1977

The Development of Educational Media in Louisiana, 1908-1976.

Aneta Pauline m Rankin
Louisiana State University and Agricultural & Mechanical College

Follow this and additional works at: https://digitalcommons.lsu.edu/gradschool_disstheses

Recommended Citation
https://digitalcommons.lsu.edu/gradschool_disstheses/3083

This Dissertation is brought to you for free and open access by the Graduate School at LSU Digital Commons. It has been accepted for inclusion in LSU Historical Dissertations and Theses by an authorized administrator of LSU Digital Commons. For more information, please contact gradetd@lsu.edu.
INFORMATION TO USERS

This material was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.

2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.

3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in "sectioning" the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again — beginning below the first row and continuing on until complete.

4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from "photographs" if essential to the understanding of the dissertation. Silver prints of "photographs" may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.

5. PLEASE NOTE: Some pages may have indistinct print. Filmed as received.

University Microfilms International
300 North Zeib Road
Ann Arbor, Michigan 48106 USA
St. John's Road, Tyler's Green
High Wycombe, Bucks, England HP10 8HR
RANKIN, Aneta Pauline M., 1944-
THE DEVELOPMENT OF EDUCATIONAL MEDIA IN LOUISIANA, 1908-1976.
The Louisiana State University and Agricultural and Mechanical College, Ph.D., 1977
Education, audiovisual

Xerox University Microfilms, Ann Arbor, Michigan 48106

© 1977

ANETA PAULINE M. RANKIN

ALL RIGHTS RESERVED
THE DEVELOPMENT OF EDUCATIONAL MEDIA IN LOUISIANA, 1908-1976

A Dissertation

Presented to the Graduate Faculty of the Louisiana State University and Agricultural and Mechanical College in partial fulfillment of the requirements for the degree of

Doctor of Philosophy in

The Department of Education

by

Pauline M. Rankin
B.S., Arkansas Polytechnic College, 1962 M.Ed., University of Arkansas, 1966

May, 1977
ACKNOWLEDGMENTS

The writer acknowledges with gratitude the assistance of Dr. Charlie W. Roberts, Jr., major professor, for his guidance throughout this study and the graduate program at Louisiana State University. Acknowledgments are also directed to the other members of the doctoral committee for their helpful guidance: Dr. Doris J. Conway, Dr. Richard A. Musemeche, Dr. Wesley J. McJulien, Dr. William M. Smith, and Dr. Donald D. Foos, minor professor.

Appreciation is expressed to the Delta Kappa Gamma Society for the financial support contributed to the development of the project.

The completion of this study depended upon the assistance and cooperation of many persons. The writer is deeply appreciative of the guidance and sincere encouragement received both from faculty and students during the course of the study. To the numerous friends and professional persons who contributed information and suggestions for the dissertation, the writer expresses appreciation.
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>11</td>
</tr>
<tr>
<td>LIST OF TABLES.</td>
<td>v11</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>v111</td>
</tr>
<tr>
<td>ABSTRACT.</td>
<td>1x</td>
</tr>
<tr>
<td>INTRODUCTION.</td>
<td>x1</td>
</tr>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>1. EARLY DEVELOPMENTS IN EDUCATIONAL MEDIA.</td>
<td>1</td>
</tr>
<tr>
<td>EDUCATIONAL MUSEUMS.</td>
<td>2</td>
</tr>
<tr>
<td>STEROSCOPE.</td>
<td>5</td>
</tr>
<tr>
<td>STEREOPTICON</td>
<td>6</td>
</tr>
<tr>
<td>FILMSTRIP PROJECTOR.</td>
<td>9</td>
</tr>
<tr>
<td>AUDIO RECORDING.</td>
<td>9</td>
</tr>
<tr>
<td>MOTION PICTURES.</td>
<td>11</td>
</tr>
<tr>
<td>COMMERCIAL ESTABLISHMENTS.</td>
<td>23</td>
</tr>
<tr>
<td>Atlas Educational Films.</td>
<td>23</td>
</tr>
<tr>
<td>Bell and Howell Company.</td>
<td>23</td>
</tr>
<tr>
<td>Eastman Kodak Company.</td>
<td>24</td>
</tr>
<tr>
<td>Society for Visual Education, Incorporated</td>
<td>24</td>
</tr>
<tr>
<td>Electrical Research Products, Incorporated</td>
<td>24</td>
</tr>
<tr>
<td>COLLEGE CURRICULA.</td>
<td>25</td>
</tr>
<tr>
<td>PROFESSIONAL ORGANIZATIONS.</td>
<td>28</td>
</tr>
<tr>
<td>PUBLICATIONS</td>
<td>31</td>
</tr>
<tr>
<td>SUMMARY.</td>
<td>33</td>
</tr>
<tr>
<td>2. THE DEVELOPMENT OF EDUCATIONAL MEDIA IN LOUISIANA, 1908-1940</td>
<td>34</td>
</tr>
<tr>
<td>MOTION PICTURES.</td>
<td>36</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>AGRICULTURAL EXTENSION SERVICE</td>
<td>38</td>
</tr>
<tr>
<td>FILM DEPOSITORIES</td>
<td>44</td>
</tr>
<tr>
<td>COLLEGE CURRICULA</td>
<td>48</td>
</tr>
<tr>
<td>UTILIZATION</td>
<td>51</td>
</tr>
<tr>
<td>COMMERCIAL ESTABLISHMENT</td>
<td>53</td>
</tr>
<tr>
<td>CIVILIAN CONSERVATION CORPS</td>
<td>55</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>59</td>
</tr>
<tr>
<td>3. THE DEVELOPMENT OF EDUCATIONAL MEDIA IN LOUISIANA, 1940-1948</td>
<td>60</td>
</tr>
<tr>
<td>PROFESSIONAL DEVELOPMENT</td>
<td>62</td>
</tr>
<tr>
<td>AGRICULTURAL EXTENSION SERVICE</td>
<td>62</td>
</tr>
<tr>
<td>FILM DEPOSITORIES</td>
<td>64</td>
</tr>
<tr>
<td>COLLEGE CURRICULA</td>
<td>65</td>
</tr>
<tr>
<td>CERTIFICATION</td>
<td>67</td>
</tr>
<tr>
<td>COMMERCIAL ESTABLISHMENTS</td>
<td>68</td>
</tr>
<tr>
<td>Jasper Ewing and Sons, Incorporated</td>
<td>68</td>
</tr>
<tr>
<td>Delta Pictures, Incorporated</td>
<td>68</td>
</tr>
<tr>
<td>Delta Visual Service, Incorporated</td>
<td>71</td>
</tr>
<tr>
<td>Lanier Company</td>
<td>72</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>72</td>
</tr>
<tr>
<td>4. THE DEVELOPMENT OF EDUCATIONAL MEDIA IN LOUISIANA, 1948-1964</td>
<td>74</td>
</tr>
<tr>
<td>AGRICULTURAL EXTENSION SERVICE</td>
<td>75</td>
</tr>
<tr>
<td>FILM DEPOSITORIES</td>
<td>78</td>
</tr>
<tr>
<td>COLLEGE CURRICULA</td>
<td>80</td>
</tr>
<tr>
<td>UTILIZATION</td>
<td>82</td>
</tr>
<tr>
<td>CERTIFICATION</td>
<td>85</td>
</tr>
<tr>
<td>EDUCATIONAL TELEVISION</td>
<td>86</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>PARISH MEDIA CENTER.</td>
<td>101</td>
</tr>
<tr>
<td>PROFESSIONAL ORGANIZATION.</td>
<td>101</td>
</tr>
<tr>
<td>COMMERCIAL ESTABLISHMENTS.</td>
<td>102</td>
</tr>
<tr>
<td>Jasper Ewing and Sons, Incorporated.</td>
<td>102</td>
</tr>
<tr>
<td>Interstate School Supply Company, Incorporated.</td>
<td>102</td>
</tr>
<tr>
<td>Kadair's Sight and Sound Centers.</td>
<td>104</td>
</tr>
<tr>
<td>Southern Camera Service, Incorporated.</td>
<td>105</td>
</tr>
<tr>
<td>Photo and Copy.</td>
<td>106</td>
</tr>
<tr>
<td>Lanier Company</td>
<td>107</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>108</td>
</tr>
<tr>
<td>5. THE DEVELOPMENT OF EDUCATIONAL MEDIA IN LOUISIANA, 1964-1972</td>
<td>109</td>
</tr>
<tr>
<td>COLLEGE CURRICULA.</td>
<td>110</td>
</tr>
<tr>
<td>PARISH MEDIA CENTERS</td>
<td>112</td>
</tr>
<tr>
<td>PROFESSIONAL ORGANIZATIONS.</td>
<td>122</td>
</tr>
<tr>
<td>Louisiana Audio Visual Association.</td>
<td>122</td>
</tr>
<tr>
<td>Metropolitan Educational Media Organization.</td>
<td>125</td>
</tr>
<tr>
<td>FILM DEPOSITORIES.</td>
<td>127</td>
</tr>
<tr>
<td>CERTIFICATION.</td>
<td>128</td>
</tr>
<tr>
<td>EDUCATIONAL TELEVISION</td>
<td>133</td>
</tr>
<tr>
<td>COMMERCIAL ESTABLISHMENT.</td>
<td>135</td>
</tr>
<tr>
<td>Lanier Business Products, Incorporated.</td>
<td>135</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>136</td>
</tr>
<tr>
<td>6. THE DEVELOPMENT OF EDUCATIONAL MEDIA IN LOUISIANA, 1972-1976</td>
<td>137</td>
</tr>
<tr>
<td>PARISH MEDIA CENTERS</td>
<td>137</td>
</tr>
<tr>
<td>PROFESSIONAL ORGANIZATIONS.</td>
<td>138</td>
</tr>
<tr>
<td>Louisiana Audio Visual Association.</td>
<td>141</td>
</tr>
<tr>
<td>Publications</td>
<td>141</td>
</tr>
<tr>
<td>Constitutional revision.</td>
<td>142</td>
</tr>
<tr>
<td>Name change.</td>
<td>143</td>
</tr>
<tr>
<td>Articles of Incorporation.</td>
<td>144</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Circulation of Sixteen Millimeter</td>
<td>79</td>
</tr>
<tr>
<td>Educational Films</td>
<td></td>
</tr>
<tr>
<td>2. Louisiana Film Depositories</td>
<td>80</td>
</tr>
<tr>
<td>3. Louisiana Parish Media Centers</td>
<td>113</td>
</tr>
<tr>
<td>4. Louisiana Audio Visual Association Officers</td>
<td>123</td>
</tr>
<tr>
<td>5. Parish Media Center Services</td>
<td>139</td>
</tr>
<tr>
<td>6. Regional Film Libraries</td>
<td>150</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Regional Film Depositories</td>
<td>153</td>
</tr>
<tr>
<td>2. ETV Stations</td>
<td>164</td>
</tr>
<tr>
<td>3. Regional Education Service Centers</td>
<td>170</td>
</tr>
</tbody>
</table>
ABSTRACT

The purpose of this study was to present the history of the development of educational media in Louisiana from 1906 to 1976. The major divisions of the study were coordinated with the tenure of five State Superintendents of Education in Louisiana. Data for the study were gathered from primary and secondary sources. Much of the information was obtained through unstructured, oral-history interviews. Other sources included newspapers and magazines published throughout the state, special collections of personal papers, and Annual Reports of the State Superintendents of Education.

The beginnings of educational media in Louisiana developed primarily from the efforts of Jasper G. Ewing, a photographer, and Edwin S. Richardson, Director of Agricultural Extension Service, Louisiana State University. The two pioneers in visual education presented films for group showings to farmers throughout the state.

State film depositories were established to provide educational films for use in the schools. The nine depositories were located at eight institutions of higher education and one parish school administration center.

Educational media conferences preceded the initial media course for academic credit, which was offered in 1938 by Louisiana State University. In 1971, certification requirements were established for educational media specialists.

Professional organizations assumed an active role in the process of adoption of those certification requirements.
related associations disseminated publications and sponsored conferences in an attempt to develop awareness of the potential of educational media among the educators throughout the state.

With the support of federal funding for education, parish media centers developed to provide materials, facilities, and services for the advancement of educational media in Louisiana. The services included production and delivery of media, consultant services, and access to professional literature.

The establishment of an educational television network was a significant happening in the development of educational media in Louisiana. In 1975 Louisiana joined other states in offering the benefits of educational television.
INTRODUCTION

A need existed for a written compilation of events in the development of educational media in Louisiana. As far as the writer ascertained, no history of educational media in Louisiana had been published; a résumé of its development was contained in *Education in Louisiana - History and Development*, by W. Rodney Cline, 1974.

This study resulted in a source which will provide a better understanding and appreciation of events leading to significant developments in educational media in Louisiana. The study provided a record of the development of educational media in Louisiana from 1908 to 1976.

A statement of the problem was delineated as follows:

1. to trace the development of educational media in the State of Louisiana from 1908 to 1976;
2. to identify significant trends which emerged during this period; and
3. to interpret the implications of the data for educational considerations.

The historical method of research was employed in this study. Data were gathered from primary and secondary sources. An audio cassette tape recorder was used in the process of obtaining data through unstructured, oral-history interviews. Interviewees were informed in writing of the purpose for collection of said data. Other sources included newspaper articles, dissertations, theses, research papers, special collections of personal papers, Vertical Files, Annual Reports.

In the Certification Model for Professional School Media Personnel, American Library Association, media was defined as the "print and nonprint forms of communications and their accompanying technology" (1976:29); however, this study incorporated the term educational media to include the following items used for educational purposes: museums; slides; projectors, such as filmstrip and motion picture film; recorders, wire and magnetic; and television. The development of the term educational media can be traced from visual education through audiovisual instruction to educational media.

This study included events contributing to the development of nonprint, educational media in the State of Louisiana from 1908 to 1976. The results of the study are reported in six chapters. Chapter One, Early Developments in Educational Media, reports the history of educational media in the United States preceding the media events occurring in Louisiana. Each of the succeeding five chapters relates the development of educational media in Louisiana during the administration of a Louisiana State Superintendent of Education: Thomas H. Harris, 1908-1940; John E. Coxe, 1940-1948; Shelby M. Jackson, 1948-1964; William J. Dodd, 1964-1972; and Louis J. Michot, 1972-1976.

The majority of research was conducted in the area of Baton Rouge because of the feasibility of using the vast resources provided by the Louisiana State University Library and the Research Library, Louisiana State Department of Education. Many persons who had retired from either Louisiana State University or the Louisiana State Department...
of Education were living in the immediate area and were readily acces­sible for interview and reference purposes. However(137,101),(887,289) Input was received from various areas of the state--for example, Shreveport in the Northern section, New Orleans in the Southern section, and Lake Charles in the Western section.
Chapter 1

EARLY DEVELOPMENTS IN EDUCATIONAL MEDIA

Man's earliest means of written communication appeared in pictorial format, specimens of which "endure to this day." (Stroud, 1946:109). Educators recognized, centuries ago, the value of using instructional materials, other than the spoken or written word, in the learning process. John A. Comenius contributed the first illustrated textbook, Orbis Pictus, in the seventeenth century. Visualizations came to be an important educational tool as educators realized that such representations provided meaningful experiences complementary to concrete experiences. Johann H. Pestalozzi and Friedrich W. Froebel advanced the emphasis on concrete learning during the eighteenth and nineteenth centuries.

About 1830 educators accepted the fact that new teaching devices provided valuable contributions to the field of education. The use of blackboards, maps, globes, and other teaching apparatuses was encouraged by educators such as Horace Mann, Henry Barnard, and Daniel Webster. By 1841 a listing of teaching devices for use in schools included protractor, planetarium, and abacus (Saettler, 1968).

Beginning in the 1860's, technological developments resulted in improvements in communication. The educational apparatuses introduced before the 1860's came to be regarded as necessities. School laws indicated that proper apparatuses should be provided for the students. This industrial period brought exhibits to the educational scene; frequently, educational museums developed from ideas gathered from public exhibits.
EDUCATIONAL MUSEUMS

The study tour observations or the classroom displays of relevant materials made the total community a valuable resource in the teaching-learning process. Collections of materials not ordinarily found in the immediate community provided additional learning experiences. Such collections were referred to as museums.

The first museum of modern times was the British Museum, founded in London by the 1753 bequest of Sir Hans Sloane, a famous physician and scientist, but it was not opened to the public until 1759. This museum was described as the oldest and largest museum containing "printed books, manuscripts, prints and drawings, antiquities of many nations and people, coins and medals, and biological exhibits." (Ellis, 1923:3).

Only a few years passed after the founding of the British Museum before museums were established in the United States. Two museums and their purposes were cited by Ramsey (1938:3) in writing of the educational value of museums. A museum was organized in Charleston, South Carolina, in 1773 to "represent the natural resources of the Province and their relation to commerce and to industry." Six years later the Peabody Museum at Salem, Massachusetts, was established as a "repository for the curious and natural objects gathered by ship captains of Salem from lands of the South Pacific, Indian, and South Atlantic Oceans."

The number of museums increased rapidly during the nineteenth century, thus preserving those objects which characterized the growing national consciousness. The increase in the number of museums demonstrated the interest of communities, public spirited individuals, colleges, and learned societies, in providing for the development of an appreciation
for, and an understanding of, natural history, art, and science. The Academy of Natural Science was established in Philadelphia in 1812. The Boston Society of Natural History was organized in 1830, preceding by almost forty years the founding of the American Museum of Natural History in New York in 1869. The Buffalo Society of Natural Science, established in 1863, was the first museum to inaugurate educational activities for the citizenry by organizing public lectures in 1876. The Field Museum of Natural History was the first museum of its kind to be located in the Midwest; it was established in Chicago in 1896 (Ramsay, 1938).

As the nineteenth century progressed, the role of the museums became more instructional in nature. Rather than merely housing objects and specimens, the museums offered firsthand observations through exhibits of animals, machines, and models. Displays were lent to the schools. The museum personnel organized cooperative instructional programs with the schools (Saettler, 1968).

Certain museums were supported by the state while others were established by the state for educational purposes. The New Jersey State Museum at Trenton was one of the early museums to serve the schools of that state. The State Legislature of Pennsylvania recognized as valuable the work of the Commercial Museum of Philadelphia and appropriated twenty-five thousand dollars annually, beginning in 1905, for the distribution of "sets of specimens of important products and photographs with authentic descriptions and information." (Toothaker, 1921).

In 1905, the St. Louis Educational Museum, St. Louis, Missouri, became the first administrative unit for educational media in a public school system. Much of the impetus for this development occurred in 1875 when William T. Harris, Superintendent of St. Louis Public Schools,
encouraged teachers to have students analyze the objects they viewed. The opportunity to implement Harris' concept of education came in 1904 when the city of St. Louis hosted the Louisiana Purchase Exposition. The exhibit of the public schools increased the awareness among educators of the educational potential of such exhibits. The efforts of Carl G. Rathmann, Assistant Superintendent of St. Louis Public Schools, resulted in the authorization by the St. Louis Board of Education to purchase appropriate materials exhibited at the exposition. The purpose of the museum was to provide the "schoolrooms of St. Louis with just the illustrative materials wanted, at just the time . . . wanted." (Ramsey, 1938:170). Deliveries of instructional materials were made to the schools via a horse and wagon. A catalog of available materials was made accessible to St. Louis teachers (Saettler, 1968).

The Reading Museum and Art Gallery, Reading, Pennsylvania, originated also from exhibitions at the Louisiana Purchase Exposition in St. Louis. Levi M. Mengel obtained certain portions of the exhibits, combined those objects with items from his own collections, and submitted those contributions to the school board in 1911. An art gallery was added in 1913, and in 1928 the Museum and Art Gallery was housed in its own building, located in a thirty-acre park to be used as a laboratory for students of botany (Moyer, 1935).

An outstanding children's museum was begun in Boston in 1913 with one exhibit of birds and another of minerals and shells. The museum was neither financed nor controlled by the Board of Education but was established as a separate corporation cooperating with the schools. The child's viewpoint was considered in the installation of exhibits and cases at the proper height for a ten-year-old child, and "collections
[were] so arranged as to correlate with his school studies, his play and his home life; and the labels . . . in clear simple language with comparatively few technical terms." (Sayles, 1937:9).

The primary function of the educational museum was to supplement and enrich the instructional program of the school system. Materials collections embodied slide libraries which provided visuals for illustrated lectures. Announcements of lectures and classes conducted cooperatively by museums and schools in 1924 and 1925 employed the term visual education. Museum visits, study trips, and pupil-teacher collections of objects became regular activities in the teaching-learning process. Museum administrators lent instructional materials such as slides, films, specimens, charts, and stereographs for use in the schools. The utilization of selected materials demanded employment of certain visual equipment such as the stereoscope, stereopticon, and film projector.

**STEREOSCOPE**

During the period of the "gay nineties," hand-type stereoscopes were features of neoteric parlors. The Telebinocular rested on a table or stand and was powered by electricity. Both models used stereographs, cards upon which were mounted, side by side, two single photographs, each three inches square.

The stereoscope was a viewer designed to duplicate the stereoscopic vision of the human eyes; simultaneous vision with both eyes created the perception of depth or distance. Many scientists experimented with the stereoscopic instrument. Sir Charles Wheatstone was
credited as the inventor of the stereoscope in 1839. Sir David Brewster improved Wheatstone's product and invented the double camera for taking stereoscopic views. Oliver W. Holmes perfected the stereoscope in the form which became so popular as home entertainment in the early part of the twentieth century and indicated in his writing the personal pleasure he received from using the instrument:

The stereoscope itself is an optical instrument with a similar pair of lenses separated by a small wooden partition to keep the right eye from seeing the left view and the left eye from seeing the right view. These lenses are arranged within a hood which fits over the eyes and tends to shut out the light and other possible distractions. When the stereograph is seen through this binocular instrument, impression of depth, or the third dimension, is received. This gives charm and educational value to the picture, as it creates the illusion of reality and seems to transport one actually into the pictured situation. We see something with a second eye and the mind feels its way into the very depth of the picture, around the object, and gets an idea of its solidarity. (Dale, 1946:239).

In 1934 the stereoscope was suggested as "a cure for the museum's greatest weakness, inaccessibility" (Greene, 1934:35), and Dorris (1938:135) expressed her belief in the educational value of the stereoscope when she stated that "with the exception of the flat picture, it is, of all the visual aids used at the present time, the most available and the most convenient to use in a natural teaching situation."

STEREOPTICON

The first mechanical aid for the projection of pictures before large groups was the stereopticon, or magic lantern. Although invented by Athanasius Kircher in 1643, the stereopticon did not appear in schools until about 1850 (Strauss and Kidd, 1948). The magic lantern ushered in a technological revolution in education.
Among the first users of the stereopticon slide for educational purposes was Albert S. Bickmore, Superintendent, American Museum of Natural History, New York. Bickmore used slides of museum specimens in the course offered to New York City teachers on the use of museum materials in teaching during the 1880's (Ramsay, 1928). Bickmore's work achieved such success that the use of slides came to the attention of the New York State Department of Education. By 1905 Andrew S. Draper, Commissioner of Education, organized a Division of Visual Instruction with DeLancey M. Ellis as its director. DeKieffer (1947) indicated that this division was probably the first of its kind in the United States. The purpose of the Division of Visual Instruction was to lend slide collections to the state schools as requested. Ellis (1906) indicated that the twenty-four thousand negatives in its files constituted depictions of natural scenery, historic places, famous buildings, manners and customs of people, and physical phenomena.

Wisconsin and New Jersey were two of the states which lent lantern slides for public schools. Organized in 1914, the Bureau of Visual Instruction of the University of Wisconsin Extension Division began circulating about twelve hundred slides, but within one year the holdings had increased to fifteen thousand slides (DuBreuil, 1915). Four thousand slides of the New Jersey collection were classified under twenty-two main subject headings in a catalog listing the lantern slides which were lent by the state museum (Twitchell, 1916). The only expense incurred by the schools in the use of the slides was the charge for shipping the materials to the next school on the circuit in Wisconsin and the charge for receipt and delivery of the slides in New Jersey.
Ten principals of the Chicago Public Schools compiled personal contributions and annual two-dollar assessments from the participating schools for the purchase and rental of slides and stereopticons which circulated among their schools. As a result of their efforts, a Projection Club developed and functioned for several years, independent of the Board of Education, supplying more than half of the Chicago schools with slides for instructional purposes. The collection of eight thousand slides was offered to the Board of Education in 1917 with the stipulation that the collection and services be expanded. The number of circulations of slides in the Chicago schools, in 1924, totaled forty thousand per month (Iverson, 1953).

By the beginning of the twentieth century, there were "more than two dozen companies manufacturing lanterns that were sold in quantities all over the world by opticians, photographic and variety stores." (Done, 1950:240). Dorris (1938:154) described the stereopticon as "the most satisfying of the visual aids for group work." Schools and state departments of education produced many slides to be used with the stereopticon. Additional slides were obtained during the summer of 1924 when the University of Wisconsin and the Chicago Public Schools sent artists to Europe for the purpose of securing art slides.

The developments of the commercial companies, educational specialists, and instructional organizations indicated increasing efforts to visualize the subject matter in the schools. Emphasis was placed upon the educational value of the services offered by departments of visual instruction rather than upon the quantities of services provided by such departments.
During the 1927-28 school term, approximately four thousand slides were used in Moline, Illinois (Educational Screen, 1927), and in Iowa lantern slides were "maintaining their popularity as a real teaching aid." (Kooser, 1930:104). Nicol (1931:11) emphasized the value of slides in providing a "necessary background of varied experiences to vocational classes." From the stereopticon developed other educational devices, one of which was the filmstrip projector.

FILMSTRIP PROJECTOR

The filmstrip projector was developed by the firm, Underwood and Underwood, of New York about 1920 (Falconer, 1948). The projector was an adaptation of the principle of the stereopticon; a fifty-five millimeter strip of film replaced the breakable glass slide used in the stereopticon. The development of the filmstrip allowed for sequences of desired images to be assembled on an inexpensive strip of film which could be projected by a compact, inexpensive, and efficient projector in a slightly darkened room. The development of photographic equipment produced the thirty-five millimeter camera in the early 1930's, leading to the standardization of thirty-five millimeter filmstrips, which were not only less expensive to process but also more economical and more easily stored.

AUDIO RECORDING

The phonograph, a device for recording and reproducing sound, was invented by Leon Scott, a French scientist. His phonautograph, which "traced a laterally cut undulation on heavy paper coated with lamp black"
was developed in 1857 (Hughbanks, 1945:2). Twenty years later, Thomas A. Edison designed an instrument which was intended to record and reproduce speech. The instrument which Edison invented was a toy while other scientists advanced this toy to a commercial possibility in the field of entertainment.

Chichester A. Bell and Charles S. Tainter, who produced the graphophone in 1885, were among the most prominent of the scientists to devote their efforts to the talking machine. Two years later Emile Berliner invented the gramophone which differed from the graphophone in the utilization of a disc rather than a cylinder for recording sound. Eldredge R. Johnson manufactured the gramophone in 1890 and improved the original instrument by adding, among other improvements, a spring-wound motor, an improved sound box and a process of cutting and reproducing records which continued in extensive commercial use throughout the years (Hughbanks, 1945).

By 1901 talking machines were produced by three companies—the Columbia Phonograph Company and the Edison Phonograph, both organized in 1887, and the Victor Talking Machine Company, organized in 1901. In 1931 Radio Corporation of America Victor marketed a console combination of radio, phonography, and recording facilities, generating interest in a device which would permit the immediate playback of a locally produced recording (Hughbanks, 1945). Within a year Herman A. DeVry marketed a portable sound-recording machine (Educational Screen, 1931). Soon, other recorders appeared, furthering the interest of many people, among whom were educators.

The early developed recording blanks were pre-grooved composition or aluminum discs. Later developments used cellulose acetate and
vinyl acetate, primarily, though some discs utilized glass, aluminum, or paper bases.

The principle upon which magnetic recording was based was demonstrated in 1900 at the Paris Exposition by Valdemar Poulsen, a Danish inventor, who was awarded the Grand Prix for a machine which recorded on wire. The invention did not enjoy lasting success because the playback signal was not of sufficient strength to be heard without headphones (Fortune, 1951).

Even though the Naval Research Laboratory experimented with magnetic recording during the twenties, the first public demonstration was given by Bell Telephone Laboratories at the 1933 Chicago World Fair. The Mirrophone, developed by Bell Telephone Laboratories, and the Sound-mirror, a product of the Brush Development Company, recorded on steel tape. By 1940 Marvin Camras was working with the Armour Research Foundation of the Illinois Institute of Technology in the advancement of his wire recorder. World War II created huge demands for such recorders and contributed to the popularity of such instruments in the routine of classroom work.

MOTION PICTURES

Utilizing the projection principle of the stereopticon, experiments with moving pictures indicated that the effect of a picture in motion could be achieved by a series of still frames being passed between a light and lenses. The principle was expressed in 1824 by Peter M. Roget before the Royal Society in London in a paper, "Persistence of Vision with Regard to Moving Objects." (Iverson, 1953). The theory stated that an illusion of motion resulted from a series of images being
passed rapidly before the eyes. Thomas A. Edison developed one of the first successful motion picture systems in 1889 (New York Times, 1975). Edison perceived the invention as a method of visualizing individuals as they performed for the talking machine. On August 24, 1891, Edison applied for a patent for the Kinetoscope (Ramsaye, 1926), a peephole device allowing a single viewer to see the series of images presenting an illusion of motion. The size of the aperture of Edison's projector was exactly the same as that of modern projectors.

For approximately five years, Edison, with the assistance of an employee, William K. L. Dickson, worked to develop a motion picture to give the phonograph a new significance. The success of the efforts of Edison and Dickson was enhanced by the success of George P. Eastman and Hannibal W. Goodwin in their development of a thin, flexible base for photographic emulsion, which allowed Edison and Dickson to develop the Kinetograph, a camera which exposed lengths of the celluloid film to a consecutive series of action shots which, when developed and viewed in the Kinetoscope, gave the illusion of motion. The Eastman Kodak Company files indicated that Edison remitted to them "for a prior delivery of the first motion picture film in the world . . . under date of September 2, 1899." (Ramsaye, 1926:63).

The Kinetoscope contained a loop of film, fifty feet in length; the film revolved endlessly on spools. A peephole on top of the cabinet allowed one to see the moving pictures on a small screen, approximately the size of a postage stamp (Dent, 1969). The Kinetoscope Parlor opened on Broadway in 1894 and offered the entertainment of two rows of the peepshows; the term nickelodeon developed. Later, the charge for viewing the short films was reduced to a penny, and the term penny-arcade was
conceived. One penny in the slot allowed each contributor to view approximately forty feet of film (Saettler, 1968).

Although Edison was encouraged to develop a means of projecting moving pictures on a screen, he was not interested. After the Lumière Brothers of Paris succeeded in projecting motion pictures, Edison authorized, in 1895, "the use of his films for use on the 'vitascope', a projector devised by Thomas Armat of Washington, D.C." (Krows, 1930:77). Edison invited Armat into the Edison Company; in April, 1896, the Edison vitascope "gave its premiere public performance, at Koster and Bial's Music Hall, then the leading vaudeville theater in New York." (Hampton, 1931:11).

By 1897 three movie theaters had been established in the United States—one in New York, one in Chicago, and one with the Ringling Brothers Circus. The Ringling employees designed from black canvas a tent which functioned as a theater, a traveling movie house that was taken to different towns with the circus. One of the sights which impressed the audiences was the championship boxing match between Fitzsimmons and Corbett. A hand-operated Edison Projectoscope was used for projection. Advertisements billed the equipment as the most wonderful invention of the last one hundred years (Fox, 1976).

From such crude beginnings, a rapid growth developed in the popular demand for picture theaters, requiring continual improvement upon both the camera and projection means. The rapid improvement of technical features of the equipment produced legal entanglements resulting in the organization of the Motion Pictures Patent Company in 1909 for mutual protection of individuals involved in the rapidly expanding industry.
The highly flammable nitrocellulose film caused the National Board of Fire Underwriters and the respective state legislatures to place rigid restrictions on its use; for example, specific requirements such as fireproof booths were enforced, resulting in the manufacture of portable booths, fabricated from twenty-gauge iron. The development of a safety-stock, acetate-based film alleviated somewhat the danger of fire, making possible the projection of pictures without the use of fire-proof booths.

