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A SURVEY OF THE AUDIO-VISUAL PROGRAM OF THE SHELBYVILLE

UNIT SCHOOL DISTRICT #4 WITH RECOMMENDATIONS

(TITLE)

BY

DAVID M. MOORE

PLAN B PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE MASTER OF SCIENCE IN EDUCATION
AND PREPARED IN COURSE

EDUCATION 587

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,
CHARLESTON, ILLINOIS

SPRING, 1967


YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

April 26, 1967
DATE


ADVISER

27 April 1967
DATE


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ACKNOWLEDGMENTS

Much of the information collected for this paper came from the Superintendent's office with a great amount of help from the Superintendent of the Shelbyville Unit District #4, Mr. Robert Webb, and his staff. Also, a great deal of patience has been shown me by the teachers of the district in answering my seemingly endless questions. I especially want to thank Dr. Verne Stockman, my advisor, Mr. Gene Scholes, my former principal, and Dr. Curtis Garner for all their help to me in the writing of this paper.

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CHAPTER I

INTRODUCTION TO THE STUDY

In the educational program of today, instructional materials are playing an increasing role. The world is quickly changing and becoming more complex. It is the responsibility of the schools to make efforts to keep pace with the changing society and technology. This is a most difficult assignment as it is becoming increasingly evident that the printed page is not adequate. Many schools are finding it necessary to expand their teaching methods to include educational media to supplement text and library books. If expanded use of educational media is needed, it is necessary to have some form of organization and instruction in order to use the materials most effectively. The function of a well organized educational media program is to help teachers do a better job of teaching and to help the students do a better job of learning. The complex curriculum of today requires that both students and teachers use a wide variety of instructional materials, such as: films, filmstrips, globes, maps, pictures, recordings, transparencies, slides, etc. These will provide common experiences for students who might have different backgrounds. Teachers must be aware of the need to employ a wide variety of materials and media to meet the wide range in abilities, interests, and the needs of the students. This study was made to find the existing materials available and to suggest ways to set up an instructional materials program which would improve the existing learning situation for both students and teachers alike.

This study concerning a survey of the audio-visual facilities in the Shelbyville, Illinois school district has two main purposes; to determine the materials and equipment presently available and to suggest a plan to the Shelbyville Unit School District #4 in setting up an effective audio-visual program.

Several similar studies of audio-visual programs were read. One study, written by Boyd, described the audio-visual program in Rochester, Indiana.¹ Another was written by Rohr in which the Danville, Illinois audio-visual program was described.² The same basic general format used in these studies will be used in this paper with several additions, including a survey of teacher needs of audio-visual materials, a list of priorities, and recommended ways of implementing an audio-visual program in the Shelbyville Unit School District #4.

This paper will be divided into five sections. The first section deals with a general introduction to the study. The second will be an introduction to the Shelbyville Unit School District #4 including enrollment, projected enrollment, condition of the buildings, the community and other related information giving a background of the district. The third section will deal with the various standards concerning an effective audio-visual program. This discussion will be used in the section concerning recommendations and implementation. The fourth section deals with the inventory of present production, presentation equipment, darkening facilities, and the survey of the teachers of the Unit concerning their

¹ David B. Boyd, "A Survey Of The Audio-Visual Program For Community Schools of Rochester, Indiana" (unpublished Master's Thesis, Department of Education, Eastern Illinois University, 1961).

² Theodore V. Rohr, "A Survey of the Audio-Visual Program in the Danville Public Schools, Danville, Illinois" (unpublished Master's Thesis, Department of Education, Eastern Illinois University, 1965).

ideas and needs in the audio-visual area. This information will be used along with standards to formulate recommendations, priorities, and ways of implementing an audio-visual program. With the first four sections being used as a guideline, it is hoped that the fifth chapter will contain information that could be used most readily by the school district. The recommendations will be based on three things: standards by groups primarily concerned with audio-visual programs, needs and ideas of the teachers in the district, and advice of experts in the field. A list of priorities will be set up to try to determine the most urgent needs of the district. Finally, a way of implementing the program will be suggested for the purchase of equipment and the addition of services from funds which might be available from various Federal programs.

CHAPTER II

INTRODUCTION TO THE SHELBYVILLE UNIT

SCHOOL DISTRICT #4

Shelbyville, Illinois is a community of approximately 5,000 population located in the central part of Illinois, about 35 miles south of Decatur, Illinois. The community is primarily an agricultural center with three fairly large industries. The Shelbyville Unit School District #4 has been consolidated since 1950. The school district includes all of Shelbyville proper, the communities of Westervelt and Lakewood, as well as the outlying rural area. At the present time there are four school buildings in Shelbyville: the High School, Moulton Junior High and Elementary, Vine Street Elementary, and the Main Street Elementary. One Elementary (1-6) is located at Westervelt. Another Elementary school was closed last year at Lakewood. The total school enrollment as of September 7, 1966 was 1887, with 84 teachers. Table 1 shows the breakdown by school and grade of the school enrollment. Because of the construction of a Federal Dam and Reservoir in the immediate area, there has been some concern relative to the possible growth of the Shelbyville District. Table 2 shows the projected school enrollment made by the Superintendent. An unusual factor is that, according to this projection, the school enrollment will decrease over the years. A letter received by Mr. Robert Webb, Superintendent of the Shelbyville District, from the Corps of Engineers in St. Louis, Missouri advises that there will not

TABLE 1
ENROLLMENT
SHELBYVILLE UNIT SCHOOL DISTRICT #4
1966 -1967

Grade	Main	Vine	Moulton	Westervelt	H.S.	Total
Kgn.	69		44	9		122
1	85	19	19	11		143
2	80	18	31	10		139
3	89	17	23	10		139
4	75	30	29	10		144
5	58		78	12		148
6	56		97	11		164
7			168			168
8			151			151
Prim EMH			12			12
Inter. EMH			14			14
9					145	145
10					130	130
11					143	143
12					127	127
Sec. EMH					7	7
TOTALS	512	84	666	73	552	1887

