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A SURVEY OF THE AUDIO-VISUAL
PROGRAM FOR THE
COMMUNITY UNIT SCHOOLS OF
NEOGA, ILLINOIS

A SURVEY OF THE AUDIO-VISUAL
PROGRAM FOR THE
COMMUNITY UNIT SCHOOLS OF
NEOGA, ILLINOIS

A Paper Presented to The
Faculty of
Eastern Illinois University

In Partial Fulfillment of
The Requirements For The Degree
Master of Science in Education
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by
Lyle R. Marshall
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Date

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PREFACE

Man, from the earliest time, learned through seeing and doing things for himself. He learned to hunt, to fight, and acquired his other necessary informal education by imitating the things he had seen done. Even after oral language was developed, man still grasped ideas more readily when he was able to use more than one of his senses in learning. Therefore, the idea of multi-sensory learning is not new, it stems from primitive man's first crude attempts at education.

As far back as the earliest part of the seventeenth century, writers such as Johann Valentin Andrea and Campanella emphasized the importance of sensory experiences in teaching. About this same period, Comenius, one of the first great educators, wrote:

Everything should, as far as is possible, be placed before the senses. . . . The commencement of knowledge must always come from the senses (for the understanding possesses nothing that it has not first derived from the senses).¹

In the classroom he urged that many drawings, maps, globes, charts, pictures, diagrams, models, and other types of visual materials be used. He even recommended pictured textbooks.

Jean Jacques Rousseau, an educator in the eighteenth century, advocated teaching not merely by words alone but by direct observation of concrete things. Rousseau wrote vehemently:

¹Charles F. Schuller, The School Administrator and His Audio-Visual Program (Washington, D. C.: Department of Audio-Visual Instruction National Education Association, 1954), p. 4

Things! Things! I shall never repeat often enough that we give too much power to words. With our babbling education we make nothing but babblers.²

Johann Heinrich Pestalozzi, an educator in this same century, took his students on many field trips because he felt that experience was the only base for meaning in word symbols. In regard to his belief on this theory, he wrote:

Whenever we put empty words into a child's mind, and impress them upon his memory, as if they were real knowledge, or genuine means of acquiring it, even when neither his feeling nor his experience of things are in a position to furnish clues to their meaning, we are obviously deviating from the principle, "Life Teaches." We are sowing the seeds of an artificial use of the Divine gift of speech. . . .³

Friedrich Froebel and Johann Herbart, educational writers of the early nineteenth century, advocated the use of sensory experiences instead of only word symbols in organized learning.

As these early educators have indicated, a teacher's major concern should be the building of concepts. In the past there has been an overemphasis on verbalization in attempting to build these concepts. Today with our numerous methods of communication, teachers can no longer depend upon words alone for developing these concepts. During out-of-school hours, our youth are constantly being entertained and informed by radios, comic books, television, phonograph records, and movies. In order to obtain and hold the students' interest and attention in school, the teacher must continually compete with all these methods of communication.

It has been only in the past decade that schools have been provided with audio-visual equipment and materials with which to

²Ibid., p. 5

³Ibid., p. 6.

make learning more interesting and effective. "Until recently it was true that the American teacher was the only professional person still trying to work with yesterday's tools."⁴ Now films, filmstrips, slides, transparencies, radio, recordings, television, and all types of pictures are recognized as more meaningful learning aids. No longer do teachers show merely one film weekly to an entire student body; instead, a number of specific films are used for certain classes for a definite teaching purpose. In fact, a teacher may be compared to a skilled carpenter who uses a variety of tools in order to achieve the desired results.

Success of an audio-visual program depends upon having adequate materials with which to work and making effective use of them. It is through an enriched program that a school is able to equip our youth with the concepts, skills, habits, attitudes, and abilities to think for themselves in our democratic society.

ACKNOWLEDGMENT

The writer wishes to thank Dr. Verne Stockman, Director of Audio-Visual Education at Eastern Illinois University, for his assistance.

Special thanks are due to Mr. Wayne Hance, Superintendent of Cumberland County schools, for his help in locating data pertinent to this paper. The assistance of Mr. L. K. Voris, Superintendent of Neoga Community Unit School District No. 3, and others

⁴Don White, "Tools of Learning," The Nation's Schools, LXVIII (February, 1961) p. 65.

connected with the school system is greatly appreciated. Special acknowledgment is likewise due to Mr. Robert McIntyre, former director of the audio-visual program of the Neoga Community Unit schools.

The guidance of Dr. Louis M. Grado and Dr. Harry R. Larson is greatly appreciated.