The portability of projectors was increased by the manufacture of equipment made of lighter materials. The development of the sixteen millimeter camera and projector increased the utilization of the motion picture in homes and schools. This single achievement in 1923 gave a new impetus to the production and dissemination of educational films by commercial firms.

The motion picture with sound became possible after Edison's invention of the phonograph in 1877. Numerous attempts were made to synchronize recordings with projected pictures. The attempts varied from an operator controlling the speed of a phonograph behind the screen at a nickelodeon by means of an electric rheostat, thus providing lip movement synchronization with the actual sound, to an endless belt joining the phonograph and the projector (Krows, 1930). Other variations of the sound film device included the Cameraphone, Fotofone, and Synchronoscope. The first educational sound film, *Dynamic America*, was produced in 1929 (Saettler, 1968).

The people of New York, in 1910, saw the newsreel which had been developed the year before in Paris by Pathé. Because of the development of such features as camera mobility and film animation, the newsreel
gained in popularity and became an important attraction in every theater. The animation technique was incorporated later in entertainment, as well as instructional, films.

World War I necessitated the development of precision optical instruments. Aerial cameras, the telephoto lens, more accurate viewfinders, and many other accessories became standard equipment. Effective utilization of the motion picture was emphasized as it was incorporated in propaganda and historical recording, as well as in entertainment. The instructional value of the motion picture was recognized as riflemen improved their aim by use of the pictures provided by the cameramen. As a result of the demonstrated success, naval craft, except small torpedo boats, were equipped with motion picture equipment.

In 1903 a new type of film debuted in America; the Edison Company production represented the first major effort to portray a long picture story. The Great Train Robbery, a narrative film eight hundred feet in length, created a demand for story films. Whereas the fifty-foot single reel features were prominent during the early Kinetoscope days, the demand for narrative films resulted in the production of multiple reel features. David W. Griffith was responsible for many of these productions; his two-reel Enoch Arden, released in 1911, was succeeded by such features as the nine-reel Importation from Italy in 1913, Quo Vadis.

Despite a general lack of information as to the effective utilization in education, motion pictures for instructional purposes progressed during the early 1900's. As early as 1910, George Kleine distributed films and a publication, Catalogue of Educational Motion Pictures, including titles of films in the areas of aviation, botany, history, and travel. The catalog was extensive enough for the New York Board of
Education to be offered one thousand different films deemed as valuable in the study of geography, physics, literature, and natural science. In 1911 the George Kleine Company released Dr. Charcot's Trip Toward the South Pole, a film described as "one of the best fully educational reels ever produced in America." (Fleming, 1911:336).

The United States Department of Agriculture entered officially into motion picture production in 1911, with perhaps the largest collection of educational films on a related group of subjects. At that time, the Department of Agriculture established a loan service for schools and communities.

One of the principal producers of films suitable for educational purposes was the Edison Company which released in July, 1911, its first composition, The Minuteman. Other films produced by Edison between 1910 and 1914 included The Midnight Ride of Paul Revere, How Mrs. Murray Saved the American Army, and other treatments of George Washington, Nathan Hale, the Battle of Bunker Hill and the Boston Tea Party. The films were distributed on thirty-five millimeter reels for theater use, but excerpts from those films were contained in home Kinetoscope reels (New York Times, 1975).

The motion picture industry, aware of the educational potential of motion pictures, produced films which could be used by the schools. The United States Steel Corporation produced, in 1912, its first non-theatrical film, An American in the Making. The Atlas Motion Picture Corporation produced The Ford Educational Weekly, and regular releases of Pathé News Weekly began in the United States in 1912, one year after its introduction from Paris (Iverson, 1953). Upon learning that the Chicago Board of Education was concerned about the need for teaching
safety in the schools, the Chicago Railways Company, in 1913, offered not only to produce a sixty-minute film on the prevention of street accidents, but also to furnish projectors, operators, and lecturers with which to present the film in the schools (Krows, 1930).

While commercial firms were supplying instructional features, universities were preparing also for the production of films suitable for educational purposes. By 1915 the University of Minnesota and the University of Nebraska had produced Sanitary Homes and Better Babies and A Lesson in Etiquette, respectively (DuBreuil, 1915).

The Canadian firm of Glasgow and Brook became interested in 1918 in the possibility of producing a series of educational films based on the publications, Chronicles of Canada and Chronicles of America. The instigators intended the series to be used as a film text. For the first time, educators and technical experts combined efforts for the production of instructional films. The educators were historians appointed by the Council of Yale University. The production team completed only forty-seven of the one hundred reels originally planned. The Chronicles of America Photoplays resulted from the first major effort to produce a series of films on one subject (Saettler, 1968).

Despite the success of the motion picture in education, the United States Supreme Court ruled in 1915 that "the motion picture was 'entertainment' and not an instrument of education or communication like the press." (Strauss, 1948:2). During that same year William H. Dudley, who was one of the first to be granted a full professorship in the area of visual education at a major institution, the University of Wisconsin, commented upon the status of the motion picture:
... one does not need to be a seer or even a prophet, but simply an ordinary observer of the trends of events to perceive that the movement throughout the country for clean, pure, uplifting films is gathering irresistible force, and will soon sweep from one end of the land to the other. Powerful organizations... are now springing up all over the United States... whose sole purpose is to promote the use of educational film. (Dudley, 1915:244).

By 1914 educational film libraries had been established at the University of Wisconsin, The University of Iowa, Iowa State University, and Kansas State University (The Heritage of AECT, 1973). During the next five-year period, five state universities, one state college, and one public museum instituted film lending services (Larson, 1943). The University of Wisconsin Bureau of Visual Instruction was organized with six films in its library on January 22, 1914. Within one year, under the direction of William H. Dudley (1915), the Bureau offered 220 films for circulation among Wisconsin schools. The only expense encumbered by the schools was the shipping fee to the next place of showing.

Education depended upon the commercial distributors, the Department of Agriculture, and isolated university productions for films. However, few of the films released by commercial firms were produced primarily for use in the schools. The popularity of the motion picture continued to grow and create more demands for instructional films. Predictably, instructional film companies developed in much the same way as the textbook companies had developed in the previous century.

During the late 1920's, the Eastman Kodak Company had organized its Teaching Films Division, expecting to produce silent films for many curricular areas within the next few years. In 1944 all silent teaching film negatives were transferred to the University of Chicago to be
released subsequently by Encyclopaedia Britannica Films (Schreiber, 1949).

Electrical Research Products, Incorporated (better known as ERPI, pronounced "urpi"), which organized also in the late 1920's, entered into cooperative production with the University of Chicago in 1932. The corporation was purchased in 1942 by Encyclopaedia Britannica, an affiliate of the University of Chicago, and the organization became Encyclopaedia Britannica Films, Incorporated (Hoban, 1942).

Only three of the prominent early film companies have been described. Other instructional film producers included Brandon Films, 1933; International Film Bureau, 1937; Cathedral Films, 1938; and Coronet Instructional Films, 1939.

The motion picture was well established as a form of popular entertainment by 1903. Perhaps the first employment of its educational potential was experienced in 1907 when the United States Reclamation Service exhibited films at the Jamestown Exposition. The films depicted the work of the government in reclaiming arid land.

Because the motion picture developed first as a form of entertainment and recreation, the public was skeptical of the use of the film in the classroom. However, some persons realized that the motion picture would be an effective instrument of education. Among the first persons to indicate awareness of the educational potential of the motion picture were two of its inventors, Lumiere and Edison. "Statements made by them before the turn of the century showed a lively interest in the uses schools could make of their products." (Strauss and Kidd, 1948:2). Edison's enthusiasm was evidenced in 1912 with claims that "truancy, backwardness, and dullness will disappear when geography, history, and
arithmetic are taught by moving pictures." (Denison, 1912:108). Only a decade later, though, he seemed less confident of the school's acceptance of the innovation:

Oh, the educational picture? That's a whole ocean of possibility . . . but not yet . . . about ten years from now, maybe. You see it does not matter how much anything may be needed or how much the people want it, it takes a long time to get them to accept it . . . There are many things in the way of the educational pictures yet. Boards of education--teachers--school book publishers--the textbook trusts--that is a powerful group. They will have to be interested first. ("Ten Years from Now--Edison," 1922).

As early as 1924, results of experimental study indicated that selected motion pictures had distinct educational value and that the film, when properly used, was more effective than was verbal instruction (Wood, 1929). Several factors prevented the frequent use of motion picture films in the schools. The lack of appropriate film and the slow and unpredictable distribution were only two deterrents. The public attitude toward educational utilization of film was one of negativism, and many teachers feared that the film might ultimately replace them as had been predicted. Other problems included the expensive and onerous equipment necessary for projection, as well as the flammable qualities of the nitrocellulose film stock. Equipment was installed only in auditoriums where stringent requirements of the National Board of Fire Underwriters could be met. Although portable fireproof booths could be obtained, their use was limited, partly because of the increase in costs of school insurance. Further, a projectionist's license was required, and only a few teachers were willing to undergo the examination necessary for the attainment of the license (Wood, 1929).

Regardless of apparent handicaps, interest in motion pictures continued to increase. Krows (1938:291) reported Rochester, New York,
to be the "first American municipality on record to adopt motion pictures for regular use in its public schools." In 1910 the Berkeley, California, Board of Education endorsed a regular rental plan for instructional film. Several commercial companies manufactured motion picture projectors which were purchased by the schools. A projector was purchased for each school in Philadelphia, Pennsylvania, and similar action was taken by the Orange, New Jersey, School System. These ventures were typical of many others taken by communities across the United States such as New York, New York; Chicago, Illinois; Cleveland, Ohio; Detroit, Michigan; Pasadena, California; Paducah, Kentucky; and South Bend, Indiana.

By 1913 Texas had purchased a large number of projectors for use throughout its school system. The superintendents of the schools of Illinois consented, in 1914, to the placing of projectors in all schools of the state and establishing a distribution of films over three circuits. In that same year, the California Committee of Secondary Schools "recommended supplemental instruction by films from the fifth to eighth grades." (Krows, 1939:121).

Motion pictures were employed frequently as a means of disseminating statewide information on specific topics. Two states engaging in this endeavor were Mississippi and Vermont, the latter state supplying generators for the operation of portable projectors in remote areas. In Mississippi the Federation of Women's Clubs and the State Department of Health cooperated in the lending of films for the schools (Krows, 1939). The Memphis, Tennessee, schools received, in 1911, projectors and films which were designed to instruct pupils in the "science of warding off diseases and unsanitary conditions." (Fleming, 1911:336). A projectionist elaborated upon the film presentation of such topics as germs
and aspects of sanitation thought essential for the health habits of school pupils.

To meet the problems of safety regulations and expensive equipment, the school authorities of Parsons, Kansas, arranged for a local theater owner to present film showings on two afternoons of each month for a fee of twenty-five dollars per month. Films were selected by the school superintendent, and the teachers accompanied the students to the showings. Follow-up of the film presentation was conducted the following week as the film became the topic for class discussions. In the same year, 1913, a motion picture projector was installed in the Centennial High School Auditorium of Pueblo, Colorado, and free, weekly showings were presented on various topics, including science and literature.

The popularity of the moving picture was reflected by the publication of opinions of educators regarding the instructional value of the film. Fleming (1911:336) called the cinematograph a "substitute for that heretofore irremedial weakness of geography textbooks, namely the absence of reality." He further identified the place of motion pictures as a humble and obedient servant trying to help along and render efficient the established methods. The object of this new method... is to furnish illustrations and point examples, to reduce the general to the particular, to render the subjective objective, to clothe the abstract in form of the concrete. (Fleming, 1911:350).

Henry L. Clapp (1913:621), Master Emeritus of the George Putnam School of Boston, stated that the moving picture "outweighs all other means of instruction, except life itself" and commented on its ability to present concepts even more vividly than could be gained in many instances during actual travel.

Like schools, other organizations utilized the motion picture in implementing educational programs. The Toledo Museum of Art, Toledo,
Ohio, in 1915, adapted the use of motion pictures in the teaching of art (Ramsey, 1938). Another purpose of the program was to use the film as an attraction to increase the number of visitors to the museum.

COMMERCIAL ESTABLISHMENTS

When the commercial producers and distributors of the films realized that the objectives of instructional films differed from those of entertainment films, schools became potential markets for the rental and purchase of films for educational purposes. As a consequence, several commercial organizations were established. An additional impetus to this development was created by the special demand for training films during World War I.

Atlas Educational Films

Atlas Educational Films, organized in 1913, produced authentic historical motion pictures. The State of North Carolina purchased many of the Atlas films and provided moving pictures for audiences throughout the state. The state owned twenty-six motor trucks, each of which was fitted with an electric light plant and motion picture apparatus. The trucks traveled to isolated communities where pictures were shown in churches and schoolhouses and sometimes outdoors.

Bell and Howell Company

The Bell and Howell Company, formed in 1907, was one of the first companies to standardize equipment. The projector, perforator, and printer were coordinated to the thirty-five millimeter format. Various film sizes confused the industry. Practically every manufacturer produced equipment in his choice of size.
Eastman Kodak Company

The Eastman Kodak Company formed Eastman Teaching Pictures, Incorporated, in 1928. The early Eastman Teaching Films were produced in the subject areas of geography, general health, and science. Much of the informational material was taken from negatives of industrial films which had been given to the Eastman Kodak Company. In 1944 the entire stock of film negatives was given to the University of Chicago.

Society for Visual Education, Incorporated

The objective of the Society for Visual Education, Incorporated, founded in 1919, was to produce films specifically for school use. However, the films were not successful. The society affiliated with the Acme Motion Picture Company in the development of a film projector. In 1923 the society manufactured a filmstrip projector, the Picturol. This development led to the production and distribution of filmstrips and filmstrip projection equipment. The society's filmstrip library became the most complete one in the world (Dent, 1969).

Electrical Research Products, Incorporated

The introduction of the educational sound film caused the establishment of several commercial companies, one of which was Electrical Research Products, Incorporated. Sound-on-disc attachments were coordinated with approved thirty-five millimeter silent film projectors to reproduce the sound film. ERPI's first film, Finding His Voice, explained how sound is put on film. In 1929 the non-theatrical division, or the education department, was formed with Frederick L. Devereux as president. In 1932 ERPI entered into a contract with the University of
Chicago to produce a series of instructional sound films. In 1943 the university acquired the Encyclopaedia Britannica films and later purchased the ERPI films; thus, ERPI Classroom Films, Incorporated, became Encyclopaedia Britannica Films (Saettler, 1968).

COLLEGE CURRICULA

As a larger assortment of visual aids became available and as the motion picture provided increasing impact upon the schools, educators became involved in providing means whereby teachers might prepare themselves for the efficient and effective use of those aids. Few teachers were trained in the operation of the equipment, and public opinion reflected concern that the school was becoming a place of entertainment. Teachers were accused of being ill-prepared, or lazy, when they used the various audio-visual materials in their classrooms, and they were warned that a teacher might become "a machine driven puppet instead of a master." (Everhard, 1920:29).

In the decade of the 1920's, the first books were written regarding methodology for film utilization, and the first courses were offered to teachers who were concerned with the use of instructional films. By the late 1920's, a specific methodology had been established. The Johann F. Herbart instructional plan of the previous century was adapted for classroom utilization of films: (1) preparation of the class, (2) presentation of the film, (3) informal discussion and assignments, (4) supplementary showings, (5) assimilation of the film's concepts by means of generalization and application, and (6) evaluation. Much of the theory behind the methodology of film use was based on the concept that the film medium brought not only visual reality but also concreteness through the illusion of motion (Saettler, 1968).
During the spring term of 1918, the University of Minnesota offered a course in visual education, "Methods and Materials for Visual Instruction," which was "perhaps the first of its kind offered for credit in an American university." (Ankeny, 1926:489). Another institution attempting to meet the needs of educators was Teachers College, Columbia University, where in 1920, E. K. Fretwell and Charles W. Hunt, principal of the Horace Mann Elementary School, taught a course, "The Educational Value of the Motion Pictures."

The University of Southern California placed in its curriculum, in 1929, a course, "The Appreciation of Motion Pictures," which was described as "a cultural movement to promote the standing of the photoplay in the intellectual's mind, . . . limitless possibilities." (Educational Screen, 1930:45). The offering was a cooperative juncture with The Academy of Motion Picture Arts and Sciences of Hollywood, Douglas E. Fairbanks, Sr., president. The course was so popular that, within a year, it was offered as a credit course by radio and correspondence.

Most of the courses were electives, but the Pennsylvania State Teachers College required a course in visual education beginning in September, 1931. The following March at the Pennsylvania State Teachers College Faculty Conference, the Visual Education Section outlined the course and designated a place for it in the fifth semester of the curriculum.

It was unanimously decided that the core curriculum of the Visual-Sensory Aids Course should consist of the following elements common to practically all subjects: Research; Historical background; Verbalism; Projectors, still and motion-picture, housing, care, technique; School Journeys - organizing, conducting, checking; Objects - Specimens - Model - assembling, housing, care, sources; Museum Procedure; Pictorial Materials - standards for evaluating, mounting and filing of flats, housing and care of stereographs, making lantern slides, mending films and film-slides, housing and care of slides and films, technique for all;
Dorris (1923) reported that the San Francisco State Teachers College offered a Saturday course, for credit, in visual instruction in 1921. Enrolled in the course were thirty-five principals, supervisors, and teachers from twenty-seven different schools in six school systems. The course included lectures, demonstrations, and laboratory work; additionally, the instructor visited twenty-one different schools, sometimes four times each week, giving help to individual teachers in solving the daily problems regarding the use of visual aids.

A study by DeKieffer (1947) indicated that North Carolina State Teachers College was the first institution to offer a course in audio and visual education. The institution first offered the course in 1921.

The Michigan State Department of Instruction attempted to provide training for all the seniors in the State Normal Schools in 1923. Enrolled in the no-credit course were nearly 750 prospective teachers, of whom nearly two-thirds learned to inspect and repair film and to operate a motion picture projector. . . . We believe Michigan is the pioneer state in offering such work in all its Normal Schools. Whether that is true, or not, we have gained useful experiences in carrying the work thus far . . . . The scheme of training should include courses in the University as well as the Normal Schools. (Johnson, 1923:382).

With the development of the sixteen millimeter camera and projector, more appropriate instructional films, and other instructional materials, the demand for college courses grew. Kooser (1930) reported that fifty institutions offered summer-session courses in visual instruction in 1928, and ninety-five institutions offered courses the following summer. Later surveys indicated that, as the demand for directors of
audio-visual departments grew, many institutions offered advanced degrees with concentrations in the area of audio-visual education. According to Weber (1922), he was the recipient of the first doctoral degree granted in visual education. The degree was conferred in 1922 by Teachers College, Columbia University. Weber's dissertation was entitled "Comparative Effectiveness of Some Visual Aids in Seventh Grade Instruction."

In 1926 Yale University appointed Daniel C. Knowlton to head its newly created Department of Visual Education in the Graduate School. Jordan (1927:118) regarded the appointment significant because of the "conservatism of Yale with reference to any so-called fads in education . . . a signal recognition of this field of study as one worthy of graduate research and investigation."

PROFESSIONAL ORGANIZATIONS

The years 1918-1942 were characterized by the organization of bureaus or departments of visual instruction which promoted the employment of audio and visual devices for the attainment of educational goals. Among the earliest educational agencies to become interested in the utilization of such aids were the University Extension Divisions. According to DeKieffer (1947), five Extension Audio-Visual Departments were organized in 1914. The parent institutions of the departments were the University of Wisconsin, University of Indiana, Iowa State College, State University of Iowa, and University of Kansas.

Three national organizations concerned with visual education emerged, finally merging into one national organization representing the interests of persons involved in the area of instructional media--the
Association for Educational Communications and Technology, the administrative center of which was housed in Washington, D.C. The first of these organizations, the National Academy of Visual Instruction (NAVI), was created during the February, 1920, meeting in Cleveland, Ohio, of the Department of Superintendence of the National Education Association (Dudley, 1920:10). Approximately sixty "persons whose time is devoted entirely or in part to visual education held three informal conferences" leading to the first annual convention, held at Madison, Wisconsin, July 14-16, 1920. At this convention, William H. Dudley, President of NAVI, stated the purpose of the organization:

> It is for us to preempt the field, to plant our standards, to set the pace, . . . study the needs of the schools and other educational groups and point out definite ways to meet such needs. . . . We are not to attempt to revolutionize the existing order, not to establish new educational ends, but rather to introduce devices that will lead more directly to ends already in view.

At the Boston meeting of the National Education Association in July, 1922, a committee, chaired by Charles H. Judd, was appointed to meet with representatives of the Motion Picture Producers and Distributors of America, to jointly "find the means of making pedagogic pictures which are scientifically, psychologically, and pedagogically sound." (National Education Association, 1923). One recommendation of the Judd Committee was the establishment of a clearinghouse of visual education information. The committee report at the Oakland, California, meeting of the National Education Association resulted in the formation of the Department of Visual Instruction (DVI) of the National Education Association. The sole purpose of DVI was "more effective communication in the classroom, through the use of a wider range of learning resources." (The Heritage of AECT, 1973).
Dent (1932) reported the existence of another group, the Visual Instruction Association of America. The primary contribution of this organization to the audio-visual movement was the initiation of visual instruction demonstration centers and commercial exhibits at educational conferences. Also, the association was distinguished by the acceptance of commercial representatives as members with voting privileges. In 1931 the name of the organization was changed to the Metropolitan New York Branch of the Academy, affiliated with the National Academy of Visual Instruction. When the Academy merged with the Department of Visual Instruction of the National Education Association, the Metropolitan New York Branch was part of the unification. The merger of the DVI and the NAVI was approved at annual meetings in 1931 and 1932, respectively, with the name of the former organization being carried forward by the newly merged group--Department of Visual Instruction of the National Education Association. In 1947 the DVI changed its name to Department of Audio Visual Instruction (DAVI) and became more active in serving educators. In 1970 the name of the organization was changed to the Association for Educational Communications and Technology.

Local and state associations developed, and many of them affiliated with the national organization. One of the earliest local associations was the Visual Education Club of the Newark, New Jersey, Public Schools. Organized in 1921, the goal of the organization was to improve teaching methods through the extended use of audio-visual aids. The New Jersey Visual Education Association was established in 1923 in connection with the New Jersey State Teachers Association at Atlantic City. More than one thousand teachers attended the 1930 meeting.
An outgrowth of the Great Depression was the Civilian Conservation Corps (CCC), first mentioned by President Franklin D. Roosevelt in his Congressional Message on March 21, 1933. Roosevelt asked for passage of legislation authorizing the federal government to provide large numbers of unemployed young men with work and beneficial experiences in conservation camps. The CCC was authorized by the Seventy-third Congress and implemented by Executive Order Number 1601 on August 5, 1933. Films and filmstrips were used extensively to train CCC recruits in the construction of bridges, buildings, and roads—and in the building of shelters, trails, and other improvements in national and state parks—all over the country (The Heritage of AECT, 1973). The CCC, abolished in 1942, was estimated to have cost roughly three billion dollars. The program resulted in about one and one-half billion dollars worth of work being accomplished. In addition to work performed, the Civilian Conservation Corps advanced the value of visual aids for instructional use (Denham, 1976).

In 1940 Floyde E. Brooker of the American Council of Education convinced President Roosevelt that films could be used to train industrial workers. Brooker, assisting the Office of Emergency Management, was directed by the President to use Vocational Education Funds to experiment with the success of the utilization of the training films with the workers (The Heritage of AECT, 1973).

PUBLICATIONS

Educational literature included publications regarding visual education. The Library Division of the United States Bureau of Education published a twelve-page leaflet, "List of References on the Use of
Pictures in Education," which listed forty-eight magazine articles, two books, two sections, or chapters, of books, and one leaflet—all titles indicated that their contents dealt with the motion pictures. According to Library Leaflet Number 13 (1920), the earliest article to appear was "Moving Pictures as an Aid to Teaching Trades," which appeared in the Scientific American supplement of September, 1910. The June, 1910, issue of the Pedagogical Seminary carried an article entitled "The Moving Picture in Relation to Education, Health, Delinquency and Crime." The other 1910 article listed was "The Moving Picture" which appeared in the August issue of Good Housekeeping. The largest number of magazine articles appearing in any single year was twelve articles printed in 1913.

During the period immediately following World War I, a number of periodicals were devoted exclusively to the work of visual education. Moving Picture Age appeared in 1917 and was devoted to the furthering of the use of motion pictures in schools. Although the publication was founded by a commercial firm, included on the editorial board were a number of educators. The Society for Visual Education published Visual Education; the elaborate monthly publication appeared in 1920. Later, the publication merged with Educational Screen. The educator of the early 1900's was supplied with periodicals such as The Lantern Record, Magic Lantern, The Exhibitor, and Monthly Diadem (Done, 1950).

The single book relating entirely to the motion picture in education, prior to 1920, was published by Standard Publishing Company, Cincinnati, Ohio, and was titled Motion Picture Education (Dench, 1917). In 1928 Anna V. Dorris authored the first text in visual education, Visual Instruction in the Public Schools.
SUMMARY

The value of using audio and visual materials to enhance the verbal communication was recognized early in education. Before the end of the nineteenth century, illustrated texts, maps, globes, blackboards, and other teaching aids were employed by educators.

The educational museum was designed for the purpose of providing educational materials for the schools. Some school systems established educational museums as the administrative unit for visual instruction. School museums were the beginnings of educational media in the American schools.

By 1900 technology permeated the schools. The stereoscope and the magic lantern, or stereopticon, were used in the schools, ushering in an almost continuous interest in individualizing instruction. Slides were packaged and sold for instructional purposes. The technology for recording and reproducing sound was advanced in Edison's phonograph. The Kinetoscope permitted the viewing of films of people and objects in life-like action; thus, the Kinetoscope served as a forerunner for the educational utilization of motion pictures.

Early in the twentieth century, a distinction was made between the film as an entertainment and informational medium and the film as a medium of instruction. Instructional films were teaching aids rather than complete and independent sequences of instruction.

Slowly, ideas evolved regarding the most effective use of the new teaching aids. Educators in Louisiana were among those persons whose interest developed in the educational potential of the devices. In the next chapter, consideration will be given to the expanding application of visual education in Louisiana from 1908 to 1940.
Chapter 2

THE DEVELOPMENT OF EDUCATIONAL MEDIA IN LOUISIANA, 1908-1940

In 1908 the schools of Louisiana were unattractive buildings with uncomfortable furniture, ungraded classes, and no libraries. Teaching methodologies were ineffective (Harris, 1963). Roussel (1937) indicated the basic visual aids employed in selected secondary schools in Louisiana in the 1920's and 1930's. Blackboards were old and worn in the St. James Parish Schools. The maps were in poor condition, and the number of window shades was insufficient.

However, not all schools were in such dire need of improvement. The Union Parish Schools contained hypoplate blackboards, library books, and teachers' desks and chairs, representing some of the best equipped schools in the state (Taylor, 1939).

During the period from 1908 to 1940, a system of elementary and secondary schools emerged, a statewide supervisory program and staff evolved, state appropriations for public schools increased 1,633 percent, free textbooks were available, and a system of trade schools developed (Robertson, 1952).

In 1928 the Louisiana Legislature approved Act 100 which provided free textbooks for children attending elementary and secondary schools, both public and private. Opposition to the act developed; a legal suit was instituted to have the act annulled. The district court declared the act constitutional, but opponents appealed the case to the State Supreme Court. A unanimous decision from the Louisiana Supreme Court upheld the
ruling of the lower court. The case was appealed to the United States Supreme Court; the decision of the court upheld the act. The decision was based upon the theory that state appropriations for the purchase of textbooks were made for the benefit of the students, and, subsequently, the state (Hilton, Shipp, and Gremillion, 1965). Educators used state funds during the 1935-36 academic year to purchase school supplies, such as paper, pencils, and ink. The Louisiana Legislative Act Number 153, the Textbook Law, provided that state revenues be used to purchase library books for the schools. "Delightful textbooks and library books were prepared and teachers were trained to use them skillfully." (Harris, 1963:162).

The State Department of Education established its Elementary Division in 1909. The elementary schools developed adequate libraries, which housed teaching aids and professional literature; educators conducted studies of the materials and methods utilized in the classrooms. As a result of the efforts contributed by the Elementary Division staff, quantities of equipment increased, teachers' skills developed, and libraries provided periodicals in addition to other literature for students. Joseph W. Brouillette, a leader in the audio-visual movement, was appointed by Thomas H. Harris, State Superintendent of Education in Louisiana, to a statewide committee, which was charged with studying the audio and visual aids for teaching. From these beginnings, an awareness developed of the educational potential of audio-visual aids (Ives, 1964).

Under the Harris administration, film projectors and phonographs appeared in the schools of Louisiana, thus beginning the development of equipment inventories for instructional programs. Demonstrating his belief in the value of visual aids, Harris suggested steps for instruction;
included in his outline was the utilization of the blackboard for presenting study questions to the students (Ives, 1964).

Progress toward a quality educational program continued during the period from 1908 to 1940. Several individuals contributed to the growth and development of education during the period, but Thomas H. Harris was the dominant figure. His vision, courage, and political skill influenced other important persons to involve themselves in educational developments; his effective leadership contributed to the accomplishment of worthwhile goals.

**MOTION PICTURES**

Shortly after the audio-visual movement emerged, the State of Louisiana was involved with a technological revolution in education. In 1895, only four years after Edison applied for a patent for the Kinetoscope, a Baton Rouge newspaper reported the presence of the innovation in Louisiana:

> The kinetoscope, Edison's latest invention can be seen at the Mayer Hotel, [sic] your reporter was called over and he saw a prize fight where you could see everybody in motion. This is an aid to science and the arts, that should be seen to be appreciated. (*State Times*, March 4, 1970:5A).

In 1912 Jasper G. Ewing founded the Ewing Motion Picture Company in Baton Rouge, Louisiana, and began production of films for educational, agricultural, and informational use. The films were shown in classrooms, community buildings, and motion picture theaters. Ewing produced three agricultural films in 1913 and 1914. The thirty-five millimeter, silent films were projected by a hand-driven Acme projector ("Jasper Ewing, Sr.
1969). The first film, *For the Land's Sake*, showed the winter cover crops and the cultivation of cotton. *The Cows Are Coming*, filmed at Homer, Louisiana, was the second film, and the third film, *Old Man River*, depicted the reclamation work following the disastrous flood of the Mississippi River in 1912. The films were shown to agricultural students at Louisiana State University and to farmers throughout the state (Frye, 1966).

The interest of Louisiana educators in visual education continued to grow. After World War I ended, certain Louisiana schools provided facilities for the presentation of motion pictures. A high school, built at Lake Charles in 1917-1918, included a fireproof projection booth, as specified by the National Board of Fire Underwriters (Cline, 1974). With the development of the sixteen millimeter film and the availability of commercially prepared films, the motion picture for instructional purposes was embedded in the field of education in Louisiana as well as in other parts of the nation.

Ewing remembered that "1923 was the first year the 16mm projector with acetate base film was available. It was put out by Bell & Howell. I believe we were their first dealer." (NAVA News, 1967:1). Educational film libraries were begun by Bell and Howell Company, Herman DeVry Company, and Eastman Kodak Company. Films varied in length from one hundred to four hundred feet (Ewing, Private Papers).

The national commercial firms were not alone in the production of motion pictures. The Louisiana State University Agricultural Extension Service became actively involved with the production of films in the early 1900's.
AGRICULTURAL EXTENSION SERVICE

The schools of Avoyelles Parish implemented an agricultural program under the guidance of Superintendent Victor L. Roy, who was employed later as state club agent. During his two years of service as state club agent, Roy encouraged the expansion of the agricultural club program; a by-product of the program was the agricultural train, which transported exhibits to every section of Louisiana (Westbrook, 1970).

