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A SUMMARY OF THE UTILIZATION OF AUDIO-VISUAL MATERIALS  
IN 791 ORGANIZED GUIDANCE PROGRAMS

By

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B.S. in Education, Eastern Illinois University, Charleston, 1958

Submitted to the Faculty of the Department of  
Education of Eastern Illinois University in  
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## CHAPTER I

### INTRODUCTION

#### Purpose of the Study

This study was designed to determine the extent of the utilization of audio-visual materials in the guidance programs of the nation. It was hoped that this study would reveal what audio-visual materials are most commonly available to guidance directors, within what broad areas of guidance these materials are being used, and the attitudes of guidance directors toward the use of audio-visual materials. Finally, the writer hoped to present to the guidance field recommendations regarding practical uses of audio-visual materials. Specifically, answers were sought to the following questions:

1. What audio-visual materials are available for use in the guidance programs of the nation?
2. What audio-visual materials are used in individual counseling situations, in group guidance situations, and in situations primarily involving community groups and/or staff members?
3. Would guidance directors like to use audio-visual materials in addition to those currently available to them?
4. How valuable do guidance directors rate audio-visual materials in organized guidance programs?
5. What new or unusual uses are guidance directors currently making of audio-visual materials?

Justification for the Study

Guidance, as an agent of society in assisting students in meeting their problems, has long been recognized but has only recently come to the fore. The youth of today are called upon to solve more complex problems than those of any previous generation. There is a growing realization, amplified by such men as Conant,<sup>1</sup> that if their choices and solutions are to be wise and lasting ones, our schools must provide them with programs of sound and effective guidance. To meet this challenge it becomes imperative that all methods and devices providing increased effectiveness become a part of the tools and techniques of the guidance program.

Recent research in the field of audio-visual education has indicated that proper utilization of audio-visual materials can increase learning and understanding above levels achieved by conventional methods.<sup>2</sup> If such findings are valid--if audio-visual materials effectively used do increase understandings, clarify relationships, and speed learning--then it behooves those in guidance to add the skillful use of audio-visual materials to their other necessary tools and techniques.

Writers in the field of guidance have indicated that this was a place where audio-visual materials could be utilized to good advantage, but only a few of them have outlined specifically just where and how this could be done.<sup>3</sup> Certainly many in guidance have been effectively

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<sup>1</sup> James B. Conant, The American High School Today (New York: McGraw-Hill Book Company, Inc., 1959), pp. 45-47.

<sup>2</sup> William H. Allen, "Research on Film Use: Student Participation," Audio-Visual Communication Review, V (Spring, 1957), pp. 423-448. See also Walter Arno Wittich and Guy Fowlkes, Audio-Visual Paths to Learning (New York: Harper and Brothers, 1946), pp. 96-100.

<sup>3</sup> Emery Stoops and Gunnar L. Wahlquist, Principles and Practices in Guidance (New York: McGraw-Hill Book Company, Inc., 1958), pp. 119-124.

using audio-visual materials without such information, but the fact remains that comparatively little attention has been given to the place of audio-visual materials in guidance programs.

It is believed that this study will give a clearer picture of audio-visual utilization in the guidance programs of this nation. It is hoped that by presenting these findings with recommendations for more effective use of audio-visual materials to the field of guidance, the potential effectiveness of those guidance programs may be increased.

#### Definition of Terms Used

The term "audio-visual materials," as used in this study, refers to motion pictures, bulletin boards, charts, graphs, and posters, field trips, slides, filmstrips, tape recorders, opaque projectors, and overhead projectors.

The term "individual counseling situations," as used in this study, refers to those guidance-oriented interviews between individual students and a guidance counselor.

The term "group guidance situations," as used in this study, refers to those group-centered guidance activities such as orientation, providing occupational information, and guidance courses or guidance units taught within academic courses.

The term "situations primarily involving community groups and/or staff members," as used in this study, refers to those activities of a guidance nature which are directed toward (a) presenting guidance information to the community, (b) in-service training, and (c) obtaining information from the community which can be used in working with students.

### Method of Study

The information contained in this study was gathered by questionnaire from those guidance directors in the United States whose names appeared in the April 1958 Directory of Local Directors of Guidance, published by the U. S. Department of Health, Education, and Welfare. In the forty-six states participating, the number of guidance directors listed ranged from none in Arkansas to 202 in Pennsylvania. Data were not available from Alaska, Hawaii, Wyoming, and Utah. The mailing list totalled 1452.

The questionnaire was one page in length, accompanied by a cover letter and return address envelope. In addition to the name of the director, the name of the school district, the number, level, and enrollment of schools under his supervision, the questionnaire asked for the following information:

1. Audio-visual materials available for use in the guidance program.

Although many of the materials used were rented, borrowed, or traded among various schools, audio-visual materials were considered to be available as long as they could be used by guidance personnel in their programs.

2. Audio-visual materials used in the following guidance categories:

- a. Individual counseling situations
- b. Group guidance situations
- c. Situations primarily involving community groups and/or staff members

3. Additional audio-visual materials used.

Participants were asked to list any audio-visual materials being used which were not included in the checklist and to tell how they were being used in their programs.



4. Additional materials wanted for use in the program.

Participants were asked to state what additional materials they believed they would like to use and how they would use them.

5. Rated value of audio-visual materials in organized guidance programs. On a four-point scale participants were asked to indicate subjectively the value of audio-visual materials in organized guidance programs.

6. New or unusual uses of audio-visual materials in guidance programs. Participants were asked to describe briefly any uses they were making of audio-visual materials which they considered new or unusual.

Related Research

The only research discovered to date which has a direct bearing upon this study is a survey conducted in 1948 by Gordon H. Finn regarding the use of visual materials in vocational guidance.

This study was made with the purpose of determining the types of visual materials used and the extent of their use in vocational guidance. Of 252 agencies, 90 used visual materials in their guidance activities. The vocational guidance programs of these 71 educational institutions and 19 community agencies were studied further.<sup>4</sup>

This further study was conducted through the use of telephone calls, interviews, and directories.

