Music YPR
- 788c S36 "The Liberators March" and "On the Quarter Deck"
2 sides - 10" 78 RPM
These marches are played by Columbia Military Band.
Use in: Music Columbia P, I, JH, HS
- 788d S39 "Faust Soldier's Chorus" and "Souvenir de Valence"
2 sides - 10" 78 RPM
"Soldier's Chorus" is played by Prince's Band and "Souvenir de Valence" is a cornet duet with band accompaniment.
Use in: Music Columbia P, I, JH, HS
- 788e S40 "Chant du Rossignol" and "Serenata"
2 sides - 10" 78 RPM
"Chant du Rossignol" is a piccolo solo with Sousa's band.
"Serenata" is an instrumental trio.
Use in: Music RCA P, I, JH, HS
- 788f S43 "The Thunderer March" and "The Southerner March"
2 sides - 12" 78 RPM
Sousa and Russell Alexander marches are presented.
Use in: Music RCA P, I, JH, HS
- 788g S67 "Phenomenal Fantasia" and "Four Minute Waltz"
2 sides - 12" 78 RPM
The first is a cornet number while the last is a trombone selection.
Use in: Music Cimera JH, HS
- 788h S68 "Symphonic Band"
2 sides - 10" 33 1/3 RPM
All the selections were written directly for band. They represent a cross-section of short pieces in which the composers and arrangers have tried to combine popular appeal with good taste.
Use in: Music Columbia P, I, JH, HS
1949
guide

- 789 S1 "Little Indian Drum" RECORD P
 2 sides - 10" 78 RPM guide 1949
 When the little Indian boy, Red Fox, got a bright red drum from his father, Tall Hunter, he was happy because he knew he could have lots of fun banging it with a stick. But then Tall Hunter showed Red Fox how he could have even more fun by making the drum talk. Red Fox's drum talk turned out to be more than just fun, for one time, when he was in great trouble, it called Tall Hunter to save him.
 Use in: Art, Music YPR
- 790a "Play and Recreation" FILMSTRIP I, JH
 53 fr. 35 mm. silent 1949
 Community possibilities and opportunities for indoor and outdoor recreation are presented.
 Use in: Social Studies Pop Science
- 790b "Fuss in Boots" FILMSTRIP P
 45 fr. 35 mm. silent color 1946
 The farmer was only able to give his young son a cat but the cat arranged a match with the king's daughter.
 Use in: Reading Young America
- 790c S19 "Singing Games for Young Children" RECORD P
 Part 5 and 6
 2 sides - 10" 78 RPM
 Games such as London Bridge Is Falling Down and Mary Had A Little Lamb are recorded.
 Use in: Recreation, Music Decca
- 793a A23 "Rhythmic Activities - Volume VI" RECORD I, JH
 8 sides - 10" 78 RPM guide 1947
 1. Shepherd's Hey; Country Gardens
 2. March; March of Pilgrims; Procession of the Sardar
 3. La Czarine; Spanish Serenade
 4. The Juba Dance; From the Canebrake
 Use in: Music; Physical Education RCA
- 793b A24 "Rhythmic Activities - Volume V" RECORD I, JH
 8 sides - 10" 78 RPM
 1. Shepherd's Dance; Masquerade; Norwegian Dance; The Swiss Maid
 2. The Irish Washerwoman; Turkey in the Straw
 3. March - "Carnival"; War Song; March - "Iphigenia in Aulis"; March - "Minatures"; March - "Grotesque"; March of the Priests
 4. Minuet in F; Minuet - "Don Giovanni"; Gavotte - "Les

- Petits Riens; Gavotte in D Minor
Use in: Music, Physical Education RCA
- 793c A25 "Rhythmic Activities - Volume III" RECORD P
8 sides - 10" 78 RPM guide 1947
1. Northern Song; Song of the Shepherdess; March; Papillons, No. 8; Dance of the Moorish Slaves; Slavonic Dance No. 1; Siciliana
 2. Polly Put the Kettle On; Lavender's Blue; Waltz; Come Lasses and Lads; John Peel; Marche Militaire
 3. Cradle Song; The Blacksmith; Dolly's Funeral; Tarantelle; Berceuse; Silhouette; Valse Gracieuse
 4. Mirror Dance; Elfenspiel; The Witch; March of the Tin Soldiers; Knight of the Hobby horse; The Clock, The Postillion; Peasant's Dance
- Use in: Music, Physical Education RCA
- 793d A26 "Rhythmic Activities - Volume II" RECORD P
8 sides - 10" 78 RPM guide 1947
1. Soldier's March; March in D Flat; March from the Nutcracker Suite; March from Alceste
 2. Boating on the Lake; Skating; Walzer; March; La Bergeronnette; Waltz; Scherzo; L'Arabesque; Tarantelle
 3. Run, Run, Run; Jumping; Running Game; Air de Ballet; Waltzes No. 1, 2, 9;
 4. Praelidium; Les Pifferari; Happy and Light of Heart; Tarantelle
- Use in: Music, Physical Education RCA
- 793e A27 "Rhythmic Activities - Volume I" RECORD P
8 sides - 10" 78 RPM guide 1947
1. Gnomes; Dwarfs; Fairies; Clowns
 2. Spark's; Etude Joyeuse; Barcarolle; Valsette; Valse Serenade; Love's Dream
 3. March in F Major; Theme for Skipping; Flying Birds; Wheel Barrow Motive; Plain Skip; Tiptoe March; Military March; Galloping Horse; Running Horses; High Stepping Horses; Skipping Theme
 4. Gigue in A; Jaglied; Sicilienne; Ballet; Adagio
- Use in: Music, Physical Education RCA
- 793f A28 "Rhythmic Activities - Volume IV" RECORD 1, JH
8 sides - 10" 78 RPM guide 1947
1. The Skater's Waltz; Minuet from Third Movement; Amaryllis; Waltzes
 2. Snow Drops; Allegro in G; Playtime No. 4; Passepiéd; Silhouette; Playtime No. 10