TABLE 2

PROJECTED ENROLLMENT FOR THE SHELBYVILLE UNIT SCHOOL DISTRICT #4

YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
60-61	147	185	156	161	142	163	134	142	144	109	92	121	92	1788
61-62	137	166	175	161	147	140	162	139	141	151	100	86	121	1823
62-63	128	163	175	173	153	151	139	149	151	139	140	99	79	1839
63-64	129	160	157	172	177	151	160	136	160	137	132	137	95	1903
64-65	133	140	145	151	163	171	146	152	131	161	142	118	134	1887
65-66	119	140	135	136	145	160	170	149	147	133	155	132	115	1836
66-67	133	119	140	135	136	145	160	170	149	147	133	155	132	1854
67-68	117	133	119	140	135	136	145	160	170	149	147	133	155	1839
68-69	105	117	133	119	140	135	136	145	160	170	149	147	133	1789
69-70	104	105	117	133	119	140	135	136	145	160	170	149	147	1740
70-71	93	104	105	117	133	119	140	135	136	145	160	170	149	1706
71-72	90	93	104	105	117	133	119	140	135	136	145	160	170	1627

be any appreciable increase of enrollment directly related to the Corps of Engineers. However, related service industries, because of the dam and reservoir, may be attracted, resulting in some increase in school enrollment.

The Shelbyville High School is of brick construction and was built in 1949. The enrollment in 1950 was 360 students with 18 teachers. In 1960 the enrollment was 420 with 24 teachers, and in 1965 the enrollment was 531 students with 31 teachers. According to the Superintendent and the High School Principal, it is felt that the school can accommodate some increased enrollment without too much difficulty. However, they feel there is a problem in having room to provide for special classrooms for a possible curriculum change. At the present time there are no facilities or any area for audio-visual facilities.

The Main Street Elementary School is a brick building constructed in 1926. Grades 1-6 are located in this building. The enrollment in this building in 1950 was 522 with 22 teachers, in 1960 the enrollment was 626 with 18 teachers, and in 1965 the enrollment had decreased to 513 with 19 teachers. Additional work space, storage, and office space is badly needed in this school. Again, there is no adequate room for any type of audio-visual facilities.

Moulton Junior High and Elementary School is the newest building in the Shelbyville district, having been completed in 1960. It is also of brick construction and is located on the same campus as the high school. The enrollment in 1960 was 665 students with 30 teachers. This building was built for a Junior High School but at the present time it is also being used for an elementary school. There are plans (for the future) to build an additional elementary school. In this

building there are fewer problems concerning adequate room. There is a small room available for audio-visual work.

The Westervelt Elementary School is the only school building outside the Shelbyville city proper. This building was constructed in 1924. It was built for grades one through eight, but with the completion of Moulton Junior High, the seventh and eighth grades have been transported to Shelbyville. This masonry-brick building is quite small. However, the school enrollment has dropped from 138 to the present 77 with 4 teachers. This school has no provision for any audio-visual work space.

The Vine Street Elementary School was constructed in 1900. Grades one through four are the only ones presently found in this school. In 1960 there were six grades in the building but again, with the construction of Moulton Junior High, grades four and five were absorbed at the Main and the Moulton schools. The present enrollment is 81 students with 4 teachers.

The instructional materials program in the Shelbyville Unit School District #4 is in the developmental stage. At the present time there are well-established central book libraries in the Junior High School, High School and the Main Street School. There is a full-time librarian with two part-time assistants at the Junior High School library, a full-time librarian with two part-time assistants at the High School, and a full-time librarian for Main Street, Vine Street and Westervelt. The district has a large collection of books and printed materials. The librarians do not have any audio-visual responsibilities.

The history teacher in Moulton Junior High School is given one hour released time for audio-visual work in the district. As of yet

there is no central area for audio-visual purposes. There is no formal organization of the audio-visual program. Since the district has very few films of its own, nearly all of the films are rented from various universities and film agencies. The teachers make up the film orders for their respective rooms in the spring for the following year. These orders are then turned in to the Principal of each building who, in turn, then orders the films requested. No one person in any of the schools is responsible for seeing that the films are distributed. This responsibility is left up to the teachers and the building secretary.

An inventory of existing materials was made early this year. See Appendix A for this inventory. Filmstrips are being inventoried and cataloged. The cataloging of the filmstrips seems to be the first step toward making them accessible to everyone. They will be cataloged in the card catalog along with the books. Each library will process the filmstrips available in that particular building.

Maps and globes were also inventoried earlier this year. A three year plan has been started to bring these materials up to date. Since there is no central audio-visual area nor any one person to coordinate an audio-visual program, there is little production of audio-visual materials. Consequently, not a great deal of use is made of overhead projectors, bulletin boards and other instructional materials. As a result of poor organization concerning the audio-visual program, lack of production facilities and lack of teacher preparation, there seems to be a disinterest by the teachers for the use of audio-visual materials and equipment. In an attempt to create teacher interest and to point out some problems concerning the audio-visual program the Superintendent has set up a curriculum committee to study the problem.

This committee meets once a month with various aspects of the audio-visual program being discussed.

Various pieces of major audio-visual equipment have been purchased under the Elementary and Secondary Education Act, Title I, including a heat process copy machine, a diazo process and a sign maker. Several workshops have been conducted on the use of this new equipment.

Mr. Webb, the Superintendent of the Shelbyville district, estimates that the district has spent approximately \$1000.00 per year for the last few years on capital outlay for audio-visual equipment. In addition, the district has spent \$2,938.33 of E.S.E.A. Title I funds for the same type of instructional materials. Approximately \$3,000.00 of Title I funds were spent on films for the humanities for the High School. Mr. Webb states that only \$600.00 of Title I funds for the years 1966-1967 are earmarked for capital outlay. However, he feels that the district will spend a good deal more than the approximated \$1000.00 spent the past few years for audio-visual equipment.