Of those visual materials used, the following materials were used most extensively:

1. Flat Pictorial Material--86 of 90 agencies used them.
2. Charts, Graphs, and Posters--75 of 90 agencies used them.

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<sup>4</sup>Gordon H. Finn, "A Survey of Visual Materials Used in Vocational Guidance," Educational Screen, XXVII (February, 1948), p. 2.

3. Tours and Excursions--60 of 90 agencies used them.
4. Motion Pictures--50 of 90 agencies used them.
5. Slides and Filmstrips--10 used filmstrips; 17 used slides.<sup>5</sup>

Finn lists the following reasons which participants gave for not using visual materials more extensively in their vocational guidance programs:

1. Lack of funds.
2. Inadequate sources of materials for vocational guidance.
3. Inadequate production of visual materials for vocational guidance.
4. Lack of understanding and training in the utilization of visual materials.<sup>6</sup>

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<sup>5</sup> Ibid., pp. 72-73.

<sup>6</sup> Ibid., p. 73.

## CHAPTER II

### UTILIZATION OF AUDIO-VISUAL MATERIALS

#### Audio-Visual Materials Available

Most of the questionnaires were completed by persons in charge of guidance; therefore, the following description represents the audio-visual facilities which those persons believed were available for use in their guidance programs.

The following table summarizes the audio-visual materials listed as available by respondents:

TABLE I

#### AUDIO-VISUAL MATERIALS AVAILABLE FOR USE IN GUIDANCE PROGRAMS

<u>Audio-Visual Materials</u>	<u>Number of Directors Having Materials Available</u>	<u>% of Directors Having Materials Available</u>
Bulletin Boards	771	97%
Charts, Graphs, Posters	762	96
Motion Pictures	733	93
Filmstrips	657	83
Tape Recorders	633	80
Field Trips	564	71
Opaque Projectors	495	63
Slides	446	57
Overhead Projectors	214	27

It should be noted that with one exception all of the audio-visual materials listed on the questionnaire were available to a majority of those directors participating in the survey, the one exception being the overhead projector, available to 27% of the participants.

There appeared to be no significant relationship between the initial cost of audio-visual equipment and its availability for use in the guidance programs. There appeared to be no significant difference between the number of audio-visual materials available in individual schools and the number available in school systems.

#### Audio-Visual Materials Used in Individual Counseling Situations

Individual counseling situations have been defined as "those guidance-oriented interviews between individual students and the guidance counselor." From the very nature of the counseling interview, the writer felt that many audio-visual materials checked as "used in individual counseling situations" were actually being used in group guidance situations and employed as points of reference during the interview. To clarify this point, letters were mailed to twenty of the directors who indicated that they were using four or more of the nine audio-visual materials in individual counseling situations. Those individuals were asked to state definitely whether they were actually using those materials in individual counseling situations.

Twelve of the directors replied that they were using materials in group guidance situations and employing them as points of reference during individual counseling situations. Two of them replied that they were actually using the materials as originally stated on the questionnaire. Two directors replied that they had checked their questionnaires incorrectly, and that they were not using audio-visual materials in individual

counseling situations. Four directors failed to reply to the letter.

Table II summarizes the utilization of audio-visual materials within individual counseling situations. The audio-visual materials are listed according to the extent of their use, the percentage being based upon the number of materials available for use. In only two instances, bulletin boards, and charts, graphs, and posters, were more than half of the available materials being used. From a comparison of audio-visual material used in group and individual guidance situations (see Table III), it would appear that audio-visual materials have not been as readily adapted for use in individual counseling situations as in group guidance situations. Also, from the replies to the short follow-up letter described above, it would appear that the percentage of available materials used in this section is unrealistically high due to the manner in which section 2a of the questionnaire was interpreted by many of the directors.

TABLE II

AUDIO-VISUAL MATERIALS USED IN INDIVIDUAL COUNSELING SITUATIONS

Audio-Visual Materials	Number Available	Number Used	% of Available Materials Used
Charts, Graphs, Posters	762	643	84%
Bulletin Boards	771	511	66
Field Trips	564	236	42
Tape Recorders	633	239	38
Filmstrips	657	161	25
Slides	446	109	24
Motion Pictures	733	121	17
Opaque Projectors	495	69	14
Overhead Projectors	214	21	10

Audio-Visual Materials Used in Group Guidance Situations

The largest percent of available audio-visual materials was found to be utilized in group guidance situations. Table III compares the extent of utilization in individual and group guidance situations. The extent of utilization of available materials in group guidance situations was at least double that of individual counseling situations except in the case of tape recorders, bulletin boards, and charts, graphs, and posters. This difference is not great, considering the additional time required for using audio-visual materials such as motion pictures, slides, filmstrips, and field trips on an individual basis. In addition, many schools lack facilities for using audio-visual materials on an individual basis.

TABLE III

COMPARISON OF UTILIZATION OF AVAILABLE AUDIO-VISUAL MATERIALS  
IN INDIVIDUAL COUNSELING SITUATIONS AND GROUP GUIDANCE SITUATIONS

Audio-Visual Materials	Number Available	Number Used		% of Available Materials Used	
		Ind.	Group	Individual	Group
Charts, Graphs, Posters	762	643	699	84%	92%
Bulletin Boards	771	511	681	66	88
Field Trips	564	236	479	42	85
Tape Recorders	633	239	336	38	53
Filmstrips	657	161	564	25	86
Slides	446	109	316	24	71
Motion Pictures	733	121	654	17	89
Opaque Projectors	495	69	280	14	57
Overhead Projectors	214	21	98	10	46

Audio-Visual Materials Used in Situations Primarily  
Involving Community Groups and/or Staff Members

The following table summarizes the audio-visual materials used in situations primarily involving community groups and/or staff members and compares the extent of utilization in the three guidance categories. In all cases, the percentage of available audio-visual materials used in this category was less than that used in group guidance situations, but in all cases except charts, graphs, and posters, and motion pictures, the extent of utilization was greater than in individual counseling situations. In three instances, opaque projectors, tape recorders, and overhead projectors, the extent of utilization in community and/or staff situations was double that of individual counseling situations.