Following Roy's resignation as state club agent on July 8, 1911, Edwin S. Richardson assumed the position. Under Richardson's administration, the agricultural train project expanded to the extent that every railroad line operating in Louisiana furnished facilities to carry the train to all parts of the state. Spending one day at each stop, the agricultural train reached every area of the state within a three-month period. The train personnel presented exhibits, lectures, and demonstrations, which included methods of planting and cultivating corn and forage crops, information on control of diseases of plants and animals, and techniques recommended for food preparation, nutrition, sanitation, and health (Frye, 1966).

As Director of Agricultural Extension Service, Louisiana State University, Richardson encouraged the use of visual aids in presentations. His awareness of the educational implications of the motion film was expressed in the following words:

You know, even in 1913, thousands of people were going to picture shows every day to see comedy actors slap a villain in the face with a spattering pie . . . if pictures are used to entertain people . . ., why can't they be used to teach students? (Mims, 1949:7).
Ewing and Richardson envisioned the use of films in adult education among the farmers of Louisiana. Their idea of using films for group showings throughout the state was presented to Thomas D. Boyd, President, Louisiana State University. The plan required the purchase of an automobile for transportation. According to Mims (1949:7), "not one of the state departments nor even the governor himself, owned an automobile." Students said of Boyd, "When it comes to spending state money Colonel Boyd will squeeze a dime until the eagle screams." (Mims, 1949:7). Boyd faced two major problems in reaching his decision: justification of the purchase of an automobile and the attitude of the general public toward motion pictures. People "regarded movies as nothing more than a penny arcade curiosity." ("Jasper Ewing, Sr. . . .", 1969:8). However, demonstrative of Boyd's vision, he agreed to support the venture proposed by Ewing and Richardson and allotted for the project a small surplus of money from the university.

Even though Ewing and Richardson obtained financial support for the venture, other problems remained to be resolved before their goal would be realized. Obtaining the necessary equipment constituted one major obstacle; the Motion Picture Patents Company held a monopoly on production and controlled the distribution of movie equipment in the United States. Ewing directed the importation of the equipment from England ("Jasper Ewing, Sr. . . .", 1969). Another problem was the lack of electricity in the majority of rural housing; electrical power was needed for production and presentation of films. Thomas W. Atkinson, Dean, College of Engineering, Louisiana State University, contributed a method of providing power for the operation of equipment (Williamson, 1951). "When we would get to a school, we would take a portable generator
out of the car, jack the car up, and connect a rear wheel to the generator with a belt. That is how we got our power . . . ." (Dent, 1969:12).

A third problem was one which was common to other potential users of moving picture film. The nitrate base film presented a fire hazard. The regulations of the National Board of Fire Underwriters demanded the use of fireproof projection booths.

The innovation caused a great deal of emotion, as indicated by the following excerpt:

"... the newest thing in the agricultural extension department is a device as yet officially unnamed. It is a combination affair, with an automobile illumination outfit and a moving picture arrangement playing prominent parts. The automobile is fitted up with apparatus that furnishes the power for the picture machine and the lights for the spectators to see the pictures to best advantage. The device promises such wonderful results that it has already commanded attention from the government representatives at Washington, and one of the main officials of the demonstration department, J. A. Evans, assistant special agent in charge, has visited the fair and conferred with Professor Richardson and thoroughly examined the machine and its operation.

Mr. Evans believes that Professor Richardson has hit on the solution of the problem of giving illustrated lectures at country school houses.

As yet, there has been no opportunity for the device to be tried in a practical way in the rural communities, but the tests have proven its absolute effectiveness and usefulness. This is shown by the manner in which demonstrations are being given in the agricultural hall for benefit of the visitors. As explained by Professor Richardson, who modestly states that the machine is the result of a combination of ideas from different workers, including some of his own, the principal purpose is to solve the light problem in the country sections, where stereopticon slides heretofore have been used with difficulty and lack of entire satisfaction owing to the absence of adequate illumination.

The motor is attached to the machinery of an Overland automobile in such manner that is easily handled and operated, the picture machine being attached on the opposite side of the car. The whole outfit can be operated by one man, but two are more satisfactory. By using this arrangement, Professor Richardson expects to cover a great deal of territory and illustrate various phases of his department's work in a manner heretofore handled with difficulty. It promises to revolutionize the country moving picture business, and enormously increase the activities of the extension department. A tour will probably be started shortly after the close of the fair, where various visitors, seeing the
device in operation will take home the impression received and cause their neighbors to eagerly await a visit from the Richardson forces. (Shreveport Journal, November 6, 1914:7).

The first successful implementation of the equipment occurred on November 20, 1914, at a meeting in Zachary, Louisiana. The meeting was conducted by Richardson, William H. Balis of the Extension Service, and B. Logan Moore, a student. Rural communities without electrical service would no longer be deprived of the visual education available through the Agricultural Extension Service of Louisiana State University, Baton Rouge (State Times, November 21, 1914). The automobile with the moving picture machine was an extension of the agricultural train. The new equipment allowed other communities to view subjects upon which their livelihood depended, whereas the demonstration train was accessible only to those communities in proximity to the railroad. The contributions of Ewing and Richardson appeared to be the beginnings of audio-visual education in Louisiana.

Williamson (1951:64-65) indicated that ingenuity created uses of the equipment differing from the original purpose for which it was intended:

In addition to its use in the production of motion pictures, the current generated by the electric motor of the machines was utilized to provide heat for cooking utensils. An electric cook stove was added to the equipment of the automobile, making possible cooking demonstrations before rural groups. The contrivance became an important part of home demonstration activities handicapped by lack of proper facilities.

Richardson aspired to have moving pictures shown in every school of the state. During the first seven months of 1915, the staff of the Agricultural Extension Service visited 140 schools in forty parishes and presented programs utilizing the stereopticon and moving picture machine to an estimated audience of 23,340. Usually, the traveling assemblage
spent one week in each parish. Besides the educational films shown at each school, the visual programs included stereopticon slides depicting the various phases of the agricultural club work (Williamson, 1951).

Richardson resigned from the Agricultural Extension Service at Louisiana State University on October 1, 1919. He then served as superintendent of the Webster Parish Schools from 1921 through 1936, and as President of Louisiana Polytechnic Institute, Ruston, Louisiana, from 1936 through 1941. Mims (1948:7) referred to Richardson as the "grandfather of visual education" in Louisiana.

Walter C. Abbott succeeded Richardson as the director of Agricultural Extension Service and remained in that position until 1949. During his administration, Abbott expanded the agricultural program into all parishes and schools. Parish agents provided improved services to teachers of agriculture (Williamson, 1951).

The Agricultural Extension Department of Louisiana State University provided opportunities for agents to learn how to prepare and use visual materials effectively. Photography experts from the United States Department of Agriculture, Washington, D. C., met with the agricultural editors in 1924 to discuss the proper use of photographs (Annual Narrative Report, 1924). During the following year, agricultural editors and parish agents received formal training in the effective utilization of photographs in agricultural work (Annual Narrative Report, 1925). The annual Extension News Clinic of 1931 included training in the preparation and utilization of visual aids; for example, the proper construction of a poster was demonstrated, incorporating the psychological principles involved in imparting knowledge. Agents received training in the preparation and utilization of a variety of other aids, such as pictures, slides, and charts.
The state extension service established the area of Visual Edu­
cation in 1935 (Annual Narrative Report, 1935). Responsibilities of the
Extension Specialist in Visual Education included producing and securing
visual materials; the specialist was provided with a thirty-five milli­
meter Eyemo camera for the production of motion pictures for the state.
During the following year, 1936, the extension service employed a spe­
cialist to present motion pictures throughout the state. Other employees
possessed skills in producing visual aids; George L. Tiebout, who served
as the first horticulturist for the extension department, worked exten­
sively with filmstrips (Annual Narrative Report, 1936).

Four Southern states, including Louisiana, entered into an agree­
ment with the United States Department of Agriculture to produce
agricultural films. The states provided the funds; the Division of Mo­
tion Pictures of the Department of Agriculture supplied the equipment and
personnel necessary for the production of films needed by the states. A
firm in New York, Cinelab, developed the film for a fee of two cents per
foot for thirty-five millimeter sound film and eight cents per foot for
sixteen millimeter sound film.

The cost of film per viewer was nominal; 42,787 persons attended
film presentations during 1936. The total number of film showings was
233 in thirty-six parishes, but additional films were needed. Three
films were produced, one of which was filmed near Baton Rouge.

It is desired to establish a library of films that will cover
each major crop and include in them improved farm practices, re­
results of studies, and most of all local color. The specialist
is gathering information pertaining to cost and value of equip­
ment necessary to set up a small picture lab for the production
The annual reports indicated the growth in audio-visual equipment and utilization. Eight vehicles were equipped for presentation of motion pictures (Annual Narrative Report, 1938). Six sixteen millimeter projectors were sold to the Louisiana Normal School and seven to one of the parishes. Approximately 500 sixteen millimeter projectors were located in Louisiana schools.

An announcement was made August 20, 1929, that the motion pictures of short courses, produced by Ewing, would be shown in movie theaters throughout Louisiana (Louisiana 4-H Daily, 1939). Ewing served also as the photographer for several films produced by the extension service, and a New Orleans firm was responsible for developing and printing the films.

In 1939 George L. Tiebout produced filmstrips for use by parish agents. Cameras were loaned to parish agents for the local production of filmstrips. The Agricultural Extension Service purchased sixteen millimeter equipment for production of films. One of the audio-visual equipment distributors reflected that "visual education is just beginning to bear fruit." (Annual Narrative Report, 1939:7).

FILM DEPOSITORIES

Early in the 1900's Nicholas Bauer promoted, among New Orleans educators, an awareness of the educational potential of visual aids. Prior to accepting the position of Superintendent of Schools in Orleans Parish, 1923-1941, Bauer served as assistant superintendent and pioneered in the utilization of audio-visual devices. He designed and conducted a series of lectures in the Orleans Parish Schools for the purpose of supplementing and stimulating study in history, geography, hygiene, and nature study. In presenting the illustrated lectures, Bauer employed charts, pictures, specimens, and slides (Cline, 1974).
The Orleans Parish School Board, in 1930, recommended the establishment of a central collection of audio and visual materials to be circulated among the schools within the system. This arrangement extended to educators and students opportunities for exciting, imaginative, and provocative classroom activities. From this beginning grew an audio-visual center, including a film library, which would later serve the four parishes of the New Orleans area. A center for the acquisition and distribution of films was established in New Orleans in 1936 (Cline, 1974). The operations of the center were funded locally in 1937 under the direction of Camilla Best, who later became president of a national organization, Department of Audio-Visual Instruction (Henry, 1976).

In 1936 the Agricultural Extension Division of Louisiana State University established a visual aids library for the purpose of stimulating interest among schools in the use of lantern slides and motion pictures. The Agricultural Extension Library, resulting from the earlier work of Richardson, contained one hundred films and fifty sets of lantern slides, which were obtained by mail at a cost of ten cents for postage (Griffith, 1938).

The naming of a State Department of Education employee as chairman of a state audio-visual committee gave considerable impetus to the film library program. Preston H. Griffith, Director, General Extension Division, 1931-1941, and Joseph W. Brouillette, Louisiana State Department of Education, discussed with Superintendent Harris the importance of an established statewide visual aids program. Responding positively to the suggestion, Harris named Brouillette, in April 1937, Chairman of the State Committee on Visual and Audio Education of the State Department of Education (Griffith, 1938).
The committee consisted of one or more representatives from each school system. Hansen (1938) indicated that a close relationship existed between the elementary-secondary schools and the institutions of higher education; a faculty member from each state college served as a consultant to a district committee. The committee held its first meeting July 17, 1937, to pursue its objective of "studying the possibilities of extending the uses of visual and audio aids in teaching." (Brouillette, 1938:3). During the summer of 1937, the committee members studied literature and achievements in audio-visual education.

The second meeting of the committee was the Visual Education Conference, conducted during the annual convention of the Louisiana Teachers Association in Shreveport, November, 1937. Brouillette presented an audio-visual program which generated a great deal of interest (Griffith, 1938); several teachers reported experiences with visual aids (Brouillette, 1938). Describing a class project, Henderson (1938) demonstrated the value of learning through the sense of sight.

The endeavors of the committee spread to all levels of instruction on a statewide basis. In 1937 the Visual and Audio Education Committee, under the direction of Brouillette, was established as a section of the Louisiana Teachers Association (Phillips, 1937). In the 1936-1937 annual report, Harris suggested the establishment of a Division of Visual and Audio Education in the State Department of Education because "moving pictures . . . have a place in our educational efforts." (Harris, 1937:37). However, no recommendation was made for immediate appropriations for establishment of the division.

Griffith (1938) presented a justification for the use of films in education. He indicated that more facts were learned with greater
retention when visual aids were used. Moreover, the addition of motion improved the results, and the incorporation of sound advanced the results even further. More than one hundred Louisiana schools were equipped with film projectors in 1938, and across the nation, city and district school system budgets were expended for the development of visual education libraries.

Ewing (1939:72) predicted that "film libraries will be established in the state before the opening of school in September." His assumption was correct; five months later, in a letter to school principals, Brouillette (1939) announced Superintendent Harris' intention to establish film libraries. The communication urged administrators to plan for the purchase of motion picture projectors so that the schools could utilize the films which would be available. Brouillette suggested that schools purchase silent projectors at a cost of forty to one hundred fifty dollars each until such time that more expensive sound projectors could be purchased.

On October 17, 1939, at a meeting of the State Board of Education, Mr. Harris addressed the Board on the subject of the need of film libraries for the benefit of the public school system and suggested the wisdom of establishing such libraries at the State Department of Education, the Southwestern Louisiana Institute, the State Normal College, Louisiana Polytechnic Institute, South-eastern Louisiana College, and Southern University and he asked that the Board appropriate from its contingency fund $2,000 for such libraries at each of the institutions named. (Minutes, Louisiana State Department of Education, October 17, 1939:12). The proposal by Harris was adopted by a unanimous vote of the members present.

A letter, dated March 1, 1940, was mailed to parish superintendents, supervisors, and principals announcing the directors of four film libraries:
W. J. Avery, Louisiana State Normal College, D. G. Armstrong, Louisiana Polytechnic Institute; G. J. Tinsley, Southwestern Louisiana Institute; and D. C. Martin, Southeastern Louisiana College. (Brouillette, 1940:1).

Included in the mailing was a list of 185 available films—eighty-six sound and ninety-nine silent. The following policy was outlined for the operation of the film libraries:

1. A school may obtain films from any film library if it is unable to obtain a desired film from its regional library.
2. Films are free to schools, except transportation both ways which must be paid by the school.
3. Each school should make a deposit of five dollars to the library in its region to insure payment of transportation and any damage to film. (Brouillette, 1940:1).

COLLEGE CURRICULA

One obstacle which impeded the general acceptance and use of audio-visual aids was the lack of recognition by colleges and universities of the need for the training of teachers in the use of such devices. The negligence in offering such courses was contributed partially to the lack of equipment and facilities, lack of trained personnel, and lack of appreciation for the contribution that such aids could make to education. Because the majority of teachers and administrators had no formal training in the use of audio-visual aids, they were urged to make themselves cognizant of the current practices employed in the utilization of the aids. Hansen (1938) indicated that in order to gain such awareness, teachers should read publications, attend conferences, and receive in-service training under the direction of local directors of audio-visual instruction.

Although Louisiana was not a pioneering state in the offering of audio-visual courses, general awareness evolved in the early 1900's of the
educational value of slides, filmstrips, and motion pictures. This awareness developed, primarily, from the efforts of the Agricultural Extension Service of Louisiana State University. The impetus traveled from the university to the Louisiana State Department of Education, culminating in the appointment of a statewide committee to study the possibilities of expanding the use of audio-visual aids in education. During the 1937-1938 academic year, the members of the State Commission on Visual and Audio Education attempted to improve their teaching through the utilization of visual and audio materials. The committee members, along with other Louisiana teachers, attended classes in audio and visual education at Louisiana State University during the summer of 1938 (Brouillette, 1938).

Enrollment in summer school courses was one means recommended for active teachers to receive training in the use of audio-visual aids. Louisiana State University offered its first audio-visual course during the summer of 1938 "through the efforts of J. W. Brouillette, chairman of a state-wide committee for the study of visual education." (Ewing, 1939:72). Superintendent Harris advised parish superintendents to encourage representatives to enroll in the course which was taught by J. E. Hansen, Chief of the Bureau of Visual Instruction, University of Wisconsin. Later, Hansen was elected as President, Department of Audio-Visual Instruction, National Education Association.

Hansen (1938:5) offered for the scrutiny of potential enrollees the course outline:

I. INTRODUCTION

1. Outline of course, term papers, reports.
2. Definition and limitation of term.
3. History of visual instruction; present status.
4. Psychological principles underlying use of visual aids; where and when to use visual aids and why.

II. TYPES OF VISUAL AIDS AND THEIR USES

1. The field trip of school journey.
2. School museum, traveling museum, habitat groups, etc.
3. Mounted pictures, charts, graphs, cartoons, stereographs, models, etc.
4. Projected still pictures; opaque pictures, film strips, glass slides.
5. Motion pictures: silent, sound.

III. SOURCES OF MATERIALS AND EQUIPMENT AND THE SELECTION OF SAME

1. Sources of materials.
2. Evaluation of materials.
3. Sources of equipment.
4. Selection of equipment.

IV. OPERATION AND CARE OF EQUIPMENT AND CARE OF MATERIALS

1. Construction of projection equipment.
2. Operation and care of projectors.

V. LOCAL PRODUCTION OF MATERIALS

1. Elements of still photography.
2. Making lantern slides:
   a. Photographic.
   b. Other types of slides.
3. Film strip production.
4. Motion picture photography and local production of educational motion pictures.

VI. CLASSROOM METHODOLOGY IN THE USE OF VISUAL AIDS

1. Theory.
2. Classroom demonstrations.

VII. SURVEY OF THE LITERATURE IN THE FIELD: NEEDED RESEARCH

VIII. CORRELATION AND INTEGRATION OF VISUAL MATERIALS WITH THE CURRICULUM; EFFECTS OF USE OF VISUAL AIDS UPON CURRICULUM CONSTRUCTION

IX. ORGANIZING THE AUDIO VISUAL SERVICE

1. Administration of the visual aids program.
2. Building and Classroom Facilities.
3. Local problems.
X. MOTION PICTURE APPRECIATION

XI. SCHOOL USE OF THE RADIO

Other institutions joined Louisiana State University the following year in offering the courses. Ewing (1939:72) indicated that, during the summer of 1939, courses in visual instruction would be offered in the following institutions: Louisiana State University, under the direction of Dr. Roy Wenger, of the University of Ohio; the State Normal College, under Dr. John S. Kyser; Southwestern Louisiana Institute, under Miss Myrtle Rogers; Loyola University, under Miss Bostick, the Louisiana Polytechnic Institute, director... to be selected.

Martin (1938) recommended that institutions of higher education pursue an active role in the audio-visual movement. Among the suggestions for the role of the colleges were the following challenges: (1) to serve as clearinghouses for research studies, (2) to supply reference works on audio-visual education for students and teachers, (3) to establish equipment pools for loan, and (4) to produce motion picture films. Instructors of education courses were admonished to emphasize the application of audio-visual aids, operation of the equipment, and acoustical treatment of rooms for effective utilization of the audio-teaching devices.

UTILIZATION

Chatterton (1935) urged Louisiana teachers to supplement textbooks with pictures and exhibits because texts were limited in the amount and type of material included in the pages. The textbooks of 1935 contained more, accurate pictorial presentations than did the 1883 texts. However, progressive teachers realized that the textbook, used alone, was inadequate for presenting various concepts which contributed to a total understanding of various situations (Henderson, 1938).
Faculty members of the geography department at Southwestern Louisiana Institute encouraged the use of the film slide because it was a vast improvement over the breakable glass slide; the filmstrip provided opportunities for students to view images of objects which could not be obtained for display or in a pictorial format. Exposure to exhibits and pictures augmented student understanding and appreciation of previously unknown conditions (Martin, 1938).

Students who attended the Louisiana State Normal College Elementary School in the 1930's experienced numerous audio-visual aids. The school supplied stereoscopes in 1938 for the library as well as classrooms. Easy access to the devices allowed students to view stereographs as an independent activity; the learners were free to use the stereoscopes without receiving special permission from the teacher or librarian. Upon returning from study trips, first-year students composed stories, which the teacher transferred to a written format. The verbal symbols were presented to the students via a blackboard, a chart, or an opaque projector. Picture files afforded students opportunities for sequencing ideas, assembling picture books, and writing words which described the pictures. Dramatization guided the students to new learning activities as they built sets, painted scenery, braided rugs, and created stories for enactment. Stilley (1938) indicated that visual materials evolved from the experiences of the students and that the materials were integrated into regular school activities. The visual aids contributed to the study of language arts, math, social studies, art, and science.

Audio-visual aids were no panacea for educational problems. Phillips (1949) indicated that approximately 83 percent of all knowledge was acquired through seeing, 11 percent through hearing, 3 percent
through smelling, 2 percent through touching and 1 percent through tasting. Because teaching aids attracted the interest of students and appealed to them through their senses, the aids contributed to the process of education. Whelan (1938) discussed the psychological and logical aspects of the teaching-learning situation. The audio-visual approach to education conformed to the psychological teaching that all knowledge originated in the senses. However, the aids were not designed to supplant the teacher, and the classroom was not converted into a motion picture theater. Visual and audio aids were effective means to education, but they needed to be accompanied by active response, thus provoking students to think. Thinking required effort. The passive reception of ideas, acquired through audio-visual aids, was insufficient to complete the learning process, which included the evaluation of ideas received. Intellectual activity could not be replaced by passivity.

Writers urged schools to contribute to the audio-visual movement by adjusting the curriculum to include instructional aids while maintaining the unity and integrity of the educational process. Encouragement to adjust the curriculum continued until the time of this writing.

COMMERCIAL ESTABLISHMENT

Jasper G. Ewing was born in Abbeville, Louisiana, in 1879, a decade before the development of the frame-lined celluloid strip for motion picture film. After the beginning of the Spanish-American War in 1898, Ewing joined the United States Army where he developed an interest in photography. Upon receiving his military discharge in the Phillipine Islands, Ewing chose to remain in that location to develop his photographic skills.
When Ewing returned to Louisiana, he gained valuable experience from his employment by a newspaper firm in Crowley, Louisiana; in this position, he acquired knowledge which contributed to his success as a commercial photographer. In 1909 Ewing transported photographic equipment to his customers in South Louisiana; he traveled in a Brush automobile with a wooden front axle and no headlights or windshield. In describing the educational applications of his early photographic venture, Ewing said, "Well, you know back then, there was no visual education. I photographed group pictures at schools, and I would say that was the forerunner of visual education." (NAVA News, 1967:1).

Ewing promoted the utilization of motion pictures, slides, and other visual media in teaching as a means of enhancing instruction, not replacing the teachers.

Then, in 1912 we formed the Ewing Motion Picture Company and talked the State of Louisiana into making some motion pictures for the schools. We made three: "For Lands Sake" on cotton planting, "Old Man River" on the land reclamation after the 1912 flood, and "The Cows are Coming" on dairy farming. We took these three around to all the schools in Louisiana. There were no roads then, so we would just head out across the fields from one place to the next. When we would get to a school, we would take the generator out of the car, put it at the back of the car, jack the car up and put a belt around the wheel and the generator. That is where we got our power. That year we sold about a dozen of the old DeVry 35mm projectors, with nitrate base film, and all. (NAVA News, 1967:1).

The following individuals were other pioneers instrumental in the organization of the Ewing Motion Picture Company in Baton Rouge, Louisiana:

W. R. Dodson, Director, Louisiana State University Experiment Station; George L. Tiebout, Louisiana State University Agricultural Extension Service; Solon Farnbacher; Ernest Bohringer; Joseph Geblin; A. R. Barracks; Charles McVea; and E. B. Doran, Louisiana State University. (Ewing, Private papers).

The Ewing Motion Picture Company produced films dealing with agricultural and governmental topics. Farmers, students, and other interested
persons viewed the films. Ewing seemed to be ever-present, making history in visual aids and recording visually history-making events. Ewing provided views of governmental officials to the residents of Louisiana.

The people of Louisiana will be given a first hand view of their legislature and legislators, as the Ewing Motion Picture Co. of Baton Rouge, which took some very fine pictures of the legislature, the inauguration, and the working of the lawmakers will take this film over the state and show it in every city and town in the state. (State Times, July 30, 1912:7).

Many of the outstanding leaders in the development of Louisiana State University were photographed by Ewing as he served as official photographer for the Gumbo, the Louisiana State University yearbook. His newsreels of Huey P. Long were considered masterpieces ("Jasper Ewing, Sr. . . .", 1969).

Ewing pioneered, also, as a commercial vendor of audio-visual equipment; he supplied schools with the devices necessary for furthering the development and utilization of audio-visual aids in the classroom. In 1934, two of Ewing's three sons, Jasper G. Ewing, Jr., and Malcolm A. Ewing, joined their father in the commercial establishment, Jasper Ewing and Sons, Incorporated, Baton Rouge, Louisiana (Ewing, 1976).

CIVILIAN CONSERVATION CORPS

The Civilian Conservation Corps, a federal program designed to employ large numbers of young men, contributed to the audio-visual movement through the employment of visual aids in the training of those recruits. Comprising the Fourth Corps of the Civilian Conservation Corps were the following states: North Carolina, South Carolina, Georgia, Tennessee, Florida, Alabama, Mississippi, and Louisiana.
The commander of each camp of the Civilian Conservation Corps was accountable for numerous camp activities, one of which was the administration of a balanced educational program. In February, 1934, administrators appointed educational advisors for the camps. The camp commander, a project superintendent, and the educational advisor constituted an educational committee; the purpose of the committee was to discover means of correlating on-job training with off-job instruction. The committee members also determined the instructional methods and materials to be utilized at their camp (Gilbert, 1941).

A letter from Calvin A. Edson, Fourth Corps Area Educational Advisor, to Hibbard S. Busby revealed the establishment of a Civilian Conservation Corps Visual Service. The letter, dated July 7, 1934, delegated to Busby the responsibility of routing motion picture films throughout the Corps Area. Each district Film Service, within the Corps Area, was responsible for the establishment of the film circuit, transportation, training of operators and instructors, and in-service training (Wilson, 1938). Types of visual services offered were Sound Service, including sixteen and thirty-five millimeter films; Silent Service; and Film Strip Service.

Each sound film began its circuit at the circuit head camp, usually located near a railway. The circuit advisor and circuit operator previewed the film and inspected its physical condition. Following this routine, the advisor at the circuit head planned the use of the film in large and small groups, noting important points for emphasis. After members of the circuit head camp viewed the film, it was transported to the next camp. Frequently, specific groups within a camp viewed selected portions of a film several times. Upon completion of the circuit, the
film was returned to the circuit head camp where officials inspected and returned it to the Corps Area office. Educational advisors offered suggestions for utilization of each film; often, a detailed syllabus developed and served as a guide for using the film.

Individual camps requested silent films from the Corps Area office. Because of the relatively inexpensive equipment, each camp owned a projector for silent films. An accompanying film syllabus was mailed to the camp educational advisor for use in planning the presentation of the film. The Film Strip Service was conducted in a similar manner (Wilson, 1938).

Generally, neither advisors nor instructors had received college training in the use of audio-visual aids. To train personnel in the effective utilization of visual aids, the Corps Area Visual Service selected one person from each of the seven districts in the Corps Area to receive one week of intensive training in visual aids. Following the training, each representative, then, instructed men from each camp within his district (Wilson, 1938). The training program included presentations of the scope and purpose of the Corps Area Visual Service, utilization and evaluation of visual aids, sources of materials, analysis and application of visual aids, and methods of pre-service and in-service training. Attendees received instruction in the care and operation of equipment manufactured by the Bell and Howell Company, Herman DeVry Company, Victor Animatograph Company, and Ampro Corporation.

National officials recognized the success of the Fourth Corps Visual Service and selected it as a model for the utilization of visual aids (Brumfield, 1939). Men of Louisiana who contributed to the success of the Visual Service included Victor L. Brumfield, Eustis D. Wilson, and John H. Hunter.
Brumfield, Educational Advisor in one of the four Jackson Parish camps, served as principal of the schools in Kentwood, Breaux Bridge, Jonesboro, and Winnfield, Louisiana, before entering the Civilian Conservation Corps. After demonstrating his competency in visual aids, he advanced to the status of Visual Education Director of the Jackson Parish camps. From that position, he progressed to the office of Visual Education Assistant for twenty Louisiana camps. Ending his career with the Civilian Conservation Corps, he returned to Jonesboro where he continued his affiliation with public education as a high school principal.

Prior to joining the Civilian Conservation Corps in 1934, Eustis D. Wilson served as assistant principal of Colfax High School, Colfax, Louisiana. During his association with the Civilian Conservation Corps, Wilson served as Educational Advisor of the camp at Creston, Louisiana; State Education Advisor; and Assistant Educational Advisor of District E, which included Louisiana and parts of Mississippi. In February, 1938, he assumed the responsibility of District Educational Advisor and worked specifically with visual education and curriculum study (Brumfield, 1939).

John H. Hunter, while serving as Educational Advisor at Camp Vernon near Leesville, Louisiana, listed the accomplishments of the Civilian Conservation Corps educational program. Included on the list were the advancement of illiterates to competency in reading and writing and the extensive use of educational and commercial films for the instruction and entertainment of the camp personnel (Humphreys, 1964). In 1947 Hunter completed a master's thesis, "A Survey of Projection Equipment and Certain Related Factors in Louisiana High Schools." The thesis reflected Hunter's concern with the utilization of audio-visual aids. Climaxing Hunter's educational career was his appointment as President of Louisiana State University on February 1, 1962.
SUMMARY

During the period 1908 to 1940, the conditions of Louisiana schools advanced from uninviting, inadequate classrooms to interesting and challenging sites which stimulated learning. By the 1940's, the schools offered equipment and facilities for the utilization of educational media. Teachers attended classes to learn sources and techniques for the employment of visual aids. Film libraries distributed films, some of which were produced locally.

Valuable ideas were initiated by institutions and adopted by educators. The Civilian Conservation Corps Visual Service influenced the schools in the application of visual aids to education. Corpsmen received training in the use of visual aids and returned to careers in education to apply the knowledge to instructional situations. The Agricultural Extension Service of Louisiana State University and commercial representatives promoted the use of visual aids in Louisiana schools. Entertainment films served as models for the production of instructional films. The trend toward innovations being launched by persons other than educators continued until the time of this writing as industry continued to provide guidance for educators by providing attractive working environments and discovering effective methods of instruction.
Chapter 3

THE DEVELOPMENT OF EDUCATIONAL MEDIA IN LOUISIANA, 1940-1948

John E. Coxe served as State Superintendent of Education in Louisiana from 1940 to 1948. During his eight years in office, legislation transpired which furthered the efforts of former Superintendent Harris toward establishing compulsory school attendance in a twelve-grade school system. The state vocational education programs expanded; state appropriations of funds for the public schools increased; and education for black children received continued attention. Coxe faced the challenge of administering the state public school system during conditions resulting from World War II (Hilton, Shipp, and Gremillion, 1965).

Reorganization of the State Department of Education occurred during Coxe's tenure. The arrangement resulted in the establishment of three major divisions: Administration and Finance, Instruction and Supervision, and Higher Education. Because of the reorganization and increased services, the professional staff of the Louisiana State Department of Education increased from thirty-eight to 130 from 1940 to 1948. The organization of the department enabled the creation of the position of Supervisor, Audio-Visual Education, a post which was placed within the division of Instruction and Supervision (Weimer, 1974).

Coxe conducted impartially the duties of his office. Joseph W. Brouillette, Director of Teacher Education and Certification, described Coxe in the following words:
Mr. Coxe instructed... to issue certificates only to those applicants who met the full requirements for certification as established by the State Board of Education. Superintendent Coxe yielded to no request made for particular cases recommended. (Brouillette, 1974).

