

AN EVALUATION OF SELECTED ASPECTS OF THE ORGANIZATION
AND ADMINISTRATION OF OKLAHOMA'S AUDIO-VISUAL
PROGRAM

By

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TABLE OF CONTENTS

Chapter	Page
I. THE PROBLEM AND THE METHOD OF INVESTIGATION	1
Introduction.	1
The Problem	1
Purpose of the Study.	2
Scope and Limitations	3
Basic Assumptions	5
Methods of Investigation and Procedures	5*
Definition of Terms	6
Construction of Questionnaires.	8
Representativeness of Responses	10
Summary	12
II. HISTORICAL BACKGROUND	14
Introduction.	14
Related Literature.	14
Oklahoma Audio-Visual Activities.	21
Summary	29
III. DEVELOPMENT OF CRITERIA	30
Introduction.	30
Selection of the Jury	30
Questionnaire Used in Developing Criteria	33
Formulating the Criteria.	39
Statement of Criteria	60
Summary	64
IV. METHOD OF COLLECTING AND EVALUATING THE DATA.	65 x
Introduction.	65
Obtaining the Data.	65
Method of Evaluation.	68
Summary	69
V. ANALYSIS AND EVALUATION OF SELECTED ASPECTS OF THE OKLAHOMA AUDIO-VISUAL PROGRAM	71
Introduction.	71

TABLE OF CONTENTS (Continued)

Chapter V (Continued)	Page
Part I. Organization and Administration.	72
Organization and Administration in General.	72
Liaison Activities.	77
Advisory Council.	80
Consultative Help and In-Service Training	81
Cooperation Between Administrative Levels	84
Involvement of Teachers	85
Part II. Teacher Education	89
Teacher Education in General.	89
Audio-Visual Course Work.	91
Consultation and Leadership in In-Service Study	94
Cooperation in In-Service Training.	95
Part III. Dissemination of Audio-Visual Information.	98
Dissemination of Information in General	98
School Personnel and Lay People	99
Greater Use of Audio-Visual Materials	102
Teacher-Student Production.	103
Bulletins, Handbooks, and Study Guides.	105
Part IV. Research and Evaluation	108
Research and Evaluation in General.	108
Self-Evaluation Activities.	109
Major and Minor Research.	113
Part V. State Tax Support.	117
State Tax Support in General.	117
Local Participation	119
Need for Subsidization.	124
Library Growth.	127
Matching Funds.	128
Purpose of Financial Support.	132
Amortization and Handling Cost.	137
Part VI. Film Distribution	140
Distribution in General	140
Number of School Units.	142
Transportation Facilities	143
Number of Prints.	143
Kinds of Materials.	144

TABLE OF CONTENTS (Continued)

Chapter V (Continued)	Page
Distance from Centers	146
Teacher Education Responsibilities.	147
Variety of Materials.	149
Local School Materials Libraries.	150
County Cooperative Film Libraries	152
Centralized Distribution.	153
VI. SUMMARY AND CONCLUSIONS	156
Introduction.	156
Problem and Purpose of the Study.	156
Method of Investigation	157
Development of Criteria	158
Method of Evaluation.	159
Summary of Findings	161
Concomitant Findings.	165
Conclusions	167
Recommendations	169
Recommendations for Further Study	170
General Summary	172
SELECTED BIBLIOGRAPHY	174
APPENDICES.	176

LIST OF TABLES

Table	Page
1. Number and Percentage of Schools and Counties in Oklahoma Responding to Audio-Visual Questionnaire . . .	11
2. Number and Percentage of Oklahoma Schools Responding to Audio-Visual Questionnaire, by Size of School. . . .	11
3. Number and Percentage of Teachers in Oklahoma Schools and Counties Responding to Audio-Visual Questionnaire .	12
4. Percentage of Oklahoma Schools and Counties Responding to Different Letters Regarding the Audio-Visual Questionnaire	12
5. Product-Moment Correlation of Raw Score Totals on Each Item for Responses by the Re-test Group	37
6. Mean Score and Total Jury Responses on Each of the Organization and Administration Characteristics of a State-Wide Audio-Visual Program	40
7. Mean Score and Total Jury Responses on Each of the Teacher Education Characteristics of a State-Wide Audio-Visual Program.	44
8. Mean Score and Total Jury Responses on Each of the Dissemination of Information Characteristics of a State-Wide Audio-Visual Program	46
9. Mean Score and Total Jury Responses on Each of the Research and Evaluation Characteristics of a State-Wide Audio-Visual Program	48
10. Mean Score and Total Jury Responses on Each of the Tax Support Characteristics of a State-Wide Audio-Visual Program.	50
11. Mean Score and Total Jury Responses on Each of the Distribution Characteristics of a State-Wide Audio-Visual Program.	54
12. Number of Regional Film Libraries in Oklahoma, Including Number of Films, and Film Uses by Years, 1947-53	75

LIST OF TABLES (Continued)

Table	Page
13. Number of County Film Libraries in Oklahoma, Including Number of Films, and Film Uses, 1947-53	75
14. Number of Local School Film Libraries in Oklahoma, Including Number of Films, and Film Uses, 1947-53	76
15. Percentage of Oklahoma Schools Reporting Cooperation with Community Groups in the Use of Audio-Visual Materials, by Type and Size of Schools.	78
16. Percentage of Oklahoma Counties Reporting Cooperation with Community Groups in the Use of Audio-Visual Materials, by Type of County.	79
17. Percentage of Oklahoma Schools Reporting Use of Audio-Visual Consultants, by Type and Size of Schools	82
18. Percentage of Oklahoma Counties Reporting Use of Audio-Visual Consultants, by Type	83
19. Number of Conferences, Workshops, Clinics, and Film Previews, Reported by Oklahoma Colleges and State Department of Education	85
20. Percentage of Oklahoma Schools with Teachers Participating in the Selection of Films, by Type and Size of Schools.	86
21. Percentage of Oklahoma Counties with Teachers Participating in the Selection of Films, by Type. . . .	87
22. Number of Films and Number of Film Bookings Reported by Oklahoma Regional Film Libraries for Years 1946-53 .	90
23. Number of Film Bookings Reported for On-Campus and Off-Campus Use by Oklahoma Regional Film Libraries for Years 1946-53	91
24. Number of Audio-Visual Courses and the Kinds of Audio-Visual Pre-Service Opportunities Offered by Oklahoma Colleges.	92
25. Percentage of Oklahoma School Teachers Reporting Completions of Audio-Visual Course Work, by Type and Size of Schools	93
26. Percentage of Oklahoma Schools Reporting Dissemination of Audio-Visual Information to Teachers, by Type and Size of Schools	100

LIST OF TABLES (Continued)

Table	Page
27. Percentage of Oklahoma Counties Reporting Dissemination of Audio-Visual Information to Teachers, by Type.	101
28. Percentage of Oklahoma Schools Reporting Teacher-Student Production of Simple Instructional Materials, by Type and Size of Schools	104
29. Percentage of Oklahoma Counties Reporting Teacher-Student Production of Simple Instructional Materials, by Type	105
30. Percentage of Oklahoma Schools Reporting Self-Evaluation of Audio-Visual Program, by Type and Size of Schools.	110
31. Percentage of Oklahoma Counties Reporting Self-Evaluation of Audio-Visual Program, by Type of Counties.	112
32. Percentage of Oklahoma School Teachers Reporting Completion of Audio-Visual Research, by Type and Size of Schools.	113
33. Percentage of Oklahoma County Teachers Reporting Completion of Audio-Visual Research, by Type of Counties.	115
34. Amount of State Subsidy Appropriated and Expended in Oklahoma, by Years 1947-53.	117
35. Number of Oklahoma Schools Applying for and Participating in Matching Funds and Percentage of Total Amount of Applications Matched, 1947-53	118
36. Percentage of Oklahoma Schools Reporting Use of Local Budget and State Subsidy for Audio-Visual Purposes, by Size of Schools, 1947-52.	120
37. Percentage of Oklahoma Schools Reporting System-Wide Audio-Visual Coordinators, by Type and Size of Schools.	122
38. Percentage of Oklahoma Counties Reporting Audio-Visual Coordinators, by Type of County	124
39. Percentage of Oklahoma Schools Reporting Use of Local Budget and State Subsidy for Audio-Visual Purposes, by Type of Schools, 1948-52	125

LIST OF TABLES (Continued)

Table	Page
40. Percentage of Oklahoma Counties Reporting Use of Local Budget and State Subsidy for Audio-Visual Purposes, by Type of Counties, 1947-52.	126
41. Total Number of Film Libraries in Oklahoma, Including Number of Films and Film Uses, 1947-53.	127
42. Percentage of Oklahoma Counties Expressing a Preference for and Method of Financial Subsidy to Purchase Audio-Visual Materials, by Type of Counties	129
43. Percentage of Oklahoma Schools Indicating the Value of State Matching Funds, by Type and Size of Schools . . .	130
44. Percentage of Oklahoma Counties Indicating the Value of State Matching Funds, by Type.	131
45. Percentage of Oklahoma Schools Owning Film and Film-strip Libraries and/or Participating in County Cooperative Film Libraries, by Size of Schools.	133
46. Percentage of Oklahoma Schools Owning Film and Film-strip Libraries and/or Participating in County Cooperative Film Libraries, by Type of Schools.	133
47. Percentage of Oklahoma Schools Reporting the Method of Participation in County Cooperative Film Libraries, by Type and Size of Schools	134
48. Percentages of Oklahoma Schools Reporting Films Obtained from Sources other than Local and County Libraries, by Size of Schools	134
49. Percentages of Oklahoma Schools Expressing a Preference for and Method of Financial Subsidy to Purchase Audio-Visual Materials, by Type and Size of Schools	136
50. Percentage of Oklahoma Schools, Counties, and Regional Film Libraries, Reporting the Charge of Fees and Rentals for Audio-Visual Materials, by Type of Schools.	137
51. Number and Kinds of Audio-Visual Equipment in Regional Film Libraries in Oklahoma, 1946-53	144
52. Number of Oklahoma Regional Film Libraries Owning Various Kinds of Audio-Visual Materials	145
53. Amount of Expenditures Reported for Audio-Visual Materials by Oklahoma Regional Film Libraries, 1947-53.	148

LIST OF TABLES (Continued)

Table	Page
54. Amount of Expenditures Reported for Audio-Visual Equipment by Oklahoma Regional Film Libraries, 1946-53	149
55. Percentage of Oklahoma Counties Owning Film and Film-strip Libraries and/or Participating in Cooperative Film Libraries, by Type of Counties	153
56. Number of Films and Number of Film Bookings Reported by Oklahoma Regional Film Libraries for Years, 1947-53.	189
57. Number of Film Bookings Reported for On-Campus and Off-Campus Use by Oklahoma Regional Film Libraries, 1947-53	190
58. Number and Percentage of Oklahoma Schools and Counties Reporting Sources of Revenue for Audio-Visual Purposes, by Type and Size of Schools and Counties.	191
59. Amount of Expenditures Reported for Audio-Visual Materials in Oklahoma Regional Film Libraries, 1946-53.	192
60. Amount of Expenditures Reported for Audio-Visual Equipment in Oklahoma Regional Film Libraries, 1946-53.	193
61. Number and Kinds of Audio-Visual Equipment in Oklahoma Regional Film Libraries, 1947-53.	194
62. Kinds of Audio-Visual Materials in Oklahoma Regional Film Libraries.	195

LIST OF ILLUSTRATIONS

Figure	Page
1. Oklahoma Audio-Visual Education Program.	73
2. Evaluative Profile of the Organization and Administrative Aspects	88
3. Audio-Visual Clinics Held in Oklahoma.	96
4. Evaluative Profile of the Teacher Education Aspects. .	97
5. Evaluative Profile of the Dissemination of Information Aspects.	107
6. Evaluative Profile of the Research and Evaluation Aspects.	116
7. Evaluative Profile of the State Tax Support Aspects. .	139
8. Oklahoma Film Distribution System.	141
9. Evaluative Profile of the Film Distribution Aspects. .	154
10. Mean Scores of the Jury of Experts on Program Characteristics of the Oklahoma Audio-Visual Program .	160

CHAPTER I

THE PROBLEM AND THE METHOD OF INVESTIGATION

Introduction

The purpose of this chapter is to describe the problem and state the purposes of this investigation. The chapter also includes a description of the scope and limitations of the study, definitions of certain terms, and a description of the methods of the investigation.

The Problem

The problem of this investigation is to determine the strong and weak points of selected aspects of the state-wide audio-visual program in Oklahoma.

Planned audio-visual activities in Oklahoma began in 1904. From 1904 to 1945 these activities, although extremely limited, were carried on by a few individuals from some of the colleges, a few county superintendents and local school leaders. However, available records fail to indicate any systematic, or organized effort toward a state-wide audio-visual program during this period of time. In 1947, a state-wide audio-visual program was initiated and has been in operation since that time. It is this latter phase of the Oklahoma program with which this investigation deals.

It is estimated that more than one million dollars was spent in Oklahoma for the purchase of audio-visual equipment and materials

during the last six years. Also, a considerable amount of time and effort was invested in the promotion and development of state-wide audio-visual activities during the same period of time. Consequently, certain questions have arisen. How well is the state-wide audio-visual program serving the schools? Are the administrative and organizational aspects of the program facilitating the availability of materials to the classrooms of the state? Do teacher education institutional activities facilitate the program? Is financial subsidy from the state legislature being used to facilitate the audio-visual program? Are evaluation and research activities in the audio-visual field being carried on among the various administrative levels? Does the Oklahoma film distribution system make materials more accessible to the classrooms? An examination of some of the characteristics of the Oklahoma program should reveal some answers to these questions.

The available literature relating to state-wide audio-visual programs was examined for leads and insights in this investigation. Most of the studies on this subject are status studies. A few deal with program elements for the purpose of determining desirable recommendations for initiating a specific state program. As far as can be determined, no evaluative study of an existing state-wide audio-visual program has been made.

Purpose of the Study

The purpose of the investigation is primarily twofold: (1) to develop criteria by which data relative to the Oklahoma audio-visual program can be evaluated, and (2) to evaluate selected aspects of the

Oklahoma program in terms of these criteria. In addition, the study proposes to accomplish the following secondary purposes: (1) serve as a guide to those who might wish to evaluate other state-wide audio-visual programs, (2) suggest recommendations to the Oklahoma Legislature with respect to needed changes in the Oklahoma Code regarding the state-wide audio-visual program, and (3) suggest recommendations to Oklahoma school leaders with respect to needed changes in the organization and administration of the Oklahoma audio-visual program.

Scope and Limitations

This investigation is confined to a study of six major aspects of the organization and administration of the Oklahoma audio-visual program. Each major aspect includes several elements and activities which appear to be characteristic of state-wide audio-visual programs. For the purposes of this study these are called characteristics.

The first major aspect is the structural organization, involving four administrative levels including the state, regional, county, and local schools. This aspect includes the following characteristics: advisory council, liaison activities, cooperation of administrative levels, consultative services, and the involvement of teachers in audio-visual activities.

A second major aspect deals with the administrative activities pertaining to teacher education. This aspect includes the following characteristics: audio-visual course work, cooperation in the in-service training in audio-visual problems, and consultative and leadership responsibilities.

The third major aspect deals with the administrative aspects of dissemination of audio-visual information. This includes the following

characteristics: dissemination of audio-visual information to school personnel and lay people, the preparation of bulletins, study guides, and handbooks, assistance and promotional direction of teacher-student production of learning aids, and the stimulation of a greater use of appropriate audio-visual materials.

A fourth major aspect deals with research and evaluation activities. This includes such characteristics as major and minor research projects, and self-evaluation activities.

The fifth major aspect deals with tax support at the state and local administrative levels. It includes the following characteristics: the relation of state tax support to film library growth, subsidization for the initial capital outlay for films, matching fund support, purposes for which financial support should be provided, local participation, and fees for amortization and handling costs.

A sixth major aspect deals with film distribution practices. This includes the following characteristics: centralization of distribution, decentralization of distribution, location of distribution centers, types of materials circulating from regional libraries, establishment of local school film libraries, establishment of county film libraries, and kinds of materials for school use.

This investigation attempts to determine the strengths and weaknesses of each of the major aspects including its sub-items or characteristics.

The absence of scientifically validated criteria for evaluation of audio-visual programs requires the development of an instrument which can be used for such criteria. Although several checks indicated

the validity of the developed instrument, its exact precision is unknown. Therefore, it has been necessary to support the conclusions objectively obtained with further evidence from reason and inference. This constitutes a limitation of the study and will be treated in detail in Chapter III.

Basic Assumptions

This study is undergirded by the following assumptions:

1. Audio-visual materials such as films, filmstrips, recordings and other audio-visual devices are an integral part of the modern day curriculum.
2. Efficient administration within the framework of an effective organization is essential to the utilization of materials in a state-wide audio-visual program.
3. The primary function of a state-wide audio-visual organization is that of leadership and coordination for the purpose of improving instruction through the use of audio-visual materials.
4. A state-wide audio-visual program as a special activity of the state education authorities is logically and educationally sound.

Methods of Investigation and Procedures

Two methods are principally employed in this investigation, the appraisal method and the questionnaire method. The appraisal method is used in developing criteria and in the evaluation; the questionnaire method is used in obtaining data pertinent to the study. The interview method is used to a limited extent in developing the criteria and in obtaining certain data from the regional film libraries.

The plan of attack on the problem called for two major steps: (1) the development of criteria to evaluate the Oklahoma audio-visual program, and (2) the collection, analysis, and evaluation of data on the Oklahoma audio-visual program from 1947 to 1953.

The direct appraisal method, through the use of a jury of experts, seemed to be an appropriate method for developing criteria for the evaluative aspects of the study. This involved the selection of a jury of highly competent authorities in the audio-visual field, and the formulation of a list of tentative criteria. Although the available literature was utilized to some extent in both the selection of the jury and in formulating the tentative criteria, main reliance was on information gained through personal interview.

The attack on the problem makes it necessary to ascertain the prevailing conditions of the audio-visual program in Oklahoma. This requires data from a large number of sources in widely separated geographical locations, some of which are public school administrators, records and reports from the State Department of Education, records and reports from the Regional Film Libraries in Oklahoma, and personal interviews. The questionnaire method was selected as an appropriate method for this aspect of the study.

Definition of Terms

The term "state-wide audio-visual program" as used in this study is intended to mean an organized and systematic plan of making audio-visual materials available to the classrooms of the state through financial support, and leadership efforts at the state, county and local levels, and the active cooperation of state institutions of teacher education.

The term "audio-visual materials" as used in this study is intended to mean all instructional materials other than printed materials and laboratory equipment regularly housed in departments. It includes all other devices designed to facilitate instruction, with particular emphasis upon films.

The term "selection of materials" is used with two distinctions: (1) in connection with practices of selecting or procuring films and other materials for placement in the local film library, and (2) the practice of selecting materials for specific use in particular classroom situations by teachers.

The term "cooperative film library" is used to mean a number of schools participating cooperatively by depositing films and/or paying a pro rata fee into the library.

The term "distribution center" is used to mean a place from which audio-visual materials are circulated for classroom use.

The term "administrative level" is used to mean anyone of four administrative organizations, namely: (1) the state, which includes the State Department of Education and/or its delegated agencies, (2) regional, which includes the regional film libraries at nine designated institutions of higher learning, (3) county, all the school systems under the leadership of the county superintendent, and (4) local, all local independent school districts.

The term "matching funds" or "matching basis" is used to mean financial support provided by the state legislature on some percentage basis contingent upon the local schools participating in the support.

The term "film" is used to mean 16mm sound motion picture films.

The term "characteristic" is used to mean any or all of the items included under a major aspect of a state-wide audio-visual program.

Construction of Questionnaires

In order to facilitate the investigation it was necessary to construct two kinds of instruments, a questionnaire for obtaining judgments from the jury of experts, and a questionnaire designed to obtain information of the audio-visual activities of Oklahoma public schools.

Questionnaire on criteria. - The check-list type of questionnaire was selected as an appropriate available technique to collect the data desired for developing criteria. The limitations of this method of investigation were recognized, but considerations of time and economy made the use of other methods impractical. In the construction of the questionnaire, constant efforts were made to:

1. Facilitate the task of the respondent by giving specific instructions at the top of the questionnaire form.
2. Reduce the amount of writing required of the respondent by using simple checks. In the case of the instrument for obtaining judgments on audio-visual characteristics, five categories were arranged in columns to the right of each characteristic, thus making it easy for the respondent to check his judgment in the appropriate column. The questionnaire for obtaining program data was arranged to secure simple "yes" and "no" responses.
3. Make the statements as clear and specific as possible.
4. Keep the questionnaire as brief as possible without sacrificing comprehensiveness. Great care was used to avoid duplication of statements.

5. Increase the reliability of each instrument through trial testing on prospective respondents who criticized the instrument and suggested revisions.
6. Refine the instruments through consultations and interviews with members of the investigator's committees and colleagues.

A more detailed description of the questionnaire is given in Chapter III.

Public school questionnaire. - Gathering data on the Oklahoma audio-visual program necessitated the involvement of four distinct groups: (1) the participating public high schools of the state; (2) the county film libraries of the state, including all schools under their jurisdiction; (3) the nine Regional Film Libraries located as follows: University of Oklahoma at Norman, Oklahoma Agricultural and Mechanical College at Stillwater, Central State College at Edmond, Northwestern State College at Alva, Northeastern State College at Tahlequah, East Central State College at Ada, Southeastern State College at Durant, Southwestern State College at Weatherford, and Panhandle Agricultural and Mechanical College at Goodwell; and (4) the State Department of Education.

The group involving schools includes only those high schools which have participated in state subsidy and/or participated in a county cooperative film library. The group involving counties includes only those counties with active county film libraries with more than twelve films, during the period 1947-52. The group involving the Regional Film Libraries and the State Department of Education is defined by law as indicated earlier.

The data pertaining to Regional Film Libraries were obtained from three sources: (1) records in State Film Depository; (2) annual

reports of the State Coordinator of Audio-Visual Education in the State Department of Education for each of the years 1948-52; and (3) personal interviews.

Although the greater part of the data needed for this study were available in reports from the State Department of Education, it was necessary to visit personally each Regional Film Library and interview various people, including the Audio-Visual Director, to get information on the early activities of the library. In many cases original records were examined in an attempt to get authentic information.

Representativeness of Responses

Questionnaires on program characteristics were sent to thirty members of the jury of experts. Twenty-nine of the thirty, or 97 per cent, returned the completed questionnaire.

The representativeness of the responses to the public school questionnaire is indicated in Tables 1 and 2. Of the 590 public high schools included, 382, or 65 per cent, responded, and 56, or 93 per cent, of the counties responded.

The responses were unusually high among the larger schools. The twelve largest schools responded 100 per cent. Ninety-five per cent of the schools with 50 to 119 teachers responded, 81 per cent of those with 30 to 59 teachers responded, 79 per cent of those with 15 to 29 teachers responded, and 55 per cent of the schools with 1 to 14 teachers responded.

TABLE 1

NUMBER AND PERCENTAGE OF SCHOOLS AND COUNTIES IN OKLAHOMA RESPONDING
TO AUDIO-VISUAL QUESTIONNAIRE

Schools and Counties	Number in Population*	Number Responses	Per Cent Responding
Total Schools	590	382	65
Total Counties	60	56	93

*Schools participating in state subsidy and/or participating in county cooperative film library during the period 1947-52, as indicated in State Matching Fund Reports, State Department of Education, 1947-53.

TABLE 2

NUMBER AND PERCENTAGE OF OKLAHOMA SCHOOLS RESPONDING TO
AUDIO-VISUAL QUESTIONNAIRE, BY SIZE OF SCHOOL

Schools by Size (No. Teachers)	Number in Population	Number Responses	Per Cent Responding
1 - 14	356	197	55
15 - 29	137	101	79
30 - 59	64	52	81
60 - 119	21	20	95
120 - 239	8	8	100
240 - Up	4	4	100

A further indication of the representativeness of the responses is shown in Table 3. As shown, 82 per cent of the total number of teachers in the schools were represented in the responses, and 81 per cent of the total teachers in the counties were represented.

Table 4 shows the percentage of Oklahoma schools and counties responding to different letters regarding the audio-visual questionnaire.

TABLE 3

NUMBER AND PERCENTAGE OF TEACHERS IN OKLAHOMA SCHOOLS
AND COUNTIES RESPONDING TO AUDIO-VISUAL
QUESTIONNAIRE

Schools and Counties	No. Teachers in Population	No. Teachers Represented in Responses	Per Cent Teachers Represented in Responses
Schools*	14,855	12,205	82
Counties**	2,050	1,654	81

*Data from Oklahoma Educational Directory, State Department of Education, 1953-54.

**Data from Twenty-fourth Biennial Report of the State Department of Education, 1952.

TABLE 4

PERCENTAGE OF OKLAHOMA SCHOOLS AND COUNTIES RESPONDING
TO DIFFERENT LETTERS REGARDING THE
AUDIO-VISUAL QUESTIONNAIRE

Schools and Counties	Number in Population	First Letter	Second Letter	Third Letter	Per Cent Total Responses
Schools	590	53	9	2	65
Counties	60	73	13	7	93

The data on the Regional Film Libraries and the State Department of Education represent 100 per cent response from each of these population groups.

Summary

This chapter deals with a description of the problem and purposes of this investigation, and includes definitions of terms,

the scope and limitations of the study, and the methods used in the investigation.

The problem of this study is to determine the strong and weak points of the following aspects of the Oklahoma audio-visual program: (1) organization and administration; (2) teacher education; (3) dissemination of audio-visual information; (4) research and evaluation; (5) tax support; and (6) film distribution.

The purposes of the investigation are to: (1) develop criteria by which data relative to the Oklahoma audio-visual program could be evaluated, and (2) evaluate selected aspects of the Oklahoma program in terms of these criteria.