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CHAPTER I
INTRODUCTION OF THE STUDY

Need for Study

In an effort to provide children with the best education possible professional educators constantly seek to utilize the latest developments in instructional materials which efficiently contribute to the teaching-learning process. Keeping abreast of the quantity of newly available instructional resources and their quality utilization in some areas of education, notably audio-visual materials and programs, has become a vital necessity to professional educators.

The advance in quantity has been so rapid that quality usage now appears to require organized study and evaluation by school systems. In the Neoga, Illinois community unit school system, for example, the superintendent had indicated the need for an objective analysis of the unit audio-visual program to provide a basis for valid administrative planning for the future.

Statement of the Problem

The problem of this study was to make a survey of the audio-visual program of the Neoga community schools. It sought to accurately describe the school background to determine the extent of the resources of the program, to determine the procedure for audio-visual program administration, to determine the extent of

audio-visual utilization, to evaluate these factors by comparison to authoritative standards, and to arrive at conclusions and make recommendations for appropriate administrative action.

Limitations of the Study

This study did not seek to originate new standards for audio-visual programs in other school systems. Instead, it sought to evaluate existing circumstances in the Neoga schools by comparison with existing authoritative audio-visual standards. The study also did not attempt to evaluate the performance of Neoga professional school personnel in relation to the audio-visual program.

Sources of Information

This study was based on information relative to the problem which was derived from the following sources:

1. Conferences with Cumberland County School Superintendent were held.
2. Conferences with Neoga school administrative staff and teachers were held.
3. Official records and reports of Neoga Community Unit Schools were examined.
 - a. Transportation Report, 1961-1962
 - b. Annual Report, 1961-1962
 - c. Attendance records from 1949-1962
 - d. School treasurer's record for 1959
4. Pertinent inventories and records of observations by writer were made and studied.
5. Professional educational publications appropriate to this study were read. (See bibliography)

Procedure

In making the study the following step by step procedure was utilized.

1. Two information filing categories were established; the Neoga audio-visual program and authoritative standards.
2. Information obtainable in regards to the concern of the study was accumulated and filed in the appropriate category.
3. The information in each category was organized, examined, and compared.
4. Warranted conclusions were established and appropriate recommendations formulated.
5. The results of the preceding steps were compiled, edited, and reported.

CHAPTER II
SURVEY OF THE NEOGA PROGRAM

Background of the Unit and Enrollment Trend

The Neoga Community Unit School District No. 3 is located in east central Illinois and lies in 3 counties: Cumberland, Coles, and Shelby. The largest part of the district is in Cumberland County. The high school is located in Neoga, a small town with a population of 1100. There are two additional attendance centers in the unit, a combined Junior High and Elementary Center in Neoga and Pioneer Attendance Center four miles east of Neoga.

In 1946 eleven rural school districts east of Neoga voted to consolidate because a single small rural district could not raise funds necessary to support a school with high standards.⁵ The people of these rural districts formed District 103 and voted a bond for purchasing a building site and constructing a new school building.⁶ The Pioneer Attendance Center was completed in 1948 and was occupied at mid-term that school year.⁷

In 1948 the residents of Neoga Township and the surrounding area voted to form a community unit school district.⁸ This unit included District 103. Twenty school districts, thirty-six teachers, and seven hundred pupils were affected by this unit

⁵Information received from an interview with Wayne Hance, Cumberland County Superintendent of Schools, April 14, 1962.

⁶Ibid.

⁷Ibid.

⁸Ibid.

organization.⁹ At the present time there are 111 square miles included in the unit¹⁰ having an assessed valuation of \$12,137,015.¹¹

When the Neoga Community School Unit began operation in 1949, there were four elementary attendance centers, Neoga Grade School, Pioneer Attendance Center, and schools at Etna and Trowbridge, two small unincorporated towns within the district. Etna and Trowbridge Attendance Centers were formed by attaching a one-room school building to the one-room school already at the site, thus forming a two-room school. One room housed grades one through three, the other housed grades four through six. Two teachers were employed at each of these two centers. The enrollment at the various attendance centers was as follows: Neoga Grade--186 pupils, Pioneer--145 pupils, Etna--35 pupils, and Trowbridge--34 pupils.¹²

All seventh and eighth grade pupils were transferred to the Neoga High School to comprise the Junior High School. Due to enrollment increases from 1955 through 1959, the high school building became overcrowded.¹³ The Neoga Grade School building was also overcrowded and in an unsatisfactory physical condition.

⁹Ibid.

¹⁰Transportation Report, 1961-62, (Cumberland County, Illinois: School Superintendent's Office).