Under Coxe's administration, a committee developed guidelines for the teaching of social studies. The printed bulletin included a section relating to the use of audio-visual materials in the classroom. The value placed on such materials was reflected by the following words:

There is no other field of study so rich in illustrative material as is the area comprised by the social studies, nor in any is there greater need for clarification of concepts, for vicarious experience, and for enrichment of subject matter. Through the use of audio-visual materials of instruction as complements to other teaching procedures, the pupil gains almost a first-hand knowledge, a clear understanding, and a deep appreciation of the lives and activities of his fellow human beings of the present and of the past; of their problems and how they solve them; of their invaluable contributions to science, to industry, to human welfare, and to the cultural and intellectual heritage of mankind. Through these realistic contacts his horizons are widened, his tools for creative thinking tempered. (Louisiana State Department of Education, 1941:8).

The bulletin presented the following steps for effective utilization of audio-visual materials: (1) selection of materials which would contribute directly to the planned educational activities; (2) preparation of self through preview and planning and of students through a clear understanding of objectives and the relationship of the material to background knowledge; (3) presentation of material for individual or group use, as appropriate; and (4) application, or follow-up activities, involving pupils in the synthesis of information gained.

The reader of the bulletin learned of certain types of aids and sources for obtaining those aids. Such publications indicated an increasing awareness in the educational potential of audio-visual materials when used wisely.
The World War II effort brought the first significant convergence of the audio-visual tributary with the mainstream of educational technology. Audio-visualists and other educators developed a sensitivity to the applicability of scientific theories of learning to practical problems of instruction. A sophistication concerning the role of the audio-visual specialist evolved.

The attitudes of Louisiana educators evidenced some degree of sophistication toward educational media. A survey of selected school officials by Newton (1940) revealed an awareness of the educational value and desirability of instructional materials to supplement the basic textbooks. When asked whether instruction should be enriched through varied materials in addition to textbooks, the majority of each category of sampled administrators responded positively. The respective categories and percentages of positive responses were as follows: parish superintendents, 100 percent; parish supervisors, 96.7 percent; secondary principals, 100 percent; and elementary principals, 100 percent. Teachers, too, advocated the use of enrichment materials. Students referred to comic books during social studies discussions. Claitor (1944) concluded that human beings were visual learners.

Film holdings increased in the film depository created by the Agricultural Extension Service. The number of filmstrips continued to increase due to the local production by George L. Tiebout and Carroll H. McCall, the Cameron Parish agricultural agent who produced his own
filmstrips. Subjects of locally created films included poultry, marketing, home gardening (Annual Narrative Report, 1940), pasture improvement, and food preservation. Two color films were produced on the subjects of cover crops and quail management (Annual Narrative Report, 1941).

The 1944 agricultural records indicated that the film, Soldiers of the Soil, was the most frequently requested holding of the film depository. The Editorial Office circulated a minimum of 115 films during the year to approximately 51,000 viewers (Annual Narrative Report, 1944).

The number of films in the library continued to increase, but few of the films treated specifically the subjects of agricultural or home life. During the year of 1946, administrators upgraded the film depository; withdrawn from the loan service were films not directly related to home life and agriculture (Annual Narrative Report, 1946).

Following the removal of selected titles, the inventory indicated a total of seventy-eight films; however, the number increased rapidly. Reports indicated that during the year 1947, the quantity of film holdings increased to 232 reels. Utilization records revealed a 400 percent increase over the previous year. The number of viewers continued to grow; 160,797 persons attended agricultural extension film showings (Annual Narrative Report, 1947).

The Annual Narrative Report (1940) included the following items in the inventory:

1 projector, sixteen millimeter, Filmosound Model 120
2 projectors, thirty-five millimeter, sound, DeVry Portable Type ESF
3 screens, projection
Six additional cameras were purchased in 1947 (Annual Narrative Report, 1947).

World War II conditions necessitated that agricultural emphasis be placed upon the production of food. To meet the demands for food, farmers and agrarian leaders encouraged mass application of scientific agricultural knowledge. Funds from the War Food Administration, a federal wartime agency, enabled the employment of twenty-two additional assistant home demonstration agents (Williamson, 1951).


FILM DEPOSITORIES

The reported total of motion picture films, owned by the Louisiana State Department of Education in 1941, was 314, an increase of 129 films over the previous year. Approximately 60 percent of the total films were sound films. By 1943 the Louisiana State Department of Education owned 330 prints of 205 film titles. The number of loans for the year totaled 1,096 (Louisiana State Department of Education, 1943).

During the war years, money for film purchase decreased. However, the number of film holdings increased by approximately one hundred titles through the donations of governmental agencies such as the United States Department of Agriculture and the United States Department of
Defense. The film topics were primarily war-related subjects (Charlton, 1976).

In 1941 the State Department of Education established a film library at Southern University, Baton Rouge, increasing the total number of depositories to five. The five depositories shared equally the ten thousand dollars appropriated for their development (Louisiana State Department of Education, 1941). In 1945 the State Department of Education increased the number of state film libraries to six with the establishment of the New Orleans film library (Louisiana State Department of Education, 1945).

COLLEGE CURRICULA

An expected result of the increasing emphasis on audio-visual aids was the development of audio-visual conferences and courses. Louisiana Normal College, Natchitoches, Louisiana, conducted such a conference on February 14-15, 1941. The conference preceded a three-week short course, Education 152, offered by Louisiana State University, July 7-25, 1941. Teaching the three-hour, audio-visual course were three instructors:

Clarence O. Henson, Principal, Isidore Newman School, New Orleans; Harley Smith, School of Education, Louisiana State University; and Mrs. George Guttner, General Extension Division, Louisiana State University. (Pipkin, 1941:30).

The course was described as follows:

The lectures, 8:30 to 9:30 daily, will deal with the scope of audio-visual instruction; the functions of audio-visual aids, their advantages and limitations; differentiation in the use of such aids in the lower grades, in the upper grades and in the high schools. In the laboratory periods students will do such things as: prepare ... materials, films, film strips, slides; learn to use all types of machines; select ... audiovisual aids for ... use ... (Pipkin, 1941:30).
In the summer of 1943, Louisiana State University offered again the course, Education 152, under the direction of Lee M. Harrison of the University Laboratory School Science Department, and Mary C. Irion of the General Extension Division of Louisiana State University ("Special Features of the LSU Summer Term of 1943 of Interest to Teachers," 1943). Another audio-visual course was offered at Louisiana State University during the summer session of 1943; the course number was changed to Education 162 (Robert, 1945). "Workshop in Audio-Visual Aids" was taught from July 21 to August 8, 1947, by Harrison, Ronald F. Michalak, and Will C. Daniels. Preceding the course was a conference, The School Library and Audio-Visual Aids, sponsored by the Louisiana State Department of Education and the Louisiana State University Library School ("With the Colleges: Summer Session--1947," 1947).

The Louisiana State Department of Education and the General Extension Division, Louisiana State University, co-sponsored the First Annual Southwestern Audio-visual Conference in Shreveport, April 3-4, 1942. The conference featured nationally recognized authorities and was attended by nearly three hundred educators. Plans for annual meetings signified the enthusiasm generated by increasing use of audio-visual materials (Steetle, 1942).

Attendees of the 1945 Louisiana Teachers Association Convention adopted a resolution, stating that "Louisiana State University be petitioned to provide credit for successfully completed work in approved workshops." (Resolutions Adopted at 1945 Convention," 1946). The university complied with the request and offered, beginning in the summer session of 1946, three hours of credit for completion of the summer workshops in audio-visual education (Louisiana State University,
and Agricultural and Mechanical College, 1938-1969). The short course, offered repeatedly, evolved into the Annual Educational Media Conference, co-sponsored by the Louisiana State Department of Education and the School of Education, Louisiana State University (Roberts, Private papers).

CERTIFICATION

Certification standards for audio-visual personnel did not exist during this period. However, courses in audio-visual education began to emerge. General teacher certification was "raised to the level of the baccalaureate degree" during the administration of State Superintendent of Education Thomas H. Harris (Cline, 1963:96). The Burke Bill, enacted by the Louisiana Legislature in 1912, established the State Board of Education as the agency responsible for the certification of teachers (Harris, 1963). In 1913 teachers earned certification through the completion of college courses; formerly, teachers merited certification through the successful completion of examinations. Gradually, the state certification process evolved to the certification of educators in specified areas, and thus, those areas appeared on the certificate.

By the end of 1943, the State Department of Education attained the following accomplishments: (1) the teacher education curriculum at each state teacher education institution "was required to meet State minimum requirements for certification at a particular level or in a particular teaching field." (Sylvest, 1966:8); (2) the State Board of Education approved certification requirements for school library service (Louisiana State Department of Education, 1943). Although many school librarians were responsible for the non-print area, as well as
the print area, of educational materials, the school library certification requirements applied only to the latter.

COMMERCIAL ESTABLISHMENTS

As schools became potential markets for instructional films and projection equipment, commercial firms emerged. Some of the prominent and enduring establishments have been described herein.

Jasper Ewing and Sons, Incorporated

The firm founded by Jasper G. Ewing served educators from its location in the Baton Rouge area for several years. During World War II, Ewing consolidated the operations in New Orleans, Louisiana, where the establishment continued actively until the time of this writing (Ewing, 1976).

While a student at Louisiana State University, Chapell R. Reagan joined Ewing in commercial endeavors and received his first instructions in visual education from the pioneer. Upon graduation, Reagan promoted visual education in North Carolina, Georgia, Tennessee, and Texas. His efforts led to the formation of the National Association of Visual Education Dealers, which later became the National Audio-Visual Association (White, 1969). Jasper G. Ewing was one of the twenty-five charter members of the organization in 1940 and a member of the Board of Directors in 1942 (NAVA News, 1967).

Delta Pictures, Incorporated

Robert F. Menasco was born October 20, 1912, in Glenwood, Arkansas. One of five children in the family, Menasco worked for tuition, room, and board while attending Arkansas Agricultural and Mechanical
College, later named University of Arkansas at Monticello. After leaving college, Menasco worked at an assortment of jobs, ranging from serving as salad chef at the Arlington Hotel in Hot Springs, Arkansas, and promoting the diamond mine at Murfreesboro, Arkansas, to working on a dredge boat, before beginning his first photography studio in Shreveport, Louisiana, in 1943.

Accompanied by Douglas F. Attaway, Jr., publisher of the Shreveport Journal and founder of KLSA television station, Menasco traveled to Texas to consult with knowledgable persons in the production of commercials for television. Various individuals financed Menasco's organization of T. V. Films, Incorporated. The association was established in 1953 for the purpose of film contracting and developing. The company purchased the necessary production equipment, including a black-and-white film processor and a thirty-five millimeter camera. Financial problems developed because of a loan by an individual whose interest conflicted with that of Menasco; the founder of the company terminated his relationship with the firm. Months later, while vacationing in California, Menasco received a telegram from T. V. Films, Incorporated, indicating that the company's indebtedness had increased considerably and that the dissenting individual was no longer affiliated with the company. The sender of the telegram asked Menasco to return as president of the firm. Menasco agreed and organized Delta Pictures, Incorporated, in 1954; the newly organized firm assumed the assets and liabilities of T. V. Films, Incorporated.

Under Menasco's leadership, the company assisted the sports programs of the local schools by developing sports film. The charge assessed the schools for photographic film included the processing of the film.
Menasco's transactions with the schools furthered his interest in the employment of audio-visual materials for instruction. Delta Pictures, Incorporated, assisted in the production of a series of motion pictures documenting the various schools and facilities under the Department of Institutions during the governorship of Robert F. Kennon. Production of the films necessitated the writing of scripts, employment of photographers, and incorporation of the technique of animation.

Menasco increased the company personnel by employing salesmen, who traveled to established and potential clients. The equipping of a mobile van resulted in a traveling audio-visual showroom, but the sales representatives, unconvinced of the van's effectiveness, offered various reasons for not traveling in the mobile unit. The van was sold.

Shreveport's first television station KSLA engaged the services of Delta Pictures, Incorporated, in processing film until 1974 when the station began processing its own film. The personnel of Delta Pictures, Incorporated, displayed products at the annual conventions of the National Audio-Visual Association. The conventions provided ideal conditions for the initiation of sales contracts and franchises.

An investment of twenty-three dollars implemented the establishment of Menasco's photography enterprise; four thousand dollars enabled the organization of T. V. Films, Incorporated. The value of Delta Pictures, Incorporated, stock increased in twenty-two years to eight dollars and fifteen cents per share. Over the years, Menasco purchased the shares of stockholders desiring to sell; consequently, his widow inherited the control of approximately 75 percent of the stock in the company (Menasco, 1976).
Delta Visual Service, Incorporated

Delta Visual Service, Incorporated, was established in 1943 as a commercial enterprise dedicated to promoting audio-visual equipment and materials to be utilized for educational purposes. The equipment consisted of the sixteen millimeter projector, which weighed approximately seventy-five pounds, convection-cooled filmstrip and slide projectors, phonographs, and a combination opaque and lantern slide projector which resembled a "fossilized anteater." (Didier, 1969:6).

To alleviate the shortage of instructional equipment and materials, the company leaders organized a sixteen millimeter film library. Industry contributed 150 films which were distributed to the users at no charge. Delta Visual Service, Incorporated, was a depository for RKO and University Pictures films. Although the majority of the films were recreational in nature, certain titles provided moral value and educational enrichment. Film selectors chose some religious and moral films for use by local churches.

Acknowledging the need for a systematic approach to instruction, Delta Visual Service, Incorporated, negotiated, in 1958, a contract for representation of Educational Development Laboratories in Louisiana. Educators evaluated the products and served as consultants. Thus, a commercial firm offered consistent, available resource data regarding equipment and materials.

Lanier Company

The Lanier brothers established a business machine partnership in Tennessee in 1934. The sales territory increased to include not only Tennessee but also Georgia, North Carolina, South Carolina, and Alabama. Nine years later, the sales territory included also the following states: Virginia, Florida, Mississippi, Arkansas, Louisiana, Texas, and Oklahoma.

The original dictation machine for which the business received dealership proved to be an inferior product and was dropped from the inventory. The Gray Audograph, marketed by the Gray Manufacturing Company, replaced the machine in Lanier's products about 1945.

One of the Lanier brothers purchased one-half interest in the Oxford Manufacturing Company in 1942. Six years later, the Lanier organization purchased the remaining interest (May, 1976).

SUMMARY

During the years 1940-1948, the audio-visual movement in Louisiana prospered. Despite conditions resulting from World War II, the quantity of visual aids increased, primarily through gifts and local production of materials. Guides for using the aids and listings of sources for the materials were available for Louisiana teachers. Audio-visual conferences and courses assisted teachers who sought cognizance of the value of such instructional materials. Audio-visual education began its development into an area of specialization. Growth in educational acceptance and use of technological devices was substantial.

Again, an outside factor generated progress in education. As ex-military personnel resumed, or assumed, careers in education, both
as teachers and students, they offered to education the visual educa-
tion expertise they accrued while in the military service. Types of
equipment, which proved successful in the rapid training of large
numbers of persons, appeared in classrooms. Louisiana, like other
states, benefited from the military contributions of technical and
systematic approaches to education.
Chapter 4

THE DEVELOPMENT OF EDUCATIONAL MEDIA IN LOUISIANA, 1948-1964

Shelby M. Jackson served as State Superintendent of Education in Louisiana from 1948 to 1964. During that period of time, Jackson promoted a minimum standard of education for all children and youth of Louisiana. During Jackson's tenure as superintendent, vocational education programs, which included the training of veterans, were expanded; elementary and secondary curricula were enriched; special education programs were established; and state appropriations for public education were increased (Hilton, Shipp, and Gremillion, 1965). State funds provided textbooks, library books, paper, pencils, and audio-visual aids for student use.

The State Department of Education procured an educational television station, thus affording the opportunity to present televised programs for the enhancement of instructional programs. Jackson predicted that educational television stations would exercise an important role in the development of educational programs in the future; educators were encouraged to support the production of quality programs for the medium of television (Robert, Hilton, Shipp, and DeBlieux, 1960).

Jackson encouraged the use of various types of audio-visual aids. He impressed upon educators that, through proper use of such devices, the learner learned facts faster and retained the information longer. Frequent use of the aids, Jackson stated, assisted in preventing retardation, delinquency, and absenteeism. "Let them see and hear
what is beautiful and interesting, and they will learn." (Jackson, 1949:1).

AGRICULTURAL EXTENSION SERVICE

In 1949 extension agents utilized the audio wire recorder in the preparation of programs for presentation. Agents employed the equipment, on location, for the recording of interviews, lectures, and programs (Annual Narrative Report, 1949). The extension service purchased improved magnetic tape recorders as they became available. With the purchase of these professional quality tape recorders, a contribution was made to the production of improved presentations (Annual Narrative Report, 1950).

The purchase of twelve thirty-five millimeter cameras enabled specialists to have equipment more accessible. The donation of specialized thirty-five millimeter equipment made possible extremely close-up photography of materials. The conversion to "Day Light slide projectors provided improved projected images, which were adequate, even under poor viewing conditions." (Annual Narrative Report, 1950:31).

Beginning in 1952 the Agricultural Extension Service Editorial Office administered, distributed, and maintained all of the visual aid equipment owned by the Agricultural Extension Service. The Editorial Office assumed the responsibility for the scheduling and distribution of five slide projectors and three moving picture projectors, owned by the university (Annual Narrative Report, 1953). Equipment loans for the year 1938 totaled 841. The 1958 equipment inventory included eleven slide projectors, two overhead projectors, two lantern slide projectors, three press-type cameras, six sixteen millimeter projectors, and five public address systems (Annual Narrative Report, 1958).
Following limited use of the silk screen process of preparing visual aids in 1949, the extension staff utilized the technique for the mass production of charts, posters, and similar materials for use by extension agents. The number of aids, such as posters, charts, flash cards, and flannel board materials, increased during 1950 (Annual Narrative Report, 1950).

Eighteen parish agents employed cameras in the production of visual aids, and four specialists employed by the state agricultural office produced slides for use in presentations (Annual Narrative Report, 1949). Photography remained the area of greatest interest expressed by the agents in 1953; for the first time, interest in the use of color film was greater than in the use of black-and-white film (Annual Narrative Report, 1953). Agents were encouraged to produce materials for themselves, and fifty-seven parish agents used self-prepared slides and films in their work (Annual Narrative Report, 1956).

The four films added to the Extension Service film library in 1952 increased the total to 199 titles (Annual Narrative Report, 1952). The number of films in the library increased to 215 in 1953 (Annual Narrative Report, 1953).

In 1949, Arthur V. Patterson, Assistant Editor, Visual Aids, instructed agents in the production and utilization of slides, filmstrips, and prints. The program of instruction included color as well as black-and-white photography and reached agents in thirty-six parishes. Although Patterson assisted in the production of the film, Yam Goes to Market, he devoted most of his time, in 1950, to the training of agents in the preparation and utilization of slides, filmstrips, and prints. Agents also received training in the application of principles of display
to the preparation of agricultural exhibits (Annual Narrative Report, 1950).

In 1957 the Agricultural Extension Service conducted nine workshops on the topic of communications. During the three-day workshops, the role of audio-visual aids in communication was interfaced with the fundamentals of learning theory and group dynamics. The first three-weeks summer session for state extension workers was conducted in 1957 (Annual Narrative Report, 1957).

The Visual Aids Specialist, in 1961, conducted or participated in thirty-one workshops, portions of which concerned principles of visual perception (Annual Narrative Report, 1961).

Workshops and clinics in television were conducted during this period. Besides the local agricultural agents who benefited from these training schools, foreign agricultural workers received training and produced programs for television and radio broadcasting (Annual Narrative Report, 1962).

Advice and assistance in visual aids were given to other departments at Louisiana State University and to the State Department of Education (Annual Narrative Report, 1953). In 1955 Troy H. Middleton, President, Louisiana State University, appointed a study committee to submit recommendations for the establishment of a television production center and an audio-visual center. Two of the four committee members were Agricultural Extension Service personnel: Arthur V. Patterson, Visual Aids Specialist, and A. Gordon Loudon, Radio and Television Specialist. After touring facilities at the University of Wisconsin, University of Illinois, and State University of Iowa, the committee submitted a ten-page report outlining the facilities and equipment
needed for the establishment of television production and audio-visual aids centers for Louisiana State University (Committee Recommendations . . ., 1955).

FILM DEPOSITORIES

Six regional film libraries functioned in 1949 under the direction of Alton B. Davis, Assistant Supervisor, Division of Materials and Instruction, Louisiana State Department of Education (Davis, 1949). Representatives of the six regional film libraries met with Davis in 1949 to discuss progress and plans for the film libraries. A series of teachers' meetings regarding audio-visual aids was planned. Centers for the evaluation of films were established, and teacher committees recommended titles for purchase consideration ("Audio Visual Meet," 1949).

During the 1948-49 academic year, thirty-five millimeter filmstrips were added to the film library collections. The filmstrips circulated under the same regulations as did the sixteen millimeter films (Charlton, 1976).

Although films were available in diverse subject areas for kindergarten through college levels, selected titles were chosen for in-service education. Two such titles were How to Use the Classroom Film (Bankston, 1949) and Photography (Arceneaux, 1949).

In 1958, the number of sixteen millimeter films totaled 23,988 (Louisiana State Department of Education, 1958). By 1960, the number of films in the nine depositories totaled 26,578 (Louisiana State Department of Education, 1960). Film purchases during the following year increased the total number of films to 27,701 (Louisiana State Department of Education, 1961).
The circulation of films increased during the years 1948-1956 as did the total number of viewers. The following table indicates the film usage over a period of nine years:

Table 1

CIRCULATION OF SIXTEEN MILLIMETER EDUCATIONAL FILMS

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Bookings</th>
<th>Viewers</th>
<th>Average Number of Viewers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1948</td>
<td>41,543</td>
<td>1,215,915</td>
<td>29</td>
</tr>
<tr>
<td>1949</td>
<td>47,465</td>
<td>2,528,600</td>
<td>53</td>
</tr>
<tr>
<td>1950</td>
<td>87,208</td>
<td>4,111,568</td>
<td>47</td>
</tr>
<tr>
<td>1951</td>
<td>100,277</td>
<td>4,467,683</td>
<td>44</td>
</tr>
<tr>
<td>1952</td>
<td>104,762</td>
<td>4,942,939</td>
<td>47</td>
</tr>
<tr>
<td>1953</td>
<td>107,062</td>
<td>5,309,023</td>
<td>48</td>
</tr>
<tr>
<td>1954</td>
<td>194,392</td>
<td>6,224,004</td>
<td>41</td>
</tr>
<tr>
<td>1955</td>
<td>198,000</td>
<td>7,120,600</td>
<td>43</td>
</tr>
<tr>
<td>1956</td>
<td>233,640</td>
<td>8,544,720</td>
<td>51</td>
</tr>
</tbody>
</table>


Davis served as Supervisor of Audio-visual Education for the Louisiana State Department of Education from 1952 to 1965.

Although listings of available film titles were available in 1949, the first film catalog, Teaching Films for Use in Louisiana Schools, was printed in 1953 under the supervision of Leonard J. Olsen (1976), who succeeded Davis as Supervisor of Audio-visual Education.
The following table indicates the location and date of establishment of each of the nine film libraries sponsored by the State Department of Education.

Table 2
LOUISIANA FILM DEPOSITORIES

<table>
<thead>
<tr>
<th>Depository</th>
<th>Location</th>
<th>Date of Establishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louisiana Polytechnic Institute</td>
<td>Ruston</td>
<td>1939</td>
</tr>
<tr>
<td>State Normal College</td>
<td>Natchitoches</td>
<td>1939</td>
</tr>
<tr>
<td>Southwestern Louisiana Institute</td>
<td>Lafayette</td>
<td>1939</td>
</tr>
<tr>
<td>Southeastern Louisiana College</td>
<td>Hammond</td>
<td>1939</td>
</tr>
<tr>
<td>Southern University</td>
<td>Baton Rouge</td>
<td>1941</td>
</tr>
<tr>
<td>New Orleans Schools</td>
<td>New Orleans</td>
<td>1945</td>
</tr>
<tr>
<td>Northeast Louisiana State College</td>
<td>Monroe</td>
<td>1950</td>
</tr>
<tr>
<td>McNeese State College</td>
<td>Lake Charles</td>
<td>1952</td>
</tr>
<tr>
<td>Nicholls State College</td>
<td>Thibodaux</td>
<td>1958</td>
</tr>
</tbody>
</table>

COLLEGE CURRICULA

Formal training in audio-visual education was abundant in the 1950's. The training was available through conferences, workshops, and college courses. In 1952, Louisiana State University and three state colleges offered courses in audio-visual education to undergraduate education majors. Louisiana Polytechnic Institute and Northwestern State College offered such courses previously; McNeese State College offered the course for the first time in 1952 (Louisiana State Department of Education, 1952). In 1953 Louisiana State University, Southern
University, and Grambling College offered undergraduate courses to prepare students for future use of audio and visual media in their teaching endeavors. During the 1954-55 academic year, audio-visual education courses, at the undergraduate level, were offered by the following institutions: Louisiana State University, Louisiana Polytechnic Institute, Southwestern Louisiana Institute, Northwestern State College, McNeese State College, Southern University, and Grambling College (Louisiana State Department of Education, 1955). In 1961 eight of the state colleges and Louisiana State University offered courses in audio-visual education (Louisiana State Department of Education, 1961).

Davis served as consultant for eight workshops and/or conferences during the 1952-53 academic year (Louisiana State Department of Education, 1953). He conducted four regional meetings during the 1954-55 academic year demonstrating the proper utilization of audio-visual materials. During that same year, Davis served as consultant at seven parish-wide in-service education meetings (Louisiana State Department of Education, 1955).

Louisiana delegates attended a Regional Planning Conference at the University of Oklahoma, Norman, in 1960. The purpose of the meeting was the dissemination of information about newer educational aids. Following the conference, Davis chaired a state steering committee, which was composed of the Louisiana participants in the conference. The committee directed its efforts toward the development of a pilot project in schools of Southwest Louisiana. Participating in the program to use the newer educational aids were the following schools: McNeese State College, Lake Charles; Lake Charles City Schools; and schools from the following parishes: Cameron, Calcasieu, Jefferson Davis, Beauregard, Allen, and Vernon ("'New Media' Pilot Project," 1960).
An education conference on the topic of automated teaching and learning was held at Northwestern State College July 10-14, 1961. TEMAC, a division of Encyclopaedia Britannica Films and producer of automated materials, assisted with the conference with personnel of Encyclopaedia Britannica Films serving as consultants. Presented were lectures on the subject of automated learning and demonstrations of teaching machines. Participant involvement was arranged through teaching and learning activities using programmed texts and teaching machines ("Teaching Machines Workshop Announced," 1961).

UTILIZATION

During World War II, audio-visual aids were employed in the training of military personnel. As those individuals returned to civilian life during the post-war years, the aids were utilized frequently in the schools (Cline, 1963). Some of the ex-military personnel entered teaching careers upon their return to civilian life while others enrolled as students in colleges or universities. Thus, the employment of audio-visual aids increased in educational institutions.

Educators discovered that audio-visual aids contributed to the attainment of desired educational goals. In an effort to improve the reading program at Youngsville High School, Youngsville, Louisiana, the faculty enrolled in the Harvard Reading Films Course, a program designed to increase reading speed and comprehension. The materials offered content at an eighth-grade level of difficulty, but the interest level appealed to students at the eleventh-grade level and above.

Although the Youngsville teachers felt that the reading films were relevant to gifted students, another school used the teaching
principle with remedial students. The tachistoscope was employed as a remedial reading aid at the Gentilly Terrace School, New Orleans, Louisiana (Best, 1949).

Teachers used the technological innovations as extensions of themselves. DeMoss (1959), a Louisiana teacher of first-level students, and John J. Hanson, Head of the Audio-visual Department at George Peabody College for Teachers, designed a listening center which enabled the teacher to assist simultaneously two groups of students. The recorded voice of the teacher seemed to be directed at each individual student who listened through a set of headphones.

One teacher found that a mediated project resulted in a comprehensive study of various subjects. Humphries (1959) described the process whereby fourth-level students produced a tape recording for exchange with a group of students from a neighboring state. The students planned to describe their school, city, and state to their Arkansas correspondents. Committees conducted research to learn more about the institutions to be described. A thorough survey of the school facilities revealed unknown resources. Students learned effective interview techniques as they questioned students and administrators. A relevant study of the components of a business letter prefaced student requests from local and state government officials for information. Students used numerous sources for gathering data; they gained historical, geographical, and literary knowledge from filmstrips, discussions, newspapers, periodicals, and books. Experimentations with recording techniques resulted in improved pronunciation, expanded vocabulary, and a greater understanding of the scientific principle of sound.
The East Baton Rouge Parish School System, under the superintendency of Lloyd J. Funchess, sponsored the production of a film, Dynamic Creativity in East Baton Rouge Schools, in 1960. Responsible for the photography was Perry A. Guedry, Supervisor of Publications and Informational Services. The film depicted the diverse art activities experienced by students of various grade levels. Kuhn and Schwartz (1960) suggested that the film medium was an appropriate research instrument. Teaching techniques could be evaluated; emphases by various teachers would become apparent; and effectiveness of art education could be assessed.

Elliot (1949) emphasized the simplistic technique of film utilization when he described the classroom teacher as the most important element in the effectiveness of the applied educational film. Methods of utilization of the teaching film were familiar to the successful teacher who employed explanation and discussion in the presentation of material through means other than film.

Student operators of audio-visual equipment organized projection clubs and relieved their teachers of the responsibilities for preparing the equipment for operation, projecting the material, and returning the equipment when finished. Little (1952) indicated that members of the Audio-Visual Aid Operators Club at Sophie B. Wright High School in New Orleans trained neophytes who joined the club. The members developed feelings of comradeship, elected officers, and contributed to an efficient method of audio-visual equipment utilization.

Best (1949) encouraged the organization of operator clubs as a means of encouragement for increased, effective utilization of audio-visual equipment. Other suggestions for individual schools included
the appointment of audio-visual coordinators, periodic listings of available materials, presentations of demonstration classes by selected teachers, and in-service classes.

CERTIFICATION

Prior to 1956, teachers received certification through the successful completion of specific courses. The educator was then certified in particular areas which appeared on the certificate. In 1956, an institution evaluation process replaced the course completion method of certification. Committees conducted on-site evaluations "at each teacher-education institution at least every five years." (Sylvest, 1966:16). Professional certification was granted "only to persons who had successfully completed an approved teacher-education curriculum at an approved college or university." (Louisiana State Department of Education, 1963:2).

The State Department of Education established criteria for the positions of Supervisor of School Libraries and Director of Parish and City Materials Bureaus or Centers. As approved June 27, 1952, by the Louisiana State Board of Education, the requirements were as follows:

a. The applicant must hold a valid Louisiana certificate authorizing school library service.

b. Previous experience:
   (1) The director of materials bureaus or centers must have had five years of successful school experience, including three years as school librarian.
   (2) The supervisor of school libraries must have had at least five years of successful experience as school librarian.

c. Each must hold a master's degree from a regionally accredited institution, including 12 semester hours of graduate training in library science in addition to the minimum of 18 hours of undergraduate credit in library
The certification requirements, as listed above, remained in effect through 1964.

EDUCATIONAL TELEVISION

The Agricultural Extension Service of Louisiana State University experimented with the medium of television for the dissemination of information during the decade of the 1950's. A New Orleans television station, WDSU, broadcast regularly scheduled agricultural programs as early as 1950 (Annual Narrative Report, 1950). In 1954, members of the Departments of Vocational Agriculture and Future Farmers of America Chapters in Northeast Louisiana presented monthly televised programs through the cooperation of KNOE in Monroe (Canterbury, 1954). By the end of 1960, Agricultural Extension Service programs achieved statewide television coverage (Annual Narrative Report, 1960). In 1953 WDSU-TV, New Orleans, sponsored a television training school in which participants developed and analyzed a television program. Included in the sessions were films on techniques for television and materials used for sets (Annual Narrative Report, 1953).

KNOE provided the facilities, equipment, and personnel for a three-day television training clinic in 1954. The program developed by the participants in the clinic was broadcast during the regularly scheduled time for the Agricultural Extension Service program. Another television training school was conducted cooperatively that year by Tulane University, New Orleans, and a New Orleans television station (Annual Narrative Report, 1954).