3. Country Dance (Weber); Country Dance (Beethoven);
Gavotte; Gigue in B Flat; Second Gavotte
4. March "Aida"; March of the Three Kings; Soldier's Chorus;
Toreador Song; Street Boys' Parade
- Use in: Music, Physical Education RCA
- 793g S12 "The Waltzing Elephant" RECORD P
2 sides - 10" 78 RPM guide -----
"Waltzing Elephant" uses a delightful story and charming
musical setting for the presentation of academic rhythmic
principles.
Use in: Music, Physical Education YPR
- 793.31 S69 "Mozart, Everybody Dances" RECORD P, I, JH
2 sides - 10" 78 RPM guide 1948
These dances written by Mozart were intended for public
dance festivals in Austria about 1790.
Use in: Music YPR
- 796 "The Breathless Moment" FILMSTRIP HS
21 fr. 35 mm. silent 1947
Out of sport's breath-taking moments come these speed
photographs of action filled moments in sports.
Use in: Physical Education SVE
- 796.32 "Shooting in Basketball" FILM I, JH, HS
11 min. 16 mm. sound guide 1946
The fundamentals of basketball shooting are taught concen-
trating on the set-shot. Stance, the action on the throw,
aim, trajectory and fingertip control are demonstrated.
Slow motion and stop motion techniques are used. Optical
treatment with superimposed animation illustrate principles
and point up action. Extensive use of closeups shows
details.
Use in: Physical Education EBF
- 796.33a "Football Line Play" FILMSTRIP JH, HS
43 fr. 35 mm. silent -----
Stance, centering, blocking, offense, and use of hands are
illustrated.
Use in: Physical Education SVE
- 796.33b "Blocking in Football" FILM JH, HS
11 min. 16 mm. sound guide 1946
This teaches the fundamentals of good blocking. Two basic
type of blocks are described. The importance of practice,
experience and good physical condition are emphasized.

It will provide practical help for both coaches and players, presenting the techniques of outstanding men in football.
Use in: Physical Education EBF

- 796.33c "Football, General Fundamentals" FILMSTRIP JH, HS
42 fr. 35 mm. silent 1942
Calistenics, blocking, passing, and punting are shown.
Use in: Physical Education SVE
- 796.33d "Football, Backfield Play" FILMSTRIP JH, HS
40 fr. 35 mm. silent 1942
Stance, carrying the ball, stiffarm, and deception are discussed.
Use in: Physical Education SVE
- 800 S28 "The Legend of Sleepy Hollow" RECORD JH, HS
Part I and II
2 sides - 12" 78 RPM
This is a condensation of the story of Sleepy Hollow.
Use in: English Eastin
- 800a S29 "The Legend of Sleepy Hollow" RECORD JH, HS
Part III and IV
2 sides - 12" 78 RPM
This is a condensation of the story of Sleepy Hollow.
Use in: English Eastin
- 811 "Dog and the Cat" FILMSTRIP P
47 fr. 35 mm. silent 1947
An old lady lost her magic ring and her pets found it. When the cat took all the credit the dog became angry at the cat.
Use in: English Young America
- 811a S20 "A Child's Garden of Verses" RECORD P, I
Part I and II
2 sides - 10" 78 RPM
Poems by Robert Louis Stevenson are presented with a musical background.
Use in: English Decca
- 811b S21 "A Child's Garden of Verses" RECORD P, I
Part III and IV
2 sides - 10" 78 RPM
This is a continuation of the previous listing.
Use in: English Decca

- 811c S22 "A Child's Garden of Verses"
Part V and VI
2 sides - 10" 78 RPM
This is the third record in the series.
Use in: English Decca P, I

- 811d S27 "Snow-Bound - Old Ironsides - Worship -
For You O'Democracy"
2 sides - 12" 78 RPM
Poems by Whittier, Holmes and Whitman are presented.
Use in: English Eastin JH, HS

- 812 S23 "Fanfares"
2 sides - 10" 78 RPM
Sound effects of trumpets, saxophones and trombones are
given.
Use in: Music, Speech Gennett JH, HS

- 812a S24 "Excited Crowd Voices, Applause"
2 sides 10" 78 RPM
Voices at baseball and football games provide hand clapping
and cheering sound effects.
Use in: Speech Gennett HS
- 812b S25 "Excited Crowd Voices, Thunder and
Rainfall"
2 sides - 10" 78 RPM
This has sound effects of thunder and rainfall.
Use in: Speech Major HS
- 812c S26 "Wind Storm and Rain Storm"
2 sides - 10" 78 RPM
Sound effects of wind howling and rain storm are on this
record.
Use in: Speech Gennett HS
- 820 "Introduction to the Victorian Age"
31 fr. 35 mm. silent
The filmstrip portrays the background for the writers of the
Victorian age and scenes from the England of that period.
Use in: English SVE HS
guide 1949
- 822.3a "As You Like It"
50 fr. 35 mm. silent
A pictorial synopsis of the play, based on scenes from the
motion picture is presented.
Use in: English Young America HS
1949