¹¹Annual Report, 1961-62, (Cumberland County Illinois: School Superintendent's Office).

¹²Attendance records of Neoga Community Unit School District No. 3 for 1949-50.

¹³Attendance records of Neoga Community Unit School District No. 3 from 1955 through 1959.

The people of the Neoga Community Unit School District No. 3 subsequently voted a \$395,000 bond for the purchase of a building site and construction of a combined Junior High and Elementary School building.¹⁴ This building was first occupied in the fall of 1961. The use of the attendance centers at Etna and Trowbridge was discontinued and the pupils were transported to the new building. Due to a decrease in enrollment in the rural areas, sixth grade pupils from the Pioneer Attendance Center were also transferred to the new building.

TABLE I
NEOGA COMMUNITY UNIT SCHOOLS
TEN YEAR TREND OF ENROLLMENTS¹⁵

YEAR	Grades			Total
	1-6	7-8	9-12	
1952-1953	431	116	182	729
1953-1954	425	112	184	721
1954-1955	426	121	190	737
1955-1956	433	136	204	737
1956-1957	399	131	210	740
1957-1958	394	119	242	755
1958-1959	430	129	266	825
1959-1960	381	153	265	799
1960-1961	350	131	264	745
1961-1962	342	123	263	728

¹⁴Records of the Treasurer of Neoga Community Unit School District No. 3, 1959.

¹⁵Attendance records of Neoga Community Unit School District No. 3 from 1953 through 1962.

According to the ten-year trend of enrollment (Table I) the total school enrollment has remained fairly constant in the last decade. Although enrollment in grades one through six has decreased by 89 pupils, the junior high and high school have increased by 88 pupils. If this trend continues, total enrollment will probably decrease in the future, so present building facilities should be adequate for several years.¹⁶

Audio-Visual Facilities at Attendance Centers

Senior High School -- Prior to 1958, the audio-visual program in the Neoga Community High School was under the supervision of the librarian. In the spring of 1958, Bob McIntyre, science teacher, was placed in charge of the audio-visual program for the entire Neoga Community School system. He had had no special training in the audio-visual field, but was interested in this program and was willing to undertake the extra labor involved with no extra compensation. He was given one free period per day to establish and supervise this program.

The director requested assistance from Eastern Illinois University. Through the Extension Department, the staff of the Audio-Visual Center made three recommendations:

1. A planned program for the purchasing of new equipment and materials
2. A planned budget for the audio-visual program
3. Keeping present audio-visual equipment in good repair

Since it would be inconvenient for all teachers to become

¹⁶Information received from an interview with Mr. L. K. Voris, Superintendent of Neoga Community Unit School District No. 3, April 17, 1962.

proficient in the operation of all audio-visual equipment, the director selected reliable high school students to be trained to operate and maintain the equipment under his guidance. He requested that reliable students from the junior high and elementary schools also be trained to operate and care for equipment at the various centers. The staff of the Audio-Visual Center of Eastern Illinois University demonstrated the equipment and taught the use and operation of audio-visual equipment to these students.

A small room, formerly used as a storeroom, was turned into an audio-visual center. There all audio-visual equipment and materials were collected for storage. This one location for storage of all materials facilitated checking out equipment and making repairs. The program was arranged so that during each class period, except the first, one of the trained high school students could be in charge. A daily scheduling chart was made and placed on the door of the audio-visual center so that teachers could indicate in advance the type of equipment they were expecting to use and the day and time they would require it. (Chart A)

CHART A

DAILY SCHEDULE FOR USE OF AUDIO-VISUAL EQUIPMENT

Equipment	Monday	Tuesday	Wednesday	Thursday	Friday
Motion Picture Projector					
Slide & Filmstrip Projector					
Record Player					
Tape Recorder					

(Additional equipment could also be listed)

The director sent requests to the major filmstrip distributors for filmstrips to be previewed by the teachers of the unit. The filmstrips most requested by the teachers were then purchased within the limits of the budget.

The ninety-three filmstrips which were purchased by the school unit were arranged and catalogued in the audio-visual center. These filmstrips were catalogued according to grade level and subject matter. Grade level was indicated by e for elementary, j for junior high, and sr for senior high. Subject matter field was indicated by numbers and letters:

<u>Numbers</u>	<u>Subjects</u>
100-200	Sciences
200-300	Math and Arithmetic
300-400	Social Studies
	h--United States history
	wh--World history
	g--Geography
	c--Civics
400-500	English
	gr--grammar
	co--composition
	l--literature
500-600	Vocational and Arts
600-700	Home Economics
700-800	Physical Education

A list of these available filmstrips with their classification indicated was prepared for each teacher in the unit. Examples from this list follow: 107e--Electricity; 115e-j--Understanding Chemical Change; gr404e-j-sr--Why Study Grammar.