The Agricultural Extension Service, assisted by WBRZ of Baton Rouge, conducted the 1955 annual television workshop for agricultural
agents. Along with the opportunity to serve as talent before the camera, the participants received information in selecting, adapting, and utilizing materials and devices for televised presentations (Annual Narrative Report, 1955). Similar workshops were conducted with the cooperation of television stations KALB, Alexandria, and KLFY, Lafayette, Louisiana (Annual Narrative Report, 1960).

In 1961 third- and fourth-level students in the New Orleans area received instruction in French via television. Accompanying the program were sound recordings for classroom and home use, an activities book, and a teacher's guide. Local consultants were available to assist the classroom teacher when necessary. Many of the teachers viewed French simultaneously with their students. Special lessons prepared the teacher for programs to be presented the following week ("Louisiana Elementary Pupils Study French via Television," 1961).

Students of the Ouachita Parish and Monroe City School Systems learned Spanish via an educational television station, KLSE, in Monroe. The Ouachita Valley Vocational-Technical School of West Monroe offered a course in television production with the facilities of KLSE utilized for classwork. The Department of Speech, Louisiana Polytechnic Institute, also employed the facilities of KLSE as laboratory training for class members. Students observed the operation of the station, operated certain equipment, and served as talent for productions (Canterbury, 1962).

According to an article in Louisiana Schools, the National Broadcasting Company sponsored the first live programming produced expressly for educational television stations. The five programs concerned the following areas: mathematics, music, government, literature, and world geography and economics. The Educational Television and Radio Center,
Ann Arbor, Michigan, and the Ford Foundation cooperated with the broadcasting company in making the programs available. Educational television stations, which were unable to broadcast the programs live, taped the programs by kinescope recording and scheduled the programs at later dates. A New Orleans television station, WYES, was among the twenty-five non-commercial educational stations which broadcast the programs throughout the United States ("Educational TV Project," 1957).

Teachers utilized commercial television programs to further educational goals. Mentally retarded students viewed "Captain Kangaroo" and selected specials such as space exploration. Mallerich (1962) reported that students displayed unexpected enthusiasm and successful group participation.

Articles regarding educational television appeared in journals. Surveys of television viewing were conducted and publicized. Cowsar and Tier (1961) stated that results of research studies indicated that television was an established medium of communication. The authors urged that the educational potential of television be fully utilized.

The disadvantages of educational television were outlined for Louisiana teachers. Merrill (1959) compared television viewing to Pavlov's conditioning of animals and indicated that the ability to reason was de-emphasized by television. Neither the expense of equipment and operation nor the lack of interaction between teacher and student could be justified.

In 1953 the Southern Regional Education Board, in cooperation with the Joint Committee on Educational Television and the American Council on Education, conducted a conference to consider possibilities for regional cooperation in television programming. Representing
Louisiana at the conference were:

Fred H. Fenn, Director of University College, Louisiana State University; Aimée Poncet, Director of High Schools, Orleans Parish School Board; Horace Renegar, Director of Public Relations, Tulane University; and Lucile Ruby, Acting Director of Radio Station WLSU, Louisiana State University (Anderson, 1953:2).

The Louisiana delegates reported that a recently appointed Legislative Commission would study possibilities for statewide employment of educational television. A New Orleans committee, composed of representatives from business and industry as well as schools and colleges, planned strategies for providing citizens of Louisiana with educational television (Anderson, 1953).

Louisiana was one of the first states to attempt to apply the educational potential of television. Although a statewide educational television network did not become a reality in Louisiana until 1974, efforts toward that goal began almost a quarter of a century earlier. In 1951, Troy H. Middleton, President, Louisiana State University, was advised by Brouillette (1951:1)

not to overlook the fact that television is fast becoming a great educational medium; that many leading universities of the nation have set machinery in operation to provide themselves with television stations.

Legislators joined educators in the display of interest in educational television. Instrumental in the persuasion of the Louisiana State Attorney General's office to draft a resolution pertaining to educational television were Lucile R. Woodard, Louisiana State University, and Shady R. Wall, State Representative from West Monroe, Louisiana. Senate Concurrent Resolution Number 23 was introduced into the House of Representatives by Wall on July 9, 1952; the following day Senator Guy W. Sockrider of Lake Charles introduced the document into the Senate. The
jo in t resolution was signed on July 10, 1952, by Robert F. Kennon, Governor of the State of Louisiana.

The resolution provided that a committee be appointed by the Governor to study the potentialities of educational television within the state, and to make recommendations and reports to the Governor, and to the legislature, at its next meeting, in regard to the development and expansion of television within the state for educational purposes. (Louisiana Legislature Senate Concurrent Resolution Number 23, 1952:1).

The appointment of the Special Legislative Television Committee resulted from the resolution. Serving on the committee were nine persons: Lucile R. Woodard, Louisiana State University; A. B. Davis, State Department of Education; Elmer Conner, Department of Commerce and Industry; Henry Clay, Radio Station KWKh, Shreveport; T. E. Gibbens, Radio Station WAFB, Baton Rouge; Robert D. Swezey, WDSU Broadcasting Corporation, New Orleans; Guy W. Sockrider, State Senator; Shady Wall, House of Representatives; and Governor Robert F. Kennon, Ex Officio Member (Minutes, Special Legislative Television Committee, January 12, 1953:1).

At the first meeting of the committee, January 12, 1953, Woodard was elected as Chairman and Davis as Vice-Chairman. Three subcommittees emerged: Policy or Objectives, Davis, Chairman; Program Resources, Woodard, Chairman; and Finances, Swezey, Chairman. Woodard invited Kennon to attend the next meeting, March 6, 1953, when the subcommittees reported their progress (Minutes, Special Legislative Television Committee, January 12, 1953).

Attending the third meeting of the committee, April 6, 1953, were educators, legislators, and civic leaders from various areas of Louisiana. State Superintendent of Education, Shelby M. Jackson, warned that the program had merit but needed to be well planned and organized.

A program of this type must be carefully planned; it has to be worked out through careful study, and I would like to recommend
to the committee that we try to get the Federal Communications Commission to extend the time and give us an opportunity so that we will have a better plan, and more study in detail as to how we can approach the problem is needed because no one wants to make a mistake in getting the program established. I don't think that I could even say in words the real value to education if it is done right. 

However the money is provided it will be well spent, if the programs are well organized. I don't think that a program should be just a haphazard affair; I think it should be one that is well planned and coordinated throughout the state. 

(Minutes, Special Legislative Television Committee, April 6, 1953:1).

Charles E. Smith, Dean of the University, Louisiana State University, indicated that educators at Louisiana State University were eager to participate in educational television activities in coordination with educators of other institutions of higher learning, public schools, and state agencies.

In a "Summary of State Progress in Educational Television in Louisiana," Woodard (1953:1) communicated to John E. Ivey, Jr., Director, Southern Regional Education Board, that

progress in planning for educational uses of television in Louisiana has been slow, accompanied by doubts and caution. Fears of political domination and burdensome cost are prevalent . . . at times I become completely discouraged over the prospects for educational television in Louisiana, but I haven't given up all hope. We certainly need more time to gain public support throughout the state.

The four problems facing educational television in Louisiana were outlined by Woodard: political domination, financial costs, uncertain regard for educational television, and lack of public awareness.

Woodard and Killeen (1953:2) met on June 23, 1953, to formalize the thoughts of the committee. Expressed was the position

that this committee has gone just about as far as we could ourselves in trying to get the communities to respond. . . . I think what we have to concentrate on is getting films so we can show the Legislature and the Governor what educational television can do, and just let the committee worry about television so far as the stations go.
The Special Legislative Television Committee report consisted of five steps: Step One advised that a permanent Louisiana Educational Television Commission replace the committee to reach final decisions on matters regarding educational television and that a full-time coordinator be appointed by the Governor; Step Two recommended the provision of studio facilities and a mobile filming unit; Step Three suggested that the 1954 Legislature consider financing either community educational television stations or production centers; Step Four recommended investigation of availability of funds from private agencies; and Step Five indicated that community educational television stations should be coordinated into a statewide network in order to provide Louisiana with a new educational service (Special Legislative Television Committee Report, 1954). The report later became Louisiana Legislative Act Number 548.

The Special Legislative Television Committee existed for two years from July, 1952, to June, 1954. In studying the potentials of educational television in Louisiana, the main purpose of the committee was to prepare affected persons for the development of an educational television network in Louisiana. The committee members faced many problems, such as the lack of financial appropriations and the lack of awareness of the value of educational television. The final report of the committee was presented to the Governor and the State Legislature in June, 1954.

During that year's Legislative Session, Representatives Wall and Robert F. Cagle, in cooperation with the Special Legislative Television Committee, presented House Bill Number 1057; the purpose of the bill was to create a Louisiana Educational Television Commission. House Bill
Number 1057 became Act Number 548 on July 8, 1954, establishing the Louisiana Educational Television Commission as a continuing agency of the state and appropriating from the General Fund $26,000 for each of the fiscal years, 1955 and 1956, for the purpose of meeting expenses and operation costs for the Commission. The twenty-one member Commission was to be composed of two representatives from each of the following agencies: Louisiana State Board of Education, State Department of Education, Louisiana State University Board of Supervisors, and the Louisiana Association of Broadcasters; and one representative from each of the following institutions: Tulane University, Centenary College, and Louisiana College; and one representative member of the faculty from each of the state colleges and Louisiana State University. The members of the Commission were directed by the Act to

(1) Establish an office and employ such personnel in addition to the coordinator or executive secretary as may be required; (2) Serve as a source of information for Louisiana citizens concerning the nature and uses of educational television; (3) Aid communities in the development of production centers or noncommercial television stations; (4) Make the benefits of educational television available to and promote its use by the residents of the State; (5) Accept gifts and grants or money or property for development of educational television in Louisiana and make detailed annual reports to the Governor and the Legislature of such receipts and their disbursements; (6) Continue the study of state educational needs that may be met through the use of television, explore in-school and out-of-school programs for children, teacher in-service training and adult-education; (7) Recommend policies for educational television development in Louisiana; and (8) Serve in an advisory capacity on all matters pertaining to the development of educational television in Louisiana. (Louisiana Legislative Act Number 548, July 8, 1954:1).

The written act provided for the election of Commission chairman and vice-chairman, stated that Commission members would receive compensation only for expenses, directed that a majority of the twenty-one members would constitute a quorum, and instructed that the first
Commission meeting would be held within sixty days of adjournment of the Legislative Session (Louisiana Legislative Act Number 548, 1942).

The Louisiana Educational Television Commission held its first meeting on September 10, 1954. Officers elected were "Lucile R. Woodard, Chairman; Alton B. Davis, Vice-Chairman; and Robert Swezey, Secretary-Treasurer." (Minutes, Louisiana Educational Television Commission, September 10, 1954:1).

A second bill, House Bill Number 965, was drafted for the State Department of Education for the purpose of providing general finances for educational television facilities under the supervision of the State Superintendent of Education. According to a letter by Woodard (1954), this bill was prepared without the knowledge of the Special Legislative Television Committee but with the approval of Cagle. The proposed bill authorized the "building, constructing and operating of educational television facilities . . . through the cooperation of the State Board of Education, the Louisiana State University Board of Supervisors, and the State Department of Education." The approved act authorized the State Superintendent of Education "to initiate a program and plan and sign such contracts as will result in the establishment of the necessary facilities for Educational Television Broadcasts." (Louisiana Legislative Act Number 591, 1954:1).

A newspaper article indicated that partial opposition to House Bill Number 965 resulted from the belief of many persons that the bill was drafted for the purpose of purchasing television station KFAZ in Monroe (Morning Advocate, February 9, 1955). The thirty-thousand watt, ultra-high frequency station operated from a 320 feet tall tower as Channel 43. The station, competing with very high frequency station,
KNOE, in Monroe, encountered financial difficulties and surrendered its license to the Federal Communications Commission. The owner, Jesse O. Willett, who contributed to Kennon's 1952 election campaign, wanted to sell the station (Gibbens, 1954).

On January 27, 1955, the State Board of Education authorized the State Department of Education to proceed with the installation of the educational television project as outlined in Act Number 591. Although the Monroe station, KFAZ, was not named in the resolution, board members felt that the intention was that the $15,000 appropriation would be used for the North Louisiana station (States-Item, March 17, 1955). Joseph J. Davies, President, State Board of Education, stated that Lieutenant Governor Charles E. Barham indicated that the KFAZ equipment was valued at $300,000 and that the State Department of Education could obtain it for $150,000 (Morning Advocate, February 9, 1955).

In a communication to the Federal Communications Commission, State Superintendent of Education, Shelby M. Jackson (1955:1) proposed that KFAZ, Channel 13, in Monroe "be designated for non-commercial education use and that its availability for commercial use be withdrawn." Jackson outlined convincing arguments for the location of an educational television station at Monroe, Louisiana. He petitioned that a channel was needed in the Northern section of Louisiana since three channels existed already in the Southern section of the state: New Orleans, Baton Rouge, and Lake Charles. Within a one-hundred mile radius of Monroe were twenty-eight parishes, populated by approximately one million people. That area of the state contained "778 elementary and secondary schools, seven colleges and universities, four special schools and eleven state-operated trade schools." (Jackson, 1955:2).
Furthermore, a station located in Monroe, Jackson argued, would provide educational television programs for the school systems of Mississippi and Arkansas. The necessary technical equipment was already positioned in Monroe.

The former licensee of Delta Television, Inc., has at our request agreed not to dispose of his technical equipment and facilities at Monroe, Louisiana, nor negotiate for their sale to any other party until the State of Louisiana is able to obtain authority to operate Channel 13 in Monroe as a non-commercial educational channel, provided that prompt steps are taken to obtain this result. The State will thus be able to purchase equipment which was in use less than a year at a substantially reduced price which can be adapted readily for VHF purposes. The licensee for Delta Television will also make available a modern, air-conditioned, centrally-heated studio building and transmitter site located in the heart of Monroe, Louisiana. . . . Thus, if Channel 13 is designated for educational purpose, the State will be able to almost overnight acquire a ready-to-operate station. (Jackson, 1955:3).

Jackson's petition related that an educational television committee existed in the State Department of Education to investigate the possibilities of educational television programming.

The directors of the various branches of the Department of Education who serve on this committee have actually prepared sample programming schedules and have circulated these schedules to groups interested in educational television for comment and criticism. A number of members of the staff of the Department of Education have produced, directed, and appeared on several educational television programs. (Jackson, 1955:4).

At the Louisiana Educational Television Commission meeting on February 21, 1955, the members discussed Jackson's activities concerning the station KFAZ. The Commission learned of Jackson's involvement with the station through the newspapers. Troy H. Middleton, President, Louisiana State University, revealed that although Louisiana State University was named with the State Board of Education and the State Department of Education in Act 591 as participants, university officials
were not contacted concerning the establishment of an educational television station in Monroe. He added that operation costs of the station would surpass $150,000 (Minutes, Louisiana Educational Television Commission, 1955).

Jackson was criticized by the Baton Rouge Parent-Teacher Council for his negligence in consulting the Louisiana State University Board of Supervisors. The council contended that the KFAZ equipment was suitable only for ultra-high frequency telecasting and would be effective only within a fifteen-mile radius of the station. A council resolution indicated that no money was appropriated for the operation of the station. The members recommended that the $150,000 be expended with the approval of the Louisiana Educational Television Commission (Morning Advocate, February 17, 1955).

Newspaper reports indicated that Jackson continued negotiations for the purchase of television equipment from the Monroe station. One article reported that Jackson consulted with the Louisiana State University Board of Supervisors about the station but that "Jackson has made no comment on whether negotiations are still in progress for the purchase. If he's getting out into the heat he's doing it in a shadowy sort of way." (Morning Advocate, March 17, 1955:7).

Another newspaper report reflected the cynical attitude of the public. The article related that Act Number 591 authorized Jackson's department, with the approval of the State Board of Education and the Louisiana State University Board of Supervisors, to spend money. But it didn't say how it was to be spent or on what, and it didn't exactly define the authority of the various agencies in spending it. (States-Item, March 17, 1955:7).

The Louisiana Educational Television Commission, opposing the negotiations for KFAZ, presented an alternative plan, "Recommendations
for Current Action Concerning ETV Development." (1955:2). One of the five sections of the written plan listed four principles used as guidelines by the Commission:

1. Whatever is done on the state level must of necessity serve the state as a whole and all citizens of the state;
2. Whatever is done on the state-wide basis should use a cautious and realistic 'both-feet-on-the-ground' approach;
3. Whatever is done should utilize such existing program material as efficiently as possible at the lowest per program cost while receiving highest per program viewing and maximum multiple use of such program material;
4. Whatever is done should provide coordination without centralization for maximum utilization of program resources and efficient use of local agencies and facilities.

The Commission paper concluded that three alternative means existed by which the state could develop educational television in Louisiana: (1) establish a non-commercial station network throughout the state, (2) allow each institution and agency to procure funds and personnel, or (3) establish production centers; including a mobile production, to meet the needs of the state regarding educational television (States-Item, March 17, 1955).

State Representative Cagle introduced the Commission's recommendations as House Bill Number 212 on May 17, 1955. Commission members feared that the bill would be vetoed by the Governor after it passed both the House of Representatives and the Senate. However, on June 1, E. Wayne Bundy, Executive Secretary of the Louisiana Educational Television Commission, reported to the Commission members that the request was not approved by the House Committee.

News stories regarding KFAZ continued. A newspaper account reported that E. Guy Martin, State Purchasing Agent, related that the
advertisement of the bids called "for entirely new and modern equipment for a complete T.V. station." (State Times, July 11, 1955:7). Other editorials appearing that month were critical of the transactions regarding the Monroe television station by the State Department of Education. Some writers expressed the opinion that the $150,000 should have been replaced in the General Fund rather than having been encumbered at the last moment. Speculation existed as to whether educational television was worth the expense (State Times, July 15, 1955).

A Capitol Correspondent, Margaret S. Dixon, disclosed that she conducted an interview with an unnamed television expert who stated that Louisiana was not prepared adequately for educational television broadcasting and that the state should hire a consulting engineer to aid in the development of plans for educational television. Attention was called to omissions, discrepancies, and obsolete equipment in the specifications drawn by the Division of Administration at the request of the State Department of Education. The expert accused the state of failing to avail itself of the free services offered by the Southern Regional Education Board, the Joint Committee of Educational Television, and other educational television groups (State Times, July 17, 1955).

A newspaper reported that the State Department of Education accepted the bid offer of Delta Television, Incorporated, and signed a contract purchasing the used equipment of station KFAZ, Monroe, for the sum of $149,750. State Purchasing Agent E. Guy Martin confirmed the report but stated that the money would not be paid until the defunct ultra-high frequency station was converted to very high frequency. "The action was taken on recommendation of a Monroe consulting engineer employed by the Education Department." (State Times, February 18,
The Education Department leased the KFAZ building and site for six months with option to purchase. Pending were charges that Act Number 591 and the $150,000 appropriation were politically motivated.

Considerable protest has been voiced concerning the purchase of the Willett station by the state. During the legislative session when funds were appropriated for the project, rumors flew thick and fast that the appropriation was designed particularly for buying KFAZ. (State Times, February 18, 1956:12).

There have been a variety of strange happenings in connection with the educational television which began way back when the bill to appropriate $300,000 for this project was introduced in 1954. (State Times, February 26, 1956:7).

The Louisiana Educational Television Commission, practically disregarding the new station purchased by the State Department of Education, continued working on other projects concerning educational television activities in Louisiana. By the end of February, 1956, production of a television series on the subject of income tax was completed. Eleven television stations acquired the series; the first program of You and Your Income Tax was broadcast on February 29, 1956, from station WAFB in Baton Rouge (State Times, February 28, 1956).

Commission members faced an additional uncertainty of the plight of the official body. Earl K. Long assumed the office of Governor of Louisiana in May, 1956. Speculation existed that the Commission could be abolished as Long's views on educational television were not evident.

The Commission learned on June 22, 1956, that the House Appropriations Committee deleted not only all appropriations for the Commission but also operating funds for the State Department of Education station in Monroe. Unsuccessfully, attempts were made to persuade the Governor to favor, and fund, educational television for the state. On September 23, 1956, the Louisiana Educational Television Commission was left without funds.
The Commission remained inactive; the 1968 Louisiana State Legislature approved Legislative Act Number 533, which abolished defunct and inoperative commissions, including the Louisiana Educational Television Commission. Governor John J. McKethen signed Legislative Act Number 533 on July 20, 1968, and the Louisiana Educational Television Commission was dissolved (Louisiana Legislative Act Number 533, 1968).

PARISH MEDIA CENTER

The Caddo Parish School Board established the Instructional Center in 1956 (Henry, 1976). Initially, the center facilities were crude and temporary, but the housing developed into an adequate physical plant providing both human and physical resources for the improvement of instruction in the parish. Supervisory staff were accessible for teacher consultation; materials and equipment were available for evaluation and use. The central facilities of the various schools housed most of the educational media included in the instructional program. The library, or media center, at each school in the parish developed until it exceeded the early services of the central media center (Kennedy, 1969).

PROFESSIONAL ORGANIZATION

On February 28, 1960, Alton B. Davis, on behalf of the Louisiana Audio Visual Association, filed a charter with the Department of Audio Visual Instruction, thus establishing the Louisiana Audio Visual Association as a state affiliate of the Department of Audio Visual Instruction, a national association concerned with audio-visual education (Minutes, Department of Audio Visual Instruction, 1960).
COMMERCIAL ESTABLISHMENTS

The number of commercial firms contributing to the development of educational media in Louisiana increased during the years 1948 to 1964. Discussed in this section will be the establishments of Jasper Ewing and Sons, Incorporated; Interstate School Supply Company, Incorporated; Photo and Copy; and Lanier Company.

Jasper Ewing and Sons, Incorporated

Jasper G. Ewing assumed the duties of the office of President of the National Audio-Visual Association in 1952. During Ewing's one-year term of office, the 1953 nominating committee members were appointed and Jack Waits, Hadden Films, Indianapolis, Indiana, was named as General Chairman of the 1953 National Audio-Visual Association annual convention (Minutes, National Audio-Visual Association Executive Committee, January 24, 1953).

In 1956 Malcolm A. Ewing moved to Jackson, Mississippi, and assumed the responsibility of president and manager of an audio-visual firm. Jasper G. Ewing, Jr., succeeded his father as president of the New Orleans firm, Jasper Ewing and Sons, Incorporated.

Interstate School Supply Company, Incorporated

In 1919 Alexander B. Campbell, former teacher and superintendent, founded a business to supply materials for the schools of Mississippi. The office, "a one-room, hole-in-the-wall on East Capitol Street in Jackson," ("Mississippi School Supply Company and Its Associated Companies," page 2) evolved to a space included in eighteen spacious buildings valued at three million dollars.
The Mississippi School Supply Company developed into a complex organization incorporating three school supply companies in three states: Mississippi School Supply Company, Mississippi; Interstate School Suppliers, Incorporated, Alabama; and Interstate School Supply Company, Incorporated, Louisiana. Services provided by the corporations included instructional materials and equipment, athletic equipment, commercial furnishings, office supplies, business machines, printing, design, engineering, and installations.

John H. Pace was born in 1930 at Pace, Mississippi, a town named in honor of his grandfather. Pace's father served as Sheriff of Bolivar County, member of the local school board, and city clerk of Pace while operating a cotton farm. While a student in elementary school, John shared his home, a house built by his grandfather, with local teachers who boarded with the family because no hotel accommodations were available in the town.

The association with the educators and the experience gained from Pace's employment in varied vocational areas contributed to his success with the school supply company. Having been associated with the business for eleven years in Mississippi, Pace moved to Louisiana and assumed management of Interstate School Supply Company, Incorporated.

School Supply and Contract Division of F. F. Hansel Company, New Orleans, was purchased in 1961 by the Mississippi School Supply Company, Incorporated, thus closing a commercial establishment which served Louisiana schools and businesses for more than fifty years. Three years after the purchase, Interstate School Supply Company, Incorporated, was moved to Baton Rouge, serving the entire state of Louisiana with selected instructional materials, equipment, furnishings, and consultation
regarding the design and selection of multi-media systems to support curricula at kindergarten through graduate school levels ("Interstate--Communications Specialists!" 1969).

The Mississippi School Supply Company, Incorporated, was established with five hundred dollars borrowed against an insurance policy and ninety-five hundred dollars in merchandise. The initial investment resulted in seventeen separate corporations grossing an excess of thirty-five million dollars annually ("Mississippi School Supply Company and Its Associated Companies," page 2).

**Kadair's Sight and Sound Centers**

When J. Howard Kadair was a youngster, he worked at a photographic studio in Baton Rouge, Louisiana, to supplement the family income. While working at night, after school, Kadair acquired skill in processing film and in copying and enlarging prints. His proficiency in photographic word was utilized in the production of the *Gumbo*, the Louisiana State University yearbook.

In 1946 Kadair bought the photographic laboratory where he worked as a teenager; his services included special types of processing and sculpturing. Six years later, Kadair opened a retail store in which camera sales contributed to the development of the business.

Another factor in the growth of the business was radio advertising. Kadair purchased ten minutes of a popular radio program, "Breakfast with Burge," hosted by Ralph L. Burge, President of radio station WAIL. The program enjoyed a sizeable audience; thus, the name of Kadair's business became familiar to many persons who listened to the radio program.
In 1955 Kadair moved the business to a location in Tiger Town, a shopping center adjacent to the campus of Louisiana State University, where customers purchased cameras, records, film and film processing. When the University Shopping Center developed only a short distance from Tiger Town, Kadair acquired space and moved his business. With the addition of audio tape recorders and sixteen millimeter motion picture projectors, Kadair joined the audio-visual dealers and entered the competitive market for transactions by the schools. Kadair increased the types of equipment on inventory as well as the number of stores in the company. Membership in the National Audio-Visual Association enabled Kadair to locate appropriate equipment for educational institutions (Kadair, 1976).

Southern Camera Service, Incorporated

John A. Lowry founded Southern Camera Service, Incorporated, in Baton Rouge in 1951. Originally, Lowry served a five-state area: Louisiana, Arkansas, Texas, Mississippi, and Alabama. The service area decreased to Louisiana and, then, to the Baton Rouge area. Customers received sales and repair services. Personnel from industries, newspapers, and television stations comprised the majority of the customers. Lowry and three other persons from Southern Camera Service, Incorporated, achieved membership in the national organization of Certified Photographic Counselors. Lowry acquired fifteen years of teaching experience through his work with the Public Service of Recreation and Park Commission, teaching at the Young Men's Christian Association, before he taught a photography course for the Fine Arts and Environmental Design Department.
at Louisiana State University. Lowry planned for twenty students to take the course. During the first day of the spring semester registration, 101 students enrolled for the basic photography course. Lowry developed a teaching philosophy which demanded small group instruction so that the student could be shown, not merely told, for example, the various components of the camera.

According to Lowry (1976), "Cameramen are artists to a certain extent, and the camera is a means people use to express themselves." Pictures may be created through the viewfinder or in a darkroom. Lowry stated further, "Cameras are bought by all types of individuals; some may be collectors, others merely curious. A purchaser may be knowledgeable in some areas of photography but ignorant in others." Lowry related an incident in which a novice purchased a movie camera without having used one previously. Interested in the hobby of photography, he returned for additional accessories. After purchasing equipment valued at $75,000, the individual developed no interest in a photographic darkroom. Because of the various aspects of photography, an individual who was proficient in one aspect of the art was not challenged by another.

Lowry established his business with the financial assistance of his wife. Through gainful employment, she supplied the finances needed for existence. Successful in his photographic venture, Lowry profited to a degree that encouraged early retirement (Lowry, 1976).

Photo and Copy

Mac's Camera Shop was established in 1941 as a subsidiary of Packman's Jewelry Store in Lake Charles. The partnership was formed by Max M. Packman, who provided the space, personnel, and overhead expenses,
and William G. McClanahan who contributed four hundred dollars in merchandise. The partners shared the profits equally. Because of the scarcity of material during World War II, the business closed until the war ended, at which time the businessmen reinvested in the concern, opening a small store and a hand-operated finishing plans. By 1955 the business enjoyed such success that a new location was secured. The facilities featured a modern plant with automatic printers, driers, and cutters.

The partnership dissolved in 1960; McClanahan retained the responsibility of managing the retail concern which developed into a successful specialty shop. McClanahan served as president of the Lake Charles Camera Club as well as the Gulf Coast Council of Camera Clubs. He served on the Retail Dealer Advisory Councils of Bell and Howell Company, Polaroid Corporation, and Ansco Corporation. Indicative of McClanahan's competence in photography, he was the three-time recipient of the Louisiana Art Commission Award for Excellence in Photography (McClanahan, 1976).

Lanier Company

In 1955 Lanier became an independent distributor for the Minnesota Mining and Manufacturing Company's dry process copying machine; products, which were added later, included duplicating, microfilm, visual and audio equipment.

Lanier manufactured only accessories for dictation systems until 1960 when Lanier Electronics Laboratories, Incorporated, was formed, and the manufacture of the Carrivoice Portable Sound System and Shorthand Teaching Labs was begun. Expansion of the manufacturing of products
allowed the production of Nyemtic and Nexus line of continuous-flow dictation systems.

In 1962 Lanier accepted the distributorship of Stenocord Corporation products. In the same year, the name Oxford Manufacturing Company was changed to Oxford Industries, Incorporated, and was placed on the New York Stock Exchange.

SUMMARY

During the years from 1948 to 1964, audio-visual courses became more prevalent at the undergraduate level. By providing credit for workshops, Louisiana State University contributed to the enrollment of educators in the courses.

The Agricultural Extension Service experimented with the medium of television for the dissemination of information. The televised agricultural programs nurtured an awareness of the educational potential of television. In 1952, one year before the first educational television station in the United States was activated, the Louisiana Legislature appointed a committee to study and develop educational television. The endeavors of the committee represented the preliminary stages of development of a statewide educational television network in Louisiana.
Chapter 5

THE DEVELOPMENT OF EDUCATIONAL MEDIA IN LOUISIANA, 1964-1972

William J. Dodd, who served as State Superintendent of Education in Louisiana from 1964 to 1972, presented unprecedented qualifications for the responsibilities of the position. During Dodd's career as a teacher, he served as president of the Louisiana Teachers Association; while serving in that office, he secured numerous benefits for persons engaged in the teaching profession. To explain and receive approval for the various requests, Dodd appeared before several legislative committees. These contacts heightened Dodd's interest in politics, and he offered himself as a candidate for the Louisiana House of Representatives.

Having been successful in the election, Dodd served as Chairman of the Education Committee of the House, where he utilized his knowledge of the educational matters being considered. Upon being elected Lieutenant-Governor of the State of Louisiana, Dodd offered his assistance to the Governor on many concerns, one of which was education.

When Dodd was elected State Superintendent of Education, the citizens of Louisiana were privileged to have a man of valuable experience in both education and politics serving as the educational leader of the state ("Louisiana's Lieutenant-Governor. . . .," 1950). During Dodd's tenure as superintendent, additional parish media centers were established, the concept of a statewide educational television network was advanced, and state certification requirements for school media personnel were considered.
During the period from 1964 to 1972, an increased awareness of the value of a systematic approach to instruction promoted the development of a term which indicated not only teaching aids but the incorporation of those devices into the planning and development of the curriculum. Such terms as instructional technology, educational technology, and educational media were substituted for audio-visual education. Louisiana educators seemed to prefer the term educational media because of the inclusion of materials, or software, as well as equipment, or hardware.

COLLEGE CURRICULA

Lee M. Harrison, Professor Emeritus, College of Education, Louisiana State University, provided much of the leadership in the development of educational media in Louisiana. Harrison recognized the educational potential of sensory materials and encouraged teachers to gain competencies and confidence in the preparation and effective utilization of those materials. He conducted the audio-visual classes on the Baton Rouge campus from 1943 to 1968 and taught extension classes throughout the state, often carrying the necessary equipment in his car because many schools were not equipped with media. A pioneer in the development of educational media, Harrison retired from his position at Louisiana State University in 1968 (Harrison, 1976).