- 822.3b "Hamlet" FILMSTRIP HS
60 fr. 35 mm. silent 1949
This gives synopsis of the play, based on scenes from the Lawrence Olivier screen version.
Use in: English Young America
- 822.3c "Henry V" FILMSTRIP HS
42 fr. 35 mm. silent 1949
Scenes are taken from the screen version of "Hamlet".
Use in: English Young America
- 822.3d "Introduction to William Shakespeare" FILMSTRIP HS
41 fr. 35 mm. silent 1949
The life and times of Shakespeare are briefly surveyed.
Use in: English, Social Studies Young America
- 822.3e "Macbeth" FILMSTRIP HS
45 fr. 35 mm. silent 1949
A pictorial synopsis of the play, based on scenes from the Orson Welles screen version, is given.
Use in: English Young America
- 822.3f "Midsummer's Night Dream" FILMSTRIP HS
53 fr. 35 mm. silent 1949
Stills from the Hollywood production give a synopsis of this Shakespearian play.
Use in: English Young America
- 822.3g "Romeo and Juliet" FILMSTRIP HS
62 fr. 35 mm. silent 1949
The theme of this play is the tragic plight of two lovers, whose proud families are enemies. Cuttings are taken from the movie.
Use in: English Young America
- 822.3h "Julius Caesar - Act III, Scene 2" FILM HS
19 min. 16 mm. sound ----
The forum scene is played by a large company of English actors, with Leo Genn delivering Mark Antony's famous funeral oration.
Use in: English Eastin
- 822.3iS4l "Shakespeare - Julius Caesar" RECORD HS
5 records - 12" 78 RPM guide ----
Excerpts of the play are presented by Orson Welles and members of the Mercury Theater.
Use in: English Columbia

- 900 S2 "I Can Hear It Now" Volume I RECORD JH, HS
 2 sides - 12" 33 1/3 RPM guide 1948
 Speeches of men such as Franklin D. Roosevelt, Churchill, Wilkie, and Eisenhower with commentary by Edgar R. Murrow give outstanding historical events of 1933 - 1945.
 Use in: Social Studies, Speech Columbia
- 900a S70 "I Can Hear It Now" Volume II RECORD JH, HS
 2 sides - 12" 33 1/3 RPM guide 1950
 A continuing chronicle of the years 1945-9 following World War II is told in the authentic sounds and voices of those who made this history.
 Use in: Social Studies, Speech Columbia
- 909 "A World in Action" FILMSTRIP JH, HS
 29 fr. 35 mm. silent 1947
 This shows headline news-pictures produced from 1936 - 1946.
 Use in: Social Studies Coronet
- 910 "Global Concepts and the Age of Flight" FILMSTRIP JH, HS
 27 fr. 35 mm. silent ----
 Various maps, comparison of travel times throughout history, and facts on airline employees are shown.
 Use in: Guidance, Social Studies SVE
- 910.7a "Maps and Their Meaning" FILMSTRIP I, JH
 53 fr. 35 mm. silent color guide 1948
 A simple interpretation is provided of the relationship between maps, pictures taken from the ground, and airplane views. It illustrates certain common map symbols, including color used as a symbol and emphasizes the importance of the title or legend. Introduction to the use of scale is made.
 Use in: Social Studies Pop Science
- 910.7b "We Live on a Huge Ball" FILMSTRIP I, JH
 52 fr. 35 mm. silent guide 1948
 The globe is introduced along with some of the lines and points that make possible orientation with relation to the globe - the poles, the equator and the parallels of latitude.
 Use in: Social Studies Pop Science
- 910.7c "Flat Maps of a Round World" FILMSTRIP I, JH
 56 fr. 35 mm. silent guide 1948
 This is designed to help pupils make the transition from globes to flat maps. It begins with an explanation of N-S lines. It then shows how the globe grid, made up of parallels and meridians, may be transferred to a flat surface.
 Use in: Social Studies Pop Science

- 910.7d "Maps and Men" FILMSTRIP I, JH, HS
 44 fr. 35 mm. silent guide 1948
 Maps aid in carrying on the world's work. Special maps used by aviators, by navigators and by men carrying on various business pursuits are presented.
 Use in: Social Studies, Trigonometry Pop Science
- 912 "Airplane Changes Our World Map" FILM I, JH, HS
 11 min. 16 mm. sound guide 1942
 The evolution of world map concepts and how the airplane has drastically reduced travel distances is discussed. Sequences include the problem of projection distortion, early maps and globes, latitude and longitude, Mercator's, Mollweide's and Goode's projections, and distance contrasts between points on the globe by land, water and air travel routes.
 Use in: Mathematics, Social Studies EBF
- 913.38 "The Olympic Year" FILMSTRIP JH, HS
 25 fr. 35 mm. silent guide 1948
 Highlights of modern Olympic games are shown.
 Use in: Social Studies, Physical Education SVE
- 913.7 "Heritage of the Maya" FILMSTRIP HS
 44 fr. 35 mm. silent color guide 1950
 The crumbling ruins now lost in the Central American jungle were once magnificent cities. These cities and the whole brilliant civilization that raised them rested on one simple agricultural staple, corn.
 Use in: Social Studies Life
- 914.2 "England, Background of Literature" FILM JH, HS
 10 min. 16 mm. sound guide 1948
 Students are taken to England to show them that storied land as the inspiration for many great writers...The London of Chaucer, Dickens and Browning...the countryside which was so meaningful to Shakespeare, Keats, Wordsworth, and Kipling... and the sea as Coleridge, Conrad and Masfield wrote of it.
 Use in: English, Social Studies Coronet
- 914.2a "Eighteenth Century England" FILMSTRIP HS
 51 fr. 35 mm. silent color guide 1950
 This is a lively pictorialization of the vigorous era which gave birth to many of the ideas and institutions that are taken for granted today.
 Use in: English Life