The methods used in the investigation are the appraisal method and the questionnaire method. The plan of attack on the problem consisted of: (1) the development of criteria suitable for use in evaluating the Oklahoma audio-visual program; and (2) the collection, analysis, and evaluation of data on the Oklahoma audio-visual program.

CHAPTER II

HISTORICAL BACKGROUND

Introduction

The purpose of this chapter is to review the literature which appears pertinent to the selected aspects of this investigation. The chapter also describes the audio-visual activities in Oklahoma from 1904 to the time of this study.

The literature on state-wide audio-visual programs is somewhat limited. Nevertheless, some of the studies that have been made contain data that are pertinent to this study.

Related Literature

In 1947, the National Education Association made a survey of state programs of audio-visual education.¹ In the same year, Robert de Kieffer made an investigation of teacher education in Audio-Visual Education² and included a chapter on state programs. In 1948, the Bureau of Audio-Visual Education of the California State Department of Education³ made a survey of state departments of education in

¹Audio-Visual Staff and Organization in the State Department of Education, Washington: Research Division of the N.E.A., February, 1948), (Mimeographed).

²Robert E. de Kieffer, The Status of Teacher-Training in Audio-Visual Education in the Forty-eight States, (unpublished Ph.D. dissertation, School of Education, University of Iowa, 1949).

³Francis W. Noel, State Programs of Audio-Visual Education, 48th Yearbook, National Society for the Study of Education, ed. by Nelson B. Henry, (Chicago, 1949, Part I, pp. 162-179).

each state to get additional information about state audio-visual programs. In 1951, Taylor⁴ made a study of state-wide programs in the United States to determine characteristics for recommendations of a state program in Nebraska. Two years later, Parker⁵ made a survey of existing state-wide audio-visual programs with particular emphasis on teacher education.

There were two other studies relating to state audio-visual programs, one by Caldwell⁶ in 1949, the other by Oliver⁷ in 1951. Neither of these studied existing state programs. Each was an intra-state study directed toward the public schools. Caldwell studied the audio-visual status, the socio-economic status, the financial support, and the audio-visual practices in Alabama. Oliver directed his study toward the administrative problems as they related to materials and equipment in the public schools of Mississippi.

A detailed review of the literature cited above is not given here, since it is beyond the scope of this study and would serve no useful purpose. However, a brief summary of those data which are

⁴James W. Taylor, A Study of State Programs of Audio-Visual Education With Application to Nebraska, (unpublished Doctor's dissertation, University of Nebraska, 1951), p. 2.

⁵James E. Parker, A Survey of Existing State-Wide Audio-Visual Education Programs with Special Reference to the Status of Audio-Visual Education in the State-Supported Negro Colleges (A Report, North Carolina College, Durham, North Carolina, 1953).

⁶James F. Caldwell, A Plan for a State Audio-Visual Program in Alabama (unpublished Ph.D. dissertation, Teachers College, Columbia University, 1949).

⁷Garland Edward Oliver, The Administration of Audio-Visual Materials and Equipment in Mississippi (unpublished Ph.D. dissertation, Indiana University, 1951).

pertinent to the various aspects of the problem of this study is given.

There are five significant aspects covered in the above mentioned literature which have some relationship to this study: (1) rapid growth of state-wide audio-visual programs; (2) decentralization of administrative and distribution services; (3) pre-service and in-service teacher education; (4) recognition of the importance of audio-visual education among the state education authorities and other educational leaders; and (5) tax support in some form at the state level.

Growth of state-wide audio-visual programs. - The first state audio-visual program to be established was in the state of New York in 1904. In 1926 Ohio established a state Film Exchange, and fourteen years later, in 1940, two more states, Virginia and Delaware, organized audio-visual programs. Texas and Montana organized programs the following year, followed by Connecticut in 1942. Since that time, except for the World War II period, audio-visual programs have developed with somewhat more regularity. During the years 1945-50, eighteen state audio-visual programs were organized. By 1950, state audio-visual programs existed in more than one-half of the forty-eight states.⁸

Administrative and distribution patterns. - It is apparent that among the states there is a great lack of uniformity in the administrative and distribution patterns of their state audio-visual programs. The pattern ranges from extreme centralization to extreme decentralization, with varying degrees in between. In general, the

⁸Taylor, op. cit., pp. 1-4.

organizational and administrative practices fall into four patterns:

- (1) centralized distribution from the state education authority;
- (2) centralized distribution from a state higher education authority;
- (3) decentralized distribution with leadership from the state education authority; and (4) decentralized distribution with no state-wide leadership.

The audio-visual programs of Ohio and Arkansas are examples of centralized distribution from the state education authority. However, Arkansas is currently experimenting with decentralization to a slight degree. The audio-visual programs of Virginia, California, and Oklahoma are examples of extreme decentralized distribution with leadership at the state level. California and Oklahoma provide audio-visual leadership at the state level and depend entirely upon a decentralized distribution system. The California audio-visual program differs from the Oklahoma program in that it does not use higher education institutions in the film distribution system. It depends on local and county libraries for distribution. The organization of the audio-visual program in Virginia is similar to both Oklahoma and California with respect to leadership, but films are distributed at the state level as well as from regional, county, and local school libraries. Wisconsin and Indiana are examples of states that have centralized distribution of audio-visual materials from state institutions of higher education. Alabama and Kansas are examples of states that have decentralized distribution of audio-visual materials with no state-wide leadership.

Pre-service and in-service teacher education. - The importance of teacher education in a state-wide audio-visual program was emphasized by Gnaedinger.

Educational Institutions are important elements in the state film programs not only because of their connections with teaching and teacher-training, but because they represent functioning and functional centers for film distribution, field services for promotion and in-service instruction, and generally, locations where pre-service training of teachers is centered.⁹

The status of teacher education with respect to audio-visual education was treated by de Kieffer¹⁰ in his 1948 study. He found that thirty-six of the fifty-six university extension divisions reporting had separate departments for audio-visual education, five of which were organized in 1914. In 1940, there were twenty-three university extension divisions with audio-visual departments. Twenty-eight audio-visual departments reported that they assisted their institutions with the pre-service training of teachers; twenty-six furnished all necessary materials and equipment for such instruction; twenty-four provided staff members for teaching the audio-visual courses. Twenty-eight per cent of the June, 1947, graduates of 126 institutions completed a course in audio-visual education. Seventy-eight per cent of the institutions expected their students to use audio-visual materials in their practice teaching. The most frequently mentioned obstacles to conducting audio-visual education classes were the lack of building space and lack of funds.

Some pertinent conclusions from this study are: (1) there is a need for training classroom teachers in the use of audio-visual

⁹William G. Gnaedinger, "The State Film Program," Film and Educations, ed. by Godfred M. Elliot, (New York: Philosophical Library, 1948), p. 497.

¹⁰de Kieffer, op. cit., p. 37.

materials and equipment; (2) this responsibility rests with the teacher-training institution; (3) all agencies engaged in teacher certification, supervision, and training of teachers must cooperate in audio-visual programs; and (4) educational institutions are important elements in the state audio-visual program: (a) because of their connections with teaching and teacher training; (b) because they are functional centers for film distribution; (c) because they are functional centers for field services for promotion and in-service instruction; and (d) because they are generally located where pre-service training of teachers is centered.

In California the state audio-visual program is largely confined to consultant, advisory, and promotional functions, such as sponsoring courses for teachers in the audio-visual field, and helping in the selection of materials and equipment.

In Virginia the teacher-training institutions are integrated into the state-wide program both for distribution and as centers for pre-service and in-service training. The state office coordinates the total program in all centers and promotes it on a basis of equal opportunities throughout the area.

Recognition by state education authorities. - The trend toward recognition of leadership responsibilities of State Departments of Education in the audio-visual field is indicated in de Kieffer's¹¹ study. Thirteen of the forty-eight state departments of education had special audio-visual divisions or sections in 1948, six were

¹¹de Kieffer, ibid., p. 19.

contemplating the organization of such a division, and twenty-nine had no such division and were not planning any.

The State Departments of Education in Pennsylvania and California reported that they required courses in audio-visual education for teaching certificates, and eight states were considering such a measure. Fifteen State Departments of Education reported that they offered in-service teacher-training in audio-visual education; twenty-eight sponsored conferences and institutes on audio-visual education; twenty-two published various materials; twenty-one assisted school systems in organizing in-service training programs; and twenty maintained a school visitation service to assist schools with their individual problems.

Tax support of audio-visual education. - Various sources of funds have been used for the purpose of establishing audio-visual services to schools on the state level. State tax funds have been drawn on to furnish support for state programs in several states.¹² In Georgia, Oklahoma and Virginia the state legislative body appropriated a basic sum directly for the purpose of establishing a state-wide audio-visual program. The California legislature made an appropriation, but, as stated earlier, in an entirely different pattern. Funds were budgeted first at the state level and then allocated to the counties.

Georgia has a system of regional film libraries within its system of higher education, from which schools get film service. Neither rental or postage charges are made to schools. The funds

¹²Gnaedinger, op. cit., pp. 497-504.

are provided through the state textbook division. Louisiana provides similar support for regional film libraries.

In Nebraska, the financial backing for the audio-visual program is quite different. A cooperative effort toward a state-wide program is undertaken there. Funds for the program were supplied initially in part by the state and in part by a philanthropic foundation and through the cooperation of film producers.

Schools in Indiana have been served for some time by film service from the state university. At present this source of materials is being augmented by a fund-matching plan whereby schools receive state aid for purchase of equipment and supplies which will include films and projection equipment from local libraries. A similar plan is in operation in Wisconsin.

In Montana and Delaware a school may purchase a film and deposit it at the central library. In these states, films are free to the schools that contribute to the central library. In Delaware the library also receives a small amount of state funds.

Oklahoma Audio-Visual Activities

The history of Oklahoma's audio-visual program might well be divided into three phases: (1) the preliminary or the pioneering phase from 1904 to 1942; (2) the initiatory phase from 1943 to 1946; and (3) the developmental phase from 1947 to 1953.

Preliminary phase. - The preliminary or pioneering phase dates back to 1904, when the University of Oklahoma initiated some audio-visual activity. The following quotation from a study made by Grace Penney in 1953 indicates the extent of this activity.

As early as 1904, 21 lectures were illustrated with lantern slides, maps and charts; [this was] audio-visual education in its infancy. In 1915, 37 lectures were accompanied by films; and in the next year, 1916, 171 persons attended 1,341 such lectures. So outstanding was the Division's work in this field that James W. Shepherd, in charge of visual education in 1920, was named chairman of the editorial board of Educational Film Magazine.

By 1923-24, the Audio-Visual Department had 1,100 films of 1,110,000 feet of film. In 1927-28, the year after the bureau was placed under the Town and Country Service Department directed by Ted M. Beard, 274 communities were served with more than 3,000 reels of film and 20,000 glass slides. Ten years later, 16mm films were booked 2,986 times for 11,944 showings in a single year, with 35mm films 500 times for 928 showings and film and glass slides 1960 for 3,920 showings. Thurman J. White, director of visual education in 1942, reported an aggregate audience of 1,830,000.¹³

Some of the people involved in the preliminary phase of the Oklahoma program were: James W. Shepherd, T. M. Beard, Lyle Brown, and Boyd Gunning, of the University of Oklahoma; Dr. J. C. Muerman and Dr. Haskell Pruitt, of Oklahoma Agricultural and Mechanical College; Oscar Parker of East Central State College. There were also a number of public school people, some of whom were: L. B. Peak, high school principal, Sulphur; George Karch, Bartlesville; Roy Daniels, Enid; and Ruth Phillips, Tulsa. The county superintendents involved in this early activity were Lonnie Van Demeer, Washita County; Charles Latimer, Kiowa County; J. C. Fitzgerald, Payne County; and B. D. Gamble, Blaine County.

Progress toward extensive use of audio-visual materials was extremely slow during this period, 1904 to 1942. The writer made a survey in 1939 on the problems of administration and selection of

¹³Grace Jackson Penney, A History of The Extension Division of the University of Oklahoma (Extension Division, University of Oklahoma, Norman, 1953), p. 15.

audio-visual aids in Oklahoma.¹⁴ This study which used the questionnaire method to obtain data, indicated the types of projection materials and equipment available to schools in Oklahoma at that time.

Audio-visual materials available for classroom use in Oklahoma were extremely limited in 1939. There were only five 16mm sound projectors, an undetermined number of silent projectors, and ninety-two standard slide projectors in the schools of Oklahoma. At that time there were 759 sound 16mm films and 1,318 silent 16mm films in the state.

Only three of the fifteen colleges reporting offered course work in visual education. The three colleges offered a total of three courses with 152 students enrolled.

Five county superintendents reported that they had access to sound projection equipment. The forty-four county superintendents reporting indicated that only eleven teachers in their counties were qualified to use visual aids. However, thirty-two county superintendents reported that they thought their programs were good.

The industrial data presented indicated that projection equipment was readily available at moderate costs, and that film subjects were much more available than use in Oklahoma would indicate.

Some of the conclusions reached in this study were:

1. No school should have any difficulty in securing any type of equipment wanted.

¹⁴W. R. Fulton, Problems in Administration of Visual Aids Based on Industrial Data (unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1939), p. 62.

2. The trend is toward the 16mm movie production for instructional purposes. The availability of 35mm equipment and film subjects is limited as compared with the 16mm type.
3. Miniature projection equipment and materials, both movie and still, are better suited to the limited budget than the standard type.
4. The colleges of Oklahoma have not made a concerted attempt to train teachers in the use of visual aids.
5. The general attitude of the county superintendents of the state is that a visual education program is good and the indication is that as soon as certain limitations can be removed a program of expansion will be launched.
6. The greatest need is first, a budget sufficient to take care of the initial cost of a department, and second, teachers or directors who are trained in the administration of such a program.
7. Money spent for visual aids, if properly administered, will be returned to society in terms of increased learning. On the basis of the findings in this study, at least some phase of projected visual aid is within the possible reach of every school in Oklahoma.

Initiatory phase. - The initiatory phase of the audio-visual program in Oklahoma probably had its beginning with the World War II armed services training program when many of its leaders observed and participated in the defense film training program. However, this phase actually began to take form in 1945, with the initiation of the Oklahoma Education Association Audio-Visual Aids Utilization Project, and with the establishment of several county film libraries and teacher education institutional libraries.

The Oklahoma Education Association Project mentioned above, probably did more than anything else to arouse teachers and administrators to an awareness of the importance of audio-visual materials of instruction. The purpose of this project was to assemble a list

in instructional materials that would correlate with the subjects being taught in Oklahoma. One hundred and twenty teachers from fifty counties representing seventy-five schools actively participated in the project. The teachers represented all grade levels and curriculum areas from the primary grade through high school. All geographical sections of the state were represented. Approximately seven hundred films and five hundred filmstrips were listed and classified by the teachers in this project.

The establishment of a number of county film libraries also contributed to the initiation of the state-wide audio-visual program. The exact date on which the first county library was established is undetermined because of the conflicting reports. However, it appears that the first one, Payne County, was organized in 1941-42, and that five were in operation before the end of the school year 1945-46. These were Beckham, Tulsa, Blaine, Alfalfa, and Oklahoma. Some of these may have had some activity prior to that time but whether they had acquired enough films to be classified as film libraries is open to question. All of the original county libraries except Tulsa were cooperative to some degree. Tulsa county became a cooperative in 1947-48.

The establishment of county film libraries was due in large part to the leadership of such people as Dr. Oliver Hodge and Leslie G. Ferguson, Tulsa County; J. C. Fitzgerald, Paul Vasser, and Cecil Smith, Payne County; Ruby Fariss Bonnell and John Holcomb, Beckham County; B. D. Gambel, Al Harris, L. P. Kratz, and Charles Page, Blaine County; Neva Wilson and B. B. Fisher, Alfalfa County; and a Mrs. Fowler, George Cox, and G. E. Evans, Oklahoma County.

Developmental phase. - The developmental phase of audio-visual education in Oklahoma began at the conclusion of the Oklahoma Education Association Project, when Senator L. E. Wheeler, a former teacher and school superintendent from Weatherford, Oklahoma, became interested in promoting a bill through the Legislature to provide state support of a state-wide audio-visual program.

At the request of Senator Wheeler, a committee from the Audio-Visual Section of the Oklahoma Education Association drew up a proposed bill, which he and several other Senators introduced in the Forty-seventh Legislature. The bill, known as Senate Bill No. 121, was subsequently passed in the spring of 1947. The main provisions of the statute are listed in the preface to the bill:

An act relating to audio-visual education; providing for a program thereof and for its administration; establishing division of audio-visual education of the State Department of Education; providing for a state coordinator of audio-visual education and prescribing his powers, duties and functions; providing for a state depository for motion picture films, and regional and local film libraries; making an appropriation to carry out provisions of act; and declaring an emergency.¹⁵

The significant provisions of the statute in relation to this study are: (1) a state program of audio-visual education under the authority of the State Board of Education under the leadership of the State Department of Education; (2) professional leadership at the state level; (3) a state depository at the University of Oklahoma, and regional film libraries located at each of the eight State Colleges engaged in teacher education; (4) county and local school

¹⁵State Department of Education, Audio-Visual Handbook (First Edition), (Oklahoma City, 1947), p. 1.

film libraries on a matching-fund basis; and (5) an appropriation of \$125,000 for initiating the program.

Two years later, in 1949, the Forty-ninth Legislature re-enacted the statute with some amendments. The principle changes include: (1) the addition of one Regional Film Library at Panhandle Agricultural and Mechanical College; (2) a change in the matching-fund formula for county and local school film libraries; (3) increased the appropriation to \$200,000; and other minor changes. An appropriation of \$200,000 was made again in 1951 with no changes in the statute. A copy of the original statute with subsequent amendments is included in Appendix E.

With the authority of law, audio-visual developments in the state were accelerated. By the beginning of the 1947-48 term of school a full-time Coordinator of Audio-Visual Education had been appointed. Rules and regulations were drawn, with the advice of a State Film Advisory Committee, and approved by the State Board of Education. By the time school opened in September each of the Regional Film Libraries had received, indexed, and made available for distribution, approximately one hundred additional films.

State Department of Education reports¹⁶ for the years 1947-52 give some indication of the rapid growth of the audio-visual program during this period of time. During the year 1947-48, 24 of the 77 counties, and 112 of the 690 local schools, made application for matching funds to purchase films. In 1947, there were only six

¹⁶State Department of Education, Report of Division of Audio-Visual Education to State Board of Education on Regional Film Libraries (Oklahoma City, 1947-1953).

county film libraries in the state; in 1948, there were twenty-seven; in 1949, there were thirty-eight; in 1950, there were forty-eight; and in 1951, there were fifty county film libraries.

The Regional Film Library inventory in 1947 was 2,300 films. In 1948, it was 2,800; in 1949, it was 3,784; in 1950, it was 4,845; in 1951, it was 6,009; and in 1952, the inventory had increased to 6,483 films.

The inventory of films in county and local school libraries shows an even greater rate of development. In 1948, the inventory showed 2,300 films, while in 1952, it was 10,836. The intervening years of 1949, 1950, and 1951, show respectively 3,100; 4,450, and 7,081 films.

The rapid rate of development is further indicated in the records of film use by schools as reflected in the average booking on each film from the regional film libraries. Even though the total number of films increased sharply each year, the average booking per film was 8.08. In 1949, the average film booking was eight and four-tenths; in 1950, it was nine and three-tenths; in 1951, it was nine and five-tenths; and in 1952, the average booking was ten and nine-tenths.

The training of teachers in the use of audio-visual materials has played a significant role in the development of the Oklahoma audio-visual program. Eleven colleges and universities now offer one or more courses in audio-visual education. The number of teachers completing audio-visual courses in pre-service and in-service during this five-year period is also indicative of progress in the development of the Oklahoma audio-visual program. During this period of time nearly one-half, or 7,103, of the teachers in Oklahoma completed courses in audio-visual education.

Another indication that the developmental phase of the Oklahoma audio-visual program has extended into the local schools is the increased motion picture projector inventory, as reported in the 1953 Annual Audio-Visual Report from the State Department of Education. In 1948, there were 578 such projectors listed, and in 1952 this number had increased to 1,769. State funds have never been available to match local funds for purchasing audio-visual equipment. It has been the policy of the Legislature and leaders in the field for the users to purchase their own equipment and for the state to match the local funds on fifty-fifty basis only to purchase films and various other types of projection materials.

Summary

Chapter II deals with the history of previous research on state-wide audio-visual programs. In addition, the chapter includes a brief description of audio-visual activities in Oklahoma from 1904 to the time of this study.

Several status studies dealing with state-wide audio-visual programs are available, but none of them are evaluative studies. The literature, however, did provide some guidance in determining the major aspects and characteristics for this investigation.

The history of audio-visual activities in Oklahoma falls into three phases: (1) the preliminary, or pioneering phase; (2) the initiatory phase; and (3) the developmental phase.

CHAPTER III

DEVELOPMENT OF CRITERIA

Introduction

The purpose of this chapter is to describe the process of developing criteria for evaluating selected aspects of the Oklahoma audio-visual program. In addition it proposes to describe the method used to select a jury of experts, the construction of the questionnaire used in determining the criteria, the method of validating the questionnaire, and the process of formulating the criteria.

Selection of the Jury

The first major step toward the development of criteria to evaluate the Oklahoma audio-visual program, was the selection of a jury of experts.

No claim is made with respect to the representativeness of the sampling of jurors included in this study as contrasted with the total population of audio-visual specialists in the country. To obtain authoritative judgments it seemed more desirable to use highly selected personnel for the jury than to attempt a representative sampling. Since most members of the jury would not be familiar with details of the Oklahoma audio-visual program, it seemed necessary to select persons with demonstrated ability to think objectively and to give unbiased judgments. The following criteria were set up to govern the selection of jurors:

1. Must have indicated by contributions to literature his ability to think objectively;
2. Must have indicated a thorough theoretical knowledge of audio-visual education through broad educational experiences;
3. Must have indicated a thorough knowledge of the application of the principles of organization and administration to an audio-visual program through practical experiences as an administrator;
4. Must have had experiences which indicate a knowledge of organizational structures and administrative practices in the several states of the United States.

In addition to the above criteria, certain experiences were considered as requisite for juror selection. To facilitate the selection of jurors, weighted values were assigned each of the following additional items as indicated by the number in parenthesis following each item.

1. Each juror must have had administrative experiences in the audio-visual field. (1)
2. Each juror must have had national experience in one of two types:
 - a. A position related to the audio-visual field with major responsibilities as part of his professional duties. (1)
 - b. A position of honor with primary responsibilities such as president of a national audio-visual organization, or member of the board of directors of a national audio-visual organization. (2)
3. Each juror must have made an educational contribution of one

of the following types: (Exception---jurors qualifying under criterion 2a may be exempt from criterion number 3.)

- a. Author or editor of a major audio-visual book; (4)
- b. An audio-visual contribution to a yearbook; (5)
- c. Author of a doctoral dissertation in the audio-visual field; (6)
- d. Director of doctoral dissertation studies in the field of audio-visual education. (7)

4. Each juror must have had additional experiences and contributions to make a minimum weighted score of fifteen points.

The selection of the jury required listing names of potential members and screening them against the established criteria. The original list of potential members was arrived at by extensive reading of the audio-visual literature to determine the names of contributors to the literature, a perusal of catalogs and bulletins to determine the names of people prominently connected with audio-visual programs, and personal interviews with audio-visual leaders at national and state conferences. The greatest assistance came from interviews with such audio-visual leaders as Edgar Dale of Ohio State University, J. J. McPherson, executive secretary of the Department of Audio-Visual Instruction of the National Education Association, Floyd Brooker, formerly with the United States Office of Education, Lee Cochran, president of the Department of Audio-Visual Instruction, Robert de Kieffer, former president of the Film Council of America, and Roger Albright, Motion Picture Association of America.

The original list contained forty-two names of persons who were thought to be competent to make the type of judgments necessary in

this study. From the list, thirty-four, or 81 per cent qualified under the criteria described above.

It was found that two of the thirty-four were out of the country on foreign assignments. Two disqualified, one because of his inactive interest in audio-visual activities at this time, and the other because of his aversion to questionnaires. This left a total of thirty people who were qualified to serve on the jury. They are listed in Appendix G.

Questionnaire Used in Developing Criteria

The development of criteria for evaluating the Oklahoma audio-visual program required that jury judgments be obtained on program characteristics which seemed pertinent to various aspects of the Oklahoma program. To do this a questionnaire was developed covering such major aspects as organization and administration, teacher education, dissemination of information, research and evaluation, tax support, and distribution. Each of these aspects had several sub-items referred to as characteristics.

The questionnaire in its tentative form contained twenty-five items derived from several sources. These sources included personal interviews with such nationally known audio-visual leaders as mentioned above, analysis of apparent features of the Oklahoma audio-visual program, and a survey of the literature, particularly doctoral dissertations dealing with state programs.

Several of the program characteristics listed in the tentative list of criteria were derived from Taylor's list of desirable characteristics for the Nebraska State-Wide Program as reported by

Meierhenry.¹ These were not accepted as criteria because it appeared that they constituted opinions from several different groups, some of which may have had different biases and most of whom did not meet the criteria for selection of the jury for this study.

In order to obtain judgments from members of the jury, from which some kind of a rating value might be derived, a scale was devised consisting of five categories as follows:

Essential--important to the highest degree
 Desirable--worthy, but not of highest importance
 Unimportant--neutral, not important
 Questionable--not sure, some doubt about practice
 Undesirable--objectionable, not good

In order to make it possible to derive a mean score of all jury responses on each item in the questionnaire and thus facilitate the categorization of the combined judgments of all members of the jury, each category was arbitrarily assigned a value as follows:

4.5 to 5.4--Essential
 3.5 to 4.4--Desirable
 2.5 to 3.4--Unimportant
 1.5 to 2.4--Questionable
 .5 to 1.4--Undesirable

Since these values were of no use to the jury, they were not included on the questionnaire.

The tentative questionnaire was submitted to five potential members of the jury for their criticism and suggestions. This resulted in the elimination of some items and the addition of others.