Replacing Harrison at Louisiana State University and assuming responsibility for the development of the educational media program was Charlie W. Roberts, Jr. During the period 1968 to 1972, the media curriculum expanded to include research in media, administration of media centers, and instructional television.
Under a grant from the United States Office of Education, awarded to the College of Education and the Graduate School of Library Science, Louisiana State University, Charlie W. Roberts, Jr., Assistant Professor, College of Education, and Norris McClellan, Professor, Graduate School of Library Science, directed a media institute in the fall of 1969. The Institute for Advanced Training in School Librarianship for the Investigation and Study of Selection, Production, and Utilization of Newer Educational Media embodied twenty participants, each of whom held a master's degree and possessed a minimum of three years of successful school library experience. The primary objectives of the institute were to expand knowledge and teaching skills in relation to instructional technology, to enable participants to assume a central role in rapid improvements in school curriculum and media services, and to assist the participants in developing the competencies and skills necessary for implementing the 1969 Standards for School Media Programs, as recommended jointly by the American Library Association and the Association for Educational Communications and Technology. The teaching staff included a variety of distinguished visiting lecturers. The minutes of the institute indicated that there were eighteen Saturday morning sessions conducted between September 20, 1969, through January 26, 1970. At the conclusion of the institute, the staff and the participants rated the institute as highly successful and indicated that the initial objectives were accomplished (Roberts, 1970).

Beginning in the summer of 1949, employees of Louisiana State University and the State Department of Education sponsored an annual audio-visual conference (Louisiana State University, 1949-67). National authorities in educational media contributed to the conferences as
consultants and speakers. Because of the lack of financial support, the conferences terminated with the 1972 meeting (Roberts, Private papers).

Other state universities served Louisiana educators by offering training through various workshops and conferences. In the 1970's, the University of New Orleans, New Orleans, and McNeese State College, Lake Charles, offered workshops in instructional television. Nicholls State College, Thibodaux, and McNeese State College sponsored workshops in 1966-68, and 1972, respectively; workshop themes concerned the use of educational media in general with specific training in the utilization of the overhead projector, films, and audio materials (Haynes, 1976).

According to the State Department of Education Inventory of Curricula and Terminal Programs offered by Colleges and Universities, McNeese State College was the only state institution offering a doctoral degree with emphasis in educational media during the academic year, 1969-1970; likewise, McNeese State University was the only named institution offering a specialist degree program with an educational media concentration during the years 1960-1974 (Louisiana State Department of Education, 1970, 1971, 1972, 1973, 1974).

PARISH MEDIA CENTERS

Table 3 indicates the parish media centers of Louisiana, the date of establishment, the administrator who supervised the center initially, and the supervisor of the center when a survey was conducted by Henry (1976:32-34).

Three parish media centers were established in 1965: the Lake Charles City School Media Center, later named Calcasieu Parish Supplementary Resource Center, Calcasieu Parish; the Elementary and Secondary
<table>
<thead>
<tr>
<th>Parish</th>
<th>Name of Center</th>
<th>1st Year</th>
<th>First Head</th>
<th>Present Head</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acadia</td>
<td>Instructional Media Center</td>
<td>1967</td>
<td>Ronald Young</td>
<td>Walter Truax</td>
</tr>
<tr>
<td>Allen</td>
<td>Educational Media Center</td>
<td>1966</td>
<td>Elmer W. Adkins</td>
<td>Same</td>
</tr>
<tr>
<td>Beauregard</td>
<td>Beauregard Parish Media Center</td>
<td>1966</td>
<td>Lucille J. Poe</td>
<td>E. N. Lewis, Jr.</td>
</tr>
<tr>
<td>Bienville</td>
<td>Bienville Parish Title I Media Center</td>
<td>1967</td>
<td>L. L. Rhodes</td>
<td>Same</td>
</tr>
<tr>
<td>Bossier</td>
<td>Bossier Parish Educational Resource Center</td>
<td>1966</td>
<td>Roy Breznik</td>
<td>Same</td>
</tr>
<tr>
<td>Caddo</td>
<td>Instructional Center</td>
<td>1956</td>
<td>Not available</td>
<td>Not available</td>
</tr>
<tr>
<td>Calcasieu</td>
<td>Calcasieu Parish Supplementary Resource Center</td>
<td>1965</td>
<td>R. J. Grissom</td>
<td>Same</td>
</tr>
<tr>
<td>Catahoula</td>
<td>Catahoula Parish Media Center</td>
<td>1970</td>
<td>J. R. Larison</td>
<td>Same</td>
</tr>
<tr>
<td>Claiborne</td>
<td>Claiborne Parish School Board Material Center</td>
<td>1966</td>
<td>R. D. Atkins</td>
<td>Huey J. Fields</td>
</tr>
<tr>
<td>Concordia</td>
<td>Concordia Parish Instructional Materials Center</td>
<td>1966</td>
<td>C. J. Sullivan</td>
<td>Lowery Herrington</td>
</tr>
<tr>
<td>DeSota</td>
<td>Instructional Materials Center</td>
<td>1969</td>
<td>Ralph P. Turner</td>
<td>Bernard Waggoner</td>
</tr>
<tr>
<td>East Baton Rouge</td>
<td>E.B.R.P. Educational Media Center</td>
<td>1967</td>
<td>Dr. Perry Guedry</td>
<td>Same</td>
</tr>
<tr>
<td>East Carroll</td>
<td>East Carroll Media Center</td>
<td>1967</td>
<td>O. L. Patrick</td>
<td>Roy Dean Hart</td>
</tr>
<tr>
<td>East Feliciana</td>
<td>ESEA Title I Media Center</td>
<td>1967</td>
<td>William J. Ourso</td>
<td>Travis W. Prewitt</td>
</tr>
<tr>
<td>Evangeline</td>
<td>Evangeline Parish Media Center</td>
<td>1966</td>
<td>Freddie Dunn &amp;</td>
<td>Floyd Aucoin</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sidney Ortego</td>
<td></td>
</tr>
<tr>
<td>Franklin</td>
<td>Franklin Parish Media Center</td>
<td>1971</td>
<td>Henry E. Reagan</td>
<td>Same</td>
</tr>
<tr>
<td>Grant</td>
<td>Grant Parish Media Center</td>
<td>1969</td>
<td>Charles Keiser</td>
<td>Jerry W. Edwards</td>
</tr>
<tr>
<td>Iberville</td>
<td>Iberville Parish School Board Media Center</td>
<td>1968</td>
<td>Not available</td>
<td>Sam A. Distefano, Jr.</td>
</tr>
<tr>
<td>Jefferson</td>
<td>Educational Service Center</td>
<td>1970</td>
<td>Larry Sisung</td>
<td>George Horne &amp;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mary Lauderdale</td>
</tr>
<tr>
<td>Parish</td>
<td>Name of Center</td>
<td>1st Year</td>
<td>First Head</td>
<td>Present Head</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------------------</td>
<td>----------</td>
<td>-----------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Jefferson Davis</td>
<td>Educational Media Center</td>
<td>1966</td>
<td>Eddie Harelson</td>
<td>Willard Smith</td>
</tr>
<tr>
<td>Lafayette</td>
<td>Federal Programs Media Center</td>
<td>1967</td>
<td>Joe Glorioso</td>
<td>Marion J. Cortez</td>
</tr>
<tr>
<td>Lafourche</td>
<td>Lafourche Parish Media Center</td>
<td>1967</td>
<td>Lionel G. Hanley</td>
<td>Same</td>
</tr>
<tr>
<td>Madison</td>
<td>Madison Parish Schools Media Center</td>
<td>1966</td>
<td>Kirk R. Morley</td>
<td>Same</td>
</tr>
<tr>
<td>Morehouse</td>
<td>Morehouse Resource Center</td>
<td>1969</td>
<td>M. A. Jackson</td>
<td>Same</td>
</tr>
<tr>
<td>Natchitoces</td>
<td>ESEA Title I</td>
<td>1965</td>
<td>Patsy Longlois</td>
<td>Rudolph Leon</td>
</tr>
<tr>
<td>Orleans</td>
<td>Instructional Resource Center</td>
<td>1937</td>
<td>Camilla Best</td>
<td>Gerry S. Covington</td>
</tr>
<tr>
<td>Ouachita</td>
<td>Ouachita Parish Media Center</td>
<td>1970</td>
<td>Oreatu Luttrell</td>
<td>Doris Edwards</td>
</tr>
<tr>
<td>Pointe Coupee</td>
<td>Pointe Coupee Parish Media Center</td>
<td>1966</td>
<td>Luther Robillard</td>
<td>Paul J. Guedry, Jr.</td>
</tr>
<tr>
<td>Richland</td>
<td>Richland Parish Media Center</td>
<td>1967</td>
<td>S. B. DeLee</td>
<td>Same</td>
</tr>
<tr>
<td>Sabine</td>
<td>Sabine Parish Media Center</td>
<td>1969</td>
<td>Victor W. Chase</td>
<td>Same</td>
</tr>
<tr>
<td>St. Charles</td>
<td>Instructional Material &amp; In-Service</td>
<td>1968</td>
<td>A. J. Caillouet</td>
<td>Same</td>
</tr>
<tr>
<td>St. Charles</td>
<td>St. Helena Parish Media Center</td>
<td>1966</td>
<td>Eva Mae Morris</td>
<td>Same</td>
</tr>
<tr>
<td>St. James</td>
<td>St. James Parish School Board</td>
<td>1967</td>
<td>Eugene Bleakley</td>
<td>Same</td>
</tr>
<tr>
<td>St. Landry</td>
<td>Supplemental Resource Center</td>
<td>1967</td>
<td>Ted Griffin</td>
<td>Same</td>
</tr>
<tr>
<td>St. Martin</td>
<td>St. Martin Parish Instructional Center</td>
<td>1966</td>
<td>James Comeaux</td>
<td>Gayle Blanchard</td>
</tr>
<tr>
<td>St. Mary</td>
<td>Material and Operation Center</td>
<td>1967</td>
<td>Evans J. Medine</td>
<td>Darryl W. Boudreaux</td>
</tr>
<tr>
<td>St. Tammany</td>
<td>The Educational Center</td>
<td>1967</td>
<td>Jerry W. Cutrer</td>
<td>Same</td>
</tr>
<tr>
<td>Tangipahoa</td>
<td>Tangipahoa Parish Media Center</td>
<td>1968</td>
<td>Not available</td>
<td>Not available</td>
</tr>
<tr>
<td>Tensas</td>
<td>Tensas Parish Educational Materials Center</td>
<td>1970</td>
<td>Wallace Prather</td>
<td>Same</td>
</tr>
<tr>
<td>Terrebonne</td>
<td>Terrebonne Parish School Board</td>
<td>1969</td>
<td>C. A. Himel</td>
<td>Same</td>
</tr>
<tr>
<td>Union</td>
<td>Union Parish Media Center</td>
<td>1968</td>
<td>B. F. Hamilton</td>
<td>F. F. Futch</td>
</tr>
<tr>
<td>Vermilion</td>
<td>Curriculum Materials Service Center</td>
<td>1967</td>
<td>Adlar Hebert</td>
<td>Charles Campbell</td>
</tr>
<tr>
<td>Vernon</td>
<td>Vernon Parish Media Center</td>
<td>1966</td>
<td>Not available</td>
<td>William West</td>
</tr>
<tr>
<td>Washington</td>
<td>Washington Parish Media Center</td>
<td>1967</td>
<td>O. E. Ballard</td>
<td>Same</td>
</tr>
<tr>
<td>Parish</td>
<td>Name of Center</td>
<td>1st Year</td>
<td>First Head</td>
<td>Present Head</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------</td>
<td>----------</td>
<td>---------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>West Baton Rouge</td>
<td>W.B.R. Parish School Board Media Center</td>
<td>1965</td>
<td>L. C. Lutz</td>
<td>Same</td>
</tr>
<tr>
<td>West Feliciana</td>
<td>Curriculum Materials Center</td>
<td>1967</td>
<td>Frank P. Lathrop</td>
<td>Same</td>
</tr>
<tr>
<td>Winn</td>
<td>Winn Parish Media Center</td>
<td>1966</td>
<td>Cecil Collins</td>
<td>Etoy Ashley</td>
</tr>
<tr>
<td>City:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bogalusa</td>
<td>Bogalusa Schools Media Center</td>
<td>1965</td>
<td>Tilmer R. Morris</td>
<td>Same</td>
</tr>
<tr>
<td>Monroe</td>
<td>Monroe City Schools Media Center</td>
<td>1968</td>
<td>George A. Davis</td>
<td>Same</td>
</tr>
</tbody>
</table>

Data unavailable for eleven parishes.
Education Act Title I Materials Center, Natchitoches Parish; and the West Baton Rouge Parish School Board Media Center, Port Allen, Louisiana. The Bogalusa School Board created a media center for the city schools.

Fourteen centers were added to the list of parish media centers in 1966. Those additions and their locations included the following: Educational Media Center, Oberlin, Allen Parish; Beauregard Parish Media Center, DeRidder; Bossier Parish Educational Resource Center, Bossier City; Claiborne Parish Supplementary Resource Center, Homer; Concordia Parish Instructional Materials Center, Vidalia; Evangeline Parish Media Center, Ville Platte; Educational Media Center, Jennings, Jefferson Davis Parish, which was the first parish in Louisiana to apply for federal monies (Coulon, 1968); Madison Parish Schools Media Center, Tallulah; Pointe Coupee Parish Media Center, New Roads; St. Helena Parish Media Center, Greensburg; St. Martin Parish Instructional Center, Breaux Bridge; St. Tammany Parish School Board Materials, Educational Media and Teacher Training Center, Convington; Vernon Parish Media Center, Leesville; and Winn Parish Media Center, Winnfield (Henry, 1976).

The Bossier Parish Educational Resource Center reported in 1968 that 500 of the total 750 teachers in the parish had access to overhead projectors and projection screens. The goal at that time was to provide an overhead projector for the remaining 250 teachers by the end of the school year (Pruett, 1968). Roy E. Breznik (1968:9), Media Director, summarized his observations,

the Bossier Parish school system has been enveloped with a tremendous surge of activity and interest in new educational media. . . with educational programs of the parish taking on new directions.

He indicated a need for teachers, curriculum and supervisory personnel, and administrators to function cooperatively as teams of professional
educators. The Bossier Parish Educational Resource Center received numerous awards and recognitions. The center received, in 1969, the highest possible rating as it was compared with media systems throughout the United States by the National Book Committee (Fleniken, 1976). The following announcement revealed the results of the findings of the committee (Bradshaw, 1968:7).

Bossier Parish School Board Superintendent, Emmett Cope, recently received notice that the Educational Resource Center which the parish has operated for the past four years received the overall rating of "excellent."

Ratings were made by a committee of specialists from a project sponsored by the National Book Committee, funded by a grant from the U.S. Office of Education. One purpose of the study is to develop guidelines which will serve as blueprints for educational agencies that plan to upgrade and extend their services and for those who are planning new centers. A second purpose is the establishing of a number of model educational media selection centers.

Eighteen of the fifty (including Bossier Parish Educational Resource Center) received top "overall ratings" of "excellent"; the other centers received either "good," "fair," or "poor." In another category entitled "Center Program Rating," Bossier's center, along with 15 others, received another excellent rating.

Bossier's center was cited in one section of the report for its outstanding involvement of teachers in the center's program and for its unique program of student teacher orientation. The committee listed the greatest strengths of the Bossier center as being the staff and functional quarters.

Funds from the Elementary and Secondary Education Act provided for the establishment of a centralized instructional media center in Madison Parish in 1966. Located in Tallulah, the center was headed by Kirk B. Morley, Media Center Director of Federally Funded Programs. In 1968, the State Department of Education cited the center for excellence (Morley, 1968).

In October, 1965, the St. Tammany Parish School Board planned for the construction and operation of the Educational Center which resulted from program planning for a project to be funded by Title I of
the Elementary and Secondary Education Act. A rural school system, St. Tammany sought provisions for teachers and students in somewhat remote areas to have access to audio-visual materials. Two mobile media units and one panel delivery truck served each school in the parish a minimum of twice weekly. A sixteen millimeter film inspection machine in each unit provided for films to be rewound, inspected, cleaned, and footage enumerated. In September, 1967, training programs were initiated for teachers, itinerant teacher aides, librarian aides, and other school personnel. Additionally, the center facilities were used by extension classes sponsored by state universities (Cutrer, 1968).

The Vernon Parish School Board designated available federal monies to the development of a media depository, the location of which posed a serious problem. According to 1966 statistics, Vernon Parish, a predominately rural parish in Western Louisiana, was composed of a widely scattered populace of approximately thirteen people per square mile. Eight of the thirteen schools were located in rural areas; therefore, the school board staff, seeking to offer the finest educational advantages to elementary and secondary students in the parish, purchased a mobile media unit which began operation in September, 1966. William H. West was the initial director of the center (Bradshaw, 1968).

The construction of a Curriculum Materials Center, in 1967, to house Elementary and Secondary Education Act, Title I, activities was an important phase of the participation of West Feliciana Parish in a media center program. Located in St. Francisville, the Curriculum Materials Center initially provided two classroom size conference rooms for in-service training, a storage room for equipment and supplies, and a printing room as well as office space at a construction cost of $59,000
(Henry, 1976). Supervised by Frank P. Lathrop, Director of Title I Programs, the primary objective of the center was to reduce the differences between the experience levels of the educationally deprived child and that of the average child of the same grade. A summer workshop program allowed teachers to develop curriculum materials. Broussard and Lathrop (1969:14) cited the success of the Curriculum Materials Center:

The development of educational media has increased the enthusiasm of our teachers. . . . This encourages us, because we made a special effort to provide the kind of workshops which would be stimulating to them. We want to improve that which we have started and make it effective by involving the teachers in our planning. We realize that they are the means to our educational progress, and the development of educational media in our center is putting their abstract ideas into concrete form.

Established in 1966 with Elementary and Secondary Education Act, Title I, funds, the Acadia Parish Instructional Media Center served as a depository for projection equipment, filmstrips, and other instructional materials. Originally, the center was housed in an abandoned school building, but later the services were provided from a physical plant which included a central library processing facility, printing department, graphics production laboratory, photography production center, demonstration classroom/conference room, and areas for equipment maintenance and repair. Facilities provided space for numerous conferences and workshops (Cary, 1969).

The Instructional Resource Center of East Baton Rouge Parish was established officially in June, 1967, at South Foster Drive in Baton Rouge. Built at a construction cost of $370,930, the center enclosed 12,000 square feet of space and housed central library book processing operations, a film library, graphic arts department, and
facilities for meetings and workshops. In 1974 the center was moved to the former Glasgow Junior High School (Henry, 1976).

The Washington Parish School Board established the media center in Franklinton in 1966. Ballard (1969:21) communicated his thoughts on the value of such a center: "The erection of a Media Center along with proper equipment and materials is a tremendous assistance to teachers in helping them to become better teachers."

In 1967 Vermilion Parish established the Curriculum Materials Service Center in Abbeville at the cost of approximately $159,000. The center enclosed approximately 7,000 square feet of floor space (Kite, 1968).

Other media centers established in 1967 included the following: Bienville Parish Title I Media Center at Arcadia, East Carroll Media Center at Lake Providence, East Feliciana Parish Elementary and Secondary Education Act Title I Media Center at Clinton, Federal Programs Media Center of Lafayette Parish at Lafayette, Lafourche Parish Media Center at Lockport, Richland Parish Media Center at Rayville, St. James Parish School Board Media Center in Lutcher, St. Mary Parish Material and Operation Center at Morgan City, and The Supplemental Resource Center in Opelousas, St. Landry Parish (Henry, 1976). The Louisiana State Department of Education recognized the Lafourche Title I Program as one of sixteen parishes where more than 10 percent of the disadvantaged students improved academically as results of a standardized test indicated.

The Tangipahoa Parish Media Center was constructed at Amite to house a teacher-training unit, a storage unit for instructional materials, and a warehouse. The center served all of the schools within the district.
A media specialist, an equipment specialist, and related staff comprised the media center personnel (Sauls and Newman, 1968).

Other media centers, originating in 1968, included the Monroe City Schools Media Center, Union Parish Media Center at Farmerville, and the Instructional Materials In-Service Center at Luling in St. Charles Parish. The St. Charles center, financed by Elementary and Secondary Education Act, Title I, funds, was established as a place from which teachers would be able to secure needed equipment, instructional materials and supplies, and various services to help improve all areas of instruction for the educationally, culturally, and economically disadvantaged children on the west bank of the Mississippi River (Caillouet, 1969). The fifth media center added in 1968 was the Iberville Parish School Board Media Center which included approximately 4,000 square feet of floor space.

In 1969, five media centers were established: DeSoto Parish Instructional Materials Center in Mansfield, Grant Parish Media Center at Colfax, Morehouse Resource Center at Bastrop, Sabine Parish Media Center at Many, and Terrebonne Parish School Board Material Resource Center in Houma (Henry, 1976).

The year 1970 marked a decline in the number of new parish media centers; only four were added. In St. Joseph, Wallace E. Prather directed the Tensas Parish Educational Materials Center; John R. Larison supervised the Catahoula Parish Media Center in Jonesville. Larry J. Sisung coordinated the activities of the Educational Service Center at Gretna, Jefferson Parish. The Ouachita Parish Media Center in Monroe was directed initially by Oreatha S. Luttrell. The 1970 media center additions were funded with federal monies except the Jefferson Parish
center which was dependent upon both federal and local funds for its financing. The highest initial construction cost, $1,100,000, was reported by Jefferson Parish.

The single parish media center established in 1971 was the Franklin Parish Media Center at Winnsboro. Under the direction of Henry E. Reagan, the center was constructed at a cost of $220,000 and included approximately 16,081 square feet (Henry, 1976).

PROFESSIONAL ORGANIZATIONS

Louisiana Audio Visual Association

The Louisiana Audio Visual Association affiliated with the Louisiana Teachers Association in November, 1966. Table 4 reveals the officers of the audio-visual organization at that time. The purpose of the Louisiana Audio Visual Association was "the improvement of education through effective use of educational media, materials, techniques, and methods." (Louisiana Audio Visual Association Constitution and By-Laws, 1966:1).

The official publication of the Louisiana Audio Visual Association was published as Educational Technology and was edited by Leonard J. Olsen and John W. Burke. The association received notification from publishers of another journal, Educational Technology, that the title of the journal was copyrighted and should not be used by the Louisiana Audio Visual Association. The Louisiana organization apologized to the publishers who accepted the apology but warned that court action would be taken upon further use of the name (Olsen and Burke, 1968).

Beginning in 1968, the publication was entitled The LAVA Journal. The journal appeared three times that year, during the months of September, January, and May.
Table 4

<table>
<thead>
<tr>
<th>Office</th>
<th>Individual</th>
<th>Place of Residence</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Gladys V. Dickerson</td>
<td>West Monroe</td>
</tr>
<tr>
<td>Vice-President</td>
<td>Harry Snyder</td>
<td>Hammond</td>
</tr>
<tr>
<td>Secretary</td>
<td>Aimee M. Brady</td>
<td>Paulina</td>
</tr>
<tr>
<td>Treasurer</td>
<td>Jack F. Lanier</td>
<td>Amite</td>
</tr>
<tr>
<td>Advisor</td>
<td>Leonard J. Olsen</td>
<td>Baton Rouge</td>
</tr>
</tbody>
</table>


During the 1969-70 school session, no LAVA Journal was published. At an Executive Committee meeting on May 21-22, 1970, members voted to replace temporarily the LAVA Journal with the LAVA Newsletter, which was published six times during the 1970-71 school year. Jasper Ewing and Sons, Incorporated, a commercial enterprise in New Orleans, financed the publications which were edited by Charlie W. Roberts, Jr. (Roberts, 1970).

Volume II, Number 1 of the LAVA Newsletter was published in January, 1972, at the expense of Interstate School Supply Company, Baton Rouge. Succeeding issues of the newsletters for the remainder of the 1972-73 academic year were published alternately by the Bossier Parish Media Center and the East Baton Rouge Parish Media Center (Minutes, Louisiana Audio Visual Association, February 23, 1972).

On April 7, 1972, Volume I, Number One of the LAVA Audioletter was distributed to eighty members. The audioletter was a cassette tape produced by editors Perry A. Guedry and Wayne O. Berry, East Baton Rouge.
Parish Media Center, and financed by Kadair's Sight and Sound Center of Baton Rouge. The cassette tapes were to be returned to the East Baton Rouge Parish Media Center after recipients recorded comments or local news items. Another audloletter was to be distributed on the tapes. In June, 1972, only forty-two of the eighty tapes were returned; the missing tapes represented too much expense to be encumbered by the production of a second audloletter (Guedry, 1972). Following is the format for Volume I, Number One of the LAVA Audloletter:

LAVA AUDIOLETTER Vol. I, Number One 4-7-72
CONTENTS AND APPROXIMATE DIGITAL COUNTER READINGS

SIDE A

Introductory Music 000-019
Telephone Interview with Howard Hitchens, Executive Director, AECT/NEA, 4-5-72 020-115
Charlie Roberts of LSU Elected to National Office 156-183
USOE Releases Filmstrip on Apollo School 184-235
Region VII (AECT) and LSU Conferences Planned 236-267
Letter from Georgia Educational Media Assn. 268-396
"As the Cassette Turns" (A Contemporary Drama) 397-466
Baton Rouge Students Become Film Makers 467-607

SIDE B

Media and the Teacher (An Editorial) 608-663
Evaluation of Loan Materials 664-694
Excerpt of Interview Conducted at UNESCO Hq., Paris, 12-31-71 695-767
Special Message to Members 768-780
Incidental Music 781-Fade
TOTAL RUNNING TIME .......... 41 minutes
--------------------------------------
PLEASE RETURN THIS CASSETTE IN THE MAILER BY 3rd CLASS MAIL...14 cents

Between the years 1960 and 1967, the Louisiana Audio Visual Association drafted a constitution; Leonard J. Olsen (1976) served on the constitution revision committee in 1968. Included on the agenda for the October 4, 1968, Executive Committee meeting of the Louisiana Audio
Visual Association was the topic, Constitutional Changes. The official program of the Louisiana Audio Visual Association convention, November 25, 1968, listed "Consideration of Constitutional Amendments" as part of the business meeting. The proposed amendments were accepted at that meeting; the Louisiana Audio Visual Association Constitution was revised.

On October 28, 1970, the Louisiana Audio Visual Association Constitutional Review Committee met with Olsen (Cutrer, 1970). The proposal for change was to increase from three to four the members-at-large on the Board of Directors. The amended constitution was accepted in November, 1970, at the Louisiana Audio Visual Association Convention (Minutes, Louisiana Audio Visual Association, November 23, 1970).

Metropolitan Educational Media Organization

An association for educators and audio-visual dealers in the New Orleans area was organized in 1971. Margaret C. Hymel, Supervisor of Audio Visual Education, New Orleans Schools, and Arvid K. M. Parikh, Director, Educational Media Center, Dillard University, outlined the general purposes and objectives of the organization:

(1) to promote greater utilization of media in educational institutions,

(2) to share experiences and learn newer techniques, and

(3) to assist one another with resources whenever possible. (Hymel and Parikh, January 14, 1971:1).

Some of the proposed activities of the association listed in the correspondence of January 14, 1971, were "to plan, design, and produce multimedia presentations, conduct periodical meetings, inter­visitations, media project presentations and assist conventions in New Orleans with media services."
Participants at a meeting February 9, 1971, at the Educational Media Center, Dillard University, considered the proposal for establishment of a local association. The group of educators accepted, with one exception, the objectives and activities which were proposed in the letter. The responsibility of assisting conventions with media services was left to commercial enterprises. Final decisions on name of organization, types of membership, and other considerations of the organization were postponed until a second meeting was held.

On March 4, 1971, a second meeting was conducted at Dillard University. Parikh proposed that the interested group become associated with the Louisiana Audio Visual Association, an affiliate of the Louisiana Teachers Association and of the Association for Educational Communications and Technology (Hymel, 1976). University personnel and New Orleans vendors opposed the requirement of belonging to Louisiana Teachers Association (Robinson, 1968). Consequently, an independent regional media association, Metropolitan Educational Media Organization, was formed (Parikh, 1976).

Membership was available to persons interested in advancing media in education, including commercial dealers, university personnel, and classroom teachers in Orleans and surrounding parishes (Hymel, 1976). Membership consisted of two classes: active and associate. Active members of Metropolitan Educational Media Organization were educators; those members held full voting privileges and were eligible to hold office. Associate members were audio-visual dealers and distributors; they shared no voting or office-holding privileges (Covington, 1976).
FILM DEPOSITORIES

After 1960, the number of film usages declined to the lowest number in 1964. Although the film libraries contained a large number of films, the number of bookings decreased because the films were in poor condition and remained so until 1971 (Charlton, 1976).

Leonard J. Olsen served as Supervisor of Audio-visual Education from 1965 to 1971 after serving as assistant supervisor to Davis in 1964-65. Although Olsen received no formal training in the utilization of audio-visual aids, he emulated the teaching methods observed during his military training and employed media during his teaching and coaching career. During Olsen's administration, media centers developed throughout the state, federal assistance to education was available, and the Louisiana Audio Visual Association developed as an active organization concerned with educational media (Olsen, 1976).

From 1965 through 1972, the State audio-visual program received funds from federal aid to education programs. One source of the federal aid was the National Defense Education Act; funds granted for the film libraries on a state matching basis provided approximately $200,000 annually for the film libraries. With those monies, additional film titles were purchased by the Louisiana State Department of Education with no regard for correlation of titles with the educational curriculum or for professional systematic evaluation preceding selection (Charlton, 1976).

In 1967 Olsen reported an inventory of 40,754 films and a viewing audience of 14,426,403 students. However, he related that film library personnel indicated that a portion of the money spent for the purchase
of films should have been expended for equipment to maintain the films. Film inspection machines and cleaning attachments were obsolete and continually in need of repair. The following recommendations to the State Department of Education identified the problems of film libraries: outdated films in the libraries, no designated supervisor, and lack of a film library budget. Olsen (1967) recommended that committees be formed to screen and recommend films for purchase; all libraries be combined into one central depository; films, equipment, and supplies be purchased directly from the producers; and a handling fee of one dollar per film be assessed to help defray expenses.

During the 1971-72 academic year, Edmond E. Davis, Jr., served as Supervisor of Audio-visual Education for the Louisiana State Department of Education (Louisiana State Department of Education, 1972).

CERTIFICATION

The Louisiana Audio Visual Association Executive Committee appointed in January, 1968, a Committee on Certification with the charge of forming recommendations for state certification of media specialists (Breznik, 1972). Committee membership was to be composed of a representative from Louisiana State University, each of the state colleges, with the exception of Francis T. Nicholls College, and the Supervisor of Audio-visual Education of the State Department of Education. (Roberts, 1969).

Serving on the committee were Charlie W. Roberts, Jr., and Thomas L. Hennigan, Co-chairmen; Leonard J. Olsen, John R. Schulze, Ernest F. Moreland, Thomas H. Tedder, Jr., Walter C. Hughes, William M. Crow, and Perry A. Guedry, members.

On April 18, 1969, the Committee on Certification met to consider the development of guidelines for the certification of audio-visual
or media personnel. The committee report with recommendations for cer­
tification was sent to Lemos L. Fulmer, Chairman, Louisiana Advisory
Committee on Teacher Education and Certification. An excerpt of that
communication follows:

The committee would like to propose the following general re-
quirements for the AUDIOVISUAL (MEDIA) SPECIALIST CERTIFICATE:

AUDIOVISUAL (MEDIA) SPECIALIST CERTIFICATE

An Audiovisual (Media) Specialist Certificate relates to the
minimum competencies to perform the necessary functions of
minimal audiovisual (media) programs.

General Requirements:

The minimal requirements for an Audiovisual (Media) Specialist
Certificate should include:
1. A master's degree.
2. A valid teaching certificate.
3. Three years of classroom teaching experience.
4. Credits should include:
   a. Twelve graduate semester hours in audio-visual
      (media) education, not to include more than
      six hours of Educational Media Institute cred-
      its.
   b. A minimum of twelve graduate semester hours in
      other education areas. (Roberts, 1969:2).