- 914.92 "Children of Holland" FILMSTRIP P, I
71 fr. 35 mm. silent guide 1945
Home life, environment, and activities of a Dutch farm family are portrayed. Children perform daily chores, visit windmill, attend school, and travel to near-by city. Typical habits, custom and dress are revealed.
Use in: Social Studies EBF
- 914.94 "Children of Switzerland" FILMSTRIP P, I
67 fr. 35 mm. silent guide 1945
Activities and customs of a Swiss mountain family are described. Brother and sister visit village shops, and climb a mountain with mother to visit brother and father tending cattle and making cheese.
Use in: Social Studies EBF
- 915.1 "Children of China" FILMSTRIP P, I
63 fr. 35 mm. silent guide 1945
This reveals home and village life in Western China; children are shown at home, school and play.
Use in: Social Studies EBF
- 915.2 "The New Face of Japan" FILMSTRIP HS
48 fr. 35 mm. silent guide 1949
Topics include early history of western relations, war, punishment and reform, making a living, and Japan and Russia.
Use in: Social Studies N Y Times
- 916.8 "South Africa" (Riches of the Veldt) FILM JH, HS
20 min. 16 mm. sound 1949
Great mineral wealth and a Mediterranean-like climate support a fertile vigorous economy. Cattle, oranges, vineyards, gold and diamonds are products shown.
Use in: Social Studies UWF
- 917.1 "French Canadian Children" FILMSTRIP P, I
70 fr. 35 mm. silent guide 1945
Winter activities of a typical farm family are revealed. Children are depicted at home and at school, and adult activities such as rug-making, ice harvesting and maple sugar refining are shown.
Use in: Social Studies EBF
- 917.2 "Mexican Children" FILMSTRIP P, I
70 fr. 35 mm. silent guide 1945
The film follows a typical Mexican boy and girl as they help with home duties, play with pets, attend village school, visit father at work in the fields, and attend a colorful fiesta.
Use in: Social Studies EBF

- 917.2a "Mexico" (Adobe Village) FILM JH, HS
 20 min. 16 mm. sound 1949
 Areas colonized by the Spanish are characterized by much
 "blood blending" and have developed a maize culture with life
 centered in the village. The central plateau is the locale
 for this picture.
 Use in: Social Studies, Agriculture, UNF
 Spanish
- 917.3a "Coast to Coast Geography from the Air" FILMSTRIP I, JH
 56 fr. 35 mm. silent 1945
 A transcontinental trip by air shows cities and geographical
 features passed over enroute.
 Use in: Social Studies SVE
- 917.3b "Our Homes and Communities" FILMSTRIP I, JH
 46 fr. 35 mm. silent 1949
 Betty and Bob study why people live in certain types of
 homes. Plans for improving housing are presented.
 Use in: Social Studies Pop Science
- 917.4 "Northeastern States" FILMSTRIP I, JH
 66 fr. 35 mm. silent guide 1945
 Major geographical, industrial, and social features of the
 region are revealed. Graphic maps with symbols indicate
 topography, population distribution, and extent of industry.
 Use in: Social Studies EBF
- 917.4a "Emerson's New England" FILMSTRIP JH, HS
 65 fr. 35 mm. silent color 1950
 A selection of unusually handsome photographs, with quotations
 from the nineteenth century writers, evoke the spirit and
 atmosphere of America's Golden Age.
 Use in: English Life
- 917.5 "Southeastern States" FILMSTRIP I, JH
 66 fr. 35 mm. silent guide 1945
 Maps and pictures analyze topography, agricultural activity,
 and industrial growth. Modern social and industrial growth
 are emphasized.
 Use in: Social Studies EBF
- 917.6 "Southwestern States" FILMSTRIP I, JH
 68 fr. 35 mm. silent guide 1945
 This contrasts western plateau and eastern plains. Irrigation,
 stock raising, agriculture, mining, and oil extraction are
 shown.
 Use in: Social Studies EBF

- 917.7a "The River" FILM JH, HS
32 min. 16 mm. sound 1937
The story of the Mississippi River is told. What we should do in the future if we are to avoid soil and lumber losses and the disastrous effects of floods is shown.
Use in: Social Studies, Agriculture Castle
- 917.7b "Middle States" FILMSTRIP I, JH
65 fr. 35 mm. silent guide 1945
This emphasizes the extent and diversification of agriculture, the vastness of industrial and commercial activities, and the strategic position in the nation's transportation system. Development of resources and origin and distribution of population is traced.
Use in: Social Studies EBF
- 917.8 "Northwestern States" FILMSTRIP I, JH
71 fr. 35 mm. silent guide 1945
Great wheat production makes the Northwest the nation's breadbasket. Large scale cattle raising and vast lumber and mineral resources are shown.
Use in: Social Studies EBF
- 917.9 "Farwestern States" FILMSTRIP I, JH
71 fr. 35 mm. silent guide 1945
The Farwest is a region of contrasts in climate, topography, and population densities. Interdependence with other regions is stressed.
Use in: Social Studies EBF
- 918.2 "Argentina" (Horsemen of the Pampas) FILM JH, HS
20 min. 16 mm. sound 1949
The high grass covered plateaus which constitute the pampas are especially suited to large scale grazing operations. A day on a cattle ranch is shown.
Use in: Social Studies, Agriculture UWF
- 919.8 "Eskimo Children" FILMSTRIP P, I
67 fr. 35 mm. silent guide 1945
Extreme weather and remoteness influence home and community life of Eskimos on an Alaskan island.
Use in: Social Studies EBF
- 921a "Madame Curie and Radium" FILMSTRIP I, JH, HS
75 fr. 35 mm. silent 1946
The story of Madame Curie is followed by a discussion of the properties and uses of radium.
Use in: Science Met Life