There is no specific amount set aside in the district budget for the purchase of audio-visual materials. The Superintendent's estimate of \$1000.00 for capital outlay would mean that the district has spent approximately \$.53 per pupil per year on audio-visual expenditures. The district spends approximately \$1100.00 additional for film rentals during a school year. The total expenditures for audio-visual materials, including film rentals, would be \$1.11 per pupil per year.

CHAPTER III

CRITERIA: STANDARDS

This paper is concerned not only with the existing situation but also ways to improve the program. It is necessary to have guidelines or standards to follow to bring the program to the optimum level. There are two types of standards: quantitative standards which deal with the amount and condition of equipment, and qualitative standards which deal with the quality of the personnel and the program as a whole. If qualitative standards are to be met it becomes necessary to meet certain quantitative standards such as adequate equipment, personnel, and materials. Therefore, quantitative standards provide a basis or a starting point for effectiveness of a program. There are several groups which publish quantitative standards. Some of these include the Illinois Association of School Librarians, the Illinois Curriculum Program, the North Central Association, Department of Audio-Visual Instruction of the NEA, and the National Audio-Visual Association.

The standards of the Illinois Association of School Librarians for audio-visual materials and personnel are based on a three phase program. IASL feels that it is necessary for teachers to use all types of instructional materials. A centralized audio-visual program can be served better when materials are centrally located, indexed so that the materials can be quickly made available, and thus used more effectively.³

³Standards for School Library Programs in Illinois (Illinois Association of School Librarians, Illinois State Library, April 1965) p.11.

In the booklet of the Illinois Curriculum Program, Bulletin A-3, Instructional Materials, the recommendations concerning storage space and minimum requirements for audio-visual equipment is listed.⁴

The North Central Association also has suggested minimum requirements for the audio-visual area. The following statement typifies their attitude. "The quantity and type of the instructional materials and equipment required shall be determined by the size of the school, and the nature of the program".⁵

It should be pointed out that quantitative standards should not be the ultimate goal. The quality of the program should be the main goal for any school system.

The standards which this paper will be mainly concerned with will be the standards set forth by the Department of Audio-Visual Instruction of the National Education Association and the National Audio-Visual Association. The following standards have been generally accepted as a basic plan for elementary and secondary schools.

Personnel

For schools that have 15 teachers or less, it is felt that a half-time audio-visual specialist is needed. In schools with 16 to 30 teachers a full-time specialist is recommended. For each additional 40 teachers, one additional media specialist is needed. For every 30 teachers a semi-professional assistant is recommended. In every multiple unit district there should be a district audio-visual specialist.

⁴Instructional Materials (Illinois Curriculum Program, Office of the State Superintendent, 1963), Bulletin A-3. p. 120.

⁵Policies and Criteria for Approval of Secondary Schools (North Central Association of Colleges and Secondary Schools, 1966), Pamphlet, p.20.

Materials

500 16mm film titles plus one additional film per teaching station over 500 - with duplicates as needed - are recommended for each unit district. The alternative would be to have an average of 6 film rentals per teaching station. One filmstrip per student per average daily attendance for the preceding year is recommended for each district. Other audio-visual materials such as maps, globes, tapes, transparencies, recordings and disks are not given specific amounts in the DAVI recommendations except that the program should provide a wide variety of materials with no one item dominating it.

Materials Budget

DAVI considers films, filmstrips, and recordings as capital equipment and be purchased with district funds. To provide for maintenance and replacement, but not expansion, it is recommended that not less than 1% of average per pupil cost be spent per student. The equipment cost will vary from school to school depending upon equipment prices and the excellence of the program.

* Equipment Recommendations

<u>Equipment</u>	<u>Elementary</u>	<u>Secondary</u>
16 mm projector	1 per 10 teaching stations	1 per 10 teaching stations
8 mm projector	(no recommendation)	1 per building
2 X 2 slide projector	1 per building	1 per building
filmstrip slide projector	1 per 3 teaching stations	1 per 10 teaching stations
filmstrip viewer	1 per 3 teaching stations	1 per 3 teaching stations
overhead projector	1 per 4 teaching stations	1 per 4 teaching stations
opaque	1 per building	1 per building
radio	1 per school	3 per building

TV receiver	1 per class per TV channel (if programs available)	1 per department (if programs available)
record player	1 per teaching station (K-3) 1 per grade level (4-6)	1 per 10 teaching stations
tape recorder	1 per 5 teaching stations	1 per 10 teaching stations
projection cart	1 per portable piece of equipment	1 per portable piece of equipment
projection screen	1 permanently mounted screen per classroom	1 permanently mounted screen per classroom

Local Production Equipment per building (Elementary-Secondary)

dry mount press	Polaroid camera
paper cutter	35 mm camera and accessories
transparency production equipment	darkroom
spirit duplicator	film rewind
primary typewriter	film splicer ⁶

*Certain recommended equipment not listed

CHAPTER IV

INVENTORIES OF THE EXISTING A-V PROGRAM

In the 1966-1967 school year inventories were made of the district's presentation materials and equipment, maps and globes, production materials and equipment, and classroom darkening facilities. Also an inventory of teachers' needs and the uses of audio-visual equipment was made.

Appendix A shows the total amount of all presentation equipment in the district. The age and condition of the equipment is also noted. Much of the equipment is old and/or in poor condition. (Note astericks on Appendix A.) Recommendations concerning this equipment will be made in the following chapter.

During the spring of 1966 representatives of the Rand McNally Company made a survey of the existing maps and globes. This survey showed generally that most of the maps and globes were outdated and in poor condition. Most of the maps and globes in Vine Street school, Main Street school, and Westervelt were purchased in the late 1930's or early 1940's. The ones in Moulton Junior High and the High School were newer and in better condition. Based on this survey the district has entered into a three year plan for the purchase of additional maps and globes. Over this three year period, this plan will supposedly replace all outdated items.

Prior to 1966 the district had very little equipment for the production of audio-visual materials. However, with the purchases

made under the E.S.E.A. Title I it has acquired certain production materials including a dry copy machine, a diazo transparency machine and a sign maker.