In May, 1971, selected Louisiana Audio Visual Association mem-
bers attended the Association for Educational Communications and
Technology, Region VII, Leadership Development Conference in Commerce,
Texas, where extensive and explicit performance guidelines were recom-
mended for certification of instructional technology professional and
para-professional personnel (Association for Educational Communications

During that same week, the State Board of Education referred
the Louisiana Standards for State Certification of School Personnel to
the Education Committee of the Board for further study and recommenda-
tion (Minutes, Louisiana State Board of Education, May 13-14, 1971).
On June 11, 1971, the State Board of Education adopted Bulletin 746, *Louisiana Standards for State Certification of School Personnel*, as amended by the Education Committee. Emphasis was placed upon the approved-program approach to teacher certification... [wherein] each teacher education program is evaluated once every five years and a report is made to the Louisiana State Board of Education. (DeLee, 1972:1).

In this revision of the standards, effective September 1, 1975, the category of educational media personnel was designated for the first time in Louisiana teacher certification standards, and the following requirements were listed:

**Director of Parish or City Materials and/or Media Centers**

The applicant must hold a valid Type A Louisiana certificate. The applicant must have had 5 years of successful school experience. The applicant must hold a master's degree from a regionally-accredited institution, including 12 semester hours of graduate courses in professional education. (Louisiana State Department of Education, 1971:3).

The noticeable difference between the state requirements and those recommended by the Louisiana Audio Visual Association Committee on Certification was the omission in Bulletin 746 of the twelve graduate semester hours in audio-visual (media) education.

The Louisiana Audio Visual Association Executive Committee met on October 6-7, 1971, to adopt an official position paper on certification. This committee reviewed and revised the guidelines which were formulated at the Association for Educational Communications and Technology, Region VII, Leadership Development Conference. Then, at the annual convention of the Louisiana Audio Visual Association in November, 1971, the membership approved the recommended guidelines (Guedry, November 15, 1971).
Perry A. Guedry (1971:1), President, Louisiana Audio Visual Association, presented the opinions and recommendations of the membership to the Louisiana Advisory Committee on Teacher Education and Certification and to the Louisiana State Board of Education. Referring to the outlined criteria, the following concern was stated:

In Baton Rouge alone 782 teachers meet these requirements and qualify as directors of media centers. I would not venture to guess how few of these teachers have ever taken a course in "media." The same condition must exist throughout the state. Graduate work aside, potential teachers are not required to schedule work in media in their undergraduate programs.

Guedry reiterated the recommendations which were submitted by the Committee on Certification and urged consideration of more stringent requirements:

As president of the Louisiana Audiovisual Association I feel that in the interest of quality education, measures should be taken to strengthen the certification requirements of media directors. I speak for the officers and the executive board when I say that we feel still another requirement should be included—that candidates be expected to meet certain minimal performance criteria or be able to demonstrate competencies in the highly complex media field before being certified as media directors.

At its meeting on October 7th of this year, the officers and board of LAVA adopted a "position paper," or performance guidelines for professionals in the media field. We shall be happy to provide you with the complete paper on your request. . . .

I respectfully urge the members of the Advisory Committee on Teacher Education and Certification and the State Board of Education to consider this letter. I feel certain that out of their wisdom, prudence, and professionalism will emerge a set of standards of which Louisiana educators can be proud and--more importantly--from which Louisiana's children may profit (Guedry, 1971:2).

Displeased with the liberal certification requirements for educational media personnel, the Louisiana Audio Visual Association Executive Committee continued plans to revise the standards. A questionnaire, with
cover letter, was sent to Louisiana colleges and universities in an attempt to determine courses in which media performance criteria were taught. The letter summarized the previous work and actions of both the Louisiana Audio Visual Association and the State Board of Education. With regard to the provision for twelve hours in audio-visual (media) education, the letter stated:

It is our understanding that members of the Certification Board felt that professional competency should be left up to employing personnel.

Members of the Louisiana Audio Visual Association feel that this reasoning is quite presumptuous, in that it assumes that employing personnel are able to determine an applicant's competencies in highly specialized skills in the field of educational technology. It has not been the practice for local agencies to establish certification criteria nor competency levels for approved library science programs, reading or any other of the specialties. Admittedly, competencies are not always assured by the fact that a person has had a course which teaches such skills. Course credit does, however, serve as a base criterion for evaluation of a person's ability to perform the duties of a given discipline....

During the 1971 LTA Convention, the Louisiana Audio Visual Association unanimously adopted a position paper relating to performance criteria or guidelines for Media Center Directors and Supervisors of Instructional Media. The Louisiana Audio Visual Association highly recommends this as a good summarization of the functions of the average media specialist or director and is hopeful that it will be of assistance to public school or college personnel who have the responsibility of employing media specialists.

We feel that it would be rendering a service to parish superintendents, personnel directors and other persons responsible for decisions effecting [sic] the employment of persons for media services, if the performance criteria information could be supplied by our organization for their use. We also feel that it would be beneficial if we could supply information along with these criteria, which would indicate particular courses which are offered by colleges and universities in Louisiana which provide these skills. (Breznik, May 22, 1972:1-3).
EDUCATIONAL TELEVISION

The Louisiana Commission on Educational Television, created by Louisiana Legislative Act Number 616 of the 1970 regular session of the Legislature of the State of Louisiana, accepted the responsibility of developing a specific plan for establishment of an educational television service to supply informative and educational programs to the public schools, institutions of higher education, pre-school age children, and the general public of Louisiana. The Commission, composed of educators, broadcasters, and representatives of WYES-TV, New Orleans, explored for the Legislature the most desirable type of educational television system to serve the state and the means for inauguration of this system.

The recommendations of the Commission resulted in the 1971 legislative enactment of Act Number 13, creating the Louisiana Educational Television Authority. Mandated to plan and implement a network to "make the benefits of educational and public television . . . available to and promote their use by inhabitants of Louisiana," (Louisiana Legislative Act Number 13, 1971:1), the Louisiana Educational Television Authority accepted the responsibilities and held the initial meeting in January, 1972. Louisiana Legislative Act Number 13 outlined the representation comprising the twenty-one member board as follows: the Governor, State Superintendent of Education, and eighteen gubernatorial appointees. Of the eighteen gubernatorial appointees, eight were designated as representatives of the eight Congressional districts and required Senate confirmation while each of the other ten was chosen from a list of three persons nominated by the following agencies and organizations:
Board of Supervisors of Louisiana State University and Agricultural and Mechanical College; presidents, officers, or deans of the private colleges or universities; active teachers of the public elementary or secondary schools; Louisiana Coordinating Council for Higher Education; Board of Directors of the Louisiana School Boards Association; Board of Directors of the Louisiana Association of Broadcasters; Board of Directors of the Louisiana Council for Music and Performing Arts, Incorporated; Director of the State Department of Hospitals; Council for the Development of French in Louisiana; and the Louisiana affiliate of the American Federation of Labor and Congress of Industrial Organizations.

Stated purposes of the Authority included the following: (1) to promote the use of educational and public television and radio, (2) to appraise the need for a comprehensive plan for the use of television and radio facilities available for noncommercial educational and public use, (3) to cooperate with all existing noncommercial educational public television and radio stations within the State of Louisiana, and (4) to obtain access to educational and public television and radio stations, production centers and all other related equipment and facilities for the production and/or transmission of educational programs.

Vested in the Louisiana Educational Television Authority was the power to prescribe state-approved standards for television equipment to be purchased by public schools, institutions of higher education, or municipal educational organizations in Louisiana (Louisiana Legislative Act Number 13, 1971). The underlying reason for the inclusion of such power was the concern for quality and compatibility among the various closed-circuit and videotape systems in the State. Act Number
758 of the 1972 Louisiana Legislature extended this authority to include television equipment leased for use in a statewide television system (Louisiana Legislative Act Number 758, 1972).

The 1972 Louisiana Legislature created Act Number 745 which authorized a six-million dollar bond issue for matching funds to develop a statewide network; however, no operating funds were appropriated. When the Louisiana Educational Television Authority Executive Director was named in May, 1972, necessary funds were acquired from the Department of Education until the legislature approved a budget for the maintenance of such office (Louisiana Educational Television Authority).

COMMERCIAL ESTABLISHMENT

Lanier Business Products, Incorporated

In 1965 Gray Manufacturing Company marketed a magnetic belt dictation machine which could be used to record conferences and/or telephone conversations. The product was given the name Lanier Gray. Then, in 1967 the Lanier Company became Lanier Business Products, Incorporated, and merged with Oxford Industries, Incorporated. During the following year, 1968, dealers witnessed the introduction of the Teletran Dictation System, another continuous-flow system with the advantages of lower cost and expansion with additional units. To facilitate the national distributorship of Teletron Dictation Systems, Lanier purchased, in 1970, the Gray Dictation Systems Division of Gray Manufacturing Company and the Stenocord Corporation of America. Lanier Company also purchased in that year the Nyematic Dictation System which merged with Teletran, forming the Lanier Nyematic equipment.
SUMMARY

The establishment of the media center in Orleans Parish preceded, by a quarter of a century, the development of parish media centers throughout Louisiana. Fourteen centers evolved in each of the years, 1966 and 1967. A majority of these parish media centers were established through federal funds.

The State Department of Education of Louisiana considered for adoption certification requirements for media specialists. The Louisiana Audio Visual Association encouraged the adoption of such standards.

During the period from 1964 to 1972, the Louisiana Legislature appointed the Louisiana Commission on Educational Television to study educational television and recommend means for inauguration. The proposal presented by the Commission resulted in Louisiana Legislative Act Number 13, which created the Louisiana Educational Television Authority.
Chapter 6

THE DEVELOPMENT OF EDUCATIONAL MEDIA IN LOUISIANA, 1972-1976

Louis J. Michot served as State Superintendent of Education from 1972 to 1976. During his tenure Michot emphasized the importance of a career education program. Michot encouraged that the state superintendent be an appointive position rather than elective one. The Louisiana Constitution granted to the legislature the privilege of making the office an appointive one, effective in 1980. Teacher certification, professional renewal, and in-service requirements were considered during the period. Indeed, in-service programs were funded statewide, and certification standards for school media personnel were initiated. The Louisiana Educational Television network became a reality with the activation of the Baton Rouge station in September, 1975; the Monroe station became active in September, 1976. The plan for regional education service centers was introduced; one center was established at New Orleans, and Michot recommended that additional centers be established.

The New Orleans Regional Service Center is in its second year of operation. The staff of that office serve as liaison representatives of the State Department of Education and the State Superintendent by serving a six-parish area--Plaquemines, Jefferson, St. Bernard, Orleans, St. Tammany, and St. Charles. Among its functions are: technical assistance to teachers and administrators in the area; conduct of workshops and conferences; general educational leadership in the area; assistance in school approvals in the areas serviced. (Michot, 1976:3).

PARISH MEDIA CENTERS

Although no parish media centers were established during 1972-1976, the existing centers continued to serve education throughout the
state by preparing instructional materials, providing equipment and facilities for instruction, and affording consultative service. Table 5 indicates the variety of services provided by the media centers and the number of centers offering each type of service (Henry, 1976).

In 1973 the Bossier Parish Media Center gained special recognition as the recipient of the Association for Educational Communications and Technology/Encyclopaedia Britannica Educational Corporation Award for Achievement. The writer served as an evaluator for the selection of the recipient; the award was granted for innovative and motivational contributions to education through the use of educational media. Roy E. Breznik, Director of Bossier Parish Media Center, submitted the proposal which outlined the local development of curriculum materials for parish schools. Louisiana educators honored Breznik in 1974 by selecting him as the recipient of the State Media Task Force Award. Moreover, the Louisiana Association for Educational Communications and Technology Distinguished Service Award was granted to Breznik in 1974 for his contributions to the state organization and, in general, to educational media.

PROFESSIONAL ORGANIZATIONS

With the advent of a state educational television network, related organizations developed for the support and promotion of the medium. The development of three such organizations will be traced in this section along with the progress of two media associations which have been cited previously: Louisiana Audio Visual Association and Metropolitan Educational Media Organization.
<table>
<thead>
<tr>
<th>Types of Service</th>
<th>Number of Centers Offering Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-service training</td>
<td>44</td>
</tr>
<tr>
<td>Conducting workshops</td>
<td>43</td>
</tr>
<tr>
<td>Pickup and delivery service</td>
<td>43</td>
</tr>
<tr>
<td>Equipment and materials housing</td>
<td>42</td>
</tr>
<tr>
<td>Media equipment repairs</td>
<td>38</td>
</tr>
<tr>
<td>Film and filmstrip library</td>
<td>37</td>
</tr>
<tr>
<td>Maintenance of check-out system of supportive materials for all schools</td>
<td>37</td>
</tr>
<tr>
<td>Evaluating, procuring, disseminating, and maintaining hardware for the school system</td>
<td>36</td>
</tr>
<tr>
<td>Provision of catalog listing materials, equipment, etc., available for each teacher</td>
<td>35</td>
</tr>
<tr>
<td>Transparency library</td>
<td>35</td>
</tr>
<tr>
<td>Evaluating, procuring, and disseminating commercial software for the school system</td>
<td>34</td>
</tr>
<tr>
<td>Printing</td>
<td>34</td>
</tr>
<tr>
<td>Providing personnel to assist teachers with problems in A/V communications</td>
<td>33</td>
</tr>
<tr>
<td>Tapes and cassettes library</td>
<td>29</td>
</tr>
<tr>
<td>Record library</td>
<td>28</td>
</tr>
<tr>
<td>Professional library</td>
<td>26</td>
</tr>
<tr>
<td>Designing and mass producing of supportive materials for all schools</td>
<td>25</td>
</tr>
<tr>
<td>Instructional television</td>
<td>16</td>
</tr>
<tr>
<td>Types of Service</td>
<td>Number of Centers Offering Service</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>Music library</td>
<td>7</td>
</tr>
<tr>
<td>Other services</td>
<td>8</td>
</tr>
</tbody>
</table>

(Henry, 1976).
Louisiana Audio Visual Association

Publications. The LAVA Newsletter circulated periodically among the membership of Louisiana Audio Visual Association. Financing for the publication was provided by various commercial firms.

On March 22, 1973, the auditory means of communication for the Louisiana Audio Visual Association was revived. Perry A. Guedry and Wayne O. Berry of the East Baton Rouge Parish Media Center produced Volume 2, Number 1, of the LAVA Audioletter. Information on the cassette tape followed the indicated format:

LAVA AUDIOLETTER CONTENTS 3/22/73; Volume 2, Number 1
SIDE A Approximate Timing

1. Introduction 1:00
2. Telephone Interview with Max Fetty, LETA 12:00
3. Memo from Texas AV Association 2:00
4. Temple University Media Study Tour of Soviet Union 1:25
5. Harry Reasoner...AECT 1:10
6. Future AECT Meetings 1:50
7. "Brian's Song" Available 1:40

....Please flip Cassette to Side B

SIDE B

1. Message from LAVA President, Dr. Charlie Roberts, LSU 6:30
2. "The Gospel According to St. Skinner," Ken Paxton; Intro. by Dr. Elmer Wagner, McNeese State Univ. 10:30
3. "As the Cassette Turns" 1:35

PLEASE RETURN THIS CASSETTE TO THE EDITORS, Dr. Perry Guedry or Wayne Berry at the East Baton Rouge Parish School Board office: P.O. Box 2950; Baton Rouge, LA. 70821

Conforming to the name change of the organization, which will be reported later in this section, the name of the publication was changed to LAECT Newsletter.
At the Louisiana Association for Educational Communications and Technology Board Meeting, October 11, 1974, Roberts requested and received permission to compose and mail brief news releases each month that a regularly scheduled newsletter was not to be published so that members would be cognizant of current issues and events. The publication was named LAECT News Notes.

On February 24, 1975, Volume 1, Number 1 of the LAECT Audioletter was produced by Wayne O. Berry and Perry A. Guedry. The Louisiana Association for Educational Communications and Technology financed the production and mailing of the cassettes. The format of the audioletter was as follows:

LAECT AUDIOLETTER: 2/24/75

Overture
Minutes of Last Board Meeting
Region VII News
L.E.T.A.
"Objectionable Behavior"
Media Task Force (State)
NAVA Convention
McNeese Announcements
"As the Cassette Turns"
Special Announcements

Approximate Time: 28 minutes
(Side One only)

DISREGARD RETURN ADDRESS LABEL.
PLEASE RETURN YOUR CASSETTE TO:
EDUCATIONAL MEDIA DEPARTMENT
GLASGOW CENTER
1676 GLASGOW AVENUE
BATON ROUGE, LA. 70808

Constitutional revision. In July, 1973, the Louisiana Audio Visual Association Constitutional Revision Committee met at Louisiana State University. Members recommended that the format of the Constitution be revised to coincide more closely with the Constitution of the
national organization, Association for Educational Communications and Technology. On October 8, 1973, Charlie W. Roberts, Jr., President, Louisiana Audio Visual Association, sent a memorandum to all members, alerting persons to the plans for revising the Constitution. At the audio-visual meeting during the convention of the Louisiana Teachers Association, November, 1973, Roberts, outgoing president, announced that proposed Constitutional revisions would be mailed by December 15 for voting by the membership (Minutes, Louisiana Audio Visual Association Constitution Revision Committee, October 8, 1973). In June, 1974, the proposed Constitution and ballots were mailed to all members ( Louisiana Association for Educational Communications and Technology Correspondence). Results of the balloting indicated that of the seventy-eight members, forty-eight voted for the revised Constitution, and two members voted against the revision. The revised Constitution was official (Minutes, Louisiana Association for Educational Communications and Technology Board of Directors Meeting, July 18, 1974).

Name change. Included in Roberts' mailing regarding the revision of the Constitution was notice of the consideration of a name change for Louisiana Audio Visual Association. The mailing included a ballot for the selection of a new name for the organization. In November, 1973, the name of the state media organization was changed to Louisiana Association for Educational Communications and Technology, a nomenclature which identified the organization more readily with the national organization concerned with educational media, Association for Educational Communications and Technology (Minutes, Louisiana Audio Visual Association Executive Committee, November 20, 1973).
**Articles of Incorporation.** On October 3, 1974, the Louisiana Association for Educational Communications and Technology filed a document, *Articles of Incorporation*, with the Louisiana Clerk of Court and Secretary of State, requesting that the organization be recognized as a nonprofit corporation. After paying a fee of fifteen dollars, the association existed as a nonprofit corporation on December 6, 1974 (Louisiana, Non-Trading Corporation Receipt, December 6, 1974).

**Regional coordinator.** At the 1975 Association for Educational Communications and Technology, Region VII, Leadership Development Conference, Dallas, Texas, participants selected Dan W. Jordan, Assistant Professor of Education, University of Southwestern Louisiana, Lafayette, as their recommendation for appointment to the position of Regional Coordinator, Association for Educational Communications and Technology, Region VII. Jordan assumed those duties in September, 1976.

**LAECT/LASL joint meeting.** In conjunction with the annual convention of the Louisiana Teachers Association, the Louisiana Association for Educational Communications and Technology and the Louisiana Association of School Librarians conducted a joint meeting in New Orleans, November 23, 1976. John W. Cooper, Program Director of KETS-TV, Conway, Arkansas, provided an interesting and informative presentation concerning the programming and classroom utilization of instructional television. Cooper employed videocassette taped excerpts of "Electric Company," "Anyone for Tennyson," and several other programs used in Arkansas classrooms. He spoke enthusiastically of the success of educational
television in Arkansas and inspired attendants to make a success of educational television in Louisiana (Roberts, 1976b).

**Spring conference.** At a meeting of the Board of Directors, September 18, 1976, Wayne O. Berry, President, Louisiana Association for Educational Communications and Technology, appointed a committee to study the feasibility of conducting a Spring Conference (Roberts, 1976). Charlie W. Roberts, Jr., Director, Instructional Resources Center, Louisiana State University; Dan W. Jordan, University of Southwestern Louisiana; and S. Barton Bennett, Jr., East Baton Rouge Parish Schools, recommended that the conference be conducted March 17-19, 1977. (Minutes, Louisiana Association for Educational Communications and Technology, January 22, 1977).

**National office.** In the fall of 1976, Charlie W. Roberts, Jr., Executive Director, Louisiana Association for Educational Communications and Technology, and former Secretary-Treasurer, Association for Educational Communications and Technology, was nominated for the position of President-Elect of the national organization, Association for Educational Communications and Technology. Voting occurred during the early months of 1977.

**Metropolitan Educational Media Organization**

The Metropolitan Educational Media Organization remained an active association although attendance at monthly meetings and membership enrollment declined steadily from 1972 to 1974. Covington (1976) indicated that one reason for the decline was the addition of job responsibilities for university educators. A lack of effective leadership
for the organization resulted. The classes of membership in Metropolitan Educational Media Organization allowed only educators to hold office. The commercial representatives were classed as associate members with no voting privileges. By the summer of 1974, the membership of educators declined so drastically that more than half of the members were commercial dealers and distributors. A revision of the By-laws allowed commercial representatives to hold active membership with full privileges.

During 1975 and 1976, bi-monthly meetings included such educational aspects as guest speakers and workshops. Gerry S. Covington (1976), Supervisor of Instructional Resources, Orleans Parish Schools, indicated that few people in the New Orleans area were members of either the Louisiana Association for Educational Communications and Technology or its parent organization, Association for Educational Communications and Technology.

**Louisianians for Educational Television**

The goal of the organization, Louisianians for Educational Television, was to provide support for educational television in the state. More specifically, the purpose for formation of the nonprofit corporation was to increase public awareness of the potential of telecommunications. The volunteer group attempted to ascertain the needs and interests of various groups so that quality programming could be provided for all residents of the state. The organization was empowered to accept and solicit grants for the production of programs of particular importance to Louisianians ("LET Review," 1976).

As a statewide network of educational television stations developed, an organization of interested persons formed to support the
movement. Preliminary planning meetings were held during March and April of 1973; the organizational meeting was conducted the following May 15 (Woodard, 1976).

L.E.T. (Louisianians for Educational Television) is a non-profit organization of Louisiana citizens dedicated to: (1) making the public aware of educational television as a source of meaningful knowledge and cultural fulfillment; (2) encouraging the use of TV for curriculum enrichment in the schools; (3) studying ways in which ETV can assist in upgrading the economic and educational levels of the disadvantaged; (4) serving as liaison between the committees and the Louisiana Educational Television Authority, the official state agency for educational television and radio; (5) acting independently but in full cooperation with LETA in furthering the goals for ETV in the state; and (6) working with the LETA network to make a wider choice to television programming available. ("Volunteer State Group Formed to Support Educational Television," 1973:1).

Types of membership appealed to various classes of individuals:

<table>
<thead>
<tr>
<th>Type</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>$ 1.00</td>
<td>Identification with Organization</td>
</tr>
<tr>
<td>General</td>
<td>$ 3.00</td>
<td>Identification with Organization</td>
</tr>
<tr>
<td>Sustaining</td>
<td>$ 15.00</td>
<td>Active Support or Organization</td>
</tr>
<tr>
<td>Patron</td>
<td>$100.00</td>
<td>Support of Projects</td>
</tr>
</tbody>
</table>

The Louisianians for Educational Television State Executive Committee conducted necessary business between meetings of the Board of Directors. Membership of the committee consisted of the current officers, the immediate past chairman; two board appointees; and an ex-officio liaison of the Louisiana Educational Television Authority (Acree, 1976).

Plans for the development of Louisianians for Educational Television included the organization of a council in each area of the state where a Louisiana Educational Television network station was located. Duties of the local coordinator included cooperating with the local station and promoting area membership in Louisianians for Educational Television (Woodard, 1976).
At the May, 1976, annual meeting of the Louisianians for Educational Television, two intermediate categories of membership were added and the costs of student and general memberships were raised to incorporate the rising postal rates for the monthly newsletter:

- **Student** $3.00
- **General** $5.00
- **Sustaining** $15.00
- **Contributor** $25.00
- **Donor** $50.00
- **Patron** $100.00 ("LET Membership Changes," 1976:3).

On July 12, 1976, WLPB, Channel 27, an educational television station at Baton Rouge, sponsored a preview night; members of Louisianians for Educational Television and invited guests viewed a selection of programs. Programs selected for broadcast were "NOVA," "Washington Week in Review," and "Evening at the Symphony." ("LET to Underwrite Three Programs," 1976).

Louisianians for Educational Television acquired WLPB office space in the State Department of Education Building July 10, 1976. In August, 1976, Marlene B. Weyand, Executive Secretary, assumed duties of coordinating volunteer activities, publishing the newsletter, and maintaining an office to better serve the membership ("LET Employs Coordinator," 1976).

**Tele-Boosters**

Tele-Boosters, a volunteer organization, supported a New Orleans television station, WYES, Channel 12, beginning about 1947. The sixteen thousand members were concerned with evening programming, adult education, and local production (Personnel, WYES-TV, 1976).
During the period between Davis' administration and the 1973 appointment of Rodney H. Charlton, the position of Supervisor of Audiovisual Education was vacant. James S. Cookston, Supervisor, School Libraries, assumed the responsibility for ordering the films which were recommended for purchase.

Prior to Charlton's appointment, he received eight years' experience with McGraw-Hill Film Company as sales representative, media consultant, and regional manager. During Charlton's administration, film library holdings were updated, a comprehensive film catalog was published, and a film inspection process was implemented.

Soon after Charlton was named Supervisor of Audio-visual Education, he conducted an analysis of the film library program. As a result of his study of past records and his visits to all state film libraries, Charlton recognized a need for the withdrawal of obsolete, silent, and damaged films. At that time, the film collection consisted of approximately five thousand titles. In 1974 approximately two thousand titles were removed from circulation. Most of the withdrawn films carried production dates preceding 1950; one such film, People of Hawaii, produced by ERPI in 1927, was a silent film. The removal of other films was necessary because sections of the films were missing; thus, a lack of continuity impeded the understandings which were intended to be communicated by the presentation. Unfortunately, no replacement footage policy was included at the time of purchase, and the cost for replacement of the film was prohibitive.
Because of the reduction of film titles and because no annotated listing of films was available to educators, a film catalog was prepared in 1974 through the cooperation of the National Information Center for Educational Media and the University of Southern California, Los Angeles (Louisiana State Department of Education, 1974). Replacing the Louisiana State Department of Education Bulletin Number 1195, which was essentially a listing of approximately five thousand film titles, relevant curriculum areas, descriptions of films, recommended grade levels, length of films, producers, distributors, and dates of production. Table 6 indicates the film libraries, locations, and administrators.

Table 6

<table>
<thead>
<tr>
<th>Library</th>
<th>Location</th>
<th>Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southern University</td>
<td>Baton Rouge</td>
<td>R. P. Lockhart</td>
</tr>
<tr>
<td>Southeastern Louisiana University</td>
<td>Hammond</td>
<td>Marguerite Hallum</td>
</tr>
<tr>
<td>Orleans Parish Schools</td>
<td>New Orleans</td>
<td>Gerry S. Covington</td>
</tr>
<tr>
<td>Nicholls State University</td>
<td>Thibodaux</td>
<td>Elliott J. Landry</td>
</tr>
<tr>
<td>University of Southwestern Louisiana</td>
<td>Lafayette</td>
<td>Charles A. Bernard</td>
</tr>
<tr>
<td>McNeese State University</td>
<td>Lake Charles</td>
<td>Gloria Cotten</td>
</tr>
<tr>
<td>Northwestern State University</td>
<td>Natchitoches</td>
<td>Pat Russell</td>
</tr>
<tr>
<td>Louisiana Tech University</td>
<td>Ruston</td>
<td>Alva D. Hogan</td>
</tr>
<tr>
<td>Northeast Louisiana University</td>
<td>Monroe</td>
<td>Carla-Beth Soulier</td>
</tr>
</tbody>
</table>

(Louisiana State Department of Education, 1974).
In 1974 equipment valued at $100,000 was purchased to facilitate maintenance and film repair.

Charlton (1976) related that Louisiana and Florida were the first two states in the nation to form regional film libraries to serve public education. Louisiana established this policy in 1939. However, because of budgetary priorities and lack of legislative funding, Louisiana lost its position as a leader of states in the area of educational film libraries (Charlton, 1976). In 1972 approximately $222,000 of matching funds from the National Defense Education Act, Title IV, were received by the state for the film libraries. As of 1975-76, funds from that source were no longer available to Louisiana because of change in the matching fund concept. Charlton cited the following budget expenditures for a three-year period:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Films</th>
<th>Supplies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1974</td>
<td>$217,000</td>
<td>$ 98,000</td>
</tr>
<tr>
<td>1975</td>
<td>$245,000</td>
<td>$100,000</td>
</tr>
<tr>
<td>1976</td>
<td>$120,000</td>
<td>$100,000</td>
</tr>
</tbody>
</table>

During the 1975-76 school session, a sum of $280,968 was reported as university expenditure which included salaries, student labor, and supplies. The amount of money spent for films in 1975-76 represented an average expenditure of twelve cents per child enrolled in the public schools of Louisiana. Also reported in 1975-76 was an expenditure for Other Educational Media Services Programs in the amount of $287,313. Of that amount, 80 percent was spent for the regional film libraries. Charlton indicated that most of the allocation for films was expended for replacement footage and duplicate titles; consequently, due to insufficient funds, few new titles were added to the depositories.
By 1973 efforts to circulate the thirty-five millimeter filmstrips decreased as most of the filmstrips were obsolete. Because of the relatively low cost of the filmstrip, that type of media was incorporated into the individual school media centers while more expensive materials, sixteen millimeter films, were purchased and distributed at the expense of the state film libraries. Maintenance of a thirty-five millimeter filmstrip library was neither practical nor economical. Inspection was a manual task; handling of the filmstrips was almost as costly as the handling of sixteen millimeter films (Charlton, 1976).

In 1975 the film libraries adopted a common booking system and order form. Also implemented that year was a regulation which restricted the circulation of films from each library to the region served by that library (Charlton, 1976). The service area of each library is depicted in Figure 1 (Louisiana State Department of Education, 1974:1).

Although a committee of film librarians, chaired by Thomas L. Hennigan, was charged with revision of the 1965 Policy and Procedure Manual (Charlton, Personal papers), the film libraries in 1976 continued to function under those policies outlined in the 1965 handbook. Charlton (1976) indicated that the handbook outlined practices which developed after the inception of the state film library program in 1939.

The Louisiana State Department of Education selected the films for purchase following recommendations by curriculum supervisors. Recommended titles were purchased if the film topics were relevant to previously established curriculum priorities. As an example, career education materials received priority during the 1974-75 academic year; during the following year, the area of social sciences received priority
spending. The State Department of Education appropriated funds for the operational supplies and film inventories; the sponsoring institutions provided the facilities and personnel for operation of the film library.

Policies were altered in the area of purchase. Upon the 1974 recommendation of Charlton, a minimum of two prints per purchased title were placed in each film library.

CERTIFICATION

During 1972 and 1973, the Louisiana Audio Visual Association pursued the certification of media specialists in Louisiana; at the same time, a nationwide study of media certification was conducted. A memorandum issued to the Board of Directors by the Association for Educational Communications and Technology Task Force on Certification (1973) named Louisiana as one of the eighteen states planning to implement a media certification program within three years; similar programs existed in twenty-six states. Typical of those established certification programs were the following requirements: a bachelor's degree, two or three years of teaching experience, fifteen to twenty-four hours acquired through nonprint media courses, and twelve to twenty-one graduate hours accumulated through elective and related courses (Grady, 1972).

In February, 1974, Thomas L. Hennigan, President, Louisiana Association for Educational Communications and Technology, and Co-Chairman, Committee on Certification, submitted the recommendation on media (audio-visual) specialist certification to the state teacher certification committee (Hennigan, 1974). The following month Hennigan (1974b:1) reiterated the recommended requirements for certification as Director of Parish or City Materials and/or Media Centers, namely:
1. The applicant must hold a valid Type A Louisiana certificate.

2. The applicant must have had 5 years of successful school experience.

3. The applicant must hold a master's degree from a regionally accredited institution, including 12 semester hours of graduate courses in professional education.

4. The applicant must have 12 graduate semester hours of audiovisual (media) education not to include more than six (6) hours of "Media Institute" credit.