The revised questionnaire consisted of thirty-nine items which were grouped into six main categories as follows: (1) the organization and administration of a state-wide audio-visual program should

¹ Wesley G. Meierhenry, Enriching The Curriculum Through Motion Pictures, (University of Nebraska, Lincoln: 1952), pp. 199-206.

include all administrative levels of the state system of education; (2) the teacher education institutions of a state should be an integral part of a state-wide audio-visual program; (3) the dissemination of pertinent information and promotional activities are essential in a state-wide audio-visual program; (4) research and evaluation should be carried on in a state-wide audio-visual program; (5) a state-wide audio-visual program should receive tax support at the state and local level as do instructional programs, libraries, and other vital services; and (6) the distribution system in a state-wide audio-visual program should facilitate the use of audio-visual materials in the classroom by making them more accessible. In addition, there were a number of sub-items under each main category, including an open-end item under each of the six categories, to encourage respondents to suggest other program characteristics.

The investigator does not claim all possible audio-visual characteristics were included, but it is believed the revised check list includes the significant ones necessary for evaluating the Oklahoma audio-visual program. A copy of the questionnaire is included in Appendix A.

Questionnaires were sent to each of the thirty members of the jury with a letter explaining the purpose of the questionnaire and soliciting their cooperation. Twenty-nine of the thirty, or 97 per cent returned the questionnaire. It was hoped that all jury members would respond, however, after several follow-up letters it seemed apparent this was not to be the case.

The question of reliability of the instrument was again considered at this point. If the questionnaire was administered again

would the scores remain the same, except for variations which might be the result of chance? Although the questionnaire was carefully refined, it was thought advisable to test its reliability statistically. Consideration was given to several methods of testing reliability and the re-test method seemed to be the most suitable for this study. This was done by selecting at random eight members of the jury who had returned the original questionnaire, and asking them to respond a second time to the same questionnaire. The eight were selected by taking each fourth person listed on the original list from which the jury was chosen.

Seven of the eight responded to the questionnaire for the second time. The assigned value for each category, as mentioned earlier, was used to derive a rating for each item on the questionnaire. Instead of using the total scores for each respondent on the entire questionnaire, it was felt that a more accurate test of reliability would be achieved by totaling the scores of all respondents on each item in the questionnaire for each of the two tests, and computing the correlation of the item scores. In the item analysis, as shown in Table 5, total responses on each item by the seven respondents to the first and second tests are recorded and compared. Variations are noted in numerical differences from the means of total responses to all items. The relationship of the two responses was then tested by the use of a product moment correlation, which resulted in a calculated coefficient of correlation of .86.

In testing the reliability of the obtained coefficient of correlation the following limitations are recognized:² (1) the

²Henry E. Garrett, Statistics in Psychology and Education, (New York, 1953), p. 198.

TABLE 5

PRODUCT-MOMENT CORRELATION OF RAW SCORE TOTALS ON EACH
ITEM FOR RESPONSES BY THE RE-TEST GROUP

X	Y	x	y	x ²	y ²	xy
35	35	4.4	4	19.36	16	17.60
30	31	- .6	0	.36	0	.00
32	31	1.4	0	1.96	0	.00
30	33	- .6	2	.36	4	-.12
27	28	- 3.6	-3	12.96	9	10.80
34	34	3.4	3	11.56	9	10.20
28	32	- 2.6	1	6.76	1	- 2.60
30	32	- .6	1	.36	1	-.60
35	34	4.4	3	19.36	9	13.20
31	30	.4	-1	.16	1	-.40
31	32	.4	1	.16	1	.40
35	34	4.4	3	19.36	9	13.20
32	32	1.4	1	1.96	1	1.40
32	30	1.4	-1	1.96	1	- 1.40
27	28	- 3.6	-3	12.96	9	10.80
34	35	3.4	4	11.56	16	10.20
32	31	1.4	0	1.96	0	-
29	30	- 1.6	-1	2.56	1	1.60
33	32	2.4	1	5.76	1	2.40
35	35	4.4	4	19.36	16	17.60
34	33	3.4	2	11.56	4	6.80
33	30	2.4	-1	5.76	1	- 2.40
27	26	- 3.6	-5	12.96	25	18.00
29	35	- 1.6	4	2.56	16	- 6.40
28	32	- 2.6	1	6.76	1	- 2.60
34	33	3.4	2	11.56	4	6.80
25	29	- 5.6	-2	31.36	4	11.20
34	34	3.4	3	11.56	9	10.20
13	12	-17.6	-19	309.76	361	334.40
31	27	.4	-4	.16	16	- 1.60
31	32	.4	1	.16	1	.40
30	32	- .6	1	.36	1	-.60
35	34	4.4	3	19.36	9	13.20
29	31	- 1.6	0	2.56	0	-
28	29	- 2.6	-2	6.76	4	5.2
27	25	- 3.6	-6	12.96	36	21.60
31	31	.4	0	.16	0	-
29	33	- 1.6	2	2.56	4	- 3.20
33	32	2.4	1	5.76	1	2.40

N: 39 1193 1209 605.44 602 517.68

M = 30.6(59) 31

$$r = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}} = \frac{517.68}{\sqrt{364474.88}} = \frac{517.68}{603.70} = .86$$

obtained coefficient of correlation is not a true coefficient of the population, but rather a calculated one, and (2) the number of cases in this study is too small to expect a normal distribution.

The R. A. Fisher z-function formula is used in testing the reliability of the obtained coefficient of correlation. This was selected as an appropriate method after reading Garretts discussion of the test of reliability of the coefficient of correlation, a part of which reads:

A mathematically more defensible method of testing the significance of an r, especially when the coefficient is high, is to convert r into R. A. Fisher's z-function and find the SE of z. The function z has two advantages over r: (1) its sampling distribution is approximately normal and (2) its SE depends only upon the size of the sample N, and is independent of the size of r.³

Using the formula $\sigma_z = \frac{1}{\sqrt{N-3}}$ with data from Table 5, the reliability of the obtained coefficient of correlation of .86 is indicated as follows:

$$SE_z = \frac{1}{\sqrt{39-3}} = \frac{1}{6} = .17$$

$$z = 1.29 \quad (\text{Table C in Garrett})^4$$

$$.95 \text{ confidence-interval} = 1.29 \pm .17 = 1.12 \text{ to } 1.46$$

Converted back to r's the confidence-interval is .80 to .90

Thus, the fiduciary probability is .95 that the true coefficient of correlation lies within the interval of .80 to .90. This means that an r between .80 and .90 may be expected in ninety-five out of every one hundred times the instrument is readministered. Therefore, it is believed that the instrument is reliable enough to provide a basis for evaluating the characteristics of the Oklahoma audio-visual program.

³Ibid., p. 198.

⁴Ibid., p. 426.

Formulating the Criteria

The mean score and the number of responses made on the first test by all members of the jury for each characteristic are shown in Tables 6-11. The dispersion of the responses on the scale is revealed by the tabulations under the various categories in each table.

Organization and administration aspects. - Characteristic Number 1 deals with the general aspects of the organization and administration of a state-wide audio-visual program. As shown in Table 6, the mean score of the jury responses on this characteristic is 4.79, giving it a rating of essential. An inspection of the data for this item in Table 6 shows that the jury responses are clustered in the essential category, thus revealing a high degree of agreement on this characteristic.

Characteristic Number 1a deals with the organization of four administrative levels of a state-wide audio-visual program. As shown in Table 6, the mean score of jury responses on this characteristic is 4.26, giving it a rating of desirable. An inspection of the tabulated responses for this item reveals some variations in responses from the jury. However, the majority of the responses are concentrated in the essential and desirable categories, which indicate a fairly high degree of agreement on this characteristic. In as much as characteristics numbers one and two are so closely related, it seems advisable to combine them into one criterion. Hence, it appears that the criterion for these characteristics is:

It is essential that the organization and administration of a state-wide audio-visual program include all administrative levels of the state system of education, and desirable that the administrative levels include the state, the regional, the county and the local school.

TABLE 6

MEAN SCORE AND TOTAL JURY RESPONSES ON EACH OF THE ORGANIZATION
AND ADMINISTRATION CHARACTERISTICS OF A STATE-WIDE AUDIO-
VISUAL PROGRAM

Column: 1--Essential; 2--Desirable; 3--Unimportant; 4--Questionable;
5--Undesirable

Characteristics	Mean Score	No. Responding				
		1	2	3	4	5
1. The organization and administration of a state-wide audio-visual program should include all administrative levels of the state system of education	4.79	15	4			
1a. The organization should involve four administrative levels--state, regional, county, and local	4.36	16	8	2	2	
1b. The organization should provide for an advisory council composed of the head, or his representative, from each of four administrative levels--state, regional, county, and local school, and other appropriate training agencies	4.10	10	16		2	1
1c. The organization should provide for liaison activities between audio-visual agencies and other departments in the state educational system	4.58	19	9		1	
1d. The organization should provide for consultative help in in-service training at all administrative levels and particularly in the selection and training of audio-visual personnel at the local level	4.10	11	13	1	2	1
1e. A state-wide audio-visual program should be a cooperative endeavor involving close integration of all audio-visual activities of each of four administrative levels--state, regional, county, and local school.	4.41	17	10		1	1
1f. A state-wide audio-visual program should provide for the involvement of classroom teachers in the evaluation and selection of materials to be placed in film libraries.	4.27	12	15		2	

Source: Questionnaire, December, 1953.

Characteristic Number 1b deals with the provision for an advisory council composed of representatives from each of four administrative levels. As shown in Table 6, the mean score of jury responses on this characteristic is 4.10, giving it a rating of desirable. Again, the tabulated responses for this item indicate some variation of responses from the jury. However, since a majority of the responses are clustered in the desirable and essential categories, it is apparent that there is a fairly high degree of agreement on the obtained rating. Thus, the criterion for this characteristic appears to be:

It is desirable that the organization of a state-wide audio-visual program provide for an advisory council composed of the head or his representative, from each of four administrative levels--state, regional, county, and local schools, and other appropriate training agencies.

Characteristic Number 1c deals with the provision for liaison activities. As shown in Table 6, the mean score of jury responses on this characteristic is 4.58, giving it a rating of essential. An inspection of data in Table 6 shows the responses are concentrated in the essential category, indicating a high degree of agreement on the obtained rating. Thus, the criterion for this characteristic appears to be:

It is essential that the organization of a state-wide audio-visual program provide for liaison activities between audio-visual agencies and other departments in the state education system.

Characteristic Number 1d deals with the provision for consultative help and in-service training in a state-wide audio-visual program. As shown in Table 6, the mean score of jury responses on this characteristic is 4.10, giving it a rating of desirable. An inspection of the tabulated responses reveals some variance in

responses from the jury on this item. However, since most of the responses are clustered in the essential and desirable categories, there appears to be a high degree of agreement on the obtained rating. Thus, the criterion for this characteristic appears to be:

It is desirable that the organization of a state-wide audio-visual program provide for consultative help in in-service training at all administrative levels and particularly in the selection and training of audio-visual personnel at the local level.

Characteristic Number 1e deals with the aspects of cooperation and integration of audio-visual activities among the administrative levels. As shown in Table 6, the mean score of the jury responses on this characteristic is 4.41, giving it a rating of desirable. By inspection it is observed that the jury responses are concentrated in the essential and desirable categories, indicating a high degree of agreement on the obtained rating. Thus, the criterion for this characteristic appears to be:

It is desirable that a state-wide audio-visual program be a cooperative endeavor involving close integration of all audio-visual activities of each of four administrative levels--state, regional, county, and local school.

Characteristic Number 1f deals with the provision for involving classroom teachers in the evaluation and selection of materials. As shown in Table 6, the mean score of the jury responses on this characteristic is 4.27, giving it a rating of desirable. Again, the responses are clustered in the desirable and essential categories, indicating a high degree of agreement on the obtained rating. The criterion for this characteristic appears to be:

It is desirable that a state-wide audio-visual program provide for the involvement of classroom teachers in the evaluation and selection of materials to be placed in film libraries.

Teacher education aspects. - Characteristic Number 2 deals with the general aspects of teacher education institutions as an integral part of a state-wide audio-visual program. As shown in Table 7, the mean score of the jury responses on this characteristic is 4.53, giving it a rating of essential. An examination of the tabulated responses on this item reveals that most of the scores are concentrated in the essential category, indicating a high degree of agreement on the obtained rating. Thus, the criterion for this characteristic appears to be:

It is essential that the teacher education institutions of a state be an integral part of a state-wide audio-visual program.

Characteristic Number 2a involves the provision for audio-visual course work in the teacher education curriculum. As shown in Table 7, the mean score of the jury responses on this characteristic is 4.89, giving it a rating of essential. Again, the responses are clustered in the essential category, indicating a high degree of agreement on the obtained rating. Consequently, the criterion for this characteristic appears to be:

It is essential that all institutions of higher learning offering teacher education make the study of audio-visual materials a part of their curriculum for pre-service training.

Characteristic number 2b deals with the aspects of cooperation among teacher education institutions and administrative units in, in-service training on audio-visual problems. As shown in Table 7, the mean score of the jury responses on this characteristic is 4.47, giving it a rating of desirable. The tabulated responses on this item are concentrated in the essential and desirable categories, indicating a high degree of agreement on the obtained rating. Hence, the criterion for this characteristic appears to be:

It is desirable that teacher education institutions and all administrative units, including the state, regional, county, and local school, cooperate in a state-wide program of in-service training in audio-visual materials.

TABLE 7

MEAN SCORE AND TOTAL JURY RESPONSES ON EACH OF THE TEACHER EDUCATION CHARACTERISTICS OF A STATE-WIDE AUDIO-VISUAL PROGRAM

Column: 1--Essential; 2--Desirable; 3--Unimportant; 4--Questionable; 5--Undesirable

Characteristics	Mean Score	No. Responding				
		1	2	3	4	5
2. The teacher education institutions of a state should be an integral part of a state-wide audio-visual program . .	4.53	15	2		1	1
2a. All institutions of higher learning offering teacher education should make the study of audio-visual materials a part of their curriculum for pre-service training.	4.89	25	3			
2b. Teacher education institutions and all administrative units--state, regional, county, and local school--should cooperate in a state-wide program of in-service training in audio-visual materials.	4.47	15	12		1	
2c. Teacher education institutions should assume some responsibility of providing consultative and leadership personnel for in-service study of audio-visual problems	4.60	17	11			

Source: Questionnaire, December, 1953.

Characteristic Number 2c deals with the responsibility of teacher education institutions for providing consultative and leadership personnel for in-service study of audio-visual problems. As shown in Table 7, the mean score of the jury responses on this characteristic is 4.60, giving it a rating of essential. All responses on this item are clustered in the essential and desirable

categories, indicating a high degree of agreement on the obtained rating. Hence, the criterion for this characteristic appears to be:

It is essential that teacher education institutions assume some responsibility of providing consultative and leadership personnel for in-service study of audio-visual problems.

Dissemination of audio-visual information. - Characteristic

Number 3 deals with the general aspects of dissemination of audio-visual information and other promotional activities of a state-wide audio-visual program. As shown in Table 8, the mean score of the jury responses on this characteristic is 5.00, giving it a rating of essential. All responses on this item are concentrated in the essential category, indicating a high degree of agreement on the obtained rating. Consequently, the criterion for this characteristic appears to be:

It is essential that the dissemination of pertinent information and promotional activities be provided for in a state-wide audio-visual program.

Characteristic Number 3a involves the provision for the dissemination of audio-visual information to school personnel and lay people. As shown in Table 8, the mean score of the jury responses on this characteristic is 4.58, giving it a rating of essential. Most of the responses on this item are concentrated in the essential category, indicating a high degree of agreement on the obtained rating. It appears that the criterion for this characteristic is:

It is essential that a state-wide audio-visual program provide for the dissemination of pertinent information about audio-visual materials to school personnel as well as to lay people.

Characteristic Number 3b deals with the preparation of bulletins, study guides, and handbooks as a means of disseminating information to teachers. As shown in Table 8, the mean score of the jury responses

on this characteristic is 4.45, giving it a rating of desirable. The responses on this item are clustered in the desirable and essential categories, indicating a high degree of agreement on the obtained rating. Thus, it appears that the criterion for this characteristic is:

It is desirable that the preparation of bulletins, study guides, and handbooks, be provided for in an effective state-wide audio-visual program.

TABLE 8

MEAN SCORE AND TOTAL JURY RESPONSES ON EACH OF THE DISSEMINATION
OF INFORMATION CHARACTERISTICS OF A STATE-WIDE AUDIO-VISUAL
PROGRAM

Column: 1--Essential; 2--Desirable; 3--Unimportant; 4--Questionable;
5--Undesirable

Characteristics	Mean Score	No. Responding				
		1	2	3	4	5
3. The dissemination of pertinent information and promotional activities are essential in a state-wide audio-visual program.	5.00	19				
3a. A state-wide audio-visual program should provide for the dissemination of pertinent information about audio-visual materials to school personnel as well as to lay people.	4.58	17	11	1		
3b. Preparation of bulletins, study guides, handbooks, etc., should be provided for in an effective state-wide audio-visual program	4.45	15	14			
3c. A state-wide audio-visual program should give assistance and promotional direction in teacher-production, and student-production of learning aids.	4.03	6	18	5		
3d. The activities of a state-wide audio-visual program should stimulate a greater use of appropriate audio-visual materials.	4.77	21	6			

Source: Questionnaire, December, 1953.

Characteristic Number 3c involves the teacher-student production of learning aids in a state-wide audio-visual program. As shown in Table 8, the mean score of the jury responses on this characteristic is 4.03, giving it a rating of desirable. While most of the responses on this item are clustered in the desirable category, there are five responses in the unimportant category. Nevertheless, a fairly high degree of agreement on the obtained rating is apparent. It appears that the criterion for this characteristic is:

It is desirable that a state-wide audio-visual program give assistance and promotional direction in teacher-production, and student-production of learning aids.

Characteristic Number 3d deals with the stimulation of use of audio-visual materials in a state-wide audio-visual program. As shown in Table 8, the mean score of the jury responses on this characteristic is 4.77, giving it a rating of essential. A great majority of the responses on this item are concentrated in the essential category, indicating a high degree of agreement on the obtained rating. It appears that the criterion for this characteristic is:

It is essential that the activities of a state-wide audio-visual program stimulate a greater use of appropriate audio-visual materials.

Research and evaluation aspects. - Characteristic Number 4 deals with general aspects of research and evaluation in a state-wide audio-visual program. As shown in Table 9, the mean score of the jury responses on this characteristic is 4.62, giving it a rating of essential. All jury responses are concentrated in the essential and desirable categories, thus indicating a high degree of agreement on the obtained rating. Thus, it appears that the criterion for this

characteristic is:

It is essential that research and evaluation be carried on in a state-wide audio-visual program.

Characteristic Number 4a deals with the encouragement of major and minor research projects in a state-wide audio-visual program. As shown in Table 9, the mean score of the jury responses on this characteristic is 4.21, giving it a rating of desirable. Although there seems to be some variance of responses from the jury on this item, most of the responses are in the desirable category, thus indicating a fairly high degree of agreement on the obtained rating. It appears that the criterion for this characteristic is:

It is desirable that major and minor research projects be encouraged at all administrative levels, in a state-wide audio-visual program.

TABLE 9

MEAN SCORE AND TOTAL JURY RESPONSES ON EACH OF THE RESEARCH AND EVALUATION CHARACTERISTICS OF A STATE-WIDE AUDIO-VISUAL PROGRAM

Column: 1--Essential; 2--Desirable; 3--Unimportant; 4--Questionable; 5--Undesirable

Characteristics	Mean Score	No. Responding				
		1	2	3	4	5
4. Research and evaluation should be carried on in a state-wide audio-visual program.	4.62	13	8			
4a. Major and minor research projects should be encouraged at all administrative levels.	4.21	9	18	1	1	
4b. A state-wide audio-visual program should provide for periodic self-evaluation activities at each administrative level.	4.68	21	6		1	

Source: Questionnaire, December, 1953.

Characteristic Number 4b involves the provision for periodic self-evaluation of audio-visual activities in a state-wide audio-visual program. As shown in Table 9, the mean score of the jury responses on this characteristic is 4.68, giving it a rating of essential. A great majority of the jury responses, twenty-one out of twenty-eight, are in the essential category, indicating a high degree of agreement on the obtained rating. Hence, it appears that the criterion for this characteristic is:

It is essential that a state-wide audio-visual program provide for periodic self-evaluation activities at each administrative level.

Tax support aspects. - Characteristic Number 5 deals with general aspects of tax support at the state and local levels in a state-wide audio-visual program. As shown in Table 10, the mean score of the jury responses on this characteristic is 4.87, giving it a rating of essential. Nineteen of twenty-two responses on this item are in the essential category, indicating a very high degree of agreement on the obtained rating. Hence, it appears that the criterion for this characteristic is:

It is essential that a state-wide audio-visual program receive tax support at the state and local levels, as do instructional programs, libraries, and other vital school services.

Characteristic Number 5a deals with the importance of state tax support in the form of subsidy to rapid growth of film libraries. As shown in Table 10, the mean score of the jury responses on this characteristic is 4.48, giving it a rating of desirable. Although a majority of the jury responses are registered in the essential category, five responses are in the desirable category, and three responses are in the questionable category. In spite of this

TABLE 10

MEAN SCORE AND TOTAL JURY RESPONSES ON EACH OF THE STATE TAX SUPPORT CHARACTERISTICS OF A STATE-WIDE AUDIO-VISUAL PROGRAM

Column: 1--Essential; 2--Desirable; 3--Unimportant; 4--Questionable; 5--Undesirable

Characteristics	Mean Score	No. Responding				
		1	2	3	4	5
5. A state-wide audio-visual program should receive tax support at the state and local levels, as do instructional programs, libraries, and other vital school services	4.87	19	3			
5a. Rapid film library growth on a state-wide basis depends upon state tax support in the form of subsidy. . . .	4.48	19	5		3	
5b. The initial capital outlay for films on a state-wide basis makes subsidization almost mandatory, especially in the early states of development, if the program is to have stability and permanence.	4.39	19	5		4	
5c. Financial support of a state-wide audio-visual program should be on a matching basis such as 50-50 or some other percentage division	3.84	5	14	3	3	
5d. Financial support of a state-wide audio-visual program should be for two purposes:						
(1) The purchase and/or rent of audio-visual materials for state and regional libraries.	4.19	13	9	1	2	1
(2) The purchase and/or rent of audio-visual materials for the county and local schools.	4.17	12	8	1	2	1
5e. Local participation with money, and professional help, should enhance the chance of a state-wide audio-visual program surviving and prospering. . .	4.67	20	6		1	
5f. The local school should pay, through rental fees the amortization and handling cost, for all films obtained from state and regional libraries. (If the state is committed to a program of free films on the same basis as free textbooks, this would not apply).	4.24	10	10	1	3	1

Source: Questionnaire, December, 1953.

variability of responses which is probably due to the lack of clarity of the statement, there is sufficient agreement to indicate that the characteristic is desirable. Consequently, it appears that the criterion for this characteristic is:

It is desirable that state tax support in the form of subsidy be provided if rapid growth of film libraries is expected in a state-wide audio-visual program.

Characteristic Number 5b deals with the need for subsidization for the capital outlay for films in a state-wide audio-visual program. As shown in Table 10, the mean score of the jury responses on this characteristic is 4.39, giving it a rating of desirable. Again, there is some variance in the responses from the jury on this item. Nineteen responses are in the essential category, five are in the desirable category, and four are in the questionable category. The reason for this dispersion of responses is not known. Nevertheless, the agreement seems sufficiently strong to justify the criterion as:

It is desirable that the initial capital outlay for films on a state-wide basis be provided through subsidization, especially in the early stages of development.

Characteristic Number 5c deals with matching funds as a basis for financial support of a state-wide audio-visual program. As shown in Table 10, the mean score of the jury responses on this characteristic is 3.84, giving it a rating of desirable. Again, the dispersion of responses is noticeable. Five members of the jury rated this item as essential, fourteen rated it as desirable, three rated it as unimportant, and three rated it as questionable. Although the mean score of 3.84 is not particularly strong, it appears that the criterion is:

It is desirable that the financial support of a state-wide audio-visual program be on a matching basis such as 50-50 or some other percentage division.

Characteristic Number 5d deals with the purposes for which financial support should be used in a state-wide audio-visual program. As shown in Table 10, the mean score of the jury responses is 4.19 for item 5c(1), and 4.17 for item 5d(2), giving each a rating of desirable. The dispersion of the responses among the different categories is similar for each of these items. The responses range from thirteen in the essential category, to nine in the desirable category, to one in the unimportant category, to two in the questionable category, and to one in the undesirable category. Apparently there were differences of opinion on these items among the members of the jury. Nevertheless, the mean score is relatively high. Consequently, it appears that the criterion for these two items in this characteristic is:

It is desirable that the financial support of a state-wide audio-visual program be used for the purchase and/or rent of audio-visual materials for state, regional, county, and local film libraries.

Characteristic Number 5e deals with local participation, with money and professional help, in a state-wide audio-visual program. As shown in Table 10, the mean score of the jury responses on this characteristic is 4.67, giving it a rating of essential. There seems to be general agreement among the members of the jury on this item, as indicated by the tabulated responses, since a great majority of them fall in the essential category. Thus, it appears that the criterion for this characteristic is:

It is essential that local participation with money and professional help be used to enhance the probability of a state-wide audio-visual program surviving and prospering.

Characteristic Number 5f deals with the payment of fees to amortize the cost of films, by local schools. As shown in Table 10, the mean score of the jury responses is 4.24, giving it a rating of desirable. There seems to be a difference of judgment among the members of the jury regarding the importance of this item. There are ten responses in the essential category, ten in the desirable category, one in the unimportant category, three in the questionable category, and one in the undesirable category. Nevertheless, the mean score is sufficiently high to rate the characteristic as desirable. Thus, the criterion for this characteristic appears to be:

It is desirable that the local school pay through rental fees the amortization and handling cost for all films obtained from state and regional libraries.