The High School has a photographic darkroom with complete darkroom equipment. The school owns an enlarger, a dryer, a press camera and a 35 mm slide camera. This equipment is suitable for making high contrast transparencies and 35 mm slides. The darkroom equipment and facilities are available for the use of all the teachers in the district. However, according to the sponsor of the Camera Club, very few teachers have availed themselves of these facilities.

Two classrooms in the High School are the only classrooms in the entire district that have darkening facilities. None of the gymnasiums or auditoriums have darkening facilities for programs for large groups. All other classrooms in the district have regular shades and in many cases films cannot be shown because of the light in the room.

The purpose of having adequate audio-visual material and equipment is to give the teachers the necessary supporting material to create the best learning situation possible. Any discussion concerning audio-visual materials, equipment, or program should at least give the teachers, the individuals who will or will not use the materials, the opportunity to state their views concerning the existing situation and their recommendations for any future plans. The questionnaire, "Survey of Teachers' Needs and Uses of Audio-Visual Materials" (Appendix B) was given to approximately 75 of the classroom teachers in the district. Of the 75, 45 were returned completed. The following information was taken from the forms completed. It gives a cross-section of the feeling of the teachers in the district concerning the audio-visual program.

Question 1 deals with the frequency of use of equipment per month. The following Table shows the findings.

TABLE 3
FREQUENCY OF USE OF EQUIPMENT PER MONTH

	0	1-2	3-4	5-6	more than 6
16 mm Projector	15	14	9	0	0
Film Strip Projector	14	15	6	1	5
Slide Projector	29	2	1	0	2
Overhead Projector	23	4	2	1	3
Record Player	16	4	3	3	13
Tape Recorder	27	3	0	2	1
Opaque Projector	31	3	0	0	1
Dry Copy Machine	19	3	1	1	8

* Note: All teachers did not answer for all areas

The most important observation is the fact that most of the equipment is used very little as noted in the "0" column. The most used equipment is the 16mm movie projector, the filmstrip projector and the record player, although the frequency of use is still quite low. This brings up the question as to why the existing equipment is not being used. Question 2 on the survey is as follows: "If you use the above equipment very seldom, please check the reason(s)". Availability of the equipment seems to be the main draw back concerning its use. Several teachers feel that they do not know how to use the equipment effectively, while several others feel they do not have adequate time to do justice to it. Other comments were made as to why equipment was not being used. Most of these deal in some way with availability, while others felt the use of audio-visual equipment did not fit into their programs. More

will be said in the next chapter concerning these reasons. A table was not used for Question 2 because there was not appreciable difference in the responses.

Questions 3 and 4 deal with the drawbacks to our present program and the means for improving it. The following list of comments were compiled from the answers to questions 3 and 4 of the survey. The number of responses is also noted:

Materials and equipment not available for use	26
Rooms cannot be darkened	6
Equipment not in working order	13
Need teacher training program	4
Need filmstrip projector	2
Equipment should be stored in central location (within building)	7
Need audio-visual coordinator	6
Need screen in rooms	3
Need an efficient check-out system (materials and equipment)	2
Someone needed to order and distribute films	7
Someone needed to catalog equipment available	2
Need better sources for films	4
Need more films available	6
Need more filmstrips available	5
Lack of planning time	8

This list of needs came from teachers in all levels (elementary to high school) and from all buildings. These will be discussed in the chapter concerning recommendations and priorities.

Question 5 deals with the following: "Do you think it is necessary to have someone to coordinate an audio-visual program in our district". Results of the answers to this question were Yes - 36, No - 7. There seems to be a definite feeling that there should be more organization and more unity in making materials and equipment available.

There were two comments made concerning why it is not necessary to have an audio-visual coordinator. (Question 6) The number of teacher responses is noted.

- (1) All areas not adaptable for use of A-V materials (2)

(2) Teachers and office staff can handle equipment and materials if available. (5)

The following were the comments concerning the duties of an audio-visual coordinator. These were made by the teachers who felt it was necessary to have such a coordinator. The number of teachers making the various comments is noted.

Train teachers in the use of A-V material and equipment	8
Keep materials in working order	11
Get materials and equipment to teachers on time	9
Order films and other materials	12
Schedule the use of materials and equipment	13
Coordinate curriculum so that all grade levels would not use same materials	5
Preview films and filmstrips	2
Catalog all audio-visual materials	3
Know what is available in the way of new developments in the audio-visual field	12
Centralize storage of all audio-visual materials	2

The duties of an audio-visual coordinator, as seen by the teachers in the district, coincide with various authorities. (See next chapter)

Although at the present time few teachers use audio-visual materials, there are a few teachers who seem to use it quite often and effectively. Some of the methods suggested include: Use of tape recorder for student book reports, for speech class to correct errors in speaking, giving tests, spelling lessons, giving instructions to one group in class while working with individuals in the same class. Record players are used in the elementary grades to develop physical coordination. The overhead projectors are used to go over written assignments, check tests, workbooks, and to show graphs. While these are not unusual, they were used effectively.

Twenty-four teachers answered that they would welcome a chance to have an in-service program for the use of audio-visual materials and equipment. Fifteen answered that they would not welcome an in-service program with many saying that they had had too many ineffective in-service programs already. More will be said about this comment later.

The most requested additional equipment (Question 10) asked for by the teachers was, in order: Tape recorders, overhead projectors, opaque projectors, screens in each room, darkening facilities for classrooms, filmstrips, dry copy machines for each building.

CHAPTER V

RECOMMENDATIONS AND PRIORITIES FOR THE IMPROVEMENT OF THE EXISTING AUDIO-VISUAL PROGRAM IN THE SHELBYVILLE UNIT SCHOOL DISTRICT #4

Recommendations for the improvement of the audio-visual program in the Shelbyville Unit School District #4 will be made in three categories: 1. general long range recommendations 2. priorities of the most urgent needs 3. steps for implementation.

The previous teacher survey of needs and requirements, and the survey of equipment show that there are many areas in which the audio-visual program needs strengthening: Personnel, administration and organization; materials and equipment; teacher education in use of equipment and making materials; repair and up-keep of materials and equipment, including storage space and work area; establishment of a materials program with an instructional materials center.