- 921b "Edward Jenner and the Story of Small- FILMSTRIP I, JH, HS
pox Vaccination"
72 fr. 35 mm. silent 1946
The filmstrip presents the life of Jenner and explains
vaccination.
Use in: Science Met Life
- 921c "Robert Koch and the Discovery of the FILMSTRIP I, JH, HS
Tubercle Bacillus"
51 fr. 35 mm. silent 1946
The life work of this great health hero opened a new era in
bacteriology and public health.
Use in: Science Met Life
- 921d "Edward L. Trudeau and the Crusade FILMSTRIP JH, HS
Against Tuberculosis"
66 fr. 35 mm. silent 1946
Trudeau, the victorious physician who struggled for so many
years with tuberculosis himself left the victims of that
ancient enemy a heritage of hope.
Use in: Science Met Life
- 921e "Florence Nightingale and Nursing" FILMSTRIP I, JH, HS
74 fr. 35 mm. silent 1946
Nurses everywhere are guided by the principles established
through the vision and the dauntless courage of their first
great leader - Florence Nightingale.
Use in: Guidance, Science Met Life
- 921f "Louis Pasteur and the Germ Theory of FILMSTRIP JH, HS
Infection"
53 fr. 35 mm. silent 1946
The whole world owes homage to the tanner's son who spent
his life in finding ways to relieve suffering and prevent
untimely death.
Use in: Science Met Life
- 928a "Ralph Waldo Emerson" FILMSTRIP HS
76 fr. 35 mm. silent ---
Quotations from Emerson's works with picture illustrations
are woven into the story of his life.
Use in: English Eyegate
- 928b "Edgar Allen Poe" FILMSTRIP HS
66 fr. 35 mm. silent ---
Poe, the "tragic genius", was a highly imaginative boy with
a taste for literature. Cuttings and illustrations from
"Annabel Lee" are featured.
Use in: English Eyegate

- 928c "William Cullen Bryant" FILMSTRIP HS
 76 fr. 35 mm. silent -----
 Bryant is called the Father of American Poetry. His descriptive power is illustrated by quotations from "The Skies" and "The Crowded Street".
 Use in: English Eyegate
- 940.1 "The Middle Ages" FILMSTRIP JH, HS
 48 fr. 35 mm. silent color guide 1949
 This filmstrip reproduces treasures of medieval art from some of the great libraries and museums. It reveals what it was like to be alive in the Middle Ages.
 Use in: Art, Social Studies Life
- 940.531 "Western Europe Rebuilds" FILMSTRIP HS
 58 fr. 35 mm. silent guide 1949
 The problem of Western Europe rebuilding is discussed as to aid given, progress, obstacles, and future prospects.
 Use in: Social Studies N Y Times
- 942 "This Is England" FILMSTRIP JH, HS
 28 fr. 35 mm. silent 1947
 This deals with the England millions of veterans will remember - a warm hearted land of simple people and ancient charm.
 Use in: Social Studies SVE
- 942a S71 "Signing of the Magna Charta" RECORD HS
 1 side - 12" 33 1/3 RPM guide 1949
 The historic events is recreated.
 Use in: Social Studies Columbia
- 948.5 "Spotlight on Sweden" FILMSTRIP JH, HS
 25 fr. 35 mm. silent 1947
 Here you will meet a happy, contented and democratic people.
 Use in: Social Studies SVE
- 954 "India's People" FILMSTRIP JH, HS
 25 fr. 35 mm. silent 1948
 India, the symbol of the mysterious East, after more than a century of political agitation wins its freedom and looks to the future.
 Use in: Social Studies SVE
- 970 "History Review" FILMSTRIP I, JH
 41 fr. 35 mm. silent guide 1947
 The discovery and exploration of the new world are reviewed.
 Use in: Social Studies Pop Science

- 970.la "Shingebiss" FILMSTRIP P
26 fr. 35 mm. silent color 1947
An Indian tale describes the little brown duck who was not afraid of the big North wind.
Use in: English, Social Studies Curriculum
- 970.lb "Theft of a Fire" FILMSTRIP P
26 fr. 35 mm. silent color 1947
From the Indians of the western plains comes the tale of how Thunder stole fire from the animals and how they banded together to get it back.
Use in: English, Social Studies Curriculum
- 970.lc "Navajo Children" FILMSTRIP P, I
67 fr. 35 mm. silent guide 1945
Daily activities of a Navajo Indian family at home and during its annual migration are traced. Children and adults play games, plant, shear sheep, and weave rugs.
Use in: Social Studies EBF
- 970.ld "Wild White Horse" FILMSTRIP P
26 fr. 35 mm. silent color 1947
A legend told by Indians to settlers traveling west in their covered wagons, tells about the great white stallion who was actually seen only once by a little pioneer girl named Mary.
Use in: Science, Social Studies Curriculum
- 971.01 "Founders of New France" FILMSTRIP I, JH
48 fr. 35 mm. silent guide 1947
This depicts the exploration and settlement of New France. It develops the idea of an extended French empire in America.
Use in: Social Studies Pop Science
- 972 "Cortez Conquers Mexico" FILMSTRIP I, JH
44 fr. 35 mm. silent guide 1947
Cortez conquered the Aztecs by seizing Mexico City and established Spain as the richest nation in Europe.
Use in: Social Studies Pop Science
- 973a "The Birth of Our Freedom" FILMSTRIP JH, HS
47 fr. 35 mm. silent guide 1947
The roots of American freedom are in English history. Early American colonists translated their heritage into practice in the New World. It was climaxed by the creation of the Declaration of Independence.
Use in: Social Studies Pop Science