TABLE IV

COMPARISON OF UTILIZATION OF AVAILABLE AUDIO-VISUAL MATERIALS  
IN INDIVIDUAL COUNSELING SITUATIONS, GROUP GUIDANCE SITUATIONS,  
AND SITUATIONS PRIMARILY INVOLVING COMMUNITY GROUPS AND/OR STAFF MEMBERS

Audio-Visual Materials	Number Available	Number Used			% of Available Materials Used		
		Ind.	Group	Comm.	Ind.	Group	Comm.
Charts, Graphs, Posters	762	643	699	513	84%	92%	67%
Motion Pictures	733	511	654	466	66	89	64
Bulletin Boards	771	236	681	434	42	88	56
Slides	446	239	564	210	38	86	47
Filmstrips	657	161	479	287	25	85	44
Field Trips	564	109	316	213	24	71	38
Opaque Projectors	495	121	280	179	14	57	36
Tape Recorders	633	69	336	201	14	53	32
Overhead Projectors	214	21	98	61	10	46	29

Audio-Visual Materials Used in Addition  
To Those Listed on the Questionnaire

Participants were asked to list audio-visual materials not included in the questionnaire checklist and to tell how they were being used in their guidance programs. When asked if additional audio-visual materials were being used, 17% of the participants answered "yes," 73% answered "no," and 10% gave no answer. The table below contains a summary of the additional audio-visual materials and their uses.

TABLE V

AUDIO-VISUAL MATERIALS USED IN ADDITION  
TO THOSE LISTED ON THE QUESTIONNAIRE

<u>Additional Audio-Visual Materials</u>	<u>Number</u>	<u>Materials Used For</u>
Television	17	Group Guidance
Radio	15	Group Guidance
Recordings	12	(9) Group Guidance (3) Comm., Staff
Flannel Boards	6	Group Guidance
Photographs of Occupations	4	Group Guidance

It should be noted that in virtually all cases the additional materials were being used in group guidance situations, three persons indicating that they were using recordings for in-service training and for public relations purposes. Several respondents listed materials not commonly included as audio-visual materials, e. g., pamphlets, bulletins, college catalogs.



Audio-Visual Materials Desired in Addition  
To Those Listed on the Questionnaire

Participants were asked to state what additional materials they would like to use and how they would use them. When asked if they would like to use additional audio-visual materials, 58% of the participants answered "yes," 29% answered "no," and 13% gave no answer.

Table VI summarizes the list of materials which respondents indicated they would like to use in addition to those currently available to them. Most of them indicated that they would prefer to use such materials either in group guidance situations or in situations primarily involving community groups and/or staff members. Motion pictures for use in group guidance situations accounted for nearly half of the desired additional materials. Approximately one-eighth (13%) of all participants indicated a desire to use more motion pictures in group guidance situations.

TABLE VI

AUDIO-VISUAL MATERIALS DESIRED  
IN ADDITION TO THOSE CURRENTLY AVAILABLE

Additional Audio-Visual Materials Desired	Number	Preferred Use
Motion Pictures	108	(102) Group Guidance (6) Community, Staff
Filmstrips	32	Group Guidance
Tape Recorders	23	(9) Individual Counseling (7) Community, Staff (7) Group Guidance
Slides	17	Group Guidance
Television	9	Group Guidance
Tapes (Pre-recorded)	9	Group Guidance

TABLE VI--Continued

<u>Additional Audio- Visual Materials Desired</u>	<u>Number</u>	<u>Preferred Use</u>
Opaque Projectors	7	Group Guidance
Field Trips	6	Group Guidance
Overhead Projectors	6	Group Guidance
Recordings	4	Group Guidance
16 mm Motion Picture Camera	3	Group Guidance
Flannel Boards	2	Group Guidance
Sociodramas	2	Group Guidance
Radio	1	Group Guidance
Motion Pictures Relating to Specific Colleges	1	Individual Counseling; Community, Staff

Rated Value of Audio-Visual Materials  
In Organized Guidance Programs

In order to ascertain how valuable guidance directors considered audio-visual materials to be in their programs, participants were asked to indicate subjectively on a four-point scale the value of audio-visual materials in an organized guidance program. When asked how they would rate the value of audio-visual materials in an organized guidance program, 38% of the participants checked "very valuable," 49% checked "valuable," 11% checked "of limited value," less than one percent (two respondents) checked "of no value," and 2% gave no answer.

A positive relationship was found to exist between the extent of audio-visual materials available and the way in which participants rated the value of them in their programs. The following table shows the number

of audio-visual materials available to directors for each of the four rating categories.

TABLE VII

AUDIO-VISUAL MATERIALS AVAILABLE ACCORDING TO THE RATING GIVEN THEM BY PARTICIPANTS

Number of Audio-Visual Materials Available	No. Rating Very Valuable	No. Rating Valuable	No. Rating Of Limited Value	No. Rating Of No Value
9	62	55	4	0
8	85	92	13	0
7	63	73	15	0
6	36	68	12	0
5	21	43	14	0
4	15	41	12	0
3	11	10	10	1
2	3	4	4	0
1	0	1	2	0
0	0	0	0	1
TOTALS	<u>296</u>	<u>387</u>	<u>86</u>	<u>2</u>

It was found that more of those who rated audio-visual materials highly were using them in their guidance programs than those rating them of low value. The following table shows the number and percentage of directors, according to their rating, using audio-visual materials in each of the three guidance categories.

TABLE VIII

NUMBER AND PERCENT OF AUDIO-VISUAL MATERIALS USED IN THE THREE GUIDANCE CATEGORIES ACCORDING TO THE RATING GIVEN THEM BY PARTICIPANTS

Guidance Category	Very Valuable		Valuable		Of Limited Value		Of No Value		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Individual Counseling Situations	271	40%	340	50%	70	10%	1	0%	682	100%
Group Guidance Situations	290	39%	379	51%	77	10%	1	0%	747	100%
Community and/or Staff Situations	260	40%	321	50%	66	10%	1	0%	648	100%

There was also found to exist a positive relationship between the extent of indicated uses of additional audio-visual materials and the rating given audio-visual materials by participants. Uses of additional audio-visual materials were indicated by 22% of those rating audio-visual materials "very valuable," by 13% of those rating them "valuable," and by 10% of those checking "of limited value." Of those two individuals checking "of no value," one indicated the use of additional materials. Table IX shows the number and percent of directors using additional audio-visual materials in each rating category.