Personnel, Administration, Organization. As noted before, one teacher has one hour per day released time for the audio-visual needs in the district. This one hour is not enough time to do justice to a program. It is recommended that the school system establish a full-time Audio-Visual Director or Media Specialist whose main responsibility would be to establish an efficient district-wide audio-visual program. This Director's responsibilities would be to the teachers, students, and administration. His main responsibility would be service. The principal ways of serving the teachers would be: (1) training the

teachers in the use of audio-visual equipment; (2) helping teachers in the selection of equipment; (3) helping them in the production of audio-visual material; (4) organizing and supervising in-service training; (5) informing teachers of materials available; (6) assisting teachers in ordering A-V materials and informing them when materials have arrived; (7) making certain that the equipment is in good working order; (8) helping teachers to coordinate their classes with A-V materials; (9) cataloging all materials. There are others, but these above would probably be the basic responsibilities to the teachers.

The responsibilities to the administration would include: (1) help to select materials to be purchased; (2) evaluation of the audio-visual program as a tool for instruction; (3) recommendations concerning the yearly budget; (4) service on the central A-V committee; (5) informing principals on the work and progress of the A-V program; (6) work on public relations committees; (7) demonstration and explanation of materials and equipment to interested groups; (8) assistance to the administration in problems concerning A-V materials; (9) demonstration to the administration of the various needs of the A-V center; (10) serve as liason for teachers and administration on A-V problems. Other duties and responsibilities that would concern a curriculum coordinator and/or teachers and administration could be: (1) organize the scheduling and use of A-V materials; (2) take part in local, state or national A-V programs in order to keep teachers and coordinator aware of new developments; (3) meet with the coordinator to plan to serve the teachers and students better; (4) be willing to help teachers and coordinator if an emergency arises; (5) make the center available and useful to all people in the school; (6) where there are coordinators, work through them to aid teachers if this is the policy; (7) do all

possible to improve the instruction within the school.

The Audio-Visual Specialist should keep in mind that he must serve the teachers, students, subject coordinators, and administration in all possible ways concerning media.⁶

In addition to establishing an Audio-Visual Director or Media Specialist would be the establishment of a specific audio-visual budget. As noted, the district spends approximately \$1000.00 per year in the purchase of equipment and materials. This amount needs to be increased, particularly during the formative years of the program. Later, the budget should contain enough to steadily improve the quality of the services. A detailed budget will be made under the section dealing with priorities. The administration, teachers, and students should be constantly made aware of services available in this established program. The Audio-Visual Director should work with the librarians, and all materials (films, filmstrips, records, transparencies, models, pamphlets) should be cross-filed in the library card catalog along with the library books. (Note: filmstrips in the district are in the process of being cross-filed in the main catalog). This would enable both teachers and students alike to know what is available on a given subject, whether printed or in the audio-visual field. A major problem has occurred in the district concerning teachers who use materials even though the materials have very little to do with their class or subject. Many times it has been noted that they use materials in which the level of difficulty is greatly higher or lower. Primarily these teachers use audio-visual materials to take class time rather than to use them for a true learning situation. All teachers and students should have access to all materials but

⁶Carlton W. H. Erickson, Administering Audio-Visual Services (New York: The Macmillan Company, 1959), pp. 310-311.

teachers should be encouraged to use them properly and at the right time, lest the use of any materials indiscriminately might possibly lessen the effectiveness for some other teacher.

All films, filmstrips and other materials which have to be ordered should be handled by the Audio-Visual Director so that teachers might receive them when requested.

Materials and Equipment. According to the inventory of presentation equipment, the Shelbyville Unit School District seems to have an abundance of equipment. However, as noted on the inventory (Appendix A), much of the equipment is old or in bad repair. A comparison of equipment on hand with the recommendation of the various standards will be made below. Because the standards vary somewhat, they are combined to form a table which seems reasonable and realistic for the Shelbyville District. (Table 4)

To use projection equipment efficiently and with the best results it would be necessary to provide each room with darkening blinds and permanently mounted projection screens. This will not only give a better image in projection in all types of light, but will encourage the teachers to use the projection equipment more.

Until there is the possibility of establishing a unit-wide instructional materials center, it will be necessary for each building to have production equipment available for the teachers' use. It would be well to have this equipment available even after the establishment of an instructional materials center.

At the present time, two buildings have dry process copy machines capable of making transparencies and other visuals. It is necessary for the effective use of the overhead projector to have a copy machine available in each school in order for all teachers to have easy access.

Table 4

EQUIPMENT RECOMMENDATIONS

<u>Presentation Equipment</u>	<u>DAVI Standard</u>	<u>No. Needed For Standard</u>	<u>No. on Hand</u>	<u>Needed</u>
16 mm projector	1/10 teaching station	9	14	0 ¹
8 mm projector	1/building or library	5	0	5 ²
filmstrip projector	1/3-10 teaching stations	8-9	14	0 ³
overhead projector	1/3-4 teaching stations	18-30	8	10-22 ⁴
opaque projector	1/building	5	3	4 ⁵
record player	1/room - elementary 1/5-10 teaching stations (High School)	39	19 4	20 0
tape recorders	1/10 teaching stations	9	4	7 ⁶
projection screens	1/1-2 classrooms	45-90	26	20-60 ⁷
radio	1/school	5	1	4
projection carts	1/piece of equipment	50	7	43 ⁸
television	1/building	5	4	2 ⁹

1. 9 of 14 are in one building - should be divided more proportionately between teachers in various buildings
2. in addition, an adequate collection of 8 mm ^{film} tapes should be started
3. several are in poor condition-should be divided more equally
4. too few on hand for anyone to use effectively
5. of 3 on hand, 2 are in poor to unusable condition
6. 2 are in unusable condition
7. lack of permanent mounted screens and darkening facilities will be discussed
8. because of lack of carts, hard to use equipment effectively
9. 1/building is enough until more educational TV facilities are available

The district has one diazo transparency machine in Moulton Junior High. It is necessary to eventually have enough of these machines available to all schools. Production materials for the making of visuals of all types are needed in all buildings. It is realized that it would be impossible to meet the equipment requirements in one year. The sections dealing with priorities and implementation will discuss this further.