- 973b "A Freedom's Foundation" FILMSTRIP JH, HS
51 fr. 35 mm. silent guide 1947
The story is carried forward through the critical days before and during the formation and acceptance of the American Constitution.
Use in: Social Studies Pop Science
- 973c "Freedom's Progress" FILMSTRIP JH, HS
42 fr. 35 mm. silent guide 1947
This is primarily a study of democracy's most potent weapon - universal suffrage.
Use in: Social Studies Pop Science
- 973d "Freedom Today" FILMSTRIP JH, HS
52 fr. 35 mm. silent guide 1947
"Freedom Today" deals with the role of youth in preserving and perfecting our freedom.
Use in: Social Studies Pop Science
- 973e "The Vocabulary of Freedom" FILMSTRIP JH, HS
46 fr. 35 mm. silent guide 1947
Words and concepts that are fundamental to any discussion of American great documents are illustrated.
Use in: Social Studies, English Pop Science
- 973f "The Literature of Freedom" FILMSTRIP JH, HS
42 fr. 35 mm. silent guide 1947
Writings of a less formal character than the great official documents are emphasized.
Use in: English, Social Studies Pop Science
- 973.la "Spanish Discovery" FILMSTRIP I, JH
51 fr. 35 mm. silent guide 1947
The stories of Ponce de Leon, Vasco de Balboa, Magellan, Pizarro, De Soto and Coronado are presented. Better understanding of world geography is given.
Use in: Social Studies Pop Science
- 973.lb "How Columbus Discovered America" FILMSTRIP I, JH
52 fr. 35 mm. silent guide 1947
How Columbus gained support for his idea of sailing to the east by going west is explained.
Use in: Social Studies Pop Science
- 973.lc "The Vikings" FILMSTRIP I, JH
49 fr. 35 mm. silent guide 1947
Topics depicted include type of life led by Vikings, the discovery of Iceland, Greenland and finally Vineland.
Use in: Social Studies Pop Science

- 973.1d "Age of Discovery" FILMSTRIP I, JH
45 fr. 35 mm. silent guide 1947
In graphic manner medieval concepts of geography are depicted, and the forces that led to voyages of discovery and exploration are explained.
Use in: Social Studies Pop Science
- 973.1e "English Sea Dogs" FILMSTRIP I, JH
42 fr. 35 mm. silent guide 1947
Voyages of Sir John Hawkins, Sir Martin Frabisher, Sir Gilbert, Sir Raleigh, Sir Drake are shown. England gained naval supremacy from Spain and then laid claim to the New World.
Use in: Social Studies Pop Science
- 973.1f "Age of Exploration" FILMSTRIP I, JH, HS
50 fr. 35 mm. silent color 1950
Rare illustrations of historical and artistic interest combine to document the great voyages of discovery.
Use in: Social Studies Life
- 973.2 "Colonial Children" FILMSTRIP P, I
53 fr. 35 mm. silent guide 1945
With authentic settings and costumes, the daily activities, customs and self-sufficiency of a New England Colonial family are reproduced.
Use in: Social Studies EBF
- 973.2a "Early Settlers of New England" FILMSTRIP I, JH, HS
76 fr. 35 mm. silent 1949
Pioneers of 1626 Salem solve problems of food, shelter, and clothing.
Use in: Social Studies EBF
- 973.2b "Planter of Colonial Virginia" FILMSTRIP I, JH, HS
74 fr. 35 mm. silent 1949
An authentic picture of the physical and social environment in Virginia colony preceding the Revolutionary War is presented.
Use in: Social Studies EBF
- 973.5a "Flatboatmen of the Frontier" FILMSTRIP I, JH, HS
75 fr. 35 mm. silent 1949
This portrays an important phase of the American pioneer agricultural economy of early 19th century. The Ohio Valley farmers fell trees, prepare the lumber, and build a flatboat to carry their produce down the river to market.
Use in: Social Studies EBF

- 973.5b "Kentucky Pioneers" FILMSTRIP I, JH, HS
72 fr. 35 mm. silent 1949
The hardships encountered by two pioneer families in establishing new homes in Kentucky are described. Such daily activities as weaving, soap-making, cooking, and candle-making are shown.
Use in: Social Studies EBF
- 973.5c "Life in Old Louisiana" FILMSTRIP I, JH, HS
79 fr. 35 mm. silent 1949
New Orleans family life in the 1830's is shown. Attention is called to customs and manners of the period. Mississippi River packet boats, delta country architecture, cotton and cane plantations, and slavery are pictured.
Use in: Social Studies EBF
- 973.7 S71 "Battle of Gettysburg" RECORD JH, HS
1 side - 12" 33 1/3 RPM guide 1949
This historic event is recreated.
Use in: Social Studies Columbia
- 973.8 "Pioneers of the Plains" FILMSTRIP I, JH, HS
71 fr. 35 mm. silent 1949
A pioneer family establishes a new home on the midwestern plains in 1870. They journey westward by ox-drawn wagon from Illinois. The family build a sod house and work at such tasks as plowing, harvesting, gathering fuel and preparing meals.
Use in: Social Studies EBF
- 973.9 "The Defense of the United States" FILMSTRIP HS
52 fr. 35 mm. silent guide 1950
Russia is extending its influence. Our defense and our grand strategy is explained.
Use in: Social Studies N Y Times
- F a "Cat Who Lost His Tail" FILMSTRIP P
52 fr. 35 mm. silent 1947
An original and amusing story of Babbins, tells about a cat who got his tail cut off by a steel trap, and how he suffered the scorn of the other animals until he learned to live without his tail.
Use in: English Young America
- F b "Little Black Sambo" FILMSTRIP P
51 fr. 35 mm. silent 1947
Little Black Sambo bribes the tigers with pieces of clothing.