The high school and junior high teachers could obtain these

filmstrips directly from the audio-visual center since they were in the same building. During the last period of each school day, the student in charge of the audio-visual center collected all equipment and materials which had been checked out by teachers within the building that day. Teachers in the elementary centers would send a request for a filmstrip to the audio-visual center. It would be sent to them on the school bus. After use, the filmstrip was returned to the center in the same manner.

All filmstrips used by the teachers could be shown in the classrooms darkened by ordinary roller-type blinds with which all rooms were equipped. A new 750-watt filmstrip and slide projector was purchased which made filmstrip viewing in a partially-darkened room even more satisfactory. However, these ordinary blinds did not darken the rooms sufficiently for the showing of motion pictures.

A long, narrow room approximately 12 feet by 36 feet, formerly used as a cloakroom, was equipped for showing educational motion picture films. Sixty theater seats, salvaged from the abandoned Neoga Theater, were installed in this room. The one window, in the end of this room, was removed so there was no problem in darkening the room. A permanent screen 52 inches by 70 inches was installed. The acoustics were excellent. Poor ventilation was a problem during warm weather.

To avoid conflicts and assure better usage of this projection room, teachers indicated in advance when they planned to show a film. A chart was placed on the door of the audio-visual center on which they might write the day and the period when they expected to use the projection room. A teacher could schedule a film as much as four weeks in advance. (Chart B)

CHART B
SCHEDULE FOR USE OF PROJECTION ROOM

Period	2nd	3rd	4th	5th	6th	7th	8th	9th
Week of								
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

(continued for three more weeks)

Catalogs from the major school film distributors were available to the teachers at the audio-visual center. Any teacher desiring a free or rental film would check out a catalog and fill out an order form which was furnished by the center. (Chart C) After the orders were approved by the director, the student manager of the audio-visual center sent orders for the films. Ordering all films through the center avoided duplications and extra expense.

In carrying out the second recommendation for a planned budget, the audio-visual director worked out a yearly budget for expenditures for audio-visual equipment and materials for the entire unit. This budget included \$250.00 for repair and maintenance of equipment, \$400.00 to \$500.00 for the purchase of new equipment, \$300.00 minimum expenditure for filmstrips, and \$150.00 for rental and postage fees. This budget was very favorably accepted by the board of education.

CHART C

NEOGA COMMUNITY UNIT SCHOOL DISTRICT NO. 3

NEOGA, ILLINOIS

DATE:

TO:

Dear Sirs:

I would like to book the following motion pictures for the dates indicated.

Date:

Alternate Date:

No:

Title:

- 1.
- 2.
- 3.

Date Returned:

Thank you very much.

Ship To:

Several items of new audio-visual equipment were purchased for the unit since the program was established. Two new 16mm. film projectors, a tape recorder, a 750-watt filmstrip and slide projector, a new type heavy duty record player, an opaque projector, and an overhead transparency projector were purchased.

At the end of each school year, the director collected all audio-visual equipment from all attendance centers in the unit. They were then repaired and serviced for the next school year during the months when school was not in session. Minor repairs were made by a local radio and television repair man. Major repairs were made by a dealer in Vandalia, Illinois. The director stocked each attendance center with spare bulbs for the different projectors. He was available to repair minor difficulties with the equipment at the outlying attendance centers.

This program, inaugurated by Mr. McIntyre in 1958, was in operation until the fall of 1961. Changes in the program were made because the teachers felt they would rather have filmstrips stored in their individual classrooms. The teachers felt they would make better use of the filmstrips by having them more accessible. The administration approved this plan and all high school filmstrips were distributed among the high school teachers according to their subject fields. The junior high and elementary filmstrips were moved to the junior high and elementary school building. The equipment formerly stored in the old elementary school and in the high school audio-visual center was divided between the two centers to be used interchangeably.

Since Mr. McIntyre left the teaching staff of the Neoga High

School at the end of the first semester of the 1961-62 school year, the supervision of the audio-visual program in the high school was returned to the librarian. There had been no unit supervisor since then.

The student manager of the audio-visual center at the high school indicated that the agricultural teacher of the Neoga High School used more audio-visual materials than any other teacher in the high school. When interviewed, he explained that his department had 175 filmstrips, including 30 in color, available for use in his classes. He used approximately three colored 16mm. films each month. These films were furnished free by the U.S.D.A., Farm Film Foundation, Modern Talking Picture Service, Selected Motion Pictures, and the University of Illinois.