Distribution aspects. - Characteristic Number 6 deals with general aspects of facilitating the accessibility of films to the classrooms in a state-wide audio-visual program. As shown in Table 11, the mean score of the jury responses on this characteristic is 4.85, giving it a rating of essential. The jury responses are concentrated in the essential category, with nineteen appearing there, and one appearing in the questionable category, thus indicating a high degree of agreement on the obtained rating. It appears that the criterion for this characteristic is:

It is essential that the distribution system in a state-wide audio-visual program facilitate the use of audio-visual materials in the classroom by making them more accessible.

Characteristic Number 6a deals with the principle of centralized distribution of audio-visual materials in a state-wide program. As shown in Table 11, the mean score of the jury responses on this characteristic is 2.21, giving it a rating of questionable. There

TABLE 11

MEAN SCORE AND TOTAL JURY RESPONSES ON EACH OF THE FILM DISTRIBUTION
CHARACTERISTICS OF A STATE-WIDE AUDIO-VISUAL PROGRAM

Column: 1--Essential; 2--Desirable; 3--Unimportant; 4--Questionable;
5--Undesirable

Characteristics	Mean Score	No. Responding				
		1	2	3	4	5
6. The distribution system in a state-wide audio-visual program should facilitate the use of audio-visual materials in the classroom by making them more accessible.	4.85	19			1	
6a. The centralization of distribution into one audio-visual center so as to provide the greatest flexibility of film print use is educationally sound	2.21	1	3	4	8	8
6b. The decentralization of distribution centers in a state-wide audio-visual program so as to make the materials more accessible for the classroom, is educationally sound	4.59	16	11			
6c. The location of distribution centers in a state-wide audio-visual program, should be determined by:						
(1) Number of school units to be served.	4.60	20	6	1	1	
(2) Distance these units are from center.	4.25	14	8	5	1	
(3) Transportation facilities	4.79	22	6			
(4) Number of prints and materials available at center	4.52	19	4	3	1	
(5) The responsibility which the teacher education institutions or other prospective centers, are willing to assume in preparing teachers to use audio-visual materials at these centers.	4.28	14	9	4	1	
6d. In a state-wide audio-visual program the state and regional libraries should circulate different types of materials such as films, recordings, exhibits, dioramas, and any other materials which may not be readily obtainable at the local level	4.07	8	16	1	1	1
6e. A state-wide audio-visual program should provide for the establishment of local school audio-visual materials libraries when feasible	4.35	14	13		2	

TABLE 11 (Concluded)

MEAN SCORE AND TOTAL JURY RESPONSES ON EACH OF THE FILM DISTRIBUTION CHARACTERISTICS OF A STATE-WIDE AUDIO-VISUAL PROGRAM

Characteristics	Mean Score	No. Responding				
		1	2	3	4	5
6f. A state-wide audio-visual program should provide for the establishment of county audio-visual materials libraries when feasible. These may be cooperative in nature involving only those schools wishing to participate	4.04	10	11	1	4	
6g. The activities of a state-wide audio-visual program should not be restricted to the use of motion pictures in education. A full scope of audio-visual materials should be utilized by schools, including radio, black-board, bulletin board displays, tape and other recording devices, and television.	4.65	24	3		1	1

Source: Questionnaire, December, 1953.

were varied opinions on this item as shown by the dispersion of tabulated responses in Table 11. Only one member of the jury rated this item as essential; three rated it as desirable; four rated it as unimportant; eight rated it questionable; and eight rated it as undesirable. On the basis of the jury responses on this characteristic the criterion appears to be:

It is questionable whether or not the centralization of distribution into one audio-visual center is educationally sound.

Characteristic Number 6b deals with the principle of decentralization of distribution centers in a state-wide audio-visual program. As shown in Table 11, the mean score of the jury responses is 4.59, giving it a rating of essential. The total responses of the jury are concentrated in the essential and desirable categories, indicating

a high degree of agreement on this item. Hence, it appears that the criterion for this characteristic is:

It is essential that the distribution centers in a state-wide audio-visual program be decentralized, so as to make the materials more accessible for the classroom.

Characteristic Number 6c deals with factors by which the location of distribution centers are determined. This characteristic involves five factors which were rated as separate items. As shown in Table 11, the mean score of jury responses on item 6c(1) is 4.60, giving it a rating of essential. As indicated by the tabulated responses, the majority of responses are in the essential category, indicating a fairly high degree of agreement on the item. Consequently, it appears that the criterion for this item is:

It is essential that the location of distribution centers in a state-wide audio-visual program be determined by the number of school units to be served.

The mean score of jury responses on item 6c(2) is 4.25, giving it a rating of desirable. As indicated by the tabulated responses in Table 11, fourteen members of the jury rated it as essential, eight thought it desirable, five thought it as unimportant, and one rated it as questionable. The apparent reason for the divergence of responses on the item is that the statement is somewhat ambiguous. Some of the comments from members of the jury indicated that the statement should have read: "Distance these units are from the center in relation to transportation facilities." It is possible that the item would have rated higher with this qualification. Nevertheless, it appears that the criterion for this item is:

It is desirable that the location of distribution centers in a state-wide audio-visual program be determined by the distance the school units are from the center.

The mean score of jury responses on item 6c(3) is 4.79, giving it a rating of essential. As shown in Table 11, the responses on this item are clustered in the essential category, indicating a high degree of agreement. Hence, it appears that the criterion for this item is:

It is essential that the location of distribution centers in a state-wide audio-visual program be determined by the transportation facilities.

The mean score of jury responses on item 6c(4) is 4.52, giving it a rating of essential, although there was some divergence of opinions among the members of the jury on this item, as indicated in Table 11. However, the heavy concentration of responses is in the essential category. The mean score of 4.52, indicates a high degree of agreement on the item. Thus, it appears that the criterion is:

It is essential that the location of distribution centers in a state-wide audio-visual program be determined by the number of prints and materials available at the center.

The mean score of jury responses on item 6c(5) is 4.28, giving it a rating of desirable. There was considerable variance in responses from the jury on this item. As shown in Table 11, fourteen thought it was essential, nine thought it was desirable, four thought it was unimportant, and one rated it as questionable. The reason for this divergence of responses is not known. However, the mean score of 4.28 indicates the importance of the item. Consequently, it appears that the criterion for this item is:

It is desirable that the location of distribution centers in a state-wide audio-visual program be determined by the responsibility which the teacher education institutions or other prospective centers are willing to assume in preparing teachers to use audio-visual materials at those centers.

Characteristic Number 6d deals with kinds of materials that should be included in regional and state libraries. As shown in Table 11, the mean score of the jury responses is 4.07, giving it a rating of desirable. A heavy concentration of responses in the desirable category, indicates a fairly high degree of agreement on this item. Thus, it appears that the criterion for this characteristic is:

It is desirable that in a state-wide audio-visual program, the state and regional libraries circulate different types of materials such as films, recordings, exhibits, dioramas, and any other materials which may not be readily obtainable at the local level.

Characteristic Number 6e deals with the provision for establishing local school audio-visual materials libraries. As shown in Table 11, the mean score of jury responses on this characteristic is 4.35, giving it a rating of desirable. The jury responses are concentrated in the essential and desirable categories, indicating a high degree of agreement on the item. It appears that the criterion for this characteristic is:

It is desirable that a state-wide audio-visual program provide for the establishment of local school audio-visual materials libraries when feasible.

Characteristic Number 6f deals with the provision for establishing county audio-visual materials libraries. As shown in Table 11, the mean score of jury responses on this characteristic is 4.04, giving it a rating of desirable. There was some difference in value judgment among the members of the jury on this item. Ten rated it as essential, eleven thought it was desirable, one thought it was unimportant, and four rated it as questionable. However, the mean score of 4.04 indicates the importance of this item. Consequently, it appears that the criterion for this characteristic is:

It is desirable that a state-wide audio-visual program provide for the establishment of county audio-visual materials libraries when feasible.

Characteristic Number 6g deals with the scope of audio-visual materials that should be used by schools. As shown in Table 11, the mean score of jury responses on this characteristic is 4.65, giving it a rating of essential. The heavy concentration of responses in the essential category, twenty-four out of twenty-nine, indicates a high degree of agreement on this item. Consequently, it appears that the criterion for this characteristic is:

It is essential that the activities of a state-wide audio-visual program include a full scope of audio-visual materials, including radio, blackboard, bulletin board displays, tape and other recording devices, television, and all types of projected materials.

Additional jury comments. - As stated before, an open-end item was included under each main aspect to give the members of the jury a chance to suggest additional characteristics. A few suggestions were made; however, in no case was the same suggestion made by more than one juror. Some of the suggestions are:

1. Competency in the audio-visual field should be a requisite for student teaching.
2. Major teacher education institutions should undertake production of audio-visual materials of state interest, and serve as demonstration centers on production and operation.
3. Simple methods of action research should be suggested for the teacher, and periodic evaluation by outside personnel should be provided for.
4. The salary of an audio-visual director or coordinator should be provided on a full or part time basis, depending on the size of school.
5. Regional libraries should provide materials in high demand--state libraries should provide a complete materials library on a complementary basis.

6. The qualifications of state, regional, and local audio-visual directors should be high enough to merit certification.

An examination of the above suggestions reveals that each is related to one or more of the characteristics listed on the questionnaire. It appears that they are simply clarifying statements on characteristics already stated and therefore do not constitute additional items that should be included.

Statement of Criteria

On the basis of responses from the jury of experts to the audio-visual characteristics described above, it appears that the following criteria are reasonably adequate for evaluating the Oklahoma state-wide audio-visual program. Since some of the characteristics listed in the questionnaire were so closely related, some of them were combined in formulating the criteria, consequently reducing the thirty-nine characteristics to thirty-seven criteria. These are listed by major aspects in rank order as determined by the judgments of the jury.

Organization and administration aspect. - This aspect includes six characteristics as follows:

1. It is essential that the organization and administration of a state-wide audio-visual program include all administrative levels of the state system of education, and desirable that the administrative levels include the state, the regional, the county, and the local school.
2. It is essential that the organization of a state-wide audio-visual program provide for liaison activities between audio-visual agencies and other departments in the state education system.
3. It is desirable that the organization of a state-wide audio-visual program provide for an advisory council composed of the head, or his representative, from each of four administrative levels-- state, regional, county, and local school, and other appropriate training agencies.

4. It is desirable that the organization of a state-wide audio-visual program provide for consultative help in, in-service training at all administrative levels and particularly in the selection and training of audio-visual personnel at the local level.

5. It is desirable that a state-wide audio-visual program be a cooperative endeavor involving close integration of all audio-visual activities of each of four administrative levels--state, regional, county, and local school.

6. It is desirable that a state-wide audio-visual program provide for the involvement of classroom teachers in the evaluation and selection of materials to be placed in film libraries.

Teacher education aspect. - This aspect includes four characteristics as follows:

7. It is essential that the teacher education institutions of a state be an integral part of a state-wide audio-visual program.

8. It is essential that all institutions of higher learning offering teacher education make the study of audio-visual materials a part of their curriculum for pre-service training.

9. It is essential that teacher education institutions assume some responsibility of providing consultative and leadership personnel for in-service study of audio-visual problems.

10. It is desirable that teacher education institutions and all administrative units--state, regional, county, and local school--cooperate in a state-wide program of in-service training in audio-visual materials.

Dissemination of information aspect. - This aspect includes five characteristics as follows:

11. It is essential that the dissemination of pertinent information and promotional activities be provided for in a state-wide audio-visual program.

12. It is essential that a state-wide audio-visual program provide for the dissemination of pertinent information about audio-visual materials to school personnel as well as to the lay people.

13. It is essential that the activities of a state-wide audio-visual program stimulate a greater use of appropriate audio-visual materials.

14. It is desirable that a state-wide audio-visual program give assistance and promotional direction in teacher-production, and student-production of learning aids.

15. It is desirable that the preparation of bulletins, study guides, and handbooks, be provided for in an effective state-wide audio-visual program.

Research and evaluation aspect. - This aspect includes three characteristics as follows:

16. It is essential that research and evaluation be carried on in a state-wide audio-visual program.

17. It is essential that a state-wide audio-visual program provide for periodic self-evaluation activities at each administrative level.

18. It is desirable that major and minor research projects be encouraged at all administrative levels.

State tax support aspect. - This aspect includes seven characteristics as follows:

19. It is essential that a state-wide audio-visual program receive tax support at the state and local levels, as do instructional programs, libraries, and other vital school services.

20. It is essential that local participation with money and professional help be used to enhance the probability of a state-wide audio-visual program surviving and prospering.

21. It is desirable that the initial capital outlay for films on a state-wide basis be provided through subsidization, especially in the early stages of development.

22. It is desirable that state tax support in the form of subsidy be provided if rapid growth of film libraries is expected in a state-wide audio-visual program.

23. It is desirable that the financial support of a state-wide audio-visual program be on a matching basis such as 50-50 or some other percentage division.

24. It is desirable that the financial support of a state-wide audio-visual program be used for the purchase and/or rent of audio-visual materials for state, regional, county, and local film libraries.

25. It is desirable that the local school pay through rental fees the amortization and handling cost for all films obtained from state and regional libraries.

Film distribution aspect. - This aspect includes twelve characteristics as follows:

26. It is essential that the distribution system in a state-wide audio-visual program facilitate the use of audio-visual materials in the classroom by making them more accessible.

27. It is essential that the distribution centers in a state-wide audio-visual program be decentralized, so as to make the materials more accessible for the classroom.

28. It is essential that the location of distribution centers in a state-wide audio-visual program be determined by the number of school units to be served.

29. It is essential that the location of distribution centers in a state-wide audio-visual program be determined by the transportation facilities.

30. It is essential that the location of distribution centers in a state-wide audio-visual program be determined by the number of prints and materials available at the center.

31. It is essential that the activities of a state-wide audio-visual program include a full scope of audio-visual materials, including radio, blackboard, bulletin board displays, tape and other recording devices, television, and all types of projected materials.

32. It is desirable that the location of distribution centers in a state-wide audio-visual program be determined by the distance the school units are from the center.

33. It is desirable that the location of distribution centers in a state-wide audio-visual program be determined by the responsibility which the teacher education institutions or other prospective centers are willing to assume in preparing teachers to use audio-visual materials at those centers.

34. It is desirable that in a state-wide audio-visual program, the state and regional libraries circulate different types of materials such as films, recordings, exhibits, dioramas, and any other materials which may not be readily obtainable at the local level.

35. It is desirable that a state-wide audio-visual program provide for the establishment of local school audio-visual materials libraries when feasible.

36. It is desirable that a state-wide audio-visual program provide for the establishment of county audio-visual materials libraries when feasible.

37. It is questionable whether or not the centralization of distribution into one audio-visual center is educationally sound.

Summary

Chapter III deals with the development of criteria for evaluating the various characteristics of selected aspects of the Oklahoma audio-visual program. In addition, the chapter describes the method used in the selection of a jury of experts; explains the construction of the questionnaire used in determining the criteria; describes the method of testing the reliability of the questionnaire, and the process of formulating the criteria.

The development of criteria required the selection of a jury of experts. This was done as objectively as possible by setting up rigid criteria for selecting them. Certain characteristics, which seemed fairly common to state-wide audio-visual programs were pre-selected to facilitate the work of the jury. These were then submitted to the jury for appraisal. The raw scores of the jury responses were computed into mean scores, which constituted the basis for formulating the criteria.

CHAPTER IV

METHOD OF COLLECTING AND EVALUATING THE DATA

Introduction

The purpose of this chapter is to identify the sources of data required for evaluating the selected aspects of the Oklahoma audio-visual program, describe the construction of the questionnaire and the method of obtaining the data. The chapter also includes a description of the methods used in the evaluation, and the plan of presentation of the evaluations.

Obtaining the Data

The data required for evaluating the Oklahoma audio-visual program were obtained from four principal sources: (1) the participating public schools of the state; (2) the county film libraries of the state; (3) the nine Oklahoma Regional Film Libraries; and (4) the Oklahoma State Department of Education.

The questionnaire to obtain data about the Regional Film Libraries and the State Department of Education was designed to get information in the following areas: (1) quantitative inventory of films and equipment; (2) financial support and expenditures; (3) kinds of materials distributed; (4) extent of distribution activities; and (5) pre-service and in-service activities.

Information regarding the audio-visual program at the state level was obtained from records of the State Department of Education,

particularly those reported in the second edition of the Audio-Visual Handbook.¹ For the purpose of this study five types of data were required: (1) legal authorities; (2) organizational and administrative structure; (3) advisory council and liaison activities; (4) financial support, and (5) functional activities.

A tentative draft of the questionnaire to obtain data from the local and county schools consisted of thirty questions with a number of sub-questions. These were constructed by making a careful analysis of the program characteristics listed in the tentative-criteria questionnaire. Only questions designed to secure information which seemed pertinent to the program to be evaluated were listed. The tentative draft was submitted to a number of professional people, including school superintendents, audio-visual specialists, and college faculty members, for criticism and suggestions. It was then revised to consist of twenty questions with a number of sub-questions. A reproduction of the questionnaire is included in Appendix C.

The revised draft was sent to twenty-five of the prospective respondents for criticism and suggestions. These included five county superintendents, five superintendents of large school systems, five superintendents of medium sized school systems and ten superintendents of small school systems. Of these twenty-five questionnaires, twenty-four were returned. Only one respondent made a suggestion for change. Ten commented that the questionnaire was

¹State Department of Education, Audio-Visual Handbook, (Second Edition), (Oklahoma City: 1950), pp. 5 and 6.

perfectly clear, easy to fill out and required a limited amount of time to check.

All but two of the questions in the final form were primarily designed to elicit a factual response. Two questions designed to obtain judgments about state tax support in Oklahoma were included. One dealt with the matching fund provision as it had operated in Oklahoma, and the other with the financial subsidy provision as it had operated. Although the questionnaire was not entirely comprehensive, it was believed to be sufficiently complete to include the necessary data for this study.

From the records in the State Department of Education, it was possible to identify 590 schools and 60 counties which appeared to belong in the population for this study. Questionnaires were mailed to the audio-visual coordinators in Oklahoma City, Tulsa, Ardmore, Enid, and Muskogee, to the superintendents of the other 585 selected schools, and to the county superintendents of the 60 counties. A letter accompanied each questionnaire explaining the purpose of the study and soliciting their cooperation.

As shown in Tables 1, 2, and 3, mentioned earlier, 382 or 65 per cent of the schools and 56 or 93 per cent of the counties responded. These responses represent 1,654 teachers or 81 per cent of the 2,050 teachers in the counties, and 12,205 teachers or 82 per cent of the 14,855 teachers in the schools. For the purpose of analysis the schools and counties are classified into two types, those with film libraries and those without film libraries. The Number of teachers represented in each type is as follows:

<u>Type of Counties</u>	<u>Total Teachers</u>
With Film Libraries	1,306
Without Film Libraries	348

<u>Type of Schools</u>	
With Film Libraries	6,260
Without Film Libraries	5,945

Also, the schools are classified into six categories in terms of number of teachers in each system as follows:

<u>Teachers in System</u>	<u>No. Schools</u>
1- 14	197
15- 29	101
30- 59	52
60-119	20
120-239	8
240-Up	4
TOTAL	382

<u>Teachers in System</u>	<u>Total Teachers</u>
1- 14	1,806
15- 29	2,026
30- 59	2,152
60-119	1,667
120-239	1,380
240-Up	3,174
TOTAL	12,205

Method of Evaluation

In the next chapter an attempt is made to analyze and evaluate the characteristics of the Oklahoma state-wide audio-visual program. The characteristics to be evaluated are the ones listed in the questionnaire to obtain data for the criteria, mentioned earlier, which include six major aspects as follows: (1) organization and administration of the state-wide audio-visual program; (2) teacher education; (3) dissemination of information; (4) research and evaluation; (5) tax support; and (6) distribution.

Each aspect, including each sub-item, is discussed in a separate part of chapter five. The strengths and weaknesses of the data on the Oklahoma program which seem pertinent to each aspect are analyzed and evaluated in terms of the criteria for each as determined by judgments from the jury of experts.

Evaluative judgments are given only in terms of strengths and weaknesses. No attempt is made to give the degree of strength or weakness. When an aspect of the program appears to be strong in some respects and weak in others, this is called to the attention of the reader.

The evaluative judgments are reached on the basis of one or more of the following criteria: (1) evidence that the activities of a particular aspect are in conformance with the criterion; (2) evidence of activities which are compatible with the criterion; and (3) evidence of continuous effort toward achieving the objective of the criterion.

At the end of each part a profile of the evaluative judgments is given, and the strong and weak aspects are indicated in the center of the respective columns. Those aspects which seem to have equally strong and weak points are indicated on the line separating the two columns.

Summary

Chapter IV deals with the sources of data required for evaluating the selected aspects of the Oklahoma audio-visual program. The chapter includes a description of the construction of the questionnaire to obtain the data, the methods used in obtaining the

data, and in addition, a description of the methods used in the evaluation.

The sources of data required for this investigation include: (1) participating public schools of the state; (2) county film libraries of Oklahoma; (3) Oklahoma State Departments of Education; and (4) nine Oklahoma Regional Film Libraries.

Evaluative judgments are given in terms of strengths and weaknesses without regard to the degree of strength or weakness. The judgments are reached on the basis of one or more of the following criteria: (1) evidence that the activities of a particular aspect are in conformance with the criterion; (2) evidence of activities which are compatible with the criterion; and (3) evidence of continuous effort toward achieving the objective of the criterion.

CHAPTER V

ANALYSIS AND EVALUATION OF SELECTED ASPECTS OF THE OKLAHOMA AUDIO-VISUAL PROGRAM

Introduction

The purpose of this chapter is to present an analysis and evaluation of data on the Oklahoma audio-visual program. The chapter is divided into six parts each of which deals with a major aspect of the Oklahoma program, including its sub-items. The parts are as follows: (1) organization and administration; (2) teacher education; (3) dissemination of audio-visual information; (4) research and evaluation; (5) state tax support; and (6) film distribution. Each of the parts include a statement of the criterion, an analysis of the data, an evaluative statement, and an evaluative profile chart.

Part I - Organization and Administration

Organization and Administration in General

Criterion 1. - It is essential that the organization and administration of a state-wide audio-visual program include all administrative levels of the state system of education and desirable that the administrative levels include the state, the regional, the county, and the local.

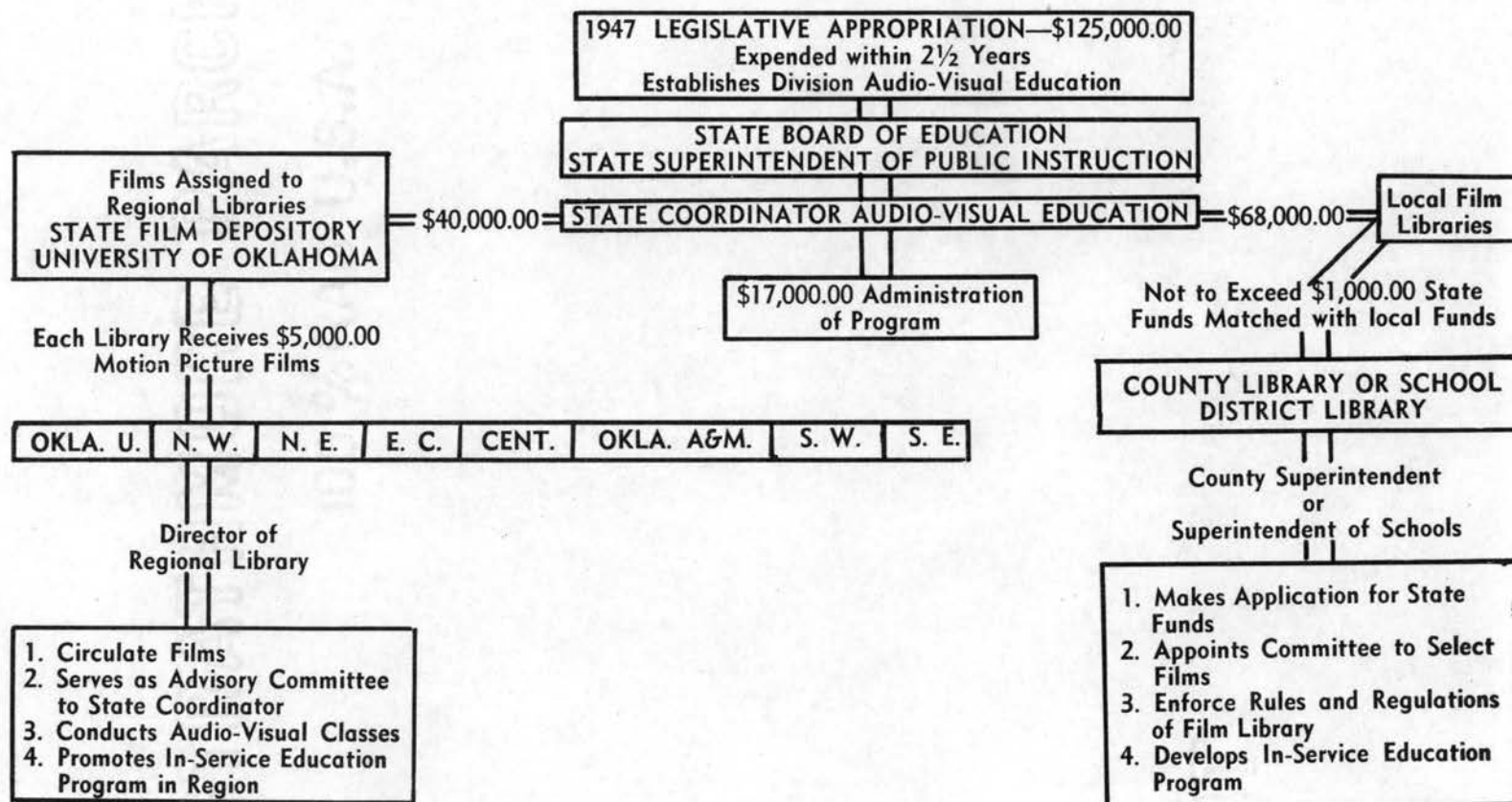
Analysis of data. - The state system of education in Oklahoma is comprised of county schools, local independent schools, and junior and senior colleges. The administration of the several component parts of the system is vested in certain Boards and their delegated authorities, and other elected or appointed authorities.¹

The public school system and the State Colleges are under the authority of the State Board of Education with the Superintendent of Public Instruction as their executive officer. In general, all institutions of higher learning operate under the administration of a Board of Regents of Higher Education, with each institution operating under an institutional board with the president of each institution serving as the principal administrator. County systems, consisting of all non-independent schools within the county, are operated by boards of education for each school district, with an elected county superintendent as the administrator. Local independent schools are operated by separate boards of education under the administration of an appointed superintendent. Thus, the administrative levels for the state education system in Oklahoma consists of the state, regional (colleges), county, and local levels.