TABLE IX

NUMBER AND PERCENT OF DIRECTORS USING ADDITIONAL MATERIALS ACCORDING TO THEIR RATED VALUE

Rated Value of Audio-Visual Materials	Number of Directors Using Additional Materials	Percent of Directors Using Additional Materials
Very Valuable	65	52%
Valuable	50	40%
Of Limited Value	9	7%
Of No Value	1	1%
	<u>125</u>	<u>100%</u>

When asked if they would like to use additional materials in their programs, 65% of those rating audio-visual materials "very valuable," 55% of those checking "valuable," and 37% of those checking "of limited value" answered that they would like to use additional materials. Both respondents who checked "of no value" indicated that they did not want to use additional materials. Table X shows the number and percent of respondents desiring additional materials, by rating categories.

TABLE X

NUMBER AND PERCENT OF DIRECTORS DESIRING ADDITIONAL MATERIALS  
ACCORDING TO THEIR RATED VALUE

Rated Value of Audio-Visual Materials	Number of Directors Desiring Additional Materials	Percent of Directors Desiring Additional Materials
Very Valuable	197	44%
Valuable	219	49%
Of Limited Value	31	7%
Of No Value	<u>0</u>	<u>0%</u>
	447	100%

Of those participants who rated audio-visual materials "very valuable," 23% indicated that they were using them in ways which they considered new or unusual. New or unusual uses were reported by 10% of those rating audio-visual materials "valuable," and by 3% of those checking "of limited value." Neither of the two individuals who checked "of no value" reported uses of audio-visual materials which they considered new or unusual. Table XI shows the number and percent of directors reporting new or unusual uses of audio-visual materials according to the rating given them.

TABLE XI

NUMBER AND PERCENT OF DIRECTORS USING AUDIO-VISUAL MATERIALS  
IN NEW OR UNUSUAL WAYS ACCORDING TO THEIR RATED VALUE

Rated Value of Audio-Visual Materials	Number of Directors Using A-V Materials In New or Unusual Ways	Percent of Directors Using A-V Materials In New or Unusual Ways
Very Valuable	68	62%
Valuable	39	35%
Of Limited Value	3	3%
Of No Value	0	0%
	<u>110</u>	<u>100%</u>

## CHAPTER III

### COMMENTS VOLUNTEERED BY PARTICIPANTS

It is the opinion of the writer that some of the comments volunteered by the participants were of sufficient importance to justify their inclusion as a separate chapter in this study. The statements selected represent the pattern of the comments volunteered. Many highly interesting comments have been omitted from this section of the study because they were of such a diverse character that each would have demanded separate discussion to justify its inclusion.

#### Comments Regarding Use of Additional Audio-Visual Materials

In response to the question, "would you like to use more audio-visual materials?", fifty-three participants stated that they would like to use additional audio-visual materials in their programs if sufficient time were available. Thirty-seven individuals commented that their immediate concern was not for the use of additional materials but rather for more effective utilization of those audio-visual materials currently available to them.

#### Comments Regarding Rated Value of Audio-Visual Materials in an Organized Guidance Program

The rating given in response to the question, "how would you rate the value of audio-visual materials in an organized guidance program?", was qualified by several participants with such statements as "if properly used," "in certain situations," or "depends."

### Additional Comments

In addition to comments in response to questions 4 and 5, several participants volunteered comments on the back of the questionnaire. A summary of those comments follows:

1. Twenty-eight participants stated that they lacked sufficient time to use available materials to the best advantage.

2. Thirty-two directors expressed the feeling that audio-visual materials should be used more in their programs than they were currently being used.

3. Ten participants stated that a lack of funds was responsible for the low degree of utilization of audio-visual materials in their programs.

4. Twenty-five persons commented that inadequate building facilities prevented more extensive use of audio-visual materials.

5. Twenty respondents reported that it was their opinion that not enough good audio-visual materials were being produced for use in guidance. Especially strong were comments concerning the need for more "mature" materials for use at the senior high school level.

### New or Unusual Uses of Audio-Visual Materials

Participants were asked to describe briefly any uses they were making of audio-visual materials which they considered new or unusual. The majority of participants did not list uses, responding "none," "the usual uses," "we're not very creative," "strictly mundane." Thirty-six participants did, however, list uses which the writer considered of sufficient merit for inclusion in this study. Responses were divided among (1) uses of the tape recorder, (2) uses of the motion picture, (3) uses of the opaque projector, (4) uses of slides and photographs, and (5) miscellaneous uses.



Uses of the Tape Recorder. Several of the participants were using the tape recorder as a means for supplying occupational information to their students. Eleven participants stated that they were using "Career Tapes" produced by Roland Darling of Northeastern University, Boston; two were recording parts of the radio show "Choose Your Vocation" which features lawyers, doctors, and other representatives of occupations; the tape recorder was being used by four participants to record statements by authorities in various occupations, and one director used the tape recorder to record interviews with lawyers, doctors, and representatives of other professions to played back in occupations classes. In another instance, the tape recorder was used for recording career and college admissions conferences, the recordings being used in small group discussions.

Two directors were using pre-recorded tapes for in-service training of staff members; another stated that he was using recorded talks with resource people in in-service training situations.

The tape recorder was used by some participants in individual counseling situations: one used the tape recorder in helping students overcome speech difficulties; another indicated that he was using the recorder to record counseling interviews in order that he might more accurately transcribe the notes from the interview; one counselor was using the tape recorder in counseling situations in order that the student might hear how he sounds and reacts under certain circumstances, and one participant was employing certain tape recordings as projective devices in counseling.