Teacher Education: Use of Equipment and Production of Materials. In order to get teachers to use audio-visual materials, it will be necessary to show them what is available, how materials and equipment can be used, and ways to make inexpensive but useful production aids. All the equipment in the world can be available but will not be of any importance unless the teachers use effectively the materials and equipment on hand. Unfortunately many teachers in the district feel they have had many inefficient teacher training or in-service programs in all areas. The major complaints are as follows: sessions are too long; they are given at a time when teachers are most tired; too much material to be covered at one time; very little follow through. It is necessary, however, to have some type of in-service programs because many of the teachers have had little or no training in the use of audio-visual equipment and materials, and much of the equipment, materials, and techniques are relatively new. The question is how Shelbyville can have effective in-service programs that will cause teachers to use and experiment with the existing equipment and materials. At the same time the programs cannot be boring, time-consuming, and with no follow-through. Probably the most effective type of program would be handled on an individual basis; that is, to show teachers in their free periods a new machine or a new or different way of using materials. At the same time, being careful

not to tell them what to do but rather to tell them what is available and what can be done. If questions arise concerning machine or equipment, these should be answered quickly but to the point. It is realized that the Shelbyville school system is too large for a Media Specialist to see everyone individually to discuss new ideas and innovations. Therefore, some formal programs will be necessary. These programs should have a small group, there should be one topic and one only per meeting, and the meeting should be over as soon as possible.

Repair of Equipment, Storage and Work Area. One of the major complaints in addition to availability of materials was the working condition of the equipment. Most all of the repair of equipment is done by the distributors. Unfortunately the distributor is not always able to service the machine when a breakdown occurs. Sometimes machines are out of order for several weeks even if the problem is minor. In this connection it is recommended (1) that some person from the district be trained in the repair of audio-visual equipment; (2) when present equipment is replaced or additional equipment is bought for the district, that the new equipment be of the same make. Thus repair would be easier and parts could be stocked for quicker repair. This would take time to implement, but eventually the equipment could be repaired faster. Each school in the district should provide ample storage facilities for all of its audio-visual equipment. This storage area should be in a centralized area where all can use it easily. In the buildings that have two or more floors, suitable storage areas should be provided for each floor for the heavier, less portable equipment. The idea of centralized storage should also be combined with individual classroom storage. The more effective audio-visual program will be a blend of both types. The program and the determination of where equipment is to be stored must

constantly be re-evaluated. The centralized storage would have to be used in connection with large expensive equipment such as a motion picture projector, which is used only on special occasions (when a film has been ordered). Other equipment which could and should be used on a moment's notice, as an overhead projector, should be located in the individual classroom. This equipment should be thought of as personal teaching and much like the blackboard or bulletin board.⁷ In each school building, space should be provided for the teachers to have a place to prepare audio-visual materials.

Establishment of a Materials Program with an Instructional Materials Center.

According to the American Library Association the basic purposes of an instructional materials center is "to locate, gather, provide and coordinate a school's materials for learning and the equipment required for use of these materials".⁸ A school should have a program that first of all acquires and uses additional media. An adequate program must not only acquire new materials, but also must inventory what is already on hand. It should be the responsibility of the person in charge of the media center to get the materials into the hands of the teachers and students. This is a basic and important step because this involves the training of students and teachers alike. The school must be aware that various materials are available and also know how to use these materials. A good materials program should be able to provide a place for the staff to make various inexpensive materials which will be of help to students

⁷Lloyd H. Van Raaltle, "Audio-Visual Aids Belong in the Classroom," American School and University, Vol. 38, Number 8 (April, 1966), pp. 31-33.

⁸American Association of School Librarians, Standards for School Library Programs, (American Library Association, 1960) p.12.

and teachers in the learning process. This idea can be carried one step further in training teachers to make simple materials of their own. The media center is a resource center, a place where materials are found, but where information can also be found. The center should be the area where the materials are stored, maintained, repaired, processed, and checked out for use. It should be able to have the responsibility of all media with the exception of the teachers' personal teaching tools. It would be the job of the media center to find out new innovations, new ideas, and if practicable, acquire these and make sure the school is aware of them. The materials center should provide materials and places available for independent study by both teachers and students. These materials should be available for use at home as well as at school. The most important objective is to work with the teachers to aid in making a better learning situation.

The eventual goal of the school district should be the establishment of an instructional materials center in each school in the district. The district has a choice of going in two directions concerning audio-visual materials. One would be the establishment of a distinct audio-visual department separate from the library in each school. The other choice would be a combination of library and audio-visual center in each school. The second of these possibilities is recommended for the Shelbyville Unit School District. This might be a long, expensive process that would require great cooperation between the librarian, the audio-visual director, the teachers, and the administration.

Priorities and Implementation. The recommendations mentioned above would be ideal for the establishment of an effective program. However, to create this type of program would take a considerable amount of time and money. It is suggested that two things can be done to get the

program established. The other things could follow at a later date once an initial program is started.

Priority number one would be the creation of a full-time Audio-Visual Director whose responsibilities would be the ones mentioned under the previous part of the recommendations. His principal job in the initial years would be to establish the program. This should be a full-time position since there is no adequate program at the present time, and it would require full-time work to provide the services mentioned.

Priority number two would be the establishment of an audio-visual budget. Included within this budget would be a three year purchase plan to bring the equipment and materials up to the DAVI standards mentioned in the general recommendations. The following is a suggested budget which would be necessary to establish and continue an effective program:

1. The Shelbyville Unit School District #4 has approximately \$17,925.00 worth of equipment at the present time.* This is assuming that all the equipment is new, which it is not. Readings on the subject of depreciation figure that school machines will last about ten years with average use. Therefore, it is recommended that \$1,792.00 be spent per year over a ten year period to replace present equipment to keep it at the present level.