¹State Department of Education, Oklahoma Educational Directory, (Bulletin No. 109-B, Oklahoma City, 1952-53), pp. 4-11.

Figure 1

OKLAHOMA AUDIO-VISUAL EDUCATION PROGRAM



The plan for putting into effect the audio-visual provisions of the Oklahoma law, mentioned in Chapter II, with respect to the organization and administration of the Oklahoma program is shown in the Organization Chart, Figure 1. As shown here, provisions are made for the administration of the state, regional, county, and local levels. The administration of the Oklahoma audio-visual program is vested, at the state level, in the State Board of Education through the State Department of Public Instruction. Regional levels are provided for through the six state colleges, Panhandle Agricultural and Mechanical College, Oklahoma Agricultural and Mechanical College, and the University of Oklahoma. The county and local school district levels are shown in their relation to the State Department of Education.

Further evidence of the activation of the audio-visual provisions of the law is shown in Table 12. In 1947, there were six regional libraries with a total of 2,044 films which were circulated 13,506 times. In 1948, there were eight libraries with 2,800 films and 22,627 bookings. In 1949, the number of regional libraries was again increased, bringing the total to nine with a film inventory of 3,784 with 32,116 uses. In 1953, the number of regional libraries still remained at nine but the number of films had increased from 2,044 in 1947 to 6,996, with a total film use of 71,481.

In 1947, there were six county film libraries in the state, as shown in Table 13, with a total of 294 films. In 1948, the number of county libraries had increased to twelve, but the inventory decreased to 288 films with 701 uses. Reports secured in the process of making the investigation indicate that the reason for the decrease in film inventory is that, even though there were twice as

TABLE 12

NUMBER OF REGIONAL FILM LIBRARIES IN OKLAHOMA, INCLUDING
NUMBER OF FILMS, AND FILM USES BY YEARS, 1947-53

Year	Libraries	Number	
		Films	Film Uses
1947	6	2,044	13,506
1948	8	2,800	22,627
1949	9	3,784	32,116
1950	9	4,845	45,209
1951	9	6,009	57,296
1952	9	6,483	71,281
1953	9	6,996	71,481

Source: Data for 1947, obtained by personal interview. Balance of data obtained from Annual Report On Motion Picture Use, State Department of Education.

TABLE 13

NUMBER OF COUNTY FILM LIBRARIES IN OKLAHOMA*, INCLUDING
NUMBER OF FILMS, AND FILM USES, 1947-53

Year	Libraries	Number	
		Films	Film Uses
1947	6	294	Not available
1948	12	288	701
1949	35	1,771	8,102
1950	36	2,859	12,055
1951	38	4,421	20,493
1952	44	7,228	25,603
1953	50	8,062	38,936

*Three counties, Cleveland, Pawnee and Sequoyah, have filmstrips only.

Source: Data for 1947, obtained by personal interview. Balance of data obtained from Annual Report On Motion Picture Use, State Department of Education.

many film libraries in 1948, as in 1947, most of the libraries had many badly worn silent motion picture films which were withdrawn when new 16mm sound films were added. In 1948, the number of county film libraries had increased to thirty-five with 1,771 prints, and

in 1953, there were a total of fifty libraries with 8,062 prints and 38,936 uses.

As shown in Table 14, in 1947, there were two local school film libraries in Oklahoma with a total of 362 prints, while in 1948, there were eleven film libraries with 212 prints. Again the probable cause of this decrease in film inventory is that badly damaged silent

TABLE 14

NUMBER OF LOCAL SCHOOL FILM LIBRARIES IN OKLAHOMA,
INCLUDING NUMBER OF FILMS, AND FILM USES, 1947-53

Year	Number		
	Libraries	Films	Film Uses
1947	2	362	1,661
1948	11	212	949
1949	33	1,163	7,656
1950	38	2,010	10,554
1951	45	2,607	22,619
1952	44	3,294	23,507
1953	54	4,054	91,038

Source: Data for 1947, obtained by personal interview. Balance of data obtained from Annual Report On Motion Picture Use, State Department of Education.

motion picture films were withdrawn. In 1949, the number of local film libraries increased to thirty-three, with 1,163 prints and 7,646 uses. This number continued to rise until 1953, when it reached a total of fifty-four local film libraries with a film inventory of 4,050 prints, and 91,038 times.

Evaluative judgment. - The above data seem to indicate that all administrative levels of the state system of education in Oklahoma are included in the state-wide audio-visual program, and that it includes the state, regional, county and local administrative levels. The

program is authorized by state law and is administered by the state education authority. There is also strong evidence that each of the administrative levels accepts the responsibilities of its role in carrying on an active program. Thus, it appears that this aspect of the Oklahoma state-wide audio-visual program is strong.

Liaison Activities

Criterion 2. - It is essential that the organization of a state-wide audio-visual program provide for liaison activities between audio-visual agencies and other departments in the state educational system.

Analysis of data. - Officially, there is no provision for liaison activities between the various departments of the State Department of Education and related agencies. However, there are a number of instances in which voluntary cooperation has brought about close coordination of activities between the various educational agencies. The Division of Secondary Education, for example, includes certain questions regarding audio-visual activities in the annual application for accreditation. This information is made available to the state coordinator of audio-visual education. Similarly, the Division of Rural and Elementary Education includes audio-visual questions in its accreditation forms.

Also, there is some coordination of activities with the State Planning and Resources Board, an agency not under the direction of the State Department of Education. The Planning and Resources Board makes available some of its films through the State Department of Education to the Regional Film Libraries for distribution. Beyond this there is an apparent lack of liaison activities between the various agencies of government.

TABLE 15

PERCENTAGE OF OKLAHOMA SCHOOLS REPORTING COOPERATION
WITH COMMUNITY GROUPS IN THE USE OF AUDIO-VISUAL MATERIALS,
BY TYPE AND SIZE OF SCHOOLS

Schools	Per Cent		
	Permit Community Use School Owned Films	Assist Community Organizations in Selection	Permit Community Use Projection Equipment
Type			
With Film Library	93	91	85
Without Film Library	59	69	87
Size (No. Teachers)			
1- 14	56	67	82
15- 29	66	73	91
30- 59	69	79	90
60-119	90	80	95
120-239	87	100	87
240-Up	100	100	100
TOTAL BY SIZE	63	72	87

Source: Questionnaire, March, 1954.

As shown in Table 15, there is some indication that local schools and counties engage in a practice which may be the result of liaison activities. For example, 63 per cent of the local schools make their motion picture films available for use by community groups, and 87 per cent of them make projection equipment available to community groups.

Data in Table 15 indicate that schools with film libraries give more cooperation to community groups than those without film libraries. Ninety-three per cent of the schools with film libraries permit local communities to use their films, while only 59 per cent of those without film libraries permit such use by community groups.

On the other hand 85 per cent of the schools with film libraries permit community groups to use their projection equipment, while 87 per cent of those without film libraries permit such use. The apparent reason why schools without film libraries permit less use of films by community groups is that they do not have a wide selection of films. However, quite a few of them have a small number of specialized films but not a sufficient number to be counted as a school library. The same thing is true of counties without film libraries. Each of the counties without film libraries have less than twelve films.

A large percentage of the counties make materials available to community groups, as shown in Table 16. Eighty-two per cent of the counties furnish films free of charge to community groups, and 82 per cent of them furnish projection equipment for community groups.

TABLE 16

PERCENTAGE OF OKLAHOMA COUNTIES REPORTING COOPERATION
WITH COMMUNITY GROUPS IN THE USE OF AUDIO-VISUAL MATERIALS,
BY TYPE OF COUNTY

Schools	Per Cent		
	Permit Community Use County Owned Films	Assist Community Organizations in Selection	Permit Community Use Projection Equipment
With Film Libraries	82	89	78
Without Film Libraries	80	100	100
TOTAL	82	91	82

Source: Questionnaire, March, 1954.

Evaluative judgment. - From the evidence cited it appears that some of the liaison activities of the Oklahoma program are fairly strong. However, when one considers the lack of liaison between the multitude of educational activities carried on by agricultural extension, vocational education, and by state agencies such as the Fish and Game Department, the Public Health Department, and the Mental Hospitals, this aspect of the state-wide program appears to be weak.

Advisory Council

Criterion 3. - It is desirable that the organization of a state-wide audio-visual program provide for an advisory council composed of the head or his representative, from each of four administrative levels--state, regional, county, and local school, and other appropriate training agencies.

Analysis of data. - Although there is nothing in the law which required the State Department of Education to set up an advisory council, one exists in an unofficial capacity. There seems to be very little recorded information concerning this council except certain letters issued to members of the council calling periodic meetings. However, the writer, as a member of the council, knows that it exists, that it meets periodically on call from the state coordinator of audio-visual education, and that the State Board of Education has never turned down a recommendation made by the council.

The council is composed of the state coordinator of audio-visual education as chairman and the audio-visual coordinators from each of the Regional Film Libraries. Although the matter of adding representatives from each of the other administrative levels to the council has been considered, this has not been done.

Evaluative judgment. - The fact that an advisory council is provided, even though on a limited basis in terms of the criterion, is commendable. However, since the membership of the council consists only of the state and regional administrative levels, and does not include representatives from the county and local levels, this aspect of the Oklahoma program seems to be weak in terms of the criterion.

Consultative Help and In-Service Training

Criterion 4. - It is desirable that the organization of a state-wide audio-visual program provide for consultative help in in-service training at all administrative levels and particularly in the selection and training of audio-visual personnel at the local level.

Analysis of data. - As shown in Table 17, local schools utilize consultative help to some extent from the State Department of Education and the colleges. Fifty per cent of the local schools utilize the consultative services from the State Department of Education, and 49 per cent of them use consultants from the state colleges.

It seems that schools with film libraries are more inclined to seek help from outside sources than those without film libraries. Fifty-nine per cent of the schools with film libraries use State Department of Education assistance and 76 per cent of them use consultants from state colleges. Forty-nine per cent of the schools without film libraries use consultative help from the State Department of Education, and only 44 per cent of them utilize such help from the colleges.

It also seems that the smaller the schools in terms of the number of teachers, the less they are inclined to utilize consultative help. Forty-one per cent of the schools with 1 to 14 teachers

TABLE 17

PERCENTAGE OF OKLAHOMA SCHOOLS REPORTING USE OF AUDIO-
VISUAL CONSULTANTS, BY TYPE AND SIZE OF SCHOOLS

Schools	Per Cent Using	
	Consultants From State Department of Education	Consultants From Colleges
Type		
With Film Libraries	59	76
Without Film Libraries	49	44
Size (No. Teachers)		
1- 14	41	39
15- 29	57	49
30- 59	58	67
60-119	65	75
120-239	87	87
240-Up	100	100
TOTAL BY SIZE	50	49

Source: Questionnaire, March, 1954.

utilize consultative help from the State Department of Education and only 39 per cent of this group use such help from the colleges, while 100 per cent of those with 240 or more teachers utilize the services from both the State Department of Education and the colleges. The progression from the smallest to the largest is continuous in both instances. Fifty-seven per cent of the schools with 15 to 29 teachers utilize State Department of Education consultants and 49 per cent use consultants from state colleges. Fifty-eight per cent and 67 per cent of the schools with 30 to 59 teachers utilize consultative services respectively from the State Department of Education and the state colleges. The percentages of schools with 60 to 119 teachers which use consultants are 65 per cent from the State

Department of Education and 75 per cent from state colleges. Eighty-seven per cent of the schools with 120 to 239 teachers use the consultants from both the State Department of Education and the colleges.

As indicated in Table 18, counties also utilize consultative help from the State Department of Education and the colleges. Eighty-six per cent of the counties utilize consultants from the State Department of Education, and 70 per cent of them use consultants from the colleges.

TABLE 18
PERCENTAGE OF OKLAHOMA COUNTIES REPORTING USE OF AUDIO-VISUAL
CONSULTANTS, BY TYPE

Counties	Per Cent Using	
	Consultants From State Department of Education	Consultants From Colleges
With Film Libraries	85	72
Without Film Libraries	90	60
TOTAL	86	70

Source: Questionnaire, March, 1954.

Evaluative judgment. - There is considerable evidence that all administrative levels of the Oklahoma audio-visual program participate in in-service activities and that consultative assistance is provided and used. As a matter of fact, with 50 per cent of the public schools and 86 per cent of the counties making use of consultants, it appears that the demand for this type of activity is greater than would normally be expected in the early years of a

program. In view of the evidence, this aspect of the Oklahoma program appears to be strong.

Cooperation Between Administrative Levels

Criterion 5. - It is desirable that a state-wide audio-visual program be a cooperative endeavor involving close integration of all audio-visual activities of each of four administrative levels-- state, regional, county, and local school.

Analysis of data. - That there is some cooperation between the various agencies of the state is indicated in a quotation from the second edition of the Audio-Visual Handbook.

The State Department of Education in cooperation with Oklahoma University, Oklahoma A & M College, Panhandle A & M College and the 6 state colleges have conducted 50 in-service training meetings in the past 3 years. Approximately 5,700 teachers have attended the meetings. The areas of these meetings range all the way from a school district to a tri-county affair.²

Not only did all of the regional administrative levels cooperate in this venture, but most of the meetings were county-wide with all local schools cooperating. In many instances schools were dismissed for one full day and all teachers were required to attend the clinics.

A further indication of cooperation is shown in Table 19 which lists the conferences, workshops, clinics and film previews held by each of the institutions of higher education in Oklahoma. During the period 1947 through 1952, these institutions held a total of twenty-six conferences, twenty workshops, seventy-two clinics, and ninety-one special preview conferences. In all but two cases, the conferences, workshops, and clinics were cooperative affairs in which two or more of the consultants came from other state colleges.

²State Department of Education, op. cit., Second Edition, (1950).

TABLE 19

NUMBER OF CONFERENCES, WORKSHOPS, CLINICS, AND FILM PREVIEWS,
REPORTED BY OKLAHOMA COLLEGES AND STATE DEPARTMENT OF
EDUCATION

Colleges and Departments	Number			
	Confer- ences	Work- shops	Clinics	Film Previews
University of Oklahoma	8	1	3	17
Oklahoma A & M College	5	3	None	None
Panhandle A & M College	None	1	2	3
N. W. State College	2	2	2	10
S. W. State College	2	None	2	2
Central State College	None	5	3	40
E. C. State College	3	None	2	3
N. E. State College	2	4	1	15
S. E. State College	3	2	1	None
State Department of Education	None	None	55	None
Tulsa University	None	1	None	None
Phillips University	None	1	None	None
Oklahoma Baptist University	1	None	1	1
Oklahoma City University	None	None	None	None
Oklahoma College for Women	None	None	None	None
TOTAL	26	20	72	91

Source: Questionnaire, January, 1954.

Oklahoma Baptist University held one conference and one clinic in which none of the other institutions of higher education participated, and Phillips University held one workshop in which no other state institutions participated.

Evaluative judgment. - There is some indication that the cooperation between the various administrative levels is one of the strongest aspects of the Oklahoma program.

Involvement of Teachers

Criterion 6. - It is desirable that a state-wide audio-visual program provide for the involvement of classroom teachers in the evaluation and selection of materials to be placed in film libraries.

Analysis of data. - The Oklahoma Education Association Utilization Project, described in Chapter II, is a good example of the involvement of classroom teachers in the early years of the Oklahoma audio-visual program. In this case 120 teachers from seventy-five schools in fifty counties participated in the selection of projected materials.

As shown in Tables 20 and 21, it is apparent that many schools and counties involve their teachers in the selection of materials. Ninety per cent of the schools involve their teachers in the selection of films for their libraries. Eighty-seven per cent of the counties involve teachers in the selection of films. Teachers select films for the film libraries in 100 per cent of the schools with film libraries. Eighty-six per cent of the schools with 1 to 14 teachers utilize teachers in the selection of films. This number increases progressively as the size of the school increases.

TABLE 20

PERCENTAGE OF OKLAHOMA SCHOOLS WITH TEACHERS PARTICIPATING IN THE SELECTION OF FILMS, BY TYPE AND SIZE OF SCHOOLS

<u>Schools</u>	<u>Per Cent</u>
Type	
With Film Libraries	100
Without Film Libraries	87
Size (No. Teachers)	
1- 14	86
15- 29	96
30- 59	94
60-119	90
120-239	100
240-Up	100

Source: Questionnaire, March, 1954.

TABLE 21

PERCENTAGE OF OKLAHOMA COUNTIES WITH TEACHERS
PARTICIPATING IN THE SELECTION OF FILMS, BY TYPE

<u>Counties</u>	<u>Per Cent</u>
With Film Libraries	87
Without Film Libraries	90
TOTAL	87

Source: Questionnaire, March, 1954.

The writer interviewed the directors of each of the Regional Film Libraries to determine whether their film selection practices include teachers. All directors reported that they include a teacher on the preview committee only occasionally. All of them depend to a very great extent on film booking requests in determining which film to select.

Evaluative judgment. - It is apparent that counties and local schools involve teachers in the selection of films to a considerable extent, and in this respect the Oklahoma project is strong. However, there is very little indication that the Regional Film Libraries make much use of teachers in the selection of films for their libraries. This seems to be a weakness in the Oklahoma program.

A summary of the evaluative judgments on characteristics relating to the Organization and Administration Aspect of the Oklahoma audio-visual program is shown in Figure 2.

Figure 2

EVALUATIVE PROFILE
OF THE
ORGANIZATION AND ADMINISTRATIVE ASPECTS

Criteria	Evaluation	
	Strong	Weak
1. It is essential that the organization and administration of a state-wide audio-visual program include all administrative levels of the state systems of education and desirable that the administrative levels include the state, the regional, the county, and the local school	/	/
2. It is essential that the organization of a state-wide audio-visual program provide for liaison activities between audio-visual agencies and other departments in the educational system.	/	/
3. It is desirable that the organization of a state-wide audio-visual program provide for an advisory council composed of the head or his representative, from each of four administrative levels--state, regional, county and local schools, and other appropriate training agencies	/	/
4. It is desirable that the organization of a state-wide audio-visual program provide for consultative help in in-service training at all administrative levels and particularly in the selection and training of audio-visual personnel at the local level	/	/
5. It is desirable that a state-wide audio-visual program be a cooperative endeavor involving close integration of all audio-visual activities of each of four administrative levels--state, regional, county and local school	/	/
6. It is desirable that a state-wide audio-visual program provide for the involvement of classroom teachers in the evaluation and selection of materials to be placed in film libraries	/	/

Part II - Teacher Education

Teacher Education in General

Criterion 7. - It is essential that the teacher education institutions of a state be an integral part of a state-wide audio-visual program.

Analysis of Data. - The role of teacher education in the Oklahoma state-wide audio-visual program is clearly stated in the law authorizing the program, referred to earlier, and is graphically shown in the organization chart in Figure 1. Evidence that teacher education institutions are actively participating in the state-wide program is shown in Table 19, which reveals the number of conferences, workshops, and clinics held by the various institutions.

A further indication of the participation of the teacher education institutions in the Oklahoma audio-visual program is shown in Table 22, which shows the total film bookings from each Regional Film Library in the state for successive years. For example, in 1946-47, the total films in all of the regional libraries was 1,954, with a total booking of 13,031, while in 1952-53, there were 7,000 films with a total booking of 58,737. It also seems significant that all of the Regional Film Libraries have been active since their origin. In every case both the inventory of films and the number of bookings per year have increased from the date of origin of the library until 1953.

The data in Table 23 indicate that the role of teacher education is not confined to on-campus instruction alone, but includes the distribution of an increasingly large number of films off-campus. In 1946-47, films were used on-campus 2,305 times, while in the same year they were used 10,729 times off-campus. This number

TABLE 22

NUMBER OF FILMS AND NUMBER OF FILM BOOKINGS REPORTED BY OKLAHOMA
REGIONAL FILM LIBRARIES FOR YEARS 1946-53*

Years	No. Films	No. Bookings**
1946-47	1,954	13,031
1947-48	2,871	21,838
1948-49	3,677	31,490
1949-50	4,598	41,271
1950-51	6,019	48,921
1951-52	6,281	58,472
1952-53	7,000	58,737

Source: Questionnaire with face to face contact.

* For more detailed information see Table 56 in Appendix F.

**Records were inadequate to determine the exact number of bookings for the year 1946-47 except at the University of Oklahoma and Oklahoma A & M College. Other totals are estimates arrived at through personal consultation with current and former staff people at each institution.

gradually increased each year until 1952-53 when there were 18,596 uses on-campus and 40,186 uses off-campus. In other words, the on-campus use increased about nine times during this period of time, while the use off-campus increased only four times.

Evaluative judgment. - As shown in the organization chart, Figure 1, it is evident that the teacher education institutions are recognized as an important component of the state-wide program. Also, there is considerable evidence that these institutions distribute films to off-campus groups, that they use films in pre-service training, and that they participate cooperatively in a state-wide in-service training program. Thus, it appears that they are an integral part of the state-wide program. Accordingly, it appears that this aspect of the Oklahoma program is strong.

TABLE 23

NUMBER OF FILM BOOKINGS REPORTED FOR ON-CAMPUS AND OFF-CAMPUS USE
BY OKLAHOMA REGIONAL FILM LIBRARIES FOR YEARS 1946-53*

Year	Number	
	On-Campus Bookings**	Off-Campus Bookings
1946-47	2,305	10,729
1947-48	5,149	17,089
1948-49	7,166	24,334
1949-50	11,807	29,564
1950-51	15,138	35,167
1951-52	16,737	35,399
1952-53	18,596	40,186

Source: Questionnaire with face to face contact.

* For more detailed information see Table 57 in Appendix F.

**Data to indicate whether film bookings were for use on-campus or off-campus were limited. The data in this table are estimates arrived at through personal consultation with current and former staff people in each institution after careful analysis of existing records.

Audio-Visual Course Work

Criterion 8. - It is essential that all institutions of higher learning offering teacher education make the study of audio-visual materials a part of their curriculum for pre-service training.

Analysis of data. - An indication that institutions of higher learning recognize the importance of making the study of audio-visual materials a part of their regular pre-service curriculum is shown in Table 24. The fourteen institutions of higher education in Oklahoma offered a total of twenty-six audio-visual courses during the 1952-53 session. Two of them included special audio-visual units in other courses and eleven included non-credit audio-visual laboratory instruction for their pre-service teachers. None of the institutions required audio-visual course work for certification, but five required that prospective teachers have had audio-visual laboratory experience before receiving a certificate to teach. All of the colleges offered

TABLE 24

NUMBER OF AUDIO-VISUAL COURSES AND THE KINDS OF AUDIO-VISUAL
PRE-SERVICE OPPORTUNITIES OFFERED BY OKLAHOMA COLLEGES

Colleges	No. A-V Courses Offered	A-V Unit in Other Courses	Non-Credit Laboratory Instruction	Required for Certification	
				Audio- Visual Course	A-V Laboratory Experience
University of Oklahoma	4	None	x	None	x
Oklahoma A & M	4	None	x	None	x
Panhandle A & M	1	None	x	None	x
Northwestern State College	2	None	x	None	None
Southwestern State College	2	None	x	None	None
Central State College	2	None	x	None	None
East Central State College	2	x	x	None	None
Northeastern State College	2	x	x	None	None
Southeastern State College	1	None	x	None	None
Oklahoma College for Women	1	None	None	None	None
Oklahoma City University	1	None	None	None	None
Oklahoma Baptist University	1	None	None	None	None
Phillips University	2	None	x	None	x
Tulsa University	1	None	x	None	x
TOTAL	26	2	11	None	5

Source: Questionnaire, March, 1954.

one or more audio-visual courses during the 1952-53 session. Only three of the fourteen institutions did not provide non-credit laboratory instruction for pre-service teachers.

A further indication of the place of audio-visual course work in the Oklahoma program is shown in Table 25. Twenty-five per cent of the teachers in the schools have had one audio-visual course, 6 per cent have credit in two courses, and 1.7 per cent have completed three courses. There is very little difference in the percentage of

TABLE 25

PERCENTAGE OF OKLAHOMA SCHOOL TEACHERS REPORTING COMPLETIONS OF AUDIO-VISUAL COURSE WORK, BY TYPE AND SIZE OF SCHOOLS

Schools	Per Cent of Teachers Completing		
	One Course	Two Courses	Three Courses
Type			
With Film Libraries	29	7	2
Without Film Libraries	22	6	1.6
Size (No. Teachers)			
1- 14	26	7	1.7
15- 29	22	7	2
30- 59	20	5	2
60-119	23	5	1
120-239	25	3	6
240-Up	32	9	2
TOTAL BY SIZE	25	6	1.7

Source: Questionnaire, March, 1954

teachers who had audio-visual courses in the different size schools. For example, 26 per cent of the teachers in the schools with 1 to 14 teachers have had one audio-visual course, 7 per cent had two courses, and 1.7 per cent had three courses, while in schools with 60 to 119 teachers, 23 per cent had one course, 5 per cent had two courses, and 1 per cent had three courses. Schools with 240 or more teachers had 32 per cent of their teachers with one course, 9 per cent with two courses, and 2 per cent with three courses.