In addition, there were 98 colored slides available for use in the Agriculture Department. A 35mm. camera was available for making slides showing farm mechanic projects made in agriculture shop class, individual livestock projects, and trips taken by agriculture students to the National Stockyards, F.F.A. Convention, or other educational meetings. He had records for use in his classes. Many were sent to him free from seed, feed, and fertilizer companies.

When the agriculture teacher sets up his budget of expenditures each year, \$25.00 is allocated for audio-visual materials, half for filmstrips and half for photographic supplies.

Junior High and Elementary School--When the unit was organized in 1948, all seventh and eighth grade pupils from outlying attendance centers were transferred to the high school building. A former large study hall was divided into four rooms

to provide classrooms for these pupils. Thus, no additions were made to the high school building. In 1961, the junior high school students were moved to the new Junior High and Elementary School which had just been completed. (See page 6). This building contained 18 classrooms, a cafeteria, library room, arts and crafts room, one multi-purpose room equipped with a stage, and an office area containing three offices and an audio-visual center.

Each of the 18 classrooms was 24 feet wide and 30 feet long. Blackboard area 16 feet by 3 feet was provided in each room as well as 4 feet by 4 feet bulletin board space. In the rooms occupied by the first six grades a one-inch strip of cork bulletin board was mounted above the top of the blackboard area to provide means of displaying visual aid materials. Since there was a central library provided, a limited amount of book storage space was available in each room for dictionaries, encyclopedias, and the most used supplementary books.

The principal of the Neoga Junior High and Elementary School was in charge of its audio-visual program. The junior high mathematics teacher was in charge of servicing the audio-visual equipment which was stored in the audio-visual center located in the office area. The 105 filmstrips were catalogued and stored within the office and were available to any teacher in the unit upon request of the principal.

The teachers within the building checked out the filmstrips themselves. Equipment was also checked out by the teachers in the building when they wished to use it. They could also send a request

to the student manager of the audio-visual center at the high school when they wished to use equipment stored there.

Filmstrips were shown in the classrooms by the individual teachers. Since no window shades were installed, windows on the south side of the building were tinted to reduce glare. Because rooms could not be darkened sufficiently to permit showing motion picture films, they were viewed in the cafeteria or the multi-purpose room. A permanent screen was mounted on the wall in the cafeteria where small class groups viewed films. When a motion picture was to be shown to a large group, a portable screen was moved into the multi-purpose room.

The principal had available in his office catalogs from the major school film distributors which teachers might use to choose any educational films which they planned to use in their classes. He ordered all films, both free and rental.

The Neoga Junior High and Elementary building was equipped with a central sound system installed in the office area. Sound could be projected into the multi-purpose room or into the entire building. A radio with both AM and FM frequency receivers was connected with this central sound system, making it possible to transmit educational broadcasts to certain groups or to the entire student body.

The permanent stage in one end of the multi-purpose room was equipped with adequate lighting and connected with the sound system. This stage was used for special educational programs for all elementary school children in the entire unit. Plays written by the children in connection with their school work were shown to other

groups on this stage. Native dances and music representative of foreign countries being studied were demonstrated here. High school plays were produced on it as there was no permanent stage at the high school. This room was also available to community groups for lectures, movies, or stage productions.

Pioneer Attendance Center -- Pioneer Attendance Center, a rural consolidated attendance center, was located four miles east of Neoga. This consolidation was explained in the background of the unit which precedes this section. The Pioneer Attendance Center was first occupied in mid-term of the school year 1948-1949.

This building consisted of 6 classrooms each 25 feet wide and 32 feet long, an office, and a first-aid room on the main floor. There was also a full basement which was used as a cafeteria and a play area. The audio-visual equipment and materials were stored in the office area. Each classroom had 3 feet by 34 feet blackboard area and 3 feet by 10 feet bulletin board space. A strip of cork bulletin board 1 foot by 17 feet extended along one end of the room just above the blackboard area.

Since there was no central library, built-in bookshelves were provided in each classroom. Twelve adjustable shelves $10\frac{1}{2}$ inches wide and 34 inches long were placed above an extended counter-type shelf 24 inches wide. Below this counter were four non-adjustable shelves 15 inches wide and 34 inches long. By placing a table and chairs nearby, these open wooden shelves provided an easily accessible and very attractive library and study area.