However, they become jealous of one another and turn to butter which he and his family use on their pancakes.
Use in: English Young America

- F c "Ugly Duckling" FILMSTRIP P
25 fr. 35 mm. silent color 1946
The ugly duckling, who is disliked by all the animals, turns out to be a beautiful swan.
Use in: Reading Curriculum
- F d "Change About" FILMSTRIP P
25 fr. 35 mm. silent color 1946
Tom and Mollie quarreled about who worked the harder. After changing jobs Tom was glad to again work in the fields.
Use in: Reading Curriculum
- F e "Fisherman's Wife" FILMSTRIP P
25 fr. 35 mm. silent color 1946
The fisherman caught a talking fish which he freed. His selfish wife asked the fish, a former prince, for so many things that all were finally taken away from her.
Use in: Reading Curriculum
- F f "Mr. Vinegar" FILMSTRIP P
25 fr. 35 mm. silent color 1946
Mr. Vinegar found forty pieces of gold with which he bought a cow. However, he was not satisfied and kept trading until he had only an old stick left.
Use in: Reading Curriculum
- F g "Peter Rabbit" FILMSTRIP P
25 fr. 35 mm. silent color 1946
Peter was a bad little rabbit and got into Mr. McGregor's garden. Since he didn't mind his mother, he had to go to bed early without his supper.
Use in: Reading Curriculum
- F h "Lazy Jack" FILMSTRIP P
25 fr. 35 mm. silent color 1946
Jack had lots of trouble in bringing home his wages but was rewarded with a large piece of land for making the farmer's daughter laugh.
Use in: Reading Curriculum
- F i "Animal Musicians" FILMSTRIP P
25 fr. 35 mm. silent color 1946
The animal musicians - dog, donkey, cat and rooster - frighten a band of robbers and gain a fine house, money, and food.
Use in: Reading Curriculum

- F j "Three Billy Goats Gruff" FILMSTRIP P
 25 fr. 35 mm. silent color 1946
 The big, bad troll threatens to eat each of the billy goats as they cross his bridge but the Great Big Billy Goat knocked the troll into the river.
 Use in: Reading Curriculum
- F k "Pied Piper" FILMSTRIP P
 25 fr. 35 mm. silent color 1946
 The Pied Piper helps the town of Hamelin get rid of its rats but when they fail to pay what had been promised he plays his pipes and all the children follow him away.
 Use in: Reading Curriculum
- F l A30 "Grimm's Fairy Tales" RECORD P
 6 sides - 10" 78 RPM ----
 Earle Ross with a musical background narrates "Snow White", "Rose Red", "Dr. Know-All" and "The Three Brothers".
 Use in: Reading Black-White
- F m A29 "The Little Engine That Could" RECORD P
 4 sides - 10" 78 RPM ----
 This is the story of the Little Blue Engine that pulled the train over the mountain, and arrived in the town of Yon because she thought she could.
- F n "Dee Dee Chow and His Dog" FILMSTRIP P
 37 fr. 35 mm. silent color 1949
 This original and authentic story of Dee Dee Chow, a small Chinese boy, whose dog is lost, shows how Chinese children live.
 Use in: Reading Young America
- F o "Gingerbread Boy" FILMSTRIP P
 25 fr. 35 mm. silent color 1946
 An old man and wife, without children, baked a gingerbread boy who ran away. The fox tricked the boy and ate him up.
 Use in: Reading Curriculum

APPENDIX E

REQUEST FOR AUDIO-VISUAL AIDS

FONT BENTON SCHOOLS

Check one

Film _____ Date _____ 19__

Filmstrip _____ Catalog _____

Record _____ Number _____

For use in _____
Subject _____ Grade _____

Number of students _____

Signed _____

Send one of these to the office for each request. Please return material promptly for maximum utilization. Use these on requests for rental or loan films.

APPENDIX F

CORONET

Instructional Films

November 22, 1949

Superintendent Bill Johnstone
Fort Benton Public Schools
Fort Benton, Montana

Dear Mr. Johnstone:

Your letter is appreciated and we hope we can provide some information which will be helpful in planning your film library operations.

It is difficult to estimate the probable life of a reel of film. If a film is given proper care and you do not plan to use it more than three times a year, it should last ten years or more. The deterioration will be more from old age and shrinkage than from the wear and tear of projection. Of course, much depends upon the way the film is handled when it is projected. If the operator keeps the film channel -- particularly the aperture plates -- immaculately clean at all times and does not permit dust to collect on other parts of the projection equipment the life of the film will be extended materially. The principal damage to film is caused by improper threading and by a dirty or corroded film channel. Sometimes damage to the edge of the film is caused by using reels which are not true. If the flanges are bent together in such a way that they press against the edges of the film as it rewinds or as it is wound on the take-up reel, that damage may prove to be serious.

There are various prepared film cleaners on the market, the majority of which use ordinary carbon tetrachloride as the principal ingredient. We usually buy the prepared cleaner for our own laboratory, inasmuch as it costs very little more than the ingredients purchased separately. If a piece of white lightweight rayon jersey is moistened slightly with the film cleaner, and the cloth folded so that it can be held lightly against the two sides of the film with the thumb and forefinger while the film is being wound from one reel to the other, it will not take long to complete a very good cleaning of one reel. This cleaning should be accomplished at least once a year and more often if a film is used frequently. Of course, the operator will need to refold the cloth to present different surfaces to the film as each surface darkens from the dirt and other matter which comes from the film.