Whether or not schools had a film library seems to have made very little difference in the number of teachers having had audio-visual course work. In schools with film libraries 29 per cent of the teachers had taken one course, 7 per cent had two courses, and 2 per cent had three courses. In schools without film libraries, 22 per cent of the teachers had one course, 6 per cent had two courses, and 1.6 per cent had three courses.

Evaluative judgment. - Although the proportion of all teachers having had audio-visual course work seems small, the data cited above clearly indicate that institutions of higher education in Oklahoma include audio-visual course work in their pre-service curriculum. Consequently, this aspect of the Oklahoma program appears to be strong.

Consultation and Leadership in In-Service Study

Criterion 9. - It is essential that teacher education institutions assume some responsibility of providing consultative and leadership personnel for in-service study of audio-visual problems.

Analysis of data. - Evidence that the teacher education institutions of Oklahoma assume some responsibility of providing consultative and leadership personnel for in-service audio-visual study is shown in Tables 17 and 18 referred to earlier. These data show that 49 per cent of the schools used consultants from state colleges at some time during the period 1947-1953, and that 70 per cent of the counties similarly used such personnel during the same period.

Evaluative judgment. - It is apparent that the teacher education institutions of Oklahoma furnish audio-visual consultative service. Evidence that they provide consultative services to nearly one-half

(49 per cent) of the schools and to 70 per cent of the counties seems unusually strong in view of the many other responsibilities. This aspect of the program is clearly strong.

Cooperation in In-Service Training

Criterion 10. - It is desirable that teacher education institutions and all administrative units--state, regional, county, and local school--cooperate in a state-wide program of in-service training in audio-visual materials.

Analysis of data. - An indication of the extent of cooperation among Oklahoma teacher education institutions in audio-visual in-service training is shown in Table 19. The fourteen Oklahoma teacher education institutions held twenty-six conferences, twenty workshops, seventy-two clinics, and ninety-one film selection previews during the six-year period from 1947 to 1953. All but two institutions, Oklahoma College for Women and Oklahoma City University, conducted one or more of each of these kinds of activities during this time.

It seems significant that in each of the conferences, clinics, and workshops, except the ones held at Oklahoma Baptist University and Phillips University, personnel from one or more of the other colleges participated in some leadership role.

The geographical distribution of the seventy-two clinics is graphically shown in Figure 3. A good many of the clinics were county-wide in scope. All of the county clinics were conducted by a team of consultants composed of personnel from the State Department of Education, the University of Oklahoma, Oklahoma Agricultural and Mechanical College, the Audio-Visual Director from the Regional Film Library of the particular area, and the county superintendent or local school superintendent.

Evaluative judgment. - The large number of clinics, workshops, and conferences held during the six-year period from 1947-1953, in which most colleges cooperated, clearly indicate that the colleges cooperate in in-service training and that such cooperation has been continuous and in conformity with the criterion. Thus, it appears that this aspect of the Oklahoma program is strong.

A summary of the evaluative judgments on characteristics relating to the Teacher Education Aspect of the Oklahoma audio-visual program is shown in Figure 4.

Figure 4

EVALUATIVE PROFILE
OF THE
TEACHER EDUCATION ASPECTS

Criteria	Evaluation	
	Strong	Weak
7. It is essential that the teacher education institutions of a state be an integral part of a state-wide audio-visual program		
8. It is essential that all institutions of higher learning offering teacher education make the study of audio-visual materials a part of their curriculum for pre-service training		
9. It is essential that teacher education institutions assume some responsibility of providing consultative and leadership personnel for in-service study of audio-visual problems		
10. It is desirable that teacher education institutions and all administrative units--state, regional, county, and local school--cooperate in a state-wide program of in-service training in audio-visual materials		

Part III - Dissemination of Audio-Visual Information

Dissemination of Information in General

Criterion 11. - It is essential that the dissemination of pertinent information and promotional activities be provided for in a state-wide audio-visual program.

Analysis of data. - Several methods are used to disseminate information about audio-visual activities pertinent to the Oklahoma audio-visual program.

The first edition of the Oklahoma Audio-Visual Handbook³ was issued during the school year 1947-48, and distributed among the schools of the state. This booklet provided general information about the state-wide audio-visual program. In addition to the plan of organization for the state-wide audio-visual program, it lists rules and regulations governing the regional film libraries, rules and regulations governing the matching funds to local schools and counties, utilization information, film care and maintenance information, and other information which would assist in carrying on a state-wide program.

The second edition of the Oklahoma Audio-Visual Handbook⁴ published in 1950, lists information similar to that contained in the first edition. In addition it gives a pictorial and factual record of the progress made in the state-wide audio-visual program up to 1950. It also contains a list of films correlated with various subject matter of the Oklahoma curriculum.

³State Department of Education, op. cit.

⁴State Department of Education, op. cit.

The association of Audio-Visual Coordinators of Oklahoma (AVCO) has published a monthly newsletter since 1949, in which information dealing with many aspects of the audio-visual program is included. This is mailed to the audio-visual coordinators in the state and to many of the superintendents of schools.

The Oklahoma Education Association has cooperated from the beginning of the Oklahoma state-wide audio-visual program, in disseminating audio-visual information through its journal, The Oklahoma Teacher. The journal carries a feature section in each issue, dealing with audio-visual education.⁵ In addition to the feature section, the journal devotes one issue each year to a major emphasis on audio-visual education. This is usually the December issue.

Evaluative judgment. - It is apparent that there is a systematic and continuous effort to disseminate information about the state-wide audio-visual program and its activities. Consequently, it appears that this aspect of the Oklahoma program is strong.

School Personnel and Lay People

Criterion 12. - It is essential that a state-wide audio-visual program provide for the dissemination of pertinent information about audio-visual materials to school personnel as well as to the lay people.

Analysis of data. - The dissemination of audio-visual information to the teachers within the local school system is done by means of newsletter, office bulletins, study guides, and handbooks, as indicated in Table 26. Twenty-one per cent of the schools provide audio-visual information to their teachers through newsletters,

⁵W. R. Fulton, "What About Films," The Oklahoma Teacher, (1947-1954).

43 per cent of them do this through office bulletins, 31 per cent through study guides, and 26 per cent through handbooks. It seems that schools with the largest number of teachers make greater use of

TABLE 26

PERCENTAGE OF OKLAHOMA SCHOOLS REPORTING DISSEMINATION OF AUDIO-VISUAL INFORMATION TO TEACHERS, BY TYPE AND SIZE OF SCHOOLS

Schools	Methods of Dissemination			
	News- letter	Office Bulletin	Study Guide	Hand- Books
Type				
With Film Libraries	33	67	50	43
Without Film Libraries	20	39	28	24
Size (No. Teachers)				
1- 14	17	32	27	20
15- 29	23	48	30	35
30- 59	23	58	36	29
60-119	40	60	40	30
120-239	37	75	75	37
240-Up	50	100	100	75
TOTAL BY SIZE	21	43	31	26

Source: Questionnaire, March, 1954.

each of these media than do the smaller schools. One hundred per cent of the schools with 240 or more teachers utilize the office bulletin, while only 32 per cent of the schools with 1 to 14 teachers utilize this medium. The percentage of schools using other types of media are comparable to those using the office bulletin.

Schools with film libraries make greater use of printed media in disseminating information to teachers than those without film libraries. Twenty-three per cent of the schools with film libraries use the newsletter while only 20 per cent of the schools without film libraries utilize this medium. Sixty-seven per cent of the

schools with film libraries utilize the office bulletin, and 39 per cent of the schools without film libraries use it. Fifty per cent of the schools with film libraries utilize study guides and only 28 per cent of the schools without film libraries utilize this medium. Forty-three per cent of the schools with film libraries utilize handbooks, but only 24 per cent of the schools without film libraries use the handbook.

The methods used by counties to disseminate information to teachers is shown in Table 27. There seems to be very little difference between the counties with film libraries and those without

TABLE 27

PERCENTAGE OF OKLAHOMA COUNTIES REPORTING DISSEMINATION
OF AUDIO-VISUAL INFORMATION TO TEACHERS, BY TYPE

Counties	Per Cent of Methods of Dissemination			
	News- letter	Office Bulletin	Study Guides	Hand- books
With Film Libraries	30	46	13	24
Without Film Libraries	None	50	10	60
TOTAL	25	46	12	30

Source: Questionnaire, March, 1954.

film libraries in the methods used, except in the case of handbooks. Counties without film libraries use handbooks more than do those with film libraries. Twenty-five per cent of the counties use the news-letter, 46 per cent use office bulletins, 12 per cent use study guides, and 30 per cent employ handbooks.

The use of catalogs listing available audio-visual materials, is general among schools and counties with film libraries. The

writer personally examined film catalogs of forty of the county film libraries, and fifty of the local school film libraries. Whether these actually reach the hands of the teachers and lay people is not known.

Evaluative judgment. - The data seem to indicate that various media for disseminating audio-visual information is used to some extent. In view of the importance attached to this characteristic by the criterion, it seems that the percentage of schools and counties that utilize these media is extremely small, except in the case of larger schools. Therefore, it appears that this aspect of the program is weak.

Greater Use of Audio-Visual Materials

Criterion 13. - It is essential that the activities of a state-wide audio-visual program stimulate a greater use of appropriate audio-visual materials.

Analysis of data. - Some indication of the extent to which the Oklahoma state-wide audio-visual program has stimulated a greater use of audio-visual materials is shown in Tables 12, 13, and 14. The number of films used from Regional Film Libraries increased from 13,506 in 1947, to 71,481 in 1953. Similarly, the films used from the counties increased from 701 in 1948, to 38,936 in 1953. Also, the films used in the local film libraries increased from 1,661 in 1947, to 91,038 in 1953. It is apparent that there was increased use of films at all of the administrative levels during the period 1947-53.

A similar trend is indicated in Table 22, which shows the number of films and the number of bookings from all Regional Film

Libraries during the period 1947-53. Film bookings increased progressively from 13,031 in 1946-47, to 58,737 in 1952-53.

Similarly, data in Table 23 show an increased use of films on the college campuses. The on-campus bookings increased nine times during the period 1947-53, and the off-campus bookings increased about four times during this same period of time.

Evaluative judgment. - On the basis of the above information it is apparent that there was an increase in the use of films during the period 1947-53, and that it was probably due in part at least, to the stimulation from the state-wide audio-visual program. This indicates that this aspect of the Oklahoma program is strong.

Teacher-Student Production

Criterion 14. - It is desirable that a state-wide audio-visual program give assistance and promotional direction in teacher-production and student-production of learning aids.

Analysis of data. - Teacher-student production is generally defined as the production of handmade slides, filmstrips, charts and graphs, and study prints. Evidence of teacher-student production in local schools and counties is shown in Table 28. Thirty-two per cent of the schools produce handmade slides; 16 per cent of them produce filmstrips; 60 per cent produce charts and graphs; and 56 per cent provide study prints.

Schools with film libraries make greater use of the simple teacher-student produced materials than do the schools without film libraries. Sixty-three per cent of the schools with film libraries produce handmade slides, 17 per cent produce filmstrips, 85 per cent make charts and graphs, and 81 per cent provide study prints. Among the schools without film libraries 27 per cent produce handmade

TABLE 28

PERCENTAGE OF OKLAHOMA SCHOOLS REPORTING TEACHER-STUDENT
PRODUCTION OF SIMPLE INSTRUCTIONAL MATERIALS, BY TYPE AND
SIZE OF SCHOOLS

Schools	Per Cent of Kinds of Materials			
	Handmade Slides	Film- Strips	Charts, Graphs	Study Prints
Type				
With Film Libraries	63	17	85	81
Without Film Libraries	27	16	56	52
Size (No. Teachers)				
1- 14	23	17	51	44
15- 29	29	13	61	57
30- 59	52	13	73	77
60-119	55	20	85	80
120-239	100	None	100	100
240-Up	100	75	100	100
TOTAL BY SIZE	32	16	60	56

Source: Questionnaire, March, 1954.

slides, 16 per cent filmstrips, 56 per cent charts and graphs, and 52 per cent provide study prints.

Data in Table 29, indicate that utilization of teacher-student production in counties is considerably less than in local schools. Only 23 per cent of the counties produce handmade slides, 5 per cent produce filmstrips, 54 per cent make charts and graphs, and 46 per cent provide study prints. It seems significant that counties without film libraries have a greater percentage of schools (30 per cent) making handmade slides than do those with film libraries. This is also true with regard to charts, graphs, and study prints. Eighty per cent of the counties without film libraries make charts and graphs, and 80 per cent provide study prints.

TABLE 29

PERCENTAGE OF OKLAHOMA COUNTIES REPORTING TEACHER-STUDENT
PRODUCTION OF SIMPLE INSTRUCTIONAL MATERIALS, BY TYPE

Counties	Per Cent of Kinds of Materials			
	Handmade Slides	Film- Strips	Charts, Graphs	Study Prints
With Film Libraries	22	6	48	39
Without Film Libraries	30	None	80	80
TOTAL	23	5	54	46

Source: Questionnaire, March, 1954.

Evaluative judgment. - There is very little available evidence to indicate definitely whether or not the Oklahoma state-wide program gives assistance and promotional direction in teacher-student production of learning aids. The evidence that schools with film libraries have more teacher-student production activity than schools without film libraries seems to indicate some influence from the state program. On the other hand, counties with film libraries have less teacher-student production than counties without film libraries. Consequently, it seems impossible to judge this aspect of the Oklahoma program either strong or weak.

Bulletins, Handbooks, and Study Guides

Criterion 15. - It is desirable that the preparation of bulletins, study guides, and handbooks, be provided for in an effective state-wide audio-visual program.

Analysis of data. - The extent to which schools and counties provide bulletins, study guides, and handbooks, for the dissemination of audio-visual information is indicated in Tables 26 and 27.

Forty-three per cent of the schools provide office bulletins, 31 per cent provide study guides, and 26 per cent provide handbooks. Schools with film libraries provide these media more than do schools without film libraries. Sixty-seven per cent of the schools with film libraries and 39 per cent of the schools without film libraries prepare office bulletins; 50 per cent of the schools with film libraries and 28 per cent of the schools without film libraries prepare study guides. Forty-three per cent of the schools with film libraries, and 24 per cent of the schools without film libraries prepare handbooks.

On the other hand, counties with film libraries use bulletins, study guides, and handbooks as information media less than do counties without film libraries. Of the counties with film libraries, 46 per cent use office bulletins, 13 per cent use study guides and 24 per cent use handbooks.

Smaller schools make less use of the various printed media than do the larger schools. Only 32 per cent of the schools with 1 to 14 teachers use the office bulletin, 27 per cent use the study guides, and 20 per cent use the handbook. These respective percentages increase progressively in the larger size schools to 100 per cent in schools with 240 or more teachers.

Evaluative judgment. - On the basis of the above data, and since the criterion rating is desirable instead of essential, it appears that this aspect of the Oklahoma program is strong.

A summary of the evaluative judgments on characteristics relating to the Dissemination of Audio-Visual Information Aspect of the Oklahoma program is shown in Figure 5.

Figure 5

EVALUATIVE PROFILE
OF THE
DISSEMINATION OF INFORMATION ASPECTS

Criteria	Evaluation	
	Strong	Weak
11. It is essential that the dissemination of pertinent information and promotional activities be provided for in a state-wide audio-visual program.		
12. It is essential that a state-wide audio-visual program provide for the dissemination of pertinent information about audio-visual materials to school personnel as well as to the lay people		
13. It is essential that the activities of a state-wide audio-visual program stimulate a greater use of appropriate audio-visual materials		
14. It is desirable that a state-wide audio-visual program give assistance and promotional direction in teacher-production, and student-production of learning aids.		
15. It is desirable that the preparation of bulletins, study guides and handbooks, be provided for in an effective state-wide audio-visual program		

Part IV - Research and Evaluation

Research and Evaluation in General

Criterion 16. - It is essential that research and evaluation be carried on in a state-wide audio-visual program.

Analysis of data. - The library catalog files at Oklahoma Agricultural and Mechanical College and at the University of Oklahoma list a number of studies dealing with various audio-visual subjects at the county and local school levels. However, as far as the investigator can determine, there has been very little research done on the Oklahoma program at the state level. As described earlier, there are only two state-wide audio-visual studies available, the Oklahoma Education Association Utilization Project, and the 1939 study by the writer, both of which were made prior to the inception of the Oklahoma state-wide audio-visual program.

In 1949, a limited audio-visual survey to determine the extent of film use in twenty selected Oklahoma schools was made by the State Department of Education. The second edition of the Audio-Visual Handbook gives a brief account of this study as follows:

In the fall of 1949 a questionnaire was mailed to 20 selected Oklahoma Schools for the purpose of measuring the increase in audio-visual equipment and the frequency of use of various types of projection equipment. The average per cents of teachers using the equipment often in the 20 schools for the years 1947-48, 48-49, and 49-50, were 30.5%, 43%, and 50% respectively for each of these years.

Very few experimental studies have been made in this state to measure the effectiveness with which audio-visual materials have been used. Most of the studies made show that there is a positive correlation between the technique of use and frequency of use. More learning and less time is the result of proper utilization.⁶

⁶State Department of Education, op. cit., p. 6.

Some of the audio-visual activities in Oklahoma during the last few years have in effect resulted in evaluation. The kinds of data and the manner in which they have been reported in Annual Reports by the State Department of Education have contributed to evaluation. A perusal of summaries of state audio-conferences indicate that in practically every year since 1947, discussion groups used data from the State Department of Education reports as a basis for the discussion of various audio-visual problems. Also, the State Superintendent of Public Instruction of Oklahoma was given time at a general session in five of the last six annual Audio-Visual Conferences at the University of Oklahoma to make an appraisal statement of the Oklahoma Program.

Evaluative judgment. - In view of the short period of time that the Oklahoma program has been in operation, the evidence above indicates a conformance with the criterion, and that such activities have been continuous. Thus, it appears that this aspect of the Oklahoma program is strong.

Self-Evaluation Activities

Criterion 17. - It is essential that a state-wide audio-visual program provide for periodic self-evaluation activities at each administrative level.

Analysis of data. - About one-half of the schools in Oklahoma carry on self-evaluation activities of some kind. The data in Table 30 show that 48 per cent of the schools carry on self-evaluation at some time. Forty-nine per cent of these consist of faculty discussions, 8 per cent of committee study, and 38 per cent use the annual report as a self-evaluation activity.

TABLE 30

PERCENTAGE OF OKLAHOMA SCHOOLS REPORTING SELF-EVALUATION OF
AUDIO-VISUAL PROGRAM, BY TYPE AND SIZE OF SCHOOLS

Schools	Per Cent Doing			
	Self- Evaluation of Audio-Visual Program	Faculty Discussion	Methods of Evaluation Committee Study and Report	Annual Report
Type				
With Film Libraries	57	57	18	70
Without Film Libraries	46	48	7	33
Size (No. Teachers)				
1- 14	43	40	5	24
15- 29	46	52	7	45
30- 59	58	60	8	56
60-119	70	75	45	75
120-239	75	75	None	62
240-Up	75	75	75	75
TOTAL BY SIZE	48	49	8	38

Source: Questionnaire, March, 1954.

Schools with film libraries have more interest in self-evaluation activities than do schools without film libraries. The percentage of schools with film libraries, which utilize the various processes of self-evaluation, exceed those without film libraries. Fifty-seven per cent of the schools with film libraries carry on self-evaluation while only 46 per cent of the schools without film libraries participate in such activities. Fifty-seven per cent of the schools with film libraries utilize the faculty discussion as a self-evaluation activity, and 48 per cent of those without film libraries use this plan. Eighteen per cent of the schools with film libraries conduct committee study, while only 7 per cent of the schools without film libraries use this method. Seventy per cent of the schools with

film libraries use the annual report as a means of self-evaluation, while only 33 per cent of the schools without film libraries use this method.

The percentage range in self-evaluation activities in terms of size of schools is from 43 per cent in the schools with 1 to 14 teachers to 75 per cent in schools with 240 or more teachers. Forty-six per cent of the schools with 15 to 29 teachers carry on self-evaluation activities. Fifty-eight per cent of the schools with 30 to 59 teachers, 70 per cent of those with 60 to 119 teachers, 75 per cent of the schools with 120 or more teachers, carry on self-evaluation activities. The percentage range in the various methods used is comparable to the above percentages, with one exception. Forty-five per cent of the schools with 60 to 119 teachers use committee study and report as a self-evaluation activity. This is unusually high in comparison with 5 per cent, 7 per cent, and 8 per cent, respectively, for the different size categories.

The extent of self-evaluation carried on in the counties is comparable to that in the schools. As shown in Table 31, 46 per cent of the counties carry on self-evaluation activities. Thirty-seven per cent use faculty discussion, 12 per cent use committee study, and 55 per cent use annual reports as a means of self-evaluation. Again it is noticeable that the counties with film libraries have more self-evaluation activities in each of the methods than those without film libraries with one exception. More of the counties without film libraries carry on self-evaluation through faculty discussion than do those with film libraries, the first being 60 per cent and the latter 33 per cent.

TABLE 31

PERCENTAGE OF OKLAHOMA COUNTIES REPORTING SELF-EVALUATION
OF AUDIO-VISUAL PROGRAM, BY TYPE OF COUNTIES

Counties	Per Cent Doing			
	Self-Evaluation of Audio-Visual Program	Faculty Discussion	Methods of Evaluation Committee Study and Report	Annual Report
With Film Libraries	50	33	15	56
Without Film Libraries	30	60	None	50
TOTAL	46	37	12	55

Source: Questionnaire, March, 1954.

Evaluative judgment. - The data indicate that a considerable amount of self-evaluation is carried on in Oklahoma. It can be assumed that the influence of the state-wide effort is extending somewhat into schools and counties. However, the influence on schools and counties with film libraries is not as much as it seems it should be in comparison with schools and counties without film libraries. Nevertheless, the difference in percentage of self-evaluation activities between these two types of schools and counties is comparatively small--11 per cent for schools and 20 per cent for counties. Also, it seems that an over-all proportion of only 48 per cent for schools, which carry on self-evaluation, is small. Therefore, considering the expenditure of time and money on the state program and the importance attached to self-evaluation by the criterion, this aspect of the state-wide audio-visual program appears to be weak.

Major and Minor Research

Criterion 18. - It is desirable that major and minor research projects be encouraged at all administrative levels.

Analysis of data. - The amount of audio-visual research in Oklahoma at the local level is so small that it is relatively insignificant. As shown in Table 32 only .13 per cent of the teachers in the schools have done a thesis in audio-visual education, .25 per cent have done a major audio-visual study, 2.1 per cent have written a seminar paper dealing with an audio-visual topic and only 1.8 per cent have made any kind of a local study.

TABLE 32

PERCENTAGE OF OKLAHOMA SCHOOL TEACHERS REPORTING COMPLETION OF AUDIO-VISUAL RESEARCH, BY TYPE AND SIZE OF SCHOOLS

Schools	Per Cent Teachers Completing			
	Thesis	Major Study	Seminar Paper	Local Study
Type				
With Film Libraries	.2	.4	2.9	2.4
Without Film Libraries	.08	.13	1.3	1.3
Size (No. Teachers)				
1- 14	.11	.11	1.3	.94
15- 29	None	.04	1.2	2.3
30- 59	.13	.18	.92	.88
60-119	.11	None	1.1	1
120-239	None	.07	1.5	.28
240-Up	.31	.72	4.7	3.7
TOTAL BY SIZE	.13	.25	2.1	1.8

Source: Questionnaire, March, 1954.

The percentage of teachers having done any kind of research study is so small that there is relatively little difference between schools of varying type and size. It seems that teachers in schools

with film libraries have done a little more research than those in schools without film libraries. For example, .2 per cent of the teachers in schools with film libraries have completed a thesis in the audio-visual field, .4 per cent have done a major audio-visual study, 2.9 per cent have written a seminar paper on an audio-visual topic, and 2.4 per cent have participated in a local audio-visual study. Schools without film libraries have only .08 per cent of the teachers who have done a thesis in the audio-visual field, .13 per cent a major audio-visual study, 1.3 per cent a seminar paper in audio-visual, and 1.3 per cent who have participated in a local study.

The percentage differential between schools by size, in terms of number of teachers, does not seem to be significant in any categories other than the schools with 240 or more teachers. In this category .31 per cent of the teachers have done a thesis in audio-visual education, while the highest percentage for any other size category was .13 per cent. The percentage differential between the various size categories of schools with teachers having made a major study in audio-visual education was similar to the above, except that the percentage of teachers in the larger schools is much higher. Of the schools with 240 or more teachers, .72 per cent of the teachers have completed a major study in the audio-visual field, while next highest for any other size category was .18 per cent. The percentage differential is not so great in the case of teachers having done audio-visual seminar papers and local studies in the audio-visual field.

Data in Table 33, indicate that more teachers in counties with film libraries have completed a thesis in the audio-visual field

than those in local schools with film libraries. Of the teachers in schools with film libraries .68 per cent have done an audio-visual thesis, .3 per cent have completed a major audio-visual study, .53 per cent have written a seminar paper in the audio-visual field, and 1.2 per cent have participated in a local audio-visual study.

TABLE 33

PERCENTAGE OF OKLAHOMA COUNTY TEACHERS REPORTING COMPLETION OF AUDIO-VISUAL RESEARCH, BY TYPE OF COUNTIES

Counties	Per Cent Teachers Completing			
	Thesis	Major Study	Seminar Paper	Local Study
With Film Libraries	.68	.3	.53	1.2
Without Film Libraries	None	.28	1.1	2
TOTAL	.54	.3	.66	1.4

Source: Questionnaire, March, 1954.

Evaluative judgment. - It seems that more stimulation to do research would have occurred than is indicated by the data cited above. Also, there is very little available evidence to indicate that adequate encouragement is being given to do research. Thus, it appears that this aspect of the Oklahoma program is weak.