All classrooms were equipped with regular venetian blinds

covering the entire window area. This made it possible to darken the rooms sufficiently for viewing slides, filmstrips, or motion picture films. Due to the larger enrollment at the Junior High and Elementary building, most of the unit elementary filmstrips were stored there. Teachers at the Pioneer Attendance Center desiring to use filmstrips contacted the principal of their building. He called the principal of the Junior High and Elementary School and requested the filmstrips be sent out on the school bus. Filmstrips were returned in the same manner. Teachers could also secure filmstrips from the county filmstrip library at the county superintendent's office. These filmstrips were mailed to and from the attendance centers.

The teachers operated the filmstrip and slide projector themselves. Reliable boys from the fifth grade class were trained to show motion picture films for the teachers. They set up the screen and projector, showed the film, then stored the equipment in its proper place. These younger boys managed the equipment very well. The center had a movable equipment stand and all classrooms were located on one floor.

There were film catalogs available in the office so that the teachers might choose free or rental films for their classroom needs. All films were ordered by the principal of the building who was in charge of the audio-visual center at Pioneer Attendance Center. Teachers might request other audio-visual equipment and materials from the audio-visual centers at the high school and the junior high and elementary building. These were transported by school bus to and from the centers.

When it was desirable to show a motion picture film to large groups at Pioneer Attendance Center, the basement could be darkened sufficiently by covering the windows with dark paper provided for this purpose. A public address system and a portable stage were also available for use in this basement area which made it possible to produce plays and other educational programs for a large number of people. This room was available to groups of the community for meetings, lectures, films, or stage productions.

Since the writer had been associated with this attendance center for thirteen years, a detailed survey of all supplementary audio-visual materials used in this building was made. Some of these were purchased items but many had been constructed by the teachers to help in the learning process. The teachers have found that by using these manipulative devices, charts, flash cards, and displays the learner has acquired knowledge more successfully. Many of these materials had been recommended by instructors at Eastern Illinois University. Several of the visual aids for mathematics had been constructed in classes in methods of teaching arithmetic.

Table II listed these supplementary aids at Pioneer Attendance Center according to the grades in which they were used. This gave a sampling of the audio-visual materials which were available in the elementary classrooms of the schools of the Neoga Community Unit School District No. 3.

TABLE II
AUDIO-VISUAL AIDS USED BY TEACHERS AT
PIONEER ATTENDANCE CENTER

Materials	Grade 1	Grades 2&3	Grade 4	Grade 5
Flannel Board	x	x	x	
Viewmaster and Films	x	x	x	x
Phonetic Wheel	x	x	x	x
Phonetic Word Drill Chart		x		
Store with Play Money	x	x		
Objects for Counting	x			
Blocks	x			
Lincoln Building Logs	x	x		
Easel	x	x		
Word Chart Holder	x	x		
Counting Charts		x		
Addition Charts		x	x	
Fraction Charts			x	x
Mathematical Lotto Game			x	x
Educational Puzzles	x	x	x	x
Clocks for Teaching Time	x	x	x	
Before-and-After Clocks		x	x	
Day by Day Calendar	x	x	x	x
Thermometer		x	x	x
Flash Cards		x	x	x
Puzzle Maps			x	x
Electric Contact Board				x
Microscope				x
Globes		x	x	x

CHAPTER III

A COMPARISON OF NEOGA SCHOOLS WITH STATE AND NATIONAL STANDARDS

The quantitative standards an administrator must meet to help teachers make effective use of learning and instructional materials include adequate personnel, funds, materials, equipment, and quarters.¹⁷

In this survey an attempt was made to discover whether the Neoga Community Unit schools had sufficient equipment, quarters, and budget requirements to provide an adequate audio-visual program for the teachers and students. Table III lists the basic equipment considered necessary for operation of an audio-visual program and the minimum requirements as stated in the standards recommended by the Illinois State Superintendent of Public Instruction, the American Association of School Libraries, and the Department of Audio-Visual Instruction of the National Education Association. The table then lists the equipment that was available in the Neoga Community Unit schools indicating if the amount was adequate or inadequate by the recommended standards.

¹⁷Instructional Materials (Illinois State Superintendent of Public Instruction, 1961), Bulletin A-3, p. 121.