Superintendent Bill Johnstone, November 22, 1949

The ideal storage facilities would provide for a temperature of 65 deg. F and a humidity of 65. We keep our negatives and color prints under those conditions but it is usually not practical to maintain such controls with a small number of films. Films should not be stored in a hot, dry place nor should they be stored above or near hot air registers or radiators. If there is a cool area in the building where the humidity is normally above 50%, that would be the best place to store your film.

Some of the manufactured steel storage cabinets have humidifiers or water pans built into the bottom of the cabinet so an occasional cup of water will maintain high humidity inside the cabinet. That is much preferable to the use of a moist blotter inside the film can. The blotter may cause drops of moisture to form on the film and thus eventually cause damage to the film emulsion.

All CORONET films are Vaporated by the Vacuumate Process before they are delivered. This extracts any excess moisture from the film stock and applies a preservative which should keep the film pliable and lengthen its life considerably. Other similar processes are used by other producers but it will be desirable for you to specify in each instance that the film should be Vaporated or given a similar treatment before the new print is delivered to you. It is easy for you to determine whether or not those instructions have been followed as all films which have been treated are so marked on the leader just ahead of the main title.

When damage does occur to a portion of a film, it should be repaired immediately and carefully. If replacement footage is needed, it is usually best to clip out and return to the producer the exact footage which you need for replacement. If you are not quite certain as to which portions should be replaced, it will be better to send the entire film to the producer with instructions to make the necessary repairs. In the case of CORONET Films, replacement footage for black and white prints is supplied at \$.08 a foot, and color replacements are supplied at \$.20 a foot. There is a minimum charge of \$2.00 for black and white replacement footage, and usually the minimum for color footage will range from \$6.00 to \$10.00. It is not desirable to cut out several frames of a sound film and splice the ends simply because it will usually interfere with the sound track and break the continuity.

We hope some of the suggestions above will be helpful to you, and if there are additional questions we shall do the best we can to supply the answers. We also hope you are planning to add a considerable number of CORONET Films to your library. We have the best educational films available and the enclosed check list will provide brief information concerning the subjects we can supply at present. We are adding to this list at the rate of six new films each month and we shall send you full information concerning those subjects as they become available.

Superintendent Bill Johnstone, November 22, 1949

Prints will be furnished on preview as you may request them, or if you will want to consider all the new subjects we can send those to you automatically as they are released. There is no obligation except for the transportation charges.

Sincerely yours,

/s/ Ellsworth C. Dent
/t/ ELLSWORTH C. DENT
Director of Distribution

ECD:bb
encl.

APPENDIX G

ENCYCLOPAEDIA BRITANNICA FILMS INC.

Wilmette, Illinois

November 22, 1949

Mr. Bill Johnstone
Fort Benton Public Schools
Fort Benton, Montana

Dear Mr. Johnstone:

Thank you for your letter requesting information on the care of films and filmstrips. We are sending you a booklet concerning this matter - "How to Run a Film Library".

Films should be stored in a cool, dry storage room. They may either be placed in racks or on shelves. Camphor, the ordinary type which may be purchased in any drug store, is considered to be a good film preservative. A small one-quarter inch piece may be wrapped in cheesecloth and placed in the film can. We consider the life of a film to be about ten years.

Our special representative in your state, Mr. H. C. Cooley, Northern School Supply Company, Great Falls, would be glad to be of assistance to you if you have any further need for information concerning our films.

Cordially,

/s/ W. B. Sinclair
/t/ W. B. SINCLAIR
Assistant to Vice President

WBS:fgb
Enclosure

APPENDIX H

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS

November 19, 1949

Mr. William Johnstone,
Superintendent of Schools,
District Number One,
Fort Benton, Montana.

Dear Mr. Johnstone:

We have found the life of filmstrips, barring accident or over heating in projections, is probably indefinite. Of course they are more susceptible to scratching than the regular 3 1/4 x 4 glass slides, whose emulsion side is protected by a cover glass, because the emulsion side of film slides (or filmstrips) can not be protected in any way.

The filmstrip must either be projected by a low candle-power light or a gold-glass screen used between the light and the film to lower the intensity of the heat. The latter method of course affects the definition of the picture.

Personally I prefer the 3 1/4 x 4 glass, hand painted lantern slides to any other type of still picture. We have slides of this type which have been in very active service for years and the only damage that happens to them is the breaking of the cover-glass which is cheaply and easily replaced.

We do not use any special protective measures for motion picture films, filmstrips (or slides) or regular glass slides. We discovered years ago that humidifying will ruin them and for this reason Eastman took all its humifier cans off the market. Never humidify either motion picture films or film slides. Do not keep them in a damp basement nor where the air is above that of normal room temperature. As we say, "don't baby them."

If you only use your film slides three times a year, and observe the features we have pointed out, twelve generations hence should be using them, if they still use such devices by that time -- which I seriously doubt. We shall have 4 mm. sound motion picture before then.

If I have not answered your inquiry fully please write me again and by all means pay my respects to Mr. Harry Norton in the State Department of Education in Helena. Harry comes to see me about every summer and we have found him to be a very capable and interesting man. He has one of our articles on the back of his new catalog.

Cordially,

/s/ B. A. Aughinbaugh, Supv.
/t/ B. A. AUGHINBAUGH, SUPV.
Ohio Slide & Film Exchange

BAA:tc