2. Annual Servicing Costs of Major Equipment on Hand

<u>Service cost/unit/year</u>	<u>Type of Unit</u>	<u>No.</u>	<u>Cost All Units</u>
\$17.00	16 mm projector	14	\$255.00
4.75	filmstrip projector	14	66.50
5.00	record player	23	115.00
6.00	tape recorder	4	24.00
	other		200.00
			<u>\$660.50</u> **

* Based on manufacturers prices in catalogs 1966-1967

** This would have to be increased with additional purchase of equipment

3. Annual Replacement Costs

<u>Replacement Items</u>	<u>No. Needed</u>	<u>Cost/Unit</u>	<u>Cost</u>
16 mm projector lamps 4/projector - 14 mach.	56	\$2.00	\$112.00
filmstrip projector lamps 3/projector - 14 mach.	42	1.50	63.00
overhead projector lamps 3/projector - 8 mach.	24	2.50	60.00
take-up belt 16mm projector 1/machine	14	1.50	21.00
miscellaneous			<u>50.00</u>
			<u>\$306.00</u>

4. Equipment Purchases to Meet Standards in 3 Years

<u>Item</u>	<u>No. Needed</u>	<u>Unit Cost</u>	<u>Total Cost</u>	<u>Cost Per Yr.</u>
16 mm projector	0	\$600.00	0	0
8 mm projector	5	70.00	\$350.00	\$117.00
filmstrip projector	0	115.00	0	0
overhead projector	10-22	200.00	\$2000-\$4400	\$666-\$1469
opaque projector	4	350.00	\$1400.00	\$466.00
tape recorder	7	150.00	\$1050.00	\$350.00
projection screens	20-60	50.00	\$1000-\$3000	\$330-\$1000
projection carts	33	40.00	\$1320.00	\$440.00
record players	20	75.00	\$1500.00	\$550.00
darkening facilities	58rms.	150./room	\$8700.00	\$2900.00
dry copy machine	3	200.00	\$600.00	\$200.00
			<u>Total</u>	<u>\$6,020.00</u>

5. The present value of audio-visual materials (filmstrips, records, slides, films) is approximately \$4,900.00 in the district. At an estimated life of 5 years per item, it would be necessary to spend \$980.00 per year for 5 years to keep materials at the present level.

6. To meet standards, the district needs approximately 1500 filmstrips at an estimated cost of \$5.00 each or \$7,500.00. Divided over 5 years this would be \$1,500.00 per year. In addition to this, approximately \$1,000.00 per year will be needed for other materials.
7. Summary of Proposed Budget

A. Maintain at present level

Equipment Replacement (10 year period)	\$1,792.00
Equipment Servicing (approx.)	660.00
Equipment Supplies (lamps, belts)	306.00
Material Replacement (5 year period)	<u>980.00</u>
Total A	\$3,738.00

B. To Achieve Minimum Recommended Standards in 3-5 Years

Equipment Purchase (additional -3 years)	6,020.00
Materials Purchase (additional -5 years)	<u>2,500.00</u>
Total B	\$8,520.00
Total A and B	\$12,258.00

It must be noted that several of the items are non-recurring expenditures. (Ex. darkening facilities). When additional equipment is purchased to bring the district to where standards are achieved, future purchase would be required for replacement items only. ^{9, 10}

Superintendent Webb states that the cost per year per capita is approximately \$512.00. Most of the DAVI recommendations (see Chapter III) urge the expenditure of 1% of the per capita figure to keep the

⁹William Henry Durr, "Hawaii's Public School Audio-Visual Program", Educational Screen and Audio-Visual Guide, Vol. 42 (December, 1963) pp. 670-673.

¹⁰James W. Brown and Kenneth D. Norburg, Administering Educational Media (New York: McGraw Hill Book Company, 1965), pp. 151-156.

audio-visual program at the present level. This would be \$5.12 per student per year. Figuring 1887 students in the district, this would amount to \$9,661.44. This figure is only \$2,596.56 over the entire budget proposed above. This budget is realistic and with the help of the various Federal Titles mentioned later, can be put into operation without too much financial strain on the school district.

The first step in the implementation would be the establishment of a starting point by knowing what is available and what is needed. It is hoped that this study can be used as such a starting point and that the recommendations can be used in the light in which they were presented with the hope of establishing an effective, growing audio-visual program in the Shelbyville Unit School District #4.

The second step would be to obtain the interest of the school board, administration, and the teachers. One way that this interest might be generated would be to have them visit existing programs in other schools in order for them to become aware of the possibilities of audio-visual materials, equipment and programs rather than reading or hearing about them. Teachers, since they will be using the materials in the classroom, must be encouraged to voice their needs and attitudes concerning the program. Cooperation between teachers and administrators is absolutely necessary to establish an effective program. Teachers and the administration, along with the proposed Audio-Visual Director, must all have a part in setting up the proposed services.

As noted before, to bring the Shelbyville Unit School District #4 to a place recommended by the DAVI standards, a great deal of money is needed. Certain aspects of the National Defense Education Act have been revived and limited amounts of equipment and films can be purchased.

However, with the enactment of the Elementary and Secondary Education Act (Public Law 89-10) a great deal of money is now available for the purchase of additional materials and equipment. Title I under this law provides "financial assistance to local agencies for special educational programs in areas having high concentration of children of low income families".¹¹ The district has availed itself of the use of this Title in the purchase of educational equipment last year (Appendix A). It is conceivable that some of the needed equipment could be obtained this year under the Title I program. Title II of Public Law 89-10 gives financial aid for the purchase of "school library resources, textbooks,¹² and other instructional materials". Under Title II the school could purchase the needed films, filmstrips, and other audio-visual materials. There is no poverty requirement for Title II.

Implementation will have to be a gradual process. All the recommendations cannot be put into effect at once. A groundwork will have to be established (Audio-Visual Director and an Audio-Visual budget). From this beginning, more elaborate services may be established.

¹¹"A Description and Analysis of the Elementary and Secondary Education Act of 1965", American Education, Vol. 1, No. 4, April, 1965, p. 14.

¹²Ibid., p.16.