A summary of the evaluative judgments on characteristics relating to the Research and Evaluation Aspect of the Oklahoma audio-visual program is shown in Figure 6.

Figure 6

EVALUATIVE PROFILE
OF THE
RESEARCH AND EVALUATION ASPECTS

Criteria	Evaluation	
	Strong	Weak
16. It is essential that research and evaluation be carried on in a state-wide audio-visual program.	/	/
17. It is essential that a state-wide audio-visual program provide for periodic self-evaluation activities at each administrative level.	/	/
18. It is desirable that major and minor research projects be encouraged at all administrative levels	/	/

Part V - State Tax Support

State Tax Support in General

Criterion 19. - It is essential that a state-wide audio-visual program receive tax support at the state and local levels, as do instructional programs, libraries, and other vital school services.

Analysis of data. - There is a considerable amount of data indicating that Oklahoma provided tax support at the state level for a state-wide audio-visual program, during the period 1947-53.

Table 34 lists data showing the total appropriations for audio-visual materials at the state level for the years 1947-53, and the general purposes for which the money was spent. During this six-year period \$525,000 was appropriated for the state film program. Of this

TABLE 34

AMOUNT OF STATE SUBSIDY APPROPRIATED AND EXPENDED IN OKLAHOMA,
BY YEARS 1947-53

Year	Appropriated	Expended for		
		Matching	Administration	Regional Films
1947-48	\$125,000	\$46,263	\$ 8,305	\$39,529
1948-49		21,684	8,695	171
1949-50	200,000	66,814	9,218	21,975
1950-51		68,049	11,162	22,825
1951-52	200,000	76,969	11,191	11,839
1952-53		76,656	11,399	11,735
TOTAL	\$525,000	\$356,435	\$59,970	\$108,074

Source: Twenty-Fourth Biennial Report of the State Department of Education of Oklahoma, 1952.

\$356,435 was used to match local and county funds, \$59,970 was expended for administration, and \$108,074 was used for outright grants for the purchase of films by the Regional Film Libraries.

The Fiftieth Legislature apparently intended to continue state support of the Oklahoma audio-visual program when it appropriated \$49,000 for the Regional Film Libraries, for the 1953-55 bienium. However, this appropriation was vetoed by the Governor.

Some indication that local administrative levels provide tax support for audio-visual purposes is found in the evidence that the local schools and counties actually participated in the state-wide program by receiving matching funds as shown in Table 35. The law authorizing the Oklahoma audio-visual program as shown in Appendix E, requires schools receiving state matching funds to match from local funds, the amount received. In 1947-48, 127 schools applied for

TABLE 35

NUMBER OF OKLAHOMA SCHOOLS APPLYING FOR AND PARTICIPATING IN MATCHING FUNDS AND PERCENTAGE OF TOTAL AMOUNT OF APPLICATIONS MATCHED, 1947-53

Year	Number		
	Schools Applying	Schools Receiving Matching Funds	Percentage Matched
1947-48	127	126	80
1948-49	215	98	80
1949-50	467	466	48
1950-51	667	647	33
1951-52	661	661	33
1952-53	825	825	26
AVERAGE	493	470	50

Source: Annual Reports of Audio-Visual Coordinator, State Department of Education, 1947-53.

state matching funds, and 126 actually participated by receiving such funds. In 1952-53, 825 schools and counties applied for matching funds and 825 participated. During the entire six-year

period an average of 493 schools applied for state matching funds each year, and an average of 470 of these actually participated each year by receiving matching funds.

Further evidence that local tax support is provided is shown in Table 36. It appears that local schools provide more money locally from their regular budget than they receive from state sources. In 1947, 32 per cent of the schools provided money from their local budget for audio-visual purposes, while only 19 per cent received state subsidy funds to purchase audio-visual materials. In 1948, 48 per cent of the schools used funds from their local budget to purchase audio-visual materials. During the same year only 29 per cent of the schools used state subsidy funds for audio-visual materials. In 1950, 66 per cent of the schools used funds from the regular budget for audio-visual materials, while 53 per cent used state subsidy funds for this purpose. In 1952, 80 per cent of the schools used their local funds and 61 per cent used state subsidy funds for the purchase of audio-visual materials.

Evaluative judgment. - The data clearly indicate that Oklahoma provides tax support at both the state and local levels for its audio-visual program. It is also evident that the support was continuous from 1947 to 1953. Thus, it appears that this aspect of the Oklahoma program is strong.

Local Participation

Criterion 20. - It is essential that local participation with money and professional help be used to enhance the probability of a state-wide audio-visual program surviving and prospering.

Analysis of data. - The tremendous increase in the number of film libraries in Oklahoma from 1947 to 1952, as shown in Table 41,

TABLE 36

PERCENTAGE OF OKLAHOMA SCHOOLS REPORTING USE OF LOCAL BUDGET
AND STATE SUBSIDY FOR AUDIO-VISUAL PURPOSES, BY SIZE OF
SCHOOLS, 1947-52*

Schools	Per Cent Using	
	Local Budget	State Subsidy
No. Teachers:		
1-14		
1947	28	10
1948	41	19
1950	60	45
1952	77	53
15-29		
1947	31	24
1948	46	32
1950	65	49
1952	80	68
30-59		
1947	52	40
1948	65	52
1950	79	81
1952	85	69
60-119		
1947	15	30
1948	85	40
1950	95	75
1952	95	80
120-239		
1947	37	25
1948	37	50
1950	37	75
1952	100	75
240-Up		
1947	75	25
1948	100	75
1950	100	75
1952	100	50
TOTAL		
1947	32	19
1948	48	29
1950	66	53
1952	80	61

Source: Questionnaire, March, 1954.

*For information on other sources of revenue see Table 58 in
Appendix F.

and the great increase in the number of films in these libraries during the same period of time seem to indicate that local participation with money and professional help enhance the probability of a state-wide audio-visual program surviving and prospering. As shown in Table 36, local participation through the use of local funds increased from 32 per cent in 1947, to 80 per cent in 1952.

As shown in Table 39, the percentage of schools which used local funds to purchase audio-visual materials during the period 1947-52 increased more among those without film libraries than it did among schools with film libraries. For example, 28 per cent of the schools without film libraries used local funds in 1947, and 79 per cent used these funds in 1952. Of the schools with film libraries 59 per cent used local funds in 1947, and 85 per cent used such funds in 1952.

It appears that small schools use local funds for audio-visual purposes equally as much as do large schools. The proportion of schools with 1 to 14 teachers which used local funds ranged from 28 per cent in 1947, to 77 per cent in 1952. The differential is similar among the other different size schools except those with 120 or more teachers. The proportion of schools with 15 to 29 teachers which used local funds ranged from 31 per cent in 1947, to 80 per cent in 1952; for schools with 30 to 59 teachers the range was from 52 per cent in 1947, to 85 per cent in 1952; for schools with 60 to 119 teachers, the range is 15 per cent in 1947, to 95 per cent in 1952; for schools with 120 to 239 teachers the range is from 37 per cent in 1947, to 100 per cent in 1952; and the range for schools with 240 or more teachers is from 75 per cent in 1947, to 100 per cent in 1952.

Evidence that schools contribute professional help in the state-wide audio-visual program is indicated in Table 37, which shows the number of audio-visual coordinators in the state and various amounts of time allotted to them. Fifty-four per cent of the local schools have an audio-visual coordinator. Only .8 per cent of the schools have a full-time coordinator; 17 per cent have a coordinator on a one-half-time or less basis, and 39 per cent have one on an additional assignment basis.

TABLE 37

PERCENTAGE OF OKLAHOMA SCHOOLS REPORTING SYSTEM-WIDE
AUDIO-VISUAL COORDINATORS, BY TYPE AND SIZE
OF SCHOOLS

Schools	Have Audio-Visual Coordinator	Time Allotted		
		Full Time	Half Time or Less	Additional Assignment
Type				
With Film Libraries	70	4	39	31
Without Film Libraries	51	None	14	40
Size (No. Teachers)				
1- 14	48	None	8	42
15- 29	56	None	15	45
30- 59	61	None	40	27
60-119	60	None	45	20
120-239	100	12	62	37
240-Up	75	50	25	None
<hr/>				
TOTAL BY SIZE	54	.8	17	39

Source: Questionnaire, March, 1954.

Schools with film libraries seem more inclined to appoint audio-visual coordinators than those without film libraries. Seventy per cent of the schools with film libraries have audio-visual coordinators, while only 51 per cent of the schools without film libraries have

coordinators. Four per cent of the schools with film libraries have a full-time coordinator, and 39 per cent have one on a one-half-time or less basis, while none of the schools without film libraries have a full-time coordinator and only 14 per cent have one on a half-time or less basis. Schools with film libraries are less inclined to use coordinators on an additional assignment basis. Only 31 per cent of them use coordinators on this basis, while 40 per cent of the schools without film libraries use coordinators on an additional assignment basis.

The largest amount of time allotted to coordination is found in the larger schools, while the largest amount of additional assignments is found in the smaller schools. For example, 62 per cent of the schools with 119 to 239 teachers use a coordinator on a one-half-time or less basis, and 12 per cent of them employ one on a full-time basis. Of these schools, 37 per cent have audio-visual coordinators on an additional assignment basis. Forty-two per cent of the schools with 1 to 14 teachers use coordinators on an additional assignment basis, and 8 per cent of them allow one-half-time or less to their coordinators.

As indicated in Table 38, only 23 per cent of the counties have audio-visual coordinators. Four per cent of the counties employ coordinators on a full-time basis, 10 per cent allow one-half-time or less for coordinators, and 16 per cent use them on an additional assignment basis.

Evaluative judgment. - It is apparent from the data that local schools and counties of Oklahoma participate in the state-wide audio-visual program with money and professional help. Even though

TABLE 38

PERCENTAGE OF OKLAHOMA COUNTIES REPORTING AUDIO-VISUAL
COORDINATORS, BY TYPE OF COUNTY

Counties	Have Audio-Visual Coordinator	Time Allotted		
		Full Time	Half Time or Less	Additional Assignment
With Film Libraries	22	4	4	15
Without Film Libraries	30	None	30	20
TOTAL	23	4	10	16

Source: Questionnaire, March, 1954.

the percentage of schools and counties which have audio-visual coordinators seems extremely small, in view of the relatively short time since the Oklahoma program was initiated, the evidence of progress is commendable. Consequently, it appears that this aspect of the Oklahoma program is strong.

Need for Subsidization

Criterion 21. - It is desirable that the initial capital outlay for films on a state-wide basis be provided through subsidization, especially in the early stages of development.

Analysis of data. - The rapid growth of film libraries in Oklahoma, as shown in Table 41, was probably due to two factors: (1) cooperative effort by all administrative levels, and (2) stimulation from state subsidy.

As shown in Table 39, the percentage of schools without film libraries which receive state subsidy increased more than those with film libraries. Fourteen per cent of the schools without film libraries received state subsidy in 1947, and 60 per cent of them

received state subsidy in 1952. On the other hand, 31 per cent of the schools with film libraries received state subsidy in 1947, and 65 per cent of them received state subsidy in 1952.

TABLE 39

PERCENTAGE OF OKLAHOMA SCHOOLS REPORTING USE OF LOCAL BUDGET AND STATE SUBSIDY FOR AUDIO-VISUAL PURPOSES, BY TYPE OF SCHOOLS, 1948-52

Schools	Per Cent Using	
	Local Budget	State Subsidy
With Film Libraries		
1947	59	31
1948	70	59
1950	81	70
1952	85	65
Without Film Libraries		
1947	28	14
1948	45	24
1950	63	56
1952	79	60

Source: Questionnaire, March, 1954.

The percentage of schools which received state subsidy during the period 1947-1952 was not as great among those with 1 to 14 teachers as it was among the larger schools, as shown in Table 36.

Twenty-four per cent of the schools with 15 to 29 teachers received state subsidy in 1947. The proportion of schools of this size which received state subsidy reached a total of 68 per cent in 1952. Forty per cent of the schools with 30 to 59 teachers received state subsidy in 1948, and increased to 69 per cent in 1952. Thirty per cent of the schools with 60 to 119 teachers received state subsidy in 1947, and 80 per cent of the schools of this size received state subsidy in 1952. The range in percentage of schools with 120

to 239 teachers which received state subsidy was from 25 per cent in 1947, to 75 per cent in 1952. The percentage of schools with 240 or more teachers which received state subsidy was not as great as it was among schools in the smaller categories. In 1947, 25 per cent of the schools of this size received state subsidy, while in 1952, only 50 per cent of them received such funds.

In 1947, 20 per cent of the counties received state subsidy, as shown in Table 40. In 1948, this proportion was 41 per cent, in 1950, it was 61 per cent, and in 1952, 80 per cent of the counties received state subsidy.

TABLE 40

PERCENTAGE OF OKLAHOMA COUNTIES REPORTING USE OF LOCAL BUDGET
AND STATE SUBSIDY FOR AUDIO-VISUAL PURPOSES,
BY TYPE OF COUNTIES, 1947-52

Counties	Per Cent Using	
	Local Budget	State Subsidy
With Film Libraries		
1947	35	20
1948	59	41
1950	78	61
1952	80	80
Without Film Libraries		
1947	None	None
1948	None	30
1950	20	50
1952	50	90

Source: Questionnaire, March, 1954.

Evaluative judgment. - The data clearly indicate that Oklahoma subsidized its film libraries during the first six years of the state-wide program. Thus, it appears that this aspect of the program is strong.

Library Growth

Criterion 22. - It is desirable that state tax support in the form of subsidy be provided, if rapid film library growth on a state-wide basis is expected.

Analysis of data. - There is some indication that state tax support has contributed to the rapid growth of film libraries in Oklahoma. As shown in Table 41 the total number of film libraries in the state increased from twelve in 1947, to ninety-nine in 1953. The total number of motion picture films included in these libraries increased from 900 in 1947, to 18,035 in 1953. The influence of state tax support is further indicated by the gradual increase in

TABLE 41

TOTAL NUMBER OF FILM LIBRARIES IN OKLAHOMA, INCLUDING
NUMBER OF FILMS AND FILM USES, 1947-53

Year	Libraries	Films	Film Uses
1947	12	900	15,167
1948	31	3,300	24,277
1949	77	6,718	47,864
1950	83	9,714	67,818
1951	92	13,037	100,408
1952	92	17,839	120,391
1953	99	18,035	201,455

Source: Data for 1947, obtained by personal interview. Balance of data obtained from Annual Report on Motion Picture Use, State Department of Education.

the number of film libraries and in the number of films during each year that state subsidy was provided. In 1948, there were thirty-one film libraries in Oklahoma. In 1949, this number had increased to seventy-seven. In 1950, there were eighty-three film libraries, in 1951, the total was ninety-two, and in 1953, there were ninety-nine film libraries in the state. Similarly, the number of prints

in the libraries increased progressively. In 1948, the inventory of films in Oklahoma was 3,300 prints, in 1949, it was 6,718. This number increased to 9,714 prints in 1950, to 13,037 prints in 1951, to 17,839 prints in 1952, and reached a total of 18,035 prints in 1953.

Evaluative judgment. - There appears to be ample evidence that the Oklahoma audio-visual program is supported by state tax funds, and that this support probably has contributed to the rapid growth of film libraries. Hence, it appears that this aspect of the Oklahoma program is strong.

Matching Funds

Criterion 23. - It is desirable that the financial support of of state-wide audio-visual program be on a matching basis, such as 50-50 or some other percentage division.

Analysis of data. - Theoretically, the Oklahoma program provides for matching funds to counties and local school districts on a fifty-fifty basis. However, due to an excessive number of schools applying for funds, only 80 per cent of the amount applied for was available during the 1947-48 school year, as shown in Table 35. The same condition prevailed in the second year of the program, 1948-49. During the 1949-50 school year, the demand again was so great that only 48 per cent of the amount applied for was available, and in 1950-51, this percentage was decreased to 33 per cent. This percentage remained the same for the 1951-52 school year, and was even smaller in 1952-53, when it dropped to 26 per cent. Thus, over the six-year period, the state was able to match an average of approximately 50 per cent of its share of the matching funds. This meant

that the schools, instead of receiving state funds on a fifty-fifty basis, actually received only 25 per cent of the amount for which they applied.

As shown in Table 42, the school administrators in Oklahoma apparently favor the state subsidy principle on a matching basis. Eighty per cent of the administrators in schools with film libraries feel that the subsidy should be on a matching basis, while only 8 per cent feel that it should be an outright grant. Ninety per cent of the administrators in schools without film libraries think that state subsidy is necessary, and all of these feel that it should be on a matching basis.

TABLE 42

PERCENTAGE OF OKLAHOMA COUNTIES EXPRESSING A PREFERENCE FOR
AND METHOD OF FINANCIAL SUBSIDY TO PURCHASE AUDIO-VISUAL
MATERIALS, BY TYPE OF COUNTIES

Counties	Subsidy Necessary	Per Cent Expressing Method of Subsidy	
		Matching Basis	Outright Grant
With Film Libraries	80	80	8
Without Film Libraries	90	90	None
TOTAL	82	82	7

Source: Questionnaire, March, 1954.

The value attached to matching funds, as expressed by administrators in local schools, is indicated in Table 43. Seventy-eight per cent of all administrators think the principal benefit from matching funds is that it encourages the purchase of audio-visual

TABLE 43

PERCENTAGE OF OKLAHOMA SCHOOLS INDICATING THE VALUE OF
STATE MATCHING FUNDS, BY TYPE AND SIZE OF SCHOOLS

Schools	Per Cent	
	Makes Purchase of Audio-Visual Materials Possible	Essential to Development of Local Program
Type		
With Film Libraries	74	52
Without Film Libraries	79	45
Size (No. Teachers)		
1- 14	77	48
15- 29	80	40
30- 59	69	44
60-119	95	55
120-239	87	50
240-Up	75	100
TOTAL BY SIZE	78	46

Source: Questionnaire, March, 1954.

materials. Of these, 46 per cent think it is essential to the development of a local program. The opinions on this differ very little among school administrators in schools with film libraries and those without film libraries. Seventy-four per cent of the administrators in schools with film libraries feel that the principal value of matching funds is in the purchase of audio-visual materials, while 79 per cent of the administrators in schools without film libraries indicate this as the principal value. Fifty-two per cent of the administrators in schools with film libraries think that matching funds are essential to the development of a local program, and 45 per cent of those in schools without film libraries agree.

As shown in Table 44, 85 per cent of the superintendents in counties with film libraries feel that the value of matching funds is for the purchase of audio-visual materials, while 100 per cent in counties without film libraries think that this is the principal value. Fifty-nine per cent of the administrators in counties with film libraries feel that the matching funds are essential to the

TABLE 44

PERCENTAGE OF OKLAHOMA COUNTIES INDICATING THE VALUE OF STATE MATCHING FUNDS, BY TYPE

Counties	Per Cent	
	Makes Purchase of Audio-Visual Materials Possible	Essential to Development of Local Program
With Film Libraries	85	59
Without Film Libraries	100	70
TOTAL	87	61

Source: Questionnaire, March, 1954.

development of a local program, and 70 per cent of them in counties without film libraries make the same response.

Evaluative judgment. - From the data described above, together with the evidence discussed earlier, it is evident that state financial support for the Oklahoma program is provided on a matching basis, that schools and counties utilize this method of support, and that it is favored by school administrators. Consequently, it appears that this aspect of the Oklahoma program is strong.

Purpose of Financial Support

Criterion 24. - It is desirable that the financial support of a state-wide audio-visual program be used for the purchase and/or rent of audio-visual materials for the state, regional, county, and local film libraries.

Analysis of data. - An indication that state funds are used for the purchase of audio-visual materials by the Regional Film Libraries of Oklahoma is shown in Table 34. During the six-year period in which state money was provided, \$108,074 was spent for motion picture films by the Regional Film Libraries. However, it should be pointed out that under the law none of this money could be spent for rental purposes and apparently none was used for this purpose.

The largest amount of money spent in any one year for films by Regional Film Libraries was \$39,529, during the first year of the state program in 1947-48. In 1949-50, \$21,975 was spent, and the next year \$22,825 was spent. In 1951-52, \$11,839 was spent and the next year the expenditure was \$11,735.

As shown in Tables 45, 46, and 47, the data indicate that state money is used for the purchase of audio-visual materials for the county and local schools in Oklahoma. As shown in Table 45, 14 per cent of the local schools own film libraries. Eighty-four per cent of the schools with film libraries also have filmstrip libraries and 58 per cent of these participate in county cooperative film libraries. Of these, 20 per cent participate by depositing films in the libraries, 43 per cent by contributing money on a pro rata basis, and 11 per cent by doing both.

The need for financial support for rental of audio-visual materials is implied by the data in Table 48. These data show that 70 per cent of the local schools use films from the University of

TABLE 45

PERCENTAGE OF OKLAHOMA SCHOOLS OWNING FILM AND FILMSTRIP
LIBRARIES AND/OR PARTICIPATING IN COUNTY COOPERATIVE
FILM LIBRARIES, BY SIZE OF SCHOOLS

Schools	Per Cent		
	Film Library	Filmstrip Library	Participate in County Cooperative Film Library
No. Teachers:			
1- 14	1	74	69
15- 29	10	93	50
30- 59	36	98	52
60-119	60	90	25
120-239	87	87	12
240-Up	100	100	25
TOTAL	14	84	58

Source: Questionnaire, March, 1954.

TABLE 46

PERCENTAGE OF OKLAHOMA SCHOOLS OWNING FILM AND FILMSTRIP
LIBRARIES AND/OR PARTICIPATING IN COUNTY COOPERATIVE FILM
LIBRARIES, BY TYPE OF SCHOOLS

Schools	Per Cent		
	Film Library	Filmstrip Library	Participate in County Cooperative Film Library
With Film Libraries	100	100	26
Without Film Libraries	-	82	55

Source: Questionnaire, March, 1954.

TABLE 47

PERCENTAGE OF OKLAHOMA SCHOOLS REPORTING THE METHOD OF
PARTICIPATION IN COUNTY COOPERATIVE FILM LIBRARIES,
BY TYPE AND SIZE OF SCHOOLS

Schools	Per Cent		
	Deposit Films in Library	Contribute Money on Pro Rata Basis	Doing Both
Type			
With Film Libraries	15	17	11
Without Film Libraries	21	44	11
Size (No. Teachers)			
1- 14	21	52	13
15- 29	22	37	8
30- 59	17	38	10
60-119	15	10	5
120-239	12	12	12
240-Up	25	25	25
TOTAL	20	43	11

Source: Questionnaire, March, 1954.

TABLE 48

PERCENTAGE OF OKLAHOMA SCHOOLS REPORTING FILMS OBTAINED FROM
SOURCES OTHER THAN LOCAL AND COUNTY LIBRARIES, BY SIZE OF SCHOOLS

Film Sources	Schools by Size (No. Teachers)						Total
	1-14	15-29	30-59	60-119	120-239	240-Up	
University of Oklahoma	55	80	96	90	87	100	70
Oklahoma A & M	44	53	75	70	75	75	53
S. W. State College	29	24	19	10	12	50	25
N. W. State College	16	10	2	5	None	None	11
Central State College	13	10	17	35	37	75	15
E. C. State College	16	15	19	15	None	None	16
N. E. State College	8	10	17	10	None	25	10
S. E. State College	9	17	23	15	None	None	13
Panhandle A & M	7	5	None	5	None	None	5
Others	47	46	35	40	62	50	45

Source: Questionnaire, March, 1954.

Oklahoma in addition to those from their own local libraries. Fifty-three per cent use films from Oklahoma Agricultural and Mechanical College, 25 per cent from Southwestern State College, 11 per cent from Northwestern State College, 15 per cent from Central State College, 16 per cent from East Central State College, 10 per cent from Northeastern State College, 13 per cent from Southeastern State College, 5 per cent from Panhandle Agricultural and Mechanical College, and 45 per cent from other sources. Obviously, the total of all of these exceeds 100 per cent which indicates clearly that schools use films from more than one of the Regional Film Libraries. This indicates that much use is made of films other than those the local schools are able to purchase. Since state funds are not available for rental purposes, obviously schools use local funds to pay the rental fees on films from the Regional Film Libraries.

An indication of what school administrators think of state subsidy for the purchase of audio-visual materials is shown in Table 49. Eighty-one per cent of the administrators in the schools feel that subsidy for the purchase of audio-visual materials is essential, 60 per cent think it should be on a matching basis, and 17 per cent feel it should be on an outright grant basis. There is very little difference in the opinions on this subject between administrators in schools with film libraries and those without film libraries. Neither is there much difference between the opinions of administrators in counties with film libraries and those without film libraries.

TABLE 49

PERCENTAGE OF OKLAHOMA SCHOOLS EXPRESSING A PREFERENCE FOR
AND METHOD OF FINANCIAL SUBSIDY TO PURCHASE AUDIO-VISUAL
MATERIALS, BY TYPE AND SIZE OF SCHOOLS

Schools	Subsidy Necessary	Per Cent	
		Matching Basis	Outright Grant
Type			
With Film Libraries	80	74	13
Without Film Libraries	81	58	18
Size (No. Teachers)			
1- 14	82	59	16
15- 29	82	56	22
30- 59	73	54	21
60-119	80	85	None
120-239	100	87	12
240-Up	100	75	50
TOTAL BY SIZE	81	60	17

Source: Questionnaire, March, 1954.

Evaluative judgment. - There appears to be ample evidence to indicate that financial support is provided for the purchase of audio-visual materials at all administrative levels in Oklahoma. This is clearly a strength of the Oklahoma program. However, it appears that state funds cannot be used for rental purposes. Since there are many schools and counties which do not purchase films because of limited funds and other limitations which make it impractical to do so, it seems that this restriction on state funds constitutes a weakness in this aspect of the Oklahoma program.

Amortization and Handling Cost

Criterion 25. - It is desirable that the local school pay through rental fees the amortization and handling cost for all films obtained from the state and regional libraries.