TABLE III

NEOGA COMMUNITY UNIT SCHOOLS

SURVEY OF EQUIPMENT WITH GIVEN RECOMMENDED MINIMUMS

Type	Recommended Minimum	Neoga Has	Adequate or Inadequate
16mm. Sound Projector	1/Building	5/3 Buildings	Adequate
Combination Filmstrip and 2" by 2" Slide Projector	1/Building	5/3 Buildings	Adequate
Filmstrip Viewer	1/Building	1/3 Buildings	Inadequate
Opaque Projector	1/Building	1/3 Buildings	Inadequate
Record Player (3 or 4 speed)	2/Building	10/3 Buildings	Adequate
Tape Recorder	1/Building	2/3 Buildings	Inadequate
Projection Screen (70" by 70")	1/Classroom	7/36 Classrooms	Inadequate
Overhead Projector	As utilized	1/3 Buildings	
Radio (AM-FM) Receiver	As useful	1/3 Buildings	
Television	As useful	None	
Micro-projector	1/Building	None	Inadequate
Movable Equipment Stands	1/Projector	1/12 Projectors	Inadequate
Lettering Equipment		1/Building	
Rewinds and Splicer		1/3 Buildings	
Duplicator		1/Building	
Central Sound System		1/Building	

As illustrated by Table III, the Neoga school system lacked several pieces of equipment recommended as necessary by the State Superintendent of Public Instruction.¹⁸ Specifically, the following equipment was indicated as inadequate:

Filmstrip Viewer	Screens
Opaque Projector	Micro-Projector
Tape Recorder	Equipment Stands

Financing of Audio-Visual Program

The standards as set up by the State Superintendent of Public Instruction, The American Association of School Libraries, and The Department of Audio-Visual Instruction recommend:

Not less than 1 per cent of the total per pupil instructional cost (\$2.00 - \$6.00) for the acquisition of audio-visual materials, rental, and/or services. Funds for supplies and equipment are provided in amounts sufficient for the needs of the school.¹⁹

The unit superintendent of the Neoga Community Unit schools stated that the budget for the Neoga school system provided for \$1.00 per pupil yearly expenditure for audio-visual supplies. This amount did not include expenditures for the purchase of new equipment.

The Physical Plants and Facilities

The Illinois State Superintendent of Public Instruction, The American Association of School Libraries, and the Department

¹⁸Ibid., p. 120.

¹⁹Ibid., p. 121.

of Audio-Visual Instruction recommend the following:²⁰

1. Electrical outlets, located preferably just below chalk board level height, on front, back, and inside walls
2. Light control for every classroom window with sufficient darkness for opaque projection: audio-visual venetian blinds; opaque plastic draw drapes; or channeled opaque pull-down shades.
3. All door sills level to facilitate rolling of equipment into rooms.
4. Windows open out so as not to interfere with any darkening device or treatment.
5. School wide public inter-communication system with radio, tape, and record player.
6. Adequate ventilating system for each room when darkened.
7. 70" by 70" pull-down mounted screen for each classroom, ceiling mounted when possible.
8. Chalk boards and bulletin boards in all classrooms. Magnetic boards are also desirable.

The Superintendent of Public Instruction recommends that a materials center be provided in every school:

In order that the various instructional materials, printed and audio-visual, may be integrated and used effectively, they should be assembled as far as possible in a central area where they can be conveniently organized and arranged.²¹

Table IV indicated the situation in the Neoga schools relative to the classroom and building facilities available.

²⁰Ibid., pp. 121-122.

²¹Ibid., p. 97.

TABLE IV
AUDIO-VISUAL PLANT FACILITIES IN NEOGA SCHOOLS

	Classroom Window Light Control	Electrical Outlets	Chalk- Board Space	Bulletin Board Space	Audio- Visual Center
High School	No	Yes	Yes	No	Yes
Jr. High and Elementary	No	Yes	Yes	No	Yes
Pioneer Elementary	Yes	Yes	Yes	Yes	Yes

Table IV showed a lack of light control in classrooms at the Neoga High School and the Neoga Junior High and Elementary School. However, the high school building was equipped for showing motion pictures in a projection room and the junior high and elementary building was equipped for showing motion pictures in the cafeteria. The State Superintendent of Public Instruction recommends that wherever possible films and filmstrips be shown in the regular classrooms. There was a lack of bulletin board space at these two buildings also.

Administration of Audio-Visual Program

The responsibilities of the professional staff were listed as follows:²²

1. Works closely with all classroom and special teachers and contributes to the professional needs of the school.
2. Renders services to individual students and class groups in the utilization of varied resources and available services.

²²Ibid., pp. 125-126.

3. Contributes to effective instruction in the integrated use of instructional materials center resources.
4. Organizes and administers the instructional materials center program.
5. Plans a promotional program.