APPENDIX A

AUDIO-VISUAL EQUIPMENT INVENTORY

HIGH SCHOOL

<u>ITEM</u>	<u>AGE</u>	<u>CONDITION</u>
B & H Movie Projector	6	Fair
B & H Movie Projector	6	Fair
B & H Movie Projector	4	Good
B & H Movie Projector	4	Good
RCA 400 Movie Projector	6	Good
RCA 400 Movie Projector	5	Fair
Sportsmaster Movie Projector	8	Good
B & H Movie Projector	New	New *
B & H Movie Projector	New	New * *
SVE Film Strip Projector	25	Poor
Viewflex Filmstrip Projector	6	Good
Viewflex Filmstrip Projector	6	Good
Standard Filmstrip Projector	6	Good
B & H Autoload Filmstrip Projector	New	New *
B & H Filmstrip Projector	New	New * *
Viewflex Filmstrip Projector	New	New * *
Kodak Model 800 Slide Projector	New	New *
Wollensack Tape Recorder	1	Good
B & H Tape Recorder	4	Good
Mirandette Tape Recorder	New	New *
Webcor Phonograph	10	Fair
V-M Phonograph	10	Fair
Califone	5	Good
Audio Tronics Record Player	New	New *
Travelgraph Overhead Projector	1	Good
Besler Overhead Projector	New	New
Porta-Scribe Overhead Projector	New	New
Besler Overhead Projector	New	New *
Bausch & Lomb Opaque Projector	10	Poor
Spotlight Opaque Projector	6	Good
Large screen with tripod		Poor
Small screen with tripod		Fair
10 screens mounted in rooms		
Zenith television, 21"	10	Poor
Zenith television, 21"	New	New *
Westinghouse Clock-Radio	10	Fair
AM-FM Radio	1	Good
Audio-Visual Tables (2) hand made		Good
Film Strips (100)		

APPENDIX A - Continued

MOULTON JUNIOR HIGH

<u>ITEM</u>	<u>AGE</u>	<u>CONDITION</u>
RCA 410R Movie Projector	1	Excellent
B & H, 81761, Movie Projector		Good-Fair
B & H Filmosound	10	Good
Graflex School Master Filmstrip Proj.	3	Excellent
Standard Filmstrip Projector	10	Fair
Webcor Tape Recorder	10	Not working
Collegiate Phonograph		Fair
Collegiate Phonograph		Fair
Zenith Phonograph		Not working
Voice of Music Phonograph	5	Good
Mitchell Phonograph	7	Good
Royval V-U Graph Overhead Projector	1	Good
Travelgraph Overhead Projector	11	Excellent
Bausch & Lomb Opaque Projector	10	Poor
Radiant screen with tripod		Good
Wilson Rearview Projector	1	Excellent
DaMaster Rearview Projector	7	Fair
Wall screens		
Admiral Television	2	Good
Silvertone Television	10	Poor
Viewflex Dry Process	New	New *
Viewflex Diazo Copier	New	New *
Audio-Visual Tables (3)		Good
T.V. Stand	2	Good
Overhead Stand	1	Good
Filmstrips - Records		

MAIN STREET SCHOOL

RCA Model 416R, Movie Projector	1	Excellent
Standard Filmstrip Projector	10	Good
Newcomb Phonograph	7	Excellent
Zenith Phonograph	8	Good
Zenith Phonograph	8	Good
Zenith Phonograph	8	Good
Zenith Phonograph	8	Poor
Zenith Phonograph	8	Poor
Webcor Phonograph	5	Good
Travelgraph Overhead Projector	1	Excellent
Radiant Wall Screens (2)	15	Poor
Admiral Television	1	Excellent
Film Strips - Records		

APPENDIX A - Continued

VINE STREET SCHOOL

<u>ITEM</u>	<u>AGE</u>	<u>CONDITION</u>
B & H Filmosound Movie Projector	23	Fair
Standard Filmstrip Projector	10	Good
Mitchell Phonograph	25	Poor
Columbia Phonograph	20	Fair
Decca Phonograph	5	Excellent
RCA Phonograph	1	Excellent
Da-Lite wall screen	5	Excellent
Silvertone Radio	30	Poor
Filmstrips - Records		

WESTERVELT SCHOOL

B & H Movie Projector	15	Good
Graflex Filmstrip Projector	New	New
SVE Pictural Filmstrip Projector	20	Poor
Besler Overhead Projector	New	New *
Trio-matic V-M Phonograph	15	Not working
Hamilton Electric Phonograph	5	Good
Da-Lite screen with tripod	10	Good

* ESEA Title I, 1965

** NDEA Title III, 1965

APPENDIX B

SURVEY OF TEACHER NEEDS AND USES
OF AUDIO-VISUAL MATERIALS

1. The following audio-visual equipment is available for teachers' use in this district. Approximately how many times per month do you use the equipment. Please check.

	16 mm movie projector	filmstrip projector	slide projector	record player	tape recorder	opaque projector	dry copy machine
1. 0							
2. 1-2							
3. 3-4							
4. 5-6							
5. more than 6							
2. If you use the equipment above very seldom, please check the reason(s).							
1. equipment is not available							
2. I do not know how to use it.							
3. I cannot see how I could use it effectively							
4. I do not have the time.							
5. all of these							
6. other (please explain below)							

APPENDIX B - Continued

3. Briefly, what would be the biggest help to you concerning audio-visual equipment, materials, etc.?
4. What do you feel is the biggest drawback concerning our audio-visual program? (equipment, help, time)
5. Do you feel that it is necessary to have someone to coordinate an audio-visual program, order films, care for and check out materials and equipment, offer in-service workshops, etc., in our district? Yes _____ No _____
6. If no to question 5, why? Briefly
7. If yes to question 5, what would you feel a coordinator's most important job would be?
8. If you use audio-visual materials or equipment in some effective or unusual way, would you mind briefly describing?
9. Would you welcome an in-service program that would show various uses of audio-visual equipment and materials?
Yes _____ No _____
10. Is there any equipment that you feel our district needs for teacher use?

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