The following uses of the tape recorder were listed in group guidance situations: one counselor had tape-recorded a program on mental health which he uses at the elementary level. Students were accompanying this recorded program with an appropriate pantomime. The tape recorder was

being used by one counselor to enable students to practice role playing for job interviews. In another instance, the counselor used the tape recorder to record various sociodramas, leaving students responsible for supplying solutions.

Uses of the Motion Picture. Most of the participants who listed new or unusual uses of motion pictures used them in group guidance situations. Six participants stated that they were producing their own high school orientation films; two were making motion pictures showing scenes from various college campuses; one of the participants said his school held one guidance assembly each month during which the appropriate guidance films were shown to the student body. Another participant used films in home-rooms in order to supply occupational information and to help students with study habits. In one school "Industry on Parade" films were shown to occupations classes bi-weekly. Students were instructed to see how many different occupations they could identify in each film.

Two participants were using motion pictures in situations primarily involving staff and community groups; another stated that within his guidance program new films relating to guidance and counseling were scheduled in order that counselors might become acquainted with the new films in this area. In another instance a guidance department had produced its own motion picture depicting guidance work carried on in that school. This film was used with community and P. T. A. groups in order to advance the guidance point of view.

Uses of the Opaque Projector. All new and unusual uses listed for the opaque projector can be included under the heading "situations primarily involving community groups and/or staff members." Five participants were using the opaque projector to facilitate the interpretation of test profiles

to students and parents, and another counselor stated that he was using it to aid in explaining courses and schedules on parents' night.

Uses of Slides and Photographs. The new and unusual uses listed for slides and photographs can be included within the areas of: providing occupational information, group guidance, and community and staff situations. Three participants were using student-made materials such as slides and photographs for surveys of occupations within the community; one counselor was using slides as a means of keeping records of field trips taken for guidance purposes; another described a series of photographs relating to work conditions within various occupations which his students had collected. Color slides for pre-school orientation of entering high school students were prepared by one school participating in the survey. Three respondents had produced slide series on special guidance services for use with parent and community groups. One director had prepared slides for in-service training in the interpretation of test results, and one guidance director described the use of slides for in-service training in the administration of the Benet and Weschler individual intelligence tests. The counselor of one participating school reported that he was posting last year's senior portraits and captioning them with descriptions of the present occupations of the graduates.

Miscellaneous Uses. In one of the schools covered in this survey maps were displayed which showed where former students were attending college. One guidance director stated that two filmstrip projectors were set up in his office. One was to be used by individuals, the other by groups of students. The filmstrips were changed weekly. Topics of current interest such as dating, manners, and careers were included. One participant described a school's use of the local radio station for public

relations purposes. In one school the language laboratory was being used during after-school hours by the music club. In another instance, instruction was provided for home-bound students by way of a class-to-home telephone.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

This survey was an attempt to ascertain what audio-visual materials were most commonly available to the guidance directors of the nation and within what broad areas of guidance these materials were being used. It was also expected that this study would tend to reveal the attitudes of guidance directors regarding the use of audio-visual materials in their programs. In addition, the writer believed that the collected data would possibly provide a basis on which recommendations regarding the uses of audio-visual materials in guidance programs could be formulated.

The data for this study were gathered by questionnaires mailed to directors of guidance in forty-five states. Replies were received from slightly more than half of the directors contacted. One-third of the replies came from directors of guidance for individual schools, and two-thirds were received from directors of guidance for school systems.

With respect to availability of audio-visual materials, eight of the nine audio-visual materials listed on the questionnaires were available for use in the majority of guidance programs surveyed. There appeared to be no significant relationship between the initial cost of audio-visual equipment and its availability for use in guidance programs. No significant relationship was apparent between sizes of schools or school systems and the amount of audio-visual materials available for use in the guidance programs.

The extent of utilization of audio-visual materials was greatest in group guidance situations, second in situations primarily involving community groups and/or staff members, and least in individual counseling situations. It is believed, from the results of the short follow-up letter, that many of those participants who indicated that they were using audio-visual materials in individual counseling situations were actually using them in group guidance situations and employing them as points of reference during individual counseling interviews. No significant relationship was apparent between sizes of schools or school systems and the extent of audio-visual utilization within the three guidance categories. While the extent of available audio-visual materials used differed in each of the three guidance categories, it was found that the order in which the nine audio-visual materials were used remained the same in each category. Used most frequently, as might be expected, were charts, graphs, and posters. The remaining items were used in the following order: motion pictures, bulletin boards, slides, filmstrips, field trips, opaque projectors, tape recorders, and overhead projectors.

Comparatively few audio-visual materials were being used in addition to those nine items listed on the survey questionnaire. Over half of the participants indicated that they would like to use additional audio-visual materials in their programs. Almost without exception participants stated that they would use those materials in group guidance situations. Approximately one-eighth of all participants indicated a desire to use more motion pictures in group guidance situations.

Over four-fifths of all participants indicated that they considered the use of audio-visual materials to be valuable within their guidance programs. Approximately one-tenth of the participants indicated that they

considered the use of audio-visual materials to be of limited value within their guidance programs. Only two respondents replied that they considered audio-visual materials to be of no value within their programs.

A positive relationship was found to exist between the way in which participants rated the value of audio-visual materials in their programs and (1) the extent of materials available, (2) the percent of available materials used, (3) the additional materials desired, and (4) the number of new or unusual uses which were found for audio-visual materials in their guidance programs. Compared with the group rating audio-visual materials of limited value, those rating them highly tended to have more materials available, and they tended to use them more extensively. As a group they were more frequently using materials in addition to those listed on the questionnaire. More of them indicated a desire to use additional materials, and they were finding more new and unusual uses for audio-visual materials.

Ten percent of the participants volunteered the information that they lacked sufficient time to use audio-visual materials to the best advantage. Several directors indicated the feeling that audio-visual materials should be used more in their programs than they were currently being used; others mentioned that limited funds and inadequate building facilities prevented more extensive use of audio-visual materials. Comments were also made indicating the feeling that not enough audio-visual materials suitable for use in guidance programs were being produced.