These selected competencies of instructional materials personnel are recommended:²³

1. Is a qualified teacher, preferably with teaching experience.
2. Has leadership ability and skill in organization and human relations.
3. Knows and understands the process of curriculum development.
4. Is familiar with the goals and the instructional program of the school with particular understanding of the reading program.
5. Is able to assist teachers and students in the integrated use of various types of instructional materials.
6. Has broad knowledge of and familiarity with instructional materials including sources for their procurement and varied methods for their utilization.
7. Knows how to select and to evaluate instructional materials and equipment and is familiar with recognized reviewing tools and sources.
8. Knows how to catalog, classify and process instructional materials.
9. Knows and understands how to utilize local resources.

In the Neoga school system, the audio-visual program at the Neoga High School was under the supervision of the librarian. The

²³Ibid., pp. 126-127.

audio-visual center there had a student manager with several assistants. At the Neoga Junior High and Elementary School and at Pioneer Attendance Center, the principal was in charge of the audio-visual program and center. There had been no unit audio-visual supervisor since Mr. McIntyre left the teaching staff in January, 1962.

CHAPTER IV

CONCLUSIONS OF THE STUDY
WITH RECOMMENDATIONS

When the standards recommended for audio-visual programs were applied, the Neoga program was inadequate in the following areas:

- A. Equipment - As indicated by Table III, Neoga did not have sufficient equipment for adequate operation of the audio-visual program.
- B. Financing - The budget allotment for the Neoga audio-visual program was below the \$2.00-\$6.00 per pupil recommended.
- C. Facilities - Pioneer Attendance Center, as shown by Table IV, was adequate with respect to the recommended facilities. The Neoga High School and the Neoga Junior High and Elementary School were not equipped for efficient audio-visual operation.

General Conclusions

Better utilization of the equipment and materials could have been realized if a staff member had been given time to guide teachers in the techniques of using these aids and to make them more easily accessible. A unit audio-visual director with released time for this service might have encouraged teachers to use more instructional materials. This especially applied to materials and services for group use such as making transparencies, mounting pictures, etcetera.

Bulletin boards in the elementary classrooms were too fre-

frequently used for merely displaying students' work. Bulletin boards are most often used for this purpose. There are a great variety of teaching devices which may be presented very effectively by means of the bulletin board: charts, displays, graphs, grouped pictures to present a new unit of work, or even a short message. Pupil projects might be organized around a bulletin board display. The audio-visual director might have worked with the teachers to see how more effective use might be made of bulletin boards.

The Neoga High School was inadequate in the amount of bulletin board space available. Pioneer Attendance Center had adequate bulletin boards, but the Neoga Junior High and Elementary School could have used additional space.

Recommendations

After completion of the survey of the Neoga Community Unit school audio-visual program and checking these findings against the established standards used for comparison, several conclusions were drawn. On the basis of the survey and the conclusions based on that survey, the following recommendations are submitted:

1. A part-time audio-visual director for the Neoga Community Unit schools should be employed to coordinate and direct the program for all schools in the system. This director should have professional training in the field of audio-visual education. He should work with the librarian at the Neoga High School and with the principals of the Junior High and Elementary School and the Pioneer Attendance Center to guide them in administering

the audio-visual programs in their buildings. He should assist the teachers of the unit in the use of audio-visual equipment and materials.

2. As the survey shows a lack of bulletin board space at the high school and the junior high and elementary school, additional bulletin boards should be provided in these buildings.

3. Table III shows a lack of several items of equipment. The teachers, principals, audio-visual director, and school administrators should set up priorities of the items which are most needed so that these items may be purchased first. On the basis of the recommended standards used for evaluating this survey, the following equipment should be purchased as soon as the budget will allow:

More Filmstrip Viewers	Additional Screens
2 Opaque Projectors	2 Overhead Projectors
1 Tape Recorder	1 Micro-Projector
Additional Movable Projection Stands	

4. In order to maintain the audio-visual program and to increase its usefulness, additional expenditures for audio-visual equipment and materials must be established in the budget.

5. Airborne Television - The Neoga Community Unit school system, like most rural community schools, cannot teach the wide range of subjects necessary to meet the needs of all the children because of a shortage of funds for hiring special teachers. Therefore, it is recommended that the Midwest Program of Airborne Television be considered as a possible means of expanding the range of subjects which could be offered. The Neoga Community Unit schools are within the broadcast area of the airborne television instructional programs being transmitted from an airplane

circling above Montpelier, Indiana. It is suggested that a television receiver be installed in one of the elementary attendance centers as a pilot project to discover if reception is satisfactory. This installation could be made at an average cost of \$400.00. These television lessons could provide good in-service training for teachers as well as providing instruction for the children.

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