The Louisiana State Board of Education, at its meeting on May 16-17, 1974,

accepted the recommendation of the State Department of Education Task Force on Higher Education and Teacher Certification to suspend certification in the area of Director of Parish or City Materials and/or Media Centers until such time as the Task Force developed certification requirements. (Minutes, Louisiana State Board of Education, May 16-17, 1974:10).

At the June meeting, the State Board of Education referred Bulletin 746, Louisiana Standards for State Certification of School Personnel to the 26-Man Superintendents' Committee for recommendations (Minutes, Louisiana State Board of Education, June 20-21, 1974); the committee presented the recommendations to the Board in July (Minutes, Louisiana State Board of Education, July 26, 1974). Records of the Board meeting on September 13, 1974, indicated that "the Board approved the recommendation of the Education Committee for approval of the Task Force on Teacher Education and Certification for the proposed certification requirements for Directors of Media Centers." (Minutes, Louisiana State Board of Education, September 13, 1974:3). The recommendations were as follows:

Director of Parish or City Materials and/or Media Centers

a. Type B Louisiana Certificate
b. 3 years successful teaching experience

c. Master's degree from a regionally accredited institution, including 12 semester hours of graduate courses in Media.
(Recommendation of the Task Force on Teacher Education and Certification, September 12, 1974:7).

The Board created in May, 1975, several advisory councils, including a Teacher Certification Advisory Council, "for the purpose of assisting the Board." (Minutes, Louisiana State Board of Elementary and Secondary Education, May 23, 1975:4).

Board members at the September 25, 1975, meeting, directed Randall J. Webb, Director of Higher Education and Teacher Certification, to "compile, verify and circulate a list detailing changes to date in Bulletin 746, the compilation to be circulated to Board members, superintendents, and deans of public and private institutions of higher education." (Minutes, Louisiana State Board of Elementary and Secondary Education, September 25, 1975:14).

Webb distributed the Working Draft of Revisions in Bulletin 746 on October 22, 1975; the requirements for Director of Media Centers were the same as recommended by the Task Force and approved by the Board in September, 1974 (Louisiana State Department of Education, October 22, 1975).

In November the Board referred to the Teacher Certification Advisory Council (1) consideration of Bulletin 996, Louisiana Standards for Accrediting Teacher-Education Institutions, and (2) certification requirements for Directors of Parish or City Materials and/or Media Centers (Minutes, Louisiana State Board of Elementary and Secondary Education, November 20, 1975).
The Teacher Certification Advisory Council met on February 10, 1976, when Elmer H. Wagner, Professor of Education, McNeese State University, discussed proposed revisions for certification of Directors of Parish or City Materials and/or Media Centers. Wagner provided copies of three documents: a memorandum concerning media requirements in Article 7 of the Working Draft of Revisions in Bulletin 746, a paper entitled "What Is Educational Technology?", and a tabulation of "Media Certification Requirements in Neighboring States." Wagner presented the following certification requirements for consideration by the Advisory Council:

The applicant must hold a valid Type B Louisiana certificate.

The applicant must have had 3 years of successful teaching experience.

The applicant must hold a master's degree from a regionally accredited institution, including a minimum of 15 semester hours of graduate courses in non-book Media, including at least three semester hours of credit in each of the following subject areas:

(a) Selection and Utilization of Audiovisual Material 3 Sem. Hrs.
(b) Message Design and Production of Instructional Materials 3 Sem. Hrs.
(c) Communication Theory Applied to Instructional Communications 3 Sem. Hrs.
(d) Administration (Organization and Procedures) of a Media Program 3 Sem. Hrs.
(e) Electives from such Educational Technology courses as Photography, Educational Television, Programmed Instruction, Individualized Instruction, Media Research, Advanced Production Techniques, Practicums, etc. 3 Sem. Hrs.

(Minutes, Louisiana State Board of Education Teacher Certification Advisory Council, February 10, 1976:1).

The Council voted to recommend to the Board that the existing certification requirements for Supervisors of Parish or City Materials and/or Media Centers be amended to read as follows:
Supervisors of Parish or City Materials and/or Media Centers

The applicant must hold a valid Type A Louisiana certificate.

The applicant must have had five years of successful teaching experience.

The applicant must hold an advanced degree from a regionally accredited institution. Included in or beyond the advanced degree program of study must be 15 semester hours of graduate course work in non-book media including:

1. Utilization of audiovisual materials, 3 semester hours
2. Media Design and Production, 3 semester hours
3. Administration of Media Programs, 3 semester hours
4. Electives from courses such as photography, educational television, programmed instruction, individualized instruction, media research, advanced production techniques, and communication theory, 6 semester hours.


The Council's recommendations for revision of certification requirements were presented to and adopted by the Teacher Certification Committee of the Board of Education on May 26, 1976; the committee recommended that the Board adopt the revisions as listed in the Advisory Council Report to become mandatory September 1, 1976 (Minutes, Louisiana State Board of Elementary and Secondary Education Teacher Certification Committee, May 26, 1976).

Following the presentation to the Teacher Certification Advisory Council, Wagner drafted a status report on certification of media personnel in Louisiana for the Louisiana Association for Educational Communications and Technology; a position paper addressed to the newly elected State Superintendent of Education, J. Kelly Nix, on May 20, 1976, was included in the report. The mailing to Nix contained papers compiled by four organizations: Louisiana Educational Television Authority, Louisiana Association for Educational Communications and Technology, Louisianians for Educational Television, and Tele-Boosters. Following is the paper, Certification of Educational Media Personnel:
Certification of media specialists has been of concern to many educators and professional groups in Louisiana for a number of years. The old Louisiana Audio Visual Association (LAVA), now renamed the Louisiana Association for Educational Communications and Technology (LAECT), over the past eight years has made several efforts to establish reasonable requirements for certification.

At a recent meeting of the Certification Advisory Committee, many members of the committee shared the concern for setting better standards for media certification. It was pointed out that this was a problem that needed immediate attention. Higher standards were needed. Under the old plan literally thousands of teachers with masters degrees are already qualified as media specialists, even though they have had little or no training in the preparation and use of non-print media.

Also discussed was that this certification should be for specialists working directly in the schools, not only in a parish media center. Such specialists are currently being prepared and graduating from several universities in the state. Many of them are taking important positions—out of state, since our schools are not currently recognizing the importance of the position.

As a result of discussions, the Certification Advisory Committee adopted the following certification requirements:

**SUPERVISOR OF PARISH OR CITY MATERIALS AND/OR MEDIA CENTERS**

The applicant must hold a valid Type A Louisiana certificate.

The applicant must have had five years of successful teaching experience.

The applicant must hold an advanced degree from a regionally accredited institution. Included in or beyond the advanced degree program of study must be 15 semester hours of graduate course work in non-book media including:

1. Utilization of Audiovisual Materials, 3 semester hours.
2. Media Design and Production, 3 semester hours.
3. Administration of Media Programs, 3 semester hours.
4. Electives from courses such as photography, instructional television, programmed instruction, individualized instruction, media research, advanced production techniques, and communication theory, 6 semester hours.

You will note that the title was changed from director to supervisor, but still includes or limits this certification
to city or parish media centers only. We have long urged that this certification be for all media specialists working in the schools. We will still need to work on this point.

Perhaps the only really important change was the specification of specific courses or credits—and limiting them to non-book media courses. This should prove to be adequate for a school media specialist and is in line with requirements in other areas.

Qualified media specialists are needed in all schools and districts. Many funds are being spent, and decisions are being made that require a trained person in this position.

We respectfully urge the State Superintendent of Education to support the adoption of the new certification requirements. (Wagner, 1976:1-2).

On May 27, 1976, the Louisiana State Board of Elementary and Secondary Education adopted both the change of title and the revised requirements for media certification as recommended by the Teacher Certification Advisory Council (Minutes, Louisiana State Board of Elementary and Secondary Education, May 27, 1976).

COLLEGE CURRICULA

An institute for the preparation of high school media specialists was conducted in New Orleans in 1972 under the Educational Professions Development Act, Part D. The institute was sponsored by Dillard University, New Orleans; Loyola University, New Orleans; New Orleans Public Schools; Catholic Archdiocese of New Orleans; and National Center for Educational Technology, Media Specialists Program, United States Office of Education. The purpose of the institute was to impart skills and competencies to persons responsible for coordinating media programs in junior and senior high schools in the New Orleans area. A criterion for participation in the institute was that the applicant would be employed as school media specialist during the school session following the
institute. The participants learned of the production, selection, utilization, and evaluation of instructional media as well as the organization and management of media programs at the local school level. Included were topics such as instructional television; systematic approach to teaching; role of media in the overall educational program as related to learning theories, communication theories, and disadvantaged youth. Each of the twenty participants developed and implemented a program design for a school. The institute was conducted on weekdays from June 5 through July 4, and on Saturdays from August 19 through December 16, 1972 ("Institute for Preparing Media Specialists for Local High Schools," Dillard University, 1973).

On November 9, 1972, Xavier University, New Orleans, sponsored a media workshop which offered a variety of learning opportunities. Forty-five participants selected the areas and time spent for study from the available media stations: videotape recording, overhead projection, black-and-white slides, photographic copying and processing, color slides, microforms, motion pictures, audiotape duplication, mediated instruction, and equipment displays.

Xavier University offered a similar workshop on March 26, 1976. Thirty-five educators rotated among three stations which included production of instructional television programs; preparation, production, and utilization of black-and-white slides; and animation, processing, and projection of black-and-white motion pictures. An optional fourth station provided instruction in the production of overhead projectuals (Haynes, 1976).

In the 1974-75 Louisiana School Directory, only Louisiana State University was listed as offering a Master of Education
degree with specialization in educational media. The 1975-76 directory listed three universities with advanced programs in educational media: Louisiana State University, Baton Rouge, Master of Education; Northwestern State University, Natchitoches, Master of Education; and McNeese State University, Lake Charles, Educational Specialist degree (Louisiana State Department of Education, 1975, 1976).

In 1976 five state universities offered approved programs leading to certification as Director of Media Centers: Louisiana State University, Baton Rouge; McNeese State University, Lake Charles; Northeast Louisiana University, Monroe; Northwestern State University, Natchitoches; and Southern University, Baton Rouge.

In contrast, a 1974 publication of the Louisiana Coordinating Council for Higher Education listed the following universities and degree programs in media: Northwestern State University, Natchitoches, Master of Education degree; University of Southwestern Louisiana, Lafayette, Master of Education and Educational Specialist degrees; McNeese State University, Lake Charles, Master of Education and Educational Specialist degrees; and Louisiana State University, Baton Rouge, Master of Education degree (Louisiana Coordinating Council for Higher Education, 1974).

During the spring of 1976, the Louisiana Board of Regents invited out-of-state educators to review the doctoral programs in the State of Louisiana. The Review Board visited each institution offering a doctoral degree, and interviewed administrators, professors, and students. Based upon recommendations of the Review Board, the Board of Regents determined that a doctoral degree with a major in educational media would be continued by only one state institution, Louisiana State University.
In July, 1976, Louisiana State University established an Instructional Resources Center to enhance the instructional program of the institution. The center provided the following services: photography, lamination, and productions including transparency, graphic arts, and audio- and videotape. Types of equipment available for loan included public address systems, video systems, audio recorders, and projectors: eight millimeter, sixteen millimeter, filmstrip, slide, opaque, and overhead.

EDUCATIONAL TELEVISION

In 1972 the Louisiana Educational Television Authority contracted with Gulf South Research Institute (GSRI) for technical assistance in the design of standards and the development of a statewide television network plan. Among the suggestions contributed by GSRI were the following: (1) determine the possibility of co-location of stations with existing stations; (2) establish the Baton Rouge station with interconnection service with existing New Orleans station, WYES, Channel 12; (3) explore the possibility of sharing the carrier lines of Louisiana Hospital Television Network; (4) establish a tape duplication center to provide users with videotapes compatible with existing equipment; and (5) develop a statewide network, as depicted in Figure 2, through one translator, a repeater station to serve a small area, and six broadcast stations: Baton Rouge, Channel 27; Lafayette, Channel 24; Lake Charles, Channel 18; Monroe, Channel 13; Alexandria, Channel 41; Shreveport, Channel 24, and Sheridan Translator, Channel 50 (Gulf South Research Institute, 1973).
While GSRI formulated recommendations, the Louisiana Educational Television Authority applied to the Federal Communications Commission for permission to activate a public educational television broadcasting station in Baton Rouge, WLPB, Channel 27. The Authority applied to the United States Department of Health, Education, and Welfare for funding to purchase production and transmission equipment. Approval was granted for the proposed station and for the grant request. With the cooperation of the Louisiana State Department of Education, the Louisiana Educational Television Authority secured from the Louisiana Legislature a sum of money for Fiscal Year 1974.

Programming activities began in 1973 with the negotiation of contracts with the Public Broadcasting Service and the Southern Educational Communications Association for network programs. During the spring of 1974, State Department of Education supervisors previewed and approved more than fifty instructional program series for broadcast by the Baton Rouge station. The initial program which was broadcast from Channel 27 was "Sesame Street" on September 6, 1975.

Michot appointed a seventeen-member Planning Committee for Educational Television to plan a comprehensive utilization program. The group functioned primarily as a State Department of Education policy-making committee.

Another group appointed by Michot was the Instructional Television Utilization Team, the membership of which consisted of employees of the State Department of Education. The purposes of this body were to promote the use of educational television and to train teachers and administrators in the use of instructional television.
In October, 1974, the Planning Committee and the Louisiana Educational Television Authority sponsored an instructional television orientation conference for personnel of the State Department of Education. In January, 1975, the Planning Committee and the Instructional Television Utilization Team participated in a one-day workshop in television utilization. Between January 22 and March 5, 1975, the Louisiana Educational Television Authority and the State Department of Education conducted eight area workshops in instructional television for parish school superintendents (Louisiana Educational Television Authority, 1976).

In December, 1973, the Louisiana Educational Television Authority filed an application with the Federal Communications Commission seeking approval for an educational television station, KLTM, Channel 13, to be established in Monroe, Louisiana. Simultaneously, the Authority submitted proposals to the United States Department of Health, Education, and Welfare for financial assistance in the activation of the Monroe station and for funds to purchase a mobile van equipped with videotape production equipment. The goals of acquiring the van and the activation of the Monroe station were reached in 1976. Broadcast activities began on Channel 13 on September 1, 1976. The initial use of the mobile unit occurred on September 3, 1976, when the van transported a production crew to Ozark, Arkansas, for the videotaping of groups of amateur musicians. The tape was scheduled to be broadcast in 1977.

EDUCATION SERVICE CENTERS

In 1973 a Louisiana Audio Visual Association committee recommended to the Louisiana State Board of Education the establishment of
regional education service centers and the development of standards for instructional media programs, including software as well as hardware (Charlton, 1976). Charlton recommended to Louis J. Michot, State Superintendent of Education, that a Task Force be appointed to design, develop, and promote an educational media service center program for Louisiana. Recommended to serve on the committee were the following persons:

Gerry Covington, Coordinator, Audio-visual Education, Orleans Parish Schools; Roy E. Breznik, Supervisor, Learning Resources, Bossier Parish Schools; Charlie W. Roberts, Jr., Associate Professor, Louisiana State University; Charles A. Bernard, University of Southwestern Louisiana; and Perry A. Guedry, Supervisor, Audio-visual Aids, East Baton Rouge Parish Schools.

(Charlton, Personal papers).

In a communication to members of the Louisiana Board of Elementary and Secondary Education, Michot (1976) related that the following events resulted in the appointment of a Task Force on Media and Education. Multi-Media Corporation and Anderson International Enterprises, Incorporated, proposed the establishment of a state media center. The Louisiana Board of Elementary and Secondary Education Media Committee, under the chairmanship of Jesse H. Bankston, studied the proposal and accepted a Media Study Committee Report from the 25-Man Superintendents' Committee. Among the recommendations was the suggestion that a one-year study of media programs be conducted. A financial grant was funded and the Task Force appointed.

Named to the committee were the following persons:

Dr. Charles A. Bernard, Director, Regional Film Library, University of Southwestern Louisiana

Mr. Roy E. Breznik, Supervisor, Learning Resources, Bossier Parish Schools

Mr. Rodney H. Charlton, Supervisor, Audiovisual Education, State Department of Education
Mrs. Reva Chesson, Supervisor, Libraries, Calcasieu Parish Schools

Dr. Gerry S. Covington, Supervisor, Instructional Resources, Orleans Parish Schools

Dr. Albert L. Kennard, Superintendent, Allen Parish Public Schools

Mrs. Audrey Jackson, Librarian, Chaneyville School

Mrs. Felice B. Lane, Coordinator, Audiovisual Education, Rapides Parish Schools

Mr. Hamp Williams, Principal, South Campus, Natchitoches Central High School

Mr. Richard O. Miles, Assistant Superintendent, Instruction, Monroe City Schools

Dr. John L. Magee, Helping Teacher, Educational Media, Title I, East Baton Rouge Parish Schools

Mr. Wayne O. Berry, Helping Teacher, Career Education, East Baton Rouge Parish Schools

Dr. Bill L. Perry, Director, Media Education Center, Northeast Louisiana University

Mrs. Dorothy Selby, Supervisor, Media Production and Libraries, St. Martin Parish Schools.

(The Report and Recommendations of the Task Force on Media and Education; 1975:11).

After conducting on-site visitations to ten out-of-state, media-related programs and completing a study of educational situations within Louisiana, the Task Force prepared a 106-page report, which suggested program designs, funding, and implementation of regional service centers and instructional resource centers. Also recommended were policies and procedures and enabling legislation for a program to meet the educational needs of Louisiana. Specifically, the Task Force recommended the establishment of seven regional education service centers for decentralization of services and as responses to the needs of the
educational communities served by the center. Figure 3 depicts the geographical areas to be served by the proposed centers.

The Task Force recommended that the following parishes be served by the indicated regional center:

Region I: East Baton Rouge, East Feliciana, Livingston, Pointe Coupee, St. Helena, St. Tammany, Tangipahoa, Washington, West Baton Rouge, West Feliciana;

Region II: Jefferson, Orleans, Plaquemines, St. Bernard;

Region III: Ascension, Assumption, Iberville, Lafourche, St. Charles, St. James, St. John the Baptist, St. Mary, Terrebonne;

Region IV: Acadia, Calcasieu, Cameron, Iberia, Jefferson Davis, Lafayette, St. Landry, St. Martin, Vermilion;

Region V: Allen, Avoyelles, Beauregard, Evangeline, Grant, LaSalle, Natchitoches, Rapides, Sabine, Vernon, Winn;

Region VI: Bienville, Bossier, Caddo, Claiborne, DeSoto, Red River, Webster;

Region VII: Caldwell, Catahoula, Concordia, East Carroll, Franklin, Jackson, Lincoln, Madison, Morehouse, Ouachita, Richland, Tensas, Union, West Carroll.


One of the Task Force recommendations was that a minimum of eighty-five thousand students, based on average daily attendance, be served by each center. The geographic divisions proposed by the Task Force allowed the following number of students to be served by the indicated center:

Region I 160,321.8
Region II 256,823.2
Region III 112,627.5
Region IV 160,683.1
Region V 98,869.5
Region VI 105,123.5
Region VII 91,602.7

FIGURE 3
REGIONAL EDUCATION SERVICE CENTERS
The report was endorsed by four state media organizations:
Louisiana Association for Educational Communications and Technology,
Louisiana Educational Television Authority, Louisianians for Education­
tional Television, and Tele-Boosters. The report was presented to
Superintendent Michot, who transmitted the report to the Louisiana
State Board of Elementary and Secondary Education and requested that
regional education service centers be established (Michot, 1976). A
copy of the report was sent to J. Kelly Nix upon his assumption of
duties as State Superintendent of Education in 1976 (Charlton, 1976).

Michot (1976) related that the New Orleans Regional Service
Center was established in 1974 to improve the leadership and services of
the State Department of Education through systematic contact and coopera­tion with local school systems. The staff of the New Orleans center
served as liaison representatives of the State Department of Education
and the State Superintendent of Education in a six-parish area:
Plaquemines, Jefferson, St. Bernard, Orleans, St. Tammany, and St.
Charles. Functions of the center included the conducting of workshops
and conferences, providing general educational leadership, and supplying
assistance in approvals of schools within the service area.

COMMERCIAL ESTABLISHMENTS

The commercial establishments continued their contributions to
the area of educational media from 1972 to 1976. An additional firm,
Lakeside Camera Center, Incorporated, joined the established concerns
during this period.
Lakeside Camera Center, Incorporated

In 1972 Rodney J. Guidry established a business in Metairie, Louisiana, "where people could locate hard to find accessories . . . ." for cameras. Guidry's experiences with photography as a hobby contributed to the careful selection of merchandise. Problems faced by Guidry included the employment of qualified and interested personnel who were capable of adjusting to changes in products, people, and needs (Guidry, 1976).

Lanier Business Products, Incorporated

The firm of Lanier Business Products, Incorporated, expanded its services and brands of equipment. In 1972 Lanier contracted with McGraw-Edison to provide service to the Edison Voicewriter Division customers. The Lanier Edisette Standard Cassette equipment and the Tel-Edisette were introduced in 1973. In 1975 the Pocket Secretary increased the volume of sales for Lanier. The small dictation machine utilized a sixty-minute microcassette which was transcribed from the Edisette or Edisette VIP by the Companion unit. The smallest portable unit and the largest central system were combined to fulfill dictation needs. Lanier accepted the distributorship for AEC, Ltd., of Montreal, Canada, in 1976 and entered the area of text editor and automatic typewriter. Total word processing was possible with the automatic high speed printer, microprocessor, and editing screen with entry keyboard.

In 1974 Lanier utilized national radio and television networks for advertising. A comedy team, Stiller and Meara, presented the concept of standard cassette fidelity, flexibility, and durability.
SUMMARY

During the period from 1972 to 1976, Louisiana became the last state in the United States to implement a statewide educational television network. Three state organizations developed to support and promote educational television in Louisiana. Educational television, through its instructional television service and its service to the general public, offered Louisiana the opportunity to progress in the area of education. Televised programs proved to be valuable not only as an instrument of instruction but also as a response to human needs, in such fields as drama, music, current events, and other cultural interests.

Educational media advanced to a position of specialized service available to enhance the educational endeavors of Louisiana students. The establishment of state certification requirements for media specialists indicated a development of awareness among the educators of the potential of educational media. Another indication of the developing awareness was the consideration of establishment of regional education service centers.

A historical perspective of the development of educational media in Louisiana revealed a major advancement of the concepts inherent in the team. Changes in teaching techniques and methodology appeared monumental. An analysis of those developments indicated, however, that each advancement consisted of multiple, minor steps. Such is change.
Chapter 7

SIGNIFICANT TRENDS

A most evident trend in the development of educational media was the inauguration of media curricula by Louisiana State University and other institutions of higher education. The movement, initiated by college personnel, shifted to the Louisiana State Board of Elementary and Secondary Education and resulted in the development of state certification requirements for media specialists.

Also evident in the movement was the influence of college-level and state-level individuals. Although teachers of elementary and secondary students employed media in instructional endeavors, no significant influence resulted from their utilization of media.

Following the appointment of a State Department of Education employee to chairmanship of a state committee for the purpose of studying audio and visual education, Louisiana became one of the first states to initiate a film depository program. The initiation of the program enabled educators to obtain films, at no charge for utilization, for use in the teaching-learning process.

The trend to serve students and educators at the regional level emerged again with the recommendation for establishment of regional education service centers. Media services were recommended to be incorporated in the centers.

Prior to the activation of a statewide educational television network in the United States, the Louisiana Legislature appointed a
committee to study the application of television to educational utilization. Apparently, political interference interrupted the development of a statewide educational television network in Louisiana. Approximately twenty years elapsed before the final stages of development resulted in the reality of an educational television network for the State of Louisiana.

A trend for Louisiana to originate significant suggestions for media utilization seemed apparent. Evidence of that trend was observed through the initiation of a state film depository program, an educational television network study, and regional education service centers. However, the process of development of original ideas seemed to be ineffective as the status of the film depositories and educational television network in Louisiana was not considered to be one of a leader at the time of this writing. If the trend to initiate ideas, but to develop those ideas slowly, continues, the regional education service centers will not develop rapidly and Louisiana will follow many other states, rather than lead other states, in the establishment of such centers.

Parish media centers developed primarily because of the federal monies applied for educational purposes and received by Louisiana. A study of the effectiveness of the media centers could reveal the feasibility of federally funded educational programs.

Institutions, other than educational agencies, encouraged the employment of instructional media in the schools. The utilization of motion pictures and other media by entertainment film producers, Civilian Conservation Corps, and military service influenced educators to advance and promote the use of technological devices for the
furtherance of learning. The trend for education to assume the role of a follower rather than a leader of educational innovations became apparent.
SELECTED BIBLIOGRAPHY

BOOKS


Ellis, Don Carlos, and Laura Thornborough. Motion Pictures in Education. New York: Thomas Y. Crowell, 1923.


**PERIODICALS**

"Among the Producers," *Educational Screen*, 10 (February 1931), 64.


Best, Camilla. "Audio-Visual Aids...Let's Use Them Effectively!," Louisiana Schools, 27 (September 1949), 5-6.


Cowsar, Margaret I. and Margarete Tier. "Television: Enemy or Ally?," Louisiana Schools, 38 (October 1961), 3-5, 43.


Davis, A. B. "We Serve You!" Louisiana Schools, 27 (September 1949), 3-4.


DeMoss, Earline. "Listening Table in a First-Grade Classroom," Louisiana Schools, 36 (May 1959), 13.


Dorrs, Anna V. "The Training of Teachers for Service and During Service in the Use of Objective and Other Visual Material," Educational Screen, 2 (September 1923), 335-337, 353.


Ellis, Delancey M. "Visual Instruction," American Education, 10 (December 1906), 249-252.


Fleming, Percy J. "Moving Pictures as a Factor in Education," Pedagogical Seminary, 18 (March 1911), 336-352.


Humphries, Mary L. "Tapes Motivate a History Unit," Louisiana Schools, 37 (October 1959), 4-5, 37-38.


Jordan, R. H. "Visual Instruction and Classroom Instruction," Educational Screen, 6 (March 1927), 117-120.


"LET to Underwrite Three Programs," Louisianians for Educational Television Newsletter, August 1976.


Morning Advocate [Baton Rouge], February 9, 1955.

Morning Advocate [Baton Rouge], February 17, 1955.


"New Media Pilot Project," Louisiana Schools, 38 (September 1960), 27.

"News and Notes," Educational Screen, 6 (June 1927), 272-273.

"News and Notes," Educational Screen, 9 (February 1930), 45.


____. "Spring Conference," LAECT Newsletter, 3 (October, 1976).

____. "Welcome...LAVA Newsletter," LAVA Newsletter, 1 (June 1970), 1.


"Special Features of the LSU Summer Term of 1943 of Interest to Teachers," Louisiana Schools, 20 (April 1943), 21.

State Times [Baton Rouge], February 18, 1956.
State Times [Baton Rouge], February 28, 1956.
State Times [Baton Rouge], July 17, 1955.
State Times [Baton Rouge], July 30, 1912.
State Times [Baton Rouge], November 21, 1914.
States-Item [New Orleans], March 17, 1955.

Steetle, Ralph W. "Radio in the Classroom," Louisiana Schools, 19 (May 1942), 8, 30-31.

"Ten Years from Now - Edison," Educational Screen, 1 (May 1922), 142.


UNPUBLISHED SOURCES

____. Baton Rouge: Louisiana Cooperative Extension Service, 1925.

___ Baton Rouge: Louisiana Cooperative Extension Service, 1940.


Association for Educational Communications and Technology Task Force on Certification, "Memorandum to the Board of Directors," March 1-4, 1973.


___ Letter to Dr. Clarence Hughes, February 10, 1972.


___ Letter to Troy Middleton, November 1951.


Channel 12, WYES-TV, Personnel, Telephone conversation, July 1, 1976. New Orleans, Louisiana.


Committee Recommendations on Television Production Center and Audio-Visual Aids Center at Louisiana State University. Baton Rouge: Louisiana State University, 1955. [Department of Archives and Manuscripts. Louisiana State University, Baton Rouge.]


Fleniken, Dennis W. Personal interview. Russellville, Arkansas, December 12, 1976.


Guedry, Perry A. Memorandum to John Fitzpatrick, November 8, 1972.


Hennigan, Thomas L. Letter to Robert G. Crew, Committee on Teacher Certification, February 1, 1974.


"Institute for Preparing Media Specialists for Local High Schools," New Orleans; Dillard University, 1972.


Louisiana Association for Educational Communications and Technology. Correspondence.


Louisiana Coordinating Council for Higher Education. Inventory of Curricula and Terminal Programs, 1974.

Louisiana Educational Television Authority. Brochure [n.d.]


Louisiana 4-H Daily, Baton Rouge: Louisiana State University, 1929.


Minutes, Department of Audio-Visual Instruction, February 28, 1960.

Minutes, Louisiana Association for Educational Communications and Technology Board of Directors Meeting. July 18, 1974.


____. November 23, 1970.

____. February 23, 1972.


Minutes, Louisiana State Board of Education. May 13-14, 1971.

____. May 16-17, 1974.

____. June 20-21, 1974.

____. July 26, 1974.

____. September 13, 1974.

Minutes, Louisiana State Board of Elementary and Secondary Education. May 23, 1975.

____. September 25, 1975.

____. October 22, 1975.

____. November 20, 1975.

____. May 26, 1976.

____. May 27, 1976.


____. Teacher Certification Committee, May 26, 1976.

Minutes, Louisiana State Department of Education. October 17, 1939.


"Mississippi School Supply Company and its Associated Companies," Brochure [n.d.].


Private papers.


The Heritage of AECT. Slide-tape presented at the Annual Convention of the Association for Educational Communications and Technology, Las Vegas, April, 1973.

The Report and Recommendations of the Task Force on Media and Education [n.d.].


VITA

Aneta Pauline (Morris) Rankin was born February 10, 1944, near Ozark, Arkansas. She began her elementary education at the age of three in a remote, one-room, one-teacher, eight-grades school building, a part of the Ozark School District. She graduated from Ozark High School in May, 1959.

She completed her undergraduate academic work at Arkansas Polytechnic College, Russellville, Arkansas, where she received a Bachelor of Science degree in Elementary Education in August, 1962.

She began her teaching career at North Side Elementary School, Morrilton, Arkansas, where she completed her student teaching assignment and remained for six years.

In May, 1966, she received a Master of Education degree in Elementary Education from the University of Arkansas, Fayetteville, Arkansas.

During the summer of 1967, she participated in a National Defense Education Act Educational Media Institute at State College of Arkansas, Conway, Arkansas.

She worked primarily in educational media from 1968 to 1970, when she served as Assistant Director, Educational Media Lab, El Dorado, Arkansas, and conducted in-service workshops for the public school teachers of Union County, Arkansas.

In 1969 she was selected to attend another educational media institute sponsored by the United States Office of Education and conducted
at Virginia State College, Petersburg, Virginia, for nine weeks during the summer.

From 1970 to 1972, she was employed as instructor of education courses and Assistant Director of Instructional Service at Arkansas Polytechnic College, Russellville, Arkansas.

During the 1972-73 academic year, she served as visiting lecturer for the Division of Education, University of Arkansas at Little Rock.

In July, 1973, she returned to Arkansas Polytechnic College as Director of Instructional Service and Assistant Professor of Education; in 1975 she was granted sabbatical leave to pursue a doctoral degree at Louisiana State University.

During the year of residence, she worked as a graduate assistant for the Department of Education and as secretary to Dr. G. C. Gibson, Louisiana Chairman for Elementary Education, Southern Association of Colleges and Schools. She served as president of Grad-7, a doctoral student organization for graduate students in the Department of Education.

Upon completion of one year in residence at Louisiana State University, she returned to her position at her alma mater, whose name was changed to Arkansas Tech University.
Candidate: Pauline M. Rankin

Major Field: Education

Title of Thesis: THE DEVELOPMENT OF EDUCATIONAL MEDIA IN LOUISIANA, 1908-1976

Approved:

[Signature]
Major Professor and Chairman

[Signature]
Dean of the Graduate School

EXAMINING COMMITTEE:

[Signature]

[Signature]

[Signature]

Date of Examination:

April 12, 1977