Several directors of guidance were using audio-visual materials in ways which they considered new or unusual. New or unusual uses were listed for the tape recorder, the motion picture, the opaque projector, and slides and photographs.

### Conclusions

To the extent that the data obtained and the opinions expressed are accurate, and insofar as the samplings involved are representative of the whole, the following conclusions seem to be justified.

1. A sufficient number and variety of audio-visual materials are available for use in the guidance programs of the nation to make a significant contribution to those programs. Eight of the nine audio-visual materials listed on the questionnaire were available for use in a majority of the guidance programs surveyed.

2. Audio-visual materials appear to have been more extensively utilized in group guidance situations than in individual counseling situations. Respondents indicated that they were using approximately twice as many of the available audio-visual materials in group guidance situations as in individual counseling situations. The response to the twenty follow-up letters indicated that this figure for group guidance was probably too low.

3. Two-fifths of the guidance directors indicated that they considered audio-visual materials "very valuable" in their programs, and one-half indicated that they considered them "valuable." It appears, therefore, that a substantial majority of the guidance directors of the nation believe audio-visual materials to be important in their programs.

4. Since one-tenth of the respondents volunteered the information that they lacked sufficient time to use audio-visual materials to the best advantage, it appears that limited time may be a major factor accounting for limited utilization of audio-visual materials in guidance programs.

5. Initiative in finding new or unusual uses for audio-visual materials has been shown by few guidance directors. Only about five percent of the directors participating in the survey stated that they were finding new or unusual uses for audio-visual materials in their programs.



Recommendations for More Effective Use of Audio-Visual Materials  
In Guidance Programs

1. This study has indicated that one of the problems facing guidance directors in the use of audio-visual materials in their programs is a lack of time. It is recommended that when planning guidance activities the guidance director consult the audio-visual director or coordinator to find what audio-visual materials are available which might be used in the planned guidance activities. The individual in charge of the audio-visual program may be able to identify areas where audio-visual materials can make significant contributions to the guidance program; he may suggest new uses for available materials or sources of new materials, and if the audio-visual program is well organized and adequately financed, he can help to lighten the load of the guidance director by helping to provide audio-visual services when and where they are needed.

2. This study has indicated that most audio-visual materials used in guidance programs are used in group guidance situations. It is recommended that such audio-visual materials as recordings, tapes, motion pictures, filmstrips, and slides be made more readily available for use in individual counseling situations.

3. To acquaint those in guidance with the potential contributions of audio-visual materials to their programs, it is recommended that the holding of audio-visual workshops specifically designed to deal with the utilization of audio-visual materials in organized guidance programs be initiated by guidance directors, audio-visual directors, and school administrators.

4. It is recommended that the example set by a few directors in finding new and unusual uses for audio-visual materials in their programs be followed by many more persons in charge of guidance programs.

Recommendations for Future Research

1. This study has presented evidence indicating what audio-visual materials are available for use in guidance programs. Additional studies should be made to determine (1) the minimum audio-visual facilities for an adequate guidance program, and (2) the extent to which the existing audio-visual facilities of the nation approximate this minimum. To determine the extent of audio-visual materials available for use in guidance programs, it is recommended that the audio-visual directors be contacted as well as those persons in charge of guidance. This should give a more complete picture of the facilities available.

2. Information of value to both guidance and audio-visual directors might be obtained from a study designed to determine problems and difficulties encountered by guidance directors in obtaining and using audio-visual materials.

3. An experimental study should be designed to compare the relative effectiveness of guidance programs using a wide variety of audio-visual materials with those programs not using audio-visual materials. The use of audio-visual materials in any situation is justified only if their use results in more effective communication; therefore, their use in guidance programs is justified only to the extent to which they increase the effectiveness of those programs.

4. Valuable information might be obtained from a study designed to find whether the training of guidance directors in the use of audio-visual materials has improved or could improve the effectiveness of their guidance programs.

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### Motion Picture

State University of Iowa. The Overhead Projector. B & W, 18 minutes, 1953.

## APPENDIX A

### SUGGESTED USES FOR AUDIO-VISUAL MATERIALS IN GUIDANCE PROGRAMS

The following list of suggested uses is intended to be suggestive rather than inclusive. It is taken in part from uses suggested by participants. In other instances the writer has suggested uses which he believed would prove valuable in certain guidance situations. It is hoped that these suggestions may be modified or expanded to meet specific purposes, and that they will suggest new uses which will prove valuable in the guidance programs. Certainly the number of uses which may be found for audio-visual materials in the guidance programs of the nation is limited only by the initiative and ingenuity of the guidance personnel.

#### Motion Pictures

1. School-produced orientation films should be valuable in introducing school activities to new students.
2. Scenes taken from various college campuses should be beneficial to students planning to enroll there.
3. Occupational surveys can be made in the form of a motion picture which can be shown in presenting occupational information.
4. Films to be used in public relations can be produced which describe the guidance services and activities of the school.
5. Many commercial motion pictures are available dealing with problems of school, family, and personal adjustment as well as those designed to present occupational information. Those films can be used specifically in group guidance situations, in academic courses where they apply, or

on an individual basis.

6. By cooperating with the audio-visual director, the guidance director might request new films relating to guidance for preview in order that counselors and teachers may keep informed on the latest materials available.

7. Many free films are available which are valuable for supplying occupational information. Because of the commercial bias of some of them, directors are urged to preview and evaluate such films and to alert students to such biases.

### Bulletin Boards

1. The bulletin board might be used to inform students of the present occupations of graduates and former students. Pictures can be displayed accompanied by a short paragraph giving a description of the individual's work, address, and plans for the future.

2. Local help-wanted ads can be displayed under appropriate headings, such as secretary, mechanic, delivery boy.

3. Occupational descriptions may be presented. Under the appropriate heading a picture and descriptive paragraph can be included.

4. Students can make bulletin board displays in preparation for college and career conferences.

5. During the orientation period the bulletin board could be used as a method for informing new students of schedules, school regulations, and coming events.

6. The summaries of community occupational surveys and follow-up studies should be made available to the students. A few carefully selected photographs could help to make this an interesting and effective bulletin board display.

7. Student committees could be encouraged to contribute to bulletin board displays on such topics as manners, dating, family adjustment. Topics could be changed weekly. Contributions by student cartoonists could add considerable interest appeal.

8. Bulletin board displays could be prepared to arouse interest in scheduled field trips.

#### Charts, Graphs, Posters

1. Students can sometimes be encouraged to improve their achievement in school subjects by keeping a personal chart on which they record their daily or weekly progress.

2. Summaries of community occupational surveys and follow-up studies could be summarized graphically for use on the opaque projector or the overhead transparency projector or for bulletin board display.

3. Colleges to which large percentages of students aspire could be compared graphically with reference to cost of attendance, curricula offered, degrees granted, and activities offered.

4. Occupations could be compared graphically with reference to earnings, training required, supply and demand of workers, and geographical distribution.

5. Posters could be used extensively during orientation to welcome new students.

6. Student committees could prepare posters with effective slogans on such topics as courtesy, manners, and family adjustment.

#### Filmstrips, Slides and Photographs

1. Students, counselors, and teachers can inexpensively make their own filmstrips by requesting the processor of their 35 mm film to leave

the film intact rather than cutting it into individual slides.

2. School-produced filmstrips could be valuable in introducing school activities to new students during orientation.

3. Filmstrips and slides showing scenes from college campuses could be produced by students or school personnel.

4. Filmstrips and slides could be used to record community occupational surveys for use in occupations classes.

5. Filmstrips and slides for use in public relations could be produced describing the guidance services and activities of the school. A tape-recorded narration could also be produced to accompany it.

6. Many commercial filmstrips are available dealing with problems of school, family, and personal adjustment, as well as those designed for vocational guidance. These filmstrips could be used specifically in group guidance situations, in academic courses where they apply, or on an individual basis.

7. The use of viewers could enable students to study filmstrips and slides individually in the guidance office, homeroom, or study hall.

8. A file of filmstrips, slides, or photographs could be made in connection with follow-up studies of graduates and former students.

9. Filmstrips, slides, or photographs could provide a way of keeping records of field trips taken for guidance purposes. They could be used to introduce such field trips when they are repeated.

10. Filmstrips or slides could be prepared for in-service training in the administration and interpretation of group and individual tests.

11. Senior portraits could be displayed captioned with graduates' present occupations.

12. Filmstrips, slides, or photographs could be presented showing work conditions within various occupations.

### Field Trips

1. If group field trips are not practical, counselors should arrange whenever possible for clients to visit individually those industries and occupations which may have a bearing on their occupational choices.

2. Through the cooperation of school officials and community agencies, it is possible to compile a handbook of field trip opportunities. Field trips can be arranged more effectively by counselors and teachers if such a handbook is available to them. It could include:

- a. The name and brief description of the business, factory, office, etc., to be visited
- b. The location of the place to be visited with specific directions for finding it
- c. The number of students permitted at one visit and the ages of students permitted
- d. The most desirable hours for the visit
- e. The name, address, and phone number of the person to contact for reservations

By making this information readily available to them, counselors and teachers should be able to spend more of their valuable time in preparing their students for the field trips to be taken.

3. Teachers should be encouraged to point out the vocational implications of the field trips taken in connection with their courses.

4. Unfortunately, most guidance programs cannot provide the number and variety of field trips which would be required to satisfy the interests of their students. However, the guidance programs should prepare students to avail themselves of the many field trip and excursion opportunities available to them on an individual basis.

### Tape Recorder

1. Tape recordings of case conferences could be filed for future



reference.

2. The tape recorder could be used in in-service training to help counselors develop interview techniques.

3. Guidance activities could be recorded for public relations purposes. Such recordings could be used in parent and community groups or used on local radio stations.

4. Tape-recorded interviews of former students in on-the-job situations could be used in occupations classes.

5. Tape-recorded sociodramas could be cataloged by topics--such as dating and family relations--and used in individual counseling and group guidance situations. By omitting solutions, such recordings could be employed as projective devices.

6. As a part of an in-service training program for counselors, tape-recorded counseling interviews could be exchanged so that various techniques may be reviewed by several counselors in large systems.

7. Tape recording could be used for recording music and/or narration to accompany slides, filmstrips, or motion pictures made of guidance activities.

8. Tape recordings of counseling and other guidance activities could be used in school board meetings when the presentation of such information is desirable.

9. Several pre-recorded tapes, such as the "Guidance and Occupations" series produced by Indiana University, are available for use in guidance programs.

10. Radio or television programs with guidance significance could be recorded for later use with individuals or groups.

11. Field-trip interviews could be recorded and used to introduce such field trips when they are repeated.

12. Tape-recorded career and college admissions conferences could be useful for individual counseling and for stimulating group discussions.

### Opaque Projector

Opaque projectors are primarily useful in group situations for projecting opaque materials such as pages from books, charts, graphs and typewritten materials.

1. The opaque projector could be useful in presenting occupational literature to groups when limited copies prevent group distribution of the available material.
2. The opaque projector could be used in school board meetings for presenting summarized data on guidance services.
3. The opaque projector could be used to facilitate the interpretation of test profiles to parents and students.
4. The opaque projector could be useful in case conferences. Material from cumulative records could be projected to enable group evaluation of available data.
5. The opaque projector could be useful for presenting course descriptions, schedules, and samples of students' work on parents' night.
6. In in-service training situations, the opaque projector could be useful for projecting materials designed for instructing teachers and counselors in the administration and scoring of group and individual tests.
7. The opaque projector could be useful in presenting summarized data on occupational surveys and follow-up studies in in-service training situations and in public relations situations.
8. Opaque projection of newspaper and magazine articles with guidance significance would enable them to be viewed by groups.

### Overhead Transparency Projector

The overhead transparency projector permits the operator to face the group and draw or write on the transparency as the material is projected on the screen behind the operator. In addition to using the overhead projector as one might use a chalkboard, transparent overlays can be prepared so that material can be presented one step at a time. Anything which can be drawn, written, or photographed on a transparency can be projected.<sup>6</sup> The writer knows of no commercial overlays which have been produced for use in guidance; however, many materials for use on the overhead transparency projector can be produced at a low cost.<sup>7</sup>

1. The overhead projector could be useful in presenting summarized data on occupations or follow-up studies in occupations classes.
2. The overhead projector could be useful in school-board meetings to present guidance information.
3. With prepared overlays, it could be used to facilitate the administration of group tests.
4. The overhead projector with prepared overlays could prove effective in the registration and orientation of new students.
5. With prepared overlays the overhead projector could be effective with community and parent groups.

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<sup>6</sup> Walter A. Wittich and Charles F. Schuller, Audio-Visual Materials (New York: Harper and Brothers, 1957), pp. 351-352

<sup>7</sup> The Overhead Projector (Sound, B&W, 18 minutes, University of Iowa) gives many examples of how to use this projector to advantage and how to make your own transparencies.

APPENDIX B

TOTAL RETURNS BY STATES

State	Number of Directors Listed	Number of Returns			Percentage of Returns
		Ind.	Sys.	Total	
Alabama	3	0	1	1	33%
Arizona	7	1	3	4	57%
Arkansas	0	0	0	0	00%
California	49	0	21	21	43%
Colorado	8	0	3	3	38%
Connecticut	25	0	11	11	44%
Delaware	1	0	1	1	100%
Florida	7	1	3	4	57%
Georgia	9	0	5	5	56%
Hawaii	No data available				--
Idaho	6	1	0	1	17%
Illinois	96	47	16	63	66%
Indiana	31	5	20	25	81%
Iowa	38	20	10	30	79%
Kansas	32	10	11	21	66%
Kentucky	1	0	1	1	100%
Louisiana	9	0	4	4	44%
Maine	28	11	6	17	61%
Maryland	6	0	4	4	67%
Massachusetts	134	13	51	64	48%

TOTAL RETURNS BY STATES--Continued

State	Number of Directors Listed	Number of Returns			Percentage of Returns
		Ind.	Sys.	Total	
Michigan	53	12	20	32	60%
Minnesota	22	1	9	10	45%
Mississippi	8	3	0	3	38%
Missouri	120	25	34	59	45%
Montana	4	3	0	3	75%
Nebraska	30	5	10	15	50%
Nevada	5	2	1	3	60%
New Hampshire	3	1	0	1	33%
New Jersey	23	2	8	10	43%
New Mexico	8	1	3	4	50%
New York	193	22	94	116	50%
North Carolina	6	0	2	2	33%
North Dakota	6	2	3	5	83%
Ohio	60	3	38	41	68%
Oklahoma	3	0	1	1	33%
Oregon	4	0	2	2	50%
Pennsylvania	202	38	74	112	55%
Rhode Island	2	1	1	2	100%
South Carolina	5	2	2	4	80%
South Dakota	22	3	5	8	36%
Tennessee	8	0	2	2	25%
Texas	114	20	27	47	41%
Utah		No data available			--

TOTAL RETURNS BY STATES--Continued

State	Number of Directors Listed	Number of Returns			Percentage of Returns
		Ind.	Sys.	Total	
Vermont	10	1	8	9	90%
Virginia	4	0	1	1	25%
Washington	4	0	0	0	00%
West Virginia	4	0	1	1	25%
Wisconsin	39	7	8	15	38%
Wyoming		No data available			--
Alaska		No data available			--
TOTALS	<u>1452</u>	<u>263</u>	<u>528</u>	<u>791</u>	<u>54%</u>

(APPENDIX C)

AUDIO-VISUAL UTILIZATION  
QUESTIONNAIRE

Name of School (or School System) \_\_\_\_\_  
Name of Guidance Director (or Equivalent Title) \_\_\_\_\_

I am in charge of guidance for the following:  
Senior High Schools (number) \_\_\_\_\_ Elementary Schools (number) \_\_\_\_\_  
Junior High Schools (number) \_\_\_\_\_ Approximate Total Enrollment \_\_\_\_\_

1. WHAT AUDIO-VISUAL MATERIALS ARE AVAILABLE FOR USE IN YOUR GUIDANCE PROGRAM?

Motion Pictures                       Field Trips                       Tape Recorder  
 Bulletin Boards                       Slides                       Opaque Projector  
 Charts, Graphs, Posters                       Filmstrips                       Overhead Projector

2. WHAT AUDIO-VISUAL MATERIALS ARE USED IN THE FOLLOWING GUIDANCE CATEGORIES?

a. Individual Counseling Situations

Motion Pictures                       Field Trips                       Tape Recorder  
 Bulletin Boards                       Slides                       Opaque Projector  
 Charts, Graphs, Posters                       Filmstrips                       Overhead Projector

b. Group Guidance Situations

Motion Pictures                       Field Trips                       Tape Recorder  
 Bulletin Boards                       Slides                       Opaque Projector  
 Charts, Graphs, Posters                       Filmstrips                       Overhead Projector

c. Situations Primarily Involving Community Groups and/or Staff Members  
(e.g., Public Relations, In-Service Training, Community Study)

Motion Pictures                       Field Trips                       Tape Recorder  
 Bulletin Boards                       Slides                       Opaque Projector  
 Charts, Graphs, Posters                       Filmstrips                       Overhead Projector

3. ARE YOU NOW USING AUDIO-VISUAL MATERIALS NOT LISTED ABOVE? YES \_\_\_ NO \_\_\_  
What Materials?                      How Used?

4. WOULD YOU LIKE TO USE MORE AUDIO-VISUAL MATERIALS? YES \_\_\_ NO \_\_\_  
Additional Materials                      Would Be Used For

5. HOW WOULD YOU RATE THE VALUE OF AUDIO-VISUAL MATERIALS IN AN ORGANIZED GUIDANCE PROGRAM?

Very Valuable                       Valuable                       Of Limited Value                       Of No Value

6. WHAT NEW OR UNUSUAL USES ARE YOU NOW MAKING OF AUDIO-VISUAL MATERIALS?

Please use back for additional comments.