Analysis of data. - The available data do not indicate any provision in the Oklahoma program for charging rental fees sufficient to amortize the cost of films. Table 50 shows that only 5 per cent of the local school film libraries charge an over-due fee and none of them charge a handling fee, or a rental fee to amortize the cost of films. None of the county libraries charges fees of any kind. One hundred per cent of the Regional Film Libraries charge an over-due fee and a handling fee, but only 22 per cent charge a rental fee to amortize the cost of films.

TABLE 50

PERCENTAGE OF OKLAHOMA SCHOOLS, COUNTIES, AND REGIONAL FILM LIBRARIES, REPORTING THE CHARGE OF FEES AND RENTALS FOR AUDIO-VISUAL MATERIALS, BY TYPE OF SCHOOLS

Libraries	Per Cent Charge		
	Over-due Fee	Handling Fee	Rental to Amortize
Local Film Libraries	5	None	None
County Film Libraries	None	None	None
Regional Film Libraries	100	100	22

Source: Questionnaire, March, 1954.

Again referring to Table 48 which shows the use of films from the various Regional Film Libraries, one concludes that the local schools of Oklahoma use many films without paying the amortization

cost of them. There is no evidence to indicate that the state is committed to a program of free films on the same basis as free textbooks.

Evaluative judgment. - Apparently schools and counties provide local funds for audio-visual purposes and use them, together with state subsidy funds, to establish their own libraries. The fact that none of the schools charges an amortization fee does not seem to be a weakness in as much as it seems impractical to charge themselves a rental fee. Therefore, it is felt that the criterion does not apply to schools and counties. However, it seems that the percentage of Regional Film Libraries which charge an amortization fee is much too small to conform to the criterion. Hence, it appears that this aspect of the Oklahoma program is weak.

A summary of the evaluative judgments on characteristics relating to the State Tax Support Aspect of the Oklahoma audio-visual program is shown in Figure 7.

Figure 7

EVALUATIVE PROFILE
OF THE
STATE TAX SUPPORT ASPECTS

Criteria	Evaluation	
	Strong	Weak
19. It is essential that a state-wide audio-visual program receive tax support at the state and local levels, as do instructional programs, libraries, and other vital school services		
20. It is essential that local participation with money and professional help be used to enhance the probability of a state-wide audio-visual program surviving and prospering.		
21. It is desirable that the initial capital outlay for films on a state-wide basis be provided through subsidization, especially in the early stages of development.		
22. It is desirable that state tax support in the form of subsidy be provided, if rapid film library growth on a state-wide basis is expected		
23. It is desirable that the financial support of a state-wide audio-visual program be on a matching basis, such as 50-50 or some other percentage division		
24. It is desirable that the financial support of a state-wide audio-visual program be used for the purchase and/or rent of audio-visual materials for state, regional, county, and local film libraries.		
25. It is desirable that the local school pay through rental fees the amortization and handling cost for all films obtained from state and regional libraries. (If the state is committed to a program of free films on the same basis as free textbooks this would not apply.)		

Part VI - Film Distribution

Distribution in General

Criterion 26. - It is essential that the distribution system in a state-wide audio-visual program facilitate the use of audio-visual materials in the classroom by making them more accessible.

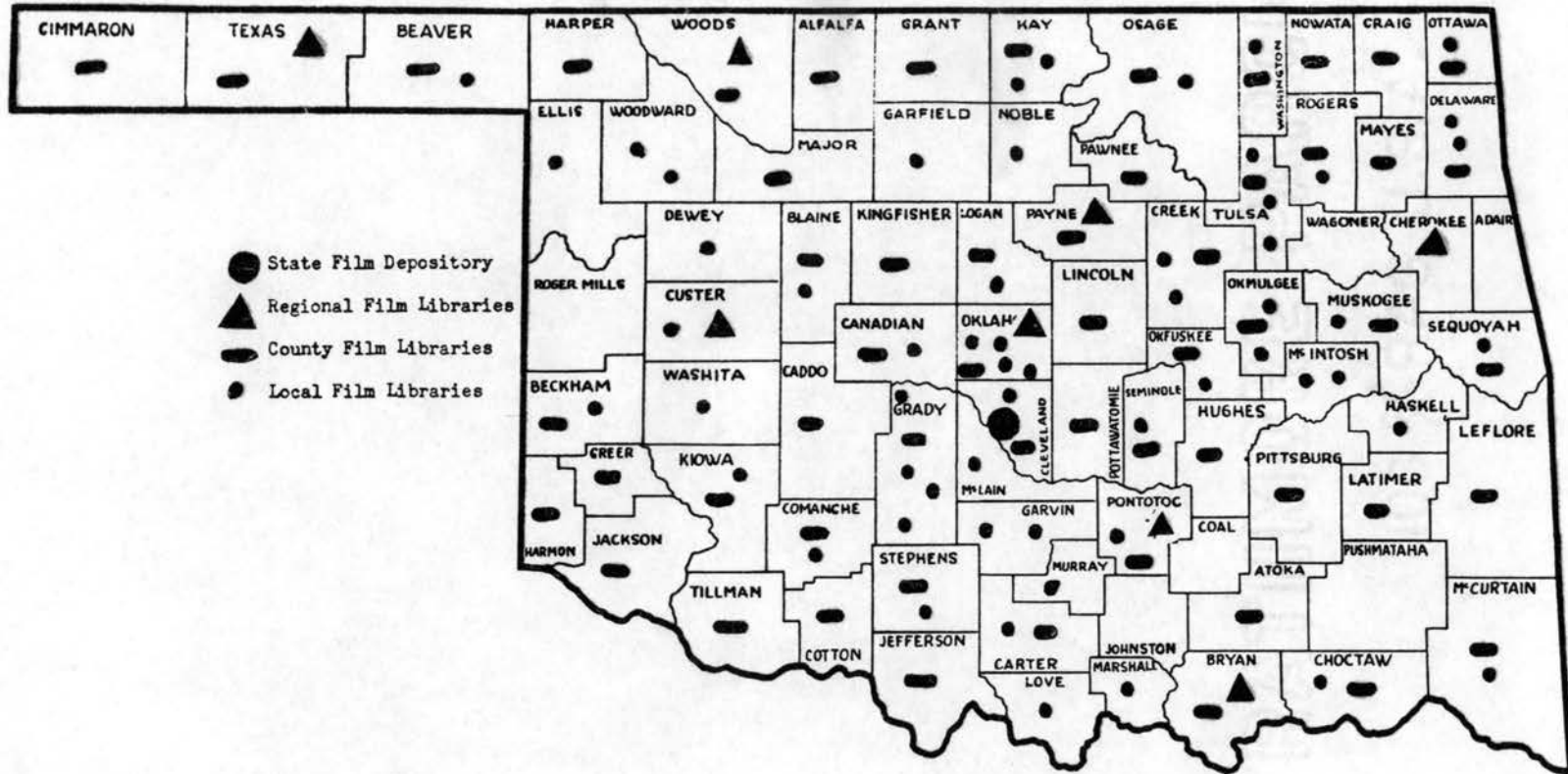
Criterion 27. - It is essential that the distribution centers in a state-wide audio-visual program be decentralized, to make the materials more accessible for the classroom.

Analysis of data. - Figure 8, showing the location of the Regional Film Libraries in Oklahoma, indicates that the wide geographical distribution of these libraries is designed to make films reasonably accessible to all of the schools in the state of Oklahoma. This map also shows the location of the county and local school film libraries in the state, indicating a balanced geographical distribution. Thus, it appears that the geographical distribution of a large number of film libraries in Oklahoma is designed to contribute to the accessibility of films to the public schools of the state.

An indication that the film distribution system in Oklahoma facilitates the use of films in the classrooms is shown by the data in Table 23. As discussed earlier, these data indicate a tremendous growth in the number of films used in the public schools of the state. For example, during the 1946-47 school term, the Regional Film Libraries distributed 10,729 films to off-campus groups, and in 1952-53, they distributed 40,186. It seems significant that the increase in circulation was rather gradual and uniform for each year. This same tendency is also shown in Table 41 which seems to indicate that the number of films used increased in direct proportion to the increase in the number of films in the libraries.

Figure 8

OKLAHOMA FILM DISTRIBUTION SYSTEM
1953



The increased use of films, as shown in Table 41, also indicates accessibility. The total films used from all Oklahoma libraries in 1947 was 15,167, while in 1953, it was 201,455. Also, the information in Table 48 indicates the proportion of schools receiving films from each of the several Regional Film Libraries. As stated before, the total percentage of schools and counties receiving films from all libraries is 263 per cent which indicates that local schools and counties utilize film resources from more than one of the Regional Film Libraries.

Evaluative judgment. - The data clearly indicate that the distribution system of the Oklahoma state-wide audio-visual program is decentralized. There is some indication that film use among the schools is facilitated by this arrangement. It also appears that films are reasonably accessible to the schools as a result of the geographical distribution of the libraries. Thus, it appears that this aspect of the Oklahoma program is strong.

Number of School Units

Criterion 28. - It is essential that the location of distribution centers in a state-wide audio-visual program be determined by the number of school units to be served.

Evaluative judgment. - There is no available evidence to indicate that, in the location of Regional Film Libraries in Oklahoma, any consideration was given to the number of school units to be served. Neither are there available data to indicate that this factor influenced the location of county and local school film libraries. Consequently, it appears that this aspect of the Oklahoma program is weak.

Transportation Facilities

Criterion 29. - It is essential that the location of distribution centers in a state-wide audio-visual program be determined by the transportation facilities.

Evaluative judgment. - There are no available data that indicate the consideration of transportation facilities as a factor in the location of distribution centers. Consequently, it appears that this aspect of the Oklahoma program is weak.

Number of Prints

Criterion 30. - It is essential that the location of distribution centers in a state-wide audio-visual program be determined by the number of prints and materials available at the center.

It is assumed that this criterion refers to Regional Film Libraries and not to school and county libraries.

Analysis of data. - There is some indication that some of the Regional Film Libraries in Oklahoma were originally selected because they had some films in circulation at the time of their selection. As shown in Table 12, six of the eight institutions at which libraries were originally located had 2,044 films in circulation. Since four of these were essentially regional State Teachers Colleges, it seems logical to assume that the other two were selected because they were similar institutions.

Evaluative judgment. - There appears to be no available evidence that any of the libraries were selected on the basis of the number of prints owned by them. The logical geographical distribution of these institutions could possibly have been a factor in their selection. Therefore, it seems impossible to judge this aspect of the Oklahoma program as either strong or weak.

Kinds of Materials

Criterion 31. - It is essential that the activities of a state-wide audio-visual program include a full scope of audio-visual materials including radio, blackboard, bulletin board displays, tape and other recording devices, television, and all types of projected materials.

Analysis of data. - Motion picture films are the most prevalent kind of audio-visual materials being distributed to the public schools. Data in Table 51 indicate that the Regional Film Libraries have a variety of equipment, the most of which probably is used in pre-service training. During the 1946-47 school terms, there were thirty-one 16mm sound motion picture projectors in all of the Regional Film Libraries. In 1947-48, this number increased to forty, and in 1952-53, it reached a total of ninety-five.

TABLE 51

NUMBER AND KINDS OF AUDIO-VISUAL EQUIPMENT IN REGIONAL FILM LIBRARIES IN OKLAHOMA, 1946-53*

Year	Number				
	16mm Projector	Filmstrip Projector	Opaque Projector	3 x 4 Slide Projector	Tape Recorder
1946-47	31	18	12	19	4
1947-48	40	21	15	19	10
1948-49	54	34	19	26	15
1949-50	71	42	35	31	24
1950-51	86	48	26	42	33
1951-52	91	51	29	43	33
1952-53	95	58	33	43	36

Source: Questionnaire, February, 1954

*Four more detailed information, see Table 61 in Appendix F.

The total number of filmstrip projectors in the Regional Film Libraries increased from eighteen in the 1946-47 school term, to fifty-eight in the 1952-53 term.

The total number of other kinds of equipment such as opaque projectors, 3 1/4 x 4 inch slide projectors, and tape recorders, increased proportionately during this period of time.

Data in Table 52 give some indication of the kinds of materials provided in the Regional Film Libraries for use by the on-campus departments and off-campus groups. The nine Regional Film Libraries circulate films to both off-campus and on-campus groups. Eight of them provide filmstrips, but only four circulate filmstrips to groups off the campus. Seven Regional Film Libraries provide 2 x 2 inch slides and seven provide 3 1/4 x 4 inch slides, however, the most of these are reserved for on-campus groups. Seven of these

TABLE 52

NUMBER OF OKLAHOMA REGIONAL FILM LIBRARIES OWNING VARIOUS KINDS OF AUDIO-VISUAL MATERIALS

Kinds of Materials	No. Libraries
Motion Picture Films	9
Filmstrips	8
2 x 2 Slides	7
3 x 4 Slides	7
Tape Recordings	7
Disc Recordings	7
Museum Exhibits	2
Models	3
Charts	4
Maps	3

Source: Questionnaire, January, 1954.

*For more detailed information see Table 62 in Appendix F.

libraries provide tape recordings for use to both on-campus and off-campus groups. Seven libraries provide disc recordings, but only two make them available to off-campus groups. Two of the

Regional Film Libraries provide museum exhibits but only one distributes these to off-campus groups. Three Regional Film Libraries use models in some departments on their own campuses; four use charts in their on-campus instruction; and three provide maps for their on-campus departments.

There is some indication from the data in the 1953 Annual Audio-Visual Report from the State Department of Education, that schools and counties use materials other than motion picture films. This report shows that in the 1953-54 school term, all Oklahoma schools and counties owned 1,564 recorders and record players, 431 owned opaque projectors, 2,486 had radios, and 470 had tape recorders.

A further indication that schools and counties use a variety of instructional materials is shown in Table 28, showing the number and percentage of schools and counties which use teacher-student production of handmade slides, graphs, and other materials.

Evaluative judgment. - These data seem to indicate that the Oklahoma state-wide program includes a variety of instructional materials. Hence, it appears that this aspect of the program is strong.

Distance From Centers

Criterion 32. - It is desirable that the location of distribution centers in a state-wide audio-visual program be determined by the distance the school units are from the centers.

Analysis of data. - There are no available data which indicate that consideration was given to the distance of schools from the distribution centers in locating the centers. However, in most instances, county seat towns are focal points for most schools with

regard to school matters. It is apparent that in most instances school units are not a great distance from the film distribution centers.

Evaluative judgment. - In view of the apparent lack of consideration of this factor in locating the distribution centers, it appears that this aspect of the Oklahoma program is weak.

Teacher Education Responsibilities

Criterion 33. - It is desirable that the location of distribution centers in a state-wide audio-visual program be determined by the responsibilities which the teacher education institutions or other prospective centers, are willing to assume in preparing teachers to use audio-visual materials at those centers.

Analysis of data. - The responsibilities that teacher education institutions assume in preparing teachers to use audio-visual materials is revealed in Table 24. These data indicate that the institutions of higher learning offering the most pre-service opportunities are those at which Regional Film Libraries are established. All of the fourteen four-year institutions of higher education in Oklahoma offer one or more courses in audio-visual education. Only one of the institutions other than those with film libraries offer more than one course. All of the teacher education institutions at which Regional Film Libraries are located offer two or more audio-visual courses. Likewise, each of these institutions provide non-credit audio-visual laboratory instruction for pre-service teachers.

A further indication that the institutions at which Regional Film Libraries are located assume responsibility in pre-service training is indicated in Table 53. In the school year 1946-47, the Regional Film Libraries expended \$5,490 for audio-visual materials.

TABLE 53

AMOUNT OF EXPENDITURES REPORTED FOR AUDIO-VISUAL MATERIALS BY
OKLAHOMA REGIONAL FILM LIBRARIES, 1947-53*

Year	Amount
1946-47	\$ 5,490
1947-48	13,950
1948-49	20,818
1949-50	25,178
1950-51	24,045
1951-52	47,865
1952-53	39,198

Source: Questionnaire, February, 1954, for years 1946-49. Data for 1950 through 1953 were taken from Annual Reports of State Department of Education.

*For more detailed information, see Table 59 in Appendix F.

In 1947-48, they expended \$13,950, and in 1948-49, they spent \$20,818 for audio-visual materials. The amount spent for audio-visual materials at the Regional Film Libraries continued to increase to a total of \$39,198 in 1952-53.

Data in Table 54 indicate that the Regional Film Libraries provide audio-visual equipment for classroom and laboratory instruction to pre-service teachers. In the 1946-47 school year, the nine Regional Film Libraries spent \$3,890 for equipment. In 1949-50, the total amount spent for this purpose was \$11,716, and in 1952-53, it reached a total of \$18,285.

Evaluative judgment. - The data clearly indicate that the institutions at which the Regional Film Libraries are located, provide audio-visual training opportunities for teachers. It appears that this aspect of the Oklahoma program is strong.

TABLE 54

AMOUNT OF EXPENDITURES REPORTED FOR AUDIO-VISUAL EQUIPMENT BY
OKLAHOMA REGIONAL FILM LIBRARIES, 1946-53*

Year	Amount
1946-47	\$ 3,890
1947-48	5,910
1948-49	9,630
1949-50	11,716
1950-51	16,710
1951-52	10,501
1952-53	18,285

Source: Questionnaire, February, 1954, for years 1946-49. Data for 1950 through 1953 were taken from Annual Reports of State Department of Education.

*For more detailed information, see Table 60 in Appendix F.

Variety of Materials

Criterion 34. - It is desirable that in a state-wide audio-visual program, the state and regional libraries circulate different types of materials such as films, recordings, exhibits, dioramas, and any other materials which may not be readily obtainable at the local level.

Analysis of data. - There are very little available data that indicate the extent to which a variety of audio-visual materials are used in the local schools of the state. However, the data that are available indicate that schools use some materials other than motion picture films.

As shown in Table 51, many different kinds of audio-visual equipment are used on the campuses where Regional Film Libraries are located. It is apparent that pre-service teachers have an opportunity to see and use a variety of audio-visual equipment.

The data in Table 52 indicate that a wide variety of materials including films, filmstrips, slides, tape recordings, disc recordings,

museum exhibits, models, charts and maps are used on the campuses and in some instances, off the campuses of the Regional Film Libraries. All of these libraries circulate films to off-campus groups. Only three of the Regional Film Libraries circulate filmstrips, two circulate slides, three tape recordings, and two disc recordings. One Regional Film Library circulates exhibit materials, and none of them circulate maps, charts and dioramas.

Evaluative judgment. - It is apparent that the Oklahoma program provides for the distribution of films. Other kinds of materials are circulated from some of the distribution centers; however, the number of centers doing this seem rather small. Nevertheless, due to the nature of the materials other than films, the newness of the program, and the possible lack of awareness on the part of the teachers of the potentialities of other kinds of materials, it appears that this aspect of the Oklahoma program is strong.

Local School Materials Libraries

Criterion 35. - It is desirable that a state-wide audio-visual program provide for the establishment of local school audio-visual materials libraries when feasible.

Analysis of data. - As stated before, the state law establishing the Oklahoma audio-visual program provides for the establishment of local school film libraries. Figure 9 shows the location and geographical distribution of the local school film libraries in the state.

The information in Table 45 shows that 14 per cent of the public schools in the state have film libraries and 84 per cent have filmstrip libraries. It also shows that 58 per cent of all schools participate in county cooperative film libraries.

Eighty-two per cent of the schools with film libraries also have filmstrip libraries. Only 26 per cent of the schools with film libraries participate in a county cooperative film library, while 55 per cent of the schools without film libraries participate in a county cooperative film library.

It seems that more of the larger schools own film libraries than do the smaller schools. One hundred per cent of the schools with 240 or more teachers have film libraries. Eighty-seven per cent of those with 120 to 239 teachers have film libraries, 60 per cent of those with 60 to 119 teachers have film libraries, and 36 per cent of those with 30 to 59 teachers own film libraries. The percentage then drops to 10 per cent for those with 15 to 29 teachers, and only 1 per cent for those with 1 to 14 teachers.

This percentage differential is not so large with respect to filmstrip libraries. All of the larger schools with 240 or more teachers have filmstrip libraries. Eighty-seven per cent of the schools with 120 to 239 teachers own both filmstrip and film libraries. The percentage of smaller schools with filmstrip libraries is somewhat higher than for the larger schools. Ninety per cent of the schools with 60 to 119 teachers have filmstrip libraries, 98 per cent of the schools with 30 to 59 teachers, 93 per cent of the schools with 15 to 29 teachers, and 74 per cent of the schools with 1 to 14 teachers have filmstrip libraries.

It is also noteworthy that the smaller the schools the greater the percentage that participate in the county film libraries. Sixty-nine per cent of the schools with 1 to 14 teachers participate in county cooperative libraries. Fifty per cent of the schools with

15 to 29 teachers participate in county libraries, and 52 per cent of the schools with 30 to 59 teachers participate. The percentage of participation in county libraries drops to 25 per cent for schools with 60 to 119 teachers, is the same for schools with 240 or more teachers, and is only 12 per cent for schools with 120 to 239 teachers.

Evaluative judgment. - The evidence is fairly clear that the Oklahoma audio-visual program provides for the establishment of local school film libraries and that several such libraries are in operation. Consequently, it appears that this aspect of the Oklahoma program is strong.

County Cooperative Film Libraries

Criterion 36. - It is desirable that a state-wide audio-visual program provide for the establishment of county audio-visual materials libraries when feasible.

Analysis of data. - As stated before, the original state authorization for an audio-visual program in Oklahoma provides for county film libraries as well as for regional and local school film libraries. Figure 9 shows the general location and geographical distribution of the county film libraries in Oklahoma in 1952.

Data in Table 55 show that 82 per cent of the counties have film libraries, 75 per cent of them have filmstrip libraries, and 79 per cent of them are cooperative film libraries. Of the counties with film libraries, 87 per cent are cooperative, and 40 per cent of the counties without film libraries participate on a cooperative basis with filmstrips.

Eighty per cent of the counties with film libraries also have filmstrip libraries, while 50 per cent of the counties without film

TABLE 55

PERCENTAGE OF OKLAHOMA COUNTIES OWNING FILM AND FILMSTRIP
LIBRARIES AND/OR PARTICIPATING IN COOPERATIVE FILM LIBRARIES,
BY TYPE OF COUNTIES

Counties	Per Cent		
	Film Library	Filmstrip Library	Participate in County Cooperative Film Library
With Film Libraries	100	80	87
Without Film Libraries	-	50	40
TOTAL	82	75	79

Source: Questionnaire, March, 1954.

libraries own filmstrip libraries, and 40 per cent of these are cooperative county filmstrip libraries.

Evaluative judgment. - The establishment of county film libraries in Oklahoma is authorized by law, and the evidence clearly indicates that such libraries have been established. Hence, it appears that this aspect of the program is strong.

Centralized Distribution

Criterion 37. - It is questionable whether or not the centralization of distribution into one audio-visual center is educationally sound.

Evaluative judgment. - There is no evidence to indicate that the distribution system of the Oklahoma program is centralized. On the contrary, the evidence is clear that the Oklahoma program is decentrally designed. Therefore, it appears that this criterion does not apply, since it is not an aspect of the Oklahoma program.

A summary of the evaluative judgments on characteristics relating to the Film Distribution Aspect of the Oklahoma audio-visual program is shown in Figure 9.

Figure 9

EVALUATIVE PROFILE
OF THE
DISTRIBUTION ASPECTS

Criteria	Evaluation	
	Strong	Weak
26. It is essential that the distribution system in a state-wide audio-visual program facilitate the use of audio-visual materials in the classroom by making them more accessible. . .		
27. It is essential that the distribution centers in a state-wide audio-visual program be decentralized, so as to make the materials more accessible for the classroom.		
28. It is essential that the location of distribution centers in a state-wide audio-visual program be determined by the number of school units to be served.		
29. It is essential that the location of distribution centers in a state-wide audio-visual program be determined by the transportation facilities.		
30. It is essential that the location of distribution centers in a state-wide audio-visual program be determined by the number of prints and materials available at the center		
31. It is essential that the activities of a state-wide audio-visual program include a full scope of audio-visual materials, including radio, blackboard, bulletin board displays, tape and other recording devices, television, and all types of projected materials		
32. It is desirable that the location of distribution centers in a state-wide audio-visual program be determined by the distance the school units are from the center.		

Figure 9 (Continued)

Criteria	Evaluation	
	Strong	Weak
33. It is desirable that the location of distribution centers in a state-wide audio-visual program be determined by the responsibility which the teacher education institutions or other prospective centers are willing to assume in preparing teachers to use audio-visual materials at those centers		
34. It is desirable that in a state-wide audio-visual program, the state and regional libraries circulate different types of materials such as films, recordings, exhibits, dioramas, and any other materials which may not be readily obtainable at the local level		
35. It is desirable that a state-wide audio-visual program provide for the establishment of local school audio-visual materials libraries when feasible		
36. It is desirable that a state-wide audio-visual program provide for the establishment of county audio-visual materials libraries when feasible		
37. It is questionable whether or not the centralization of distribution into one audio-visual center is educationally sound.		

CHAPTER VI

SUMMARY AND CONCLUSIONS

Introduction

The aim of this chapter is to re-state the purpose and review the methods of the investigation; to summarize the process used in developing the criteria to evaluate the Oklahoma audio-visual program; to summarize the conclusions of the study; and to make recommendations for further study.

Problem and Purpose of the Study

The problem of this investigation was to determine the strong and weak points of the following aspects of the Oklahoma audio-visual program: (1) organization and administration; (2) teacher education; (3) dissemination of audio-visual information; (4) research and evaluation; (5) tax support; and (6) film distribution.

The purposes of the investigation were to: (1) develop criteria by which data relative to the Oklahoma audio-visual program can be evaluated, and (2) evaluate selected aspects of the Oklahoma program in terms of these criteria.

The present investigation proposed to make a contribution toward the need for: (1) criteria to serve as a guide to others who might wish to evaluate other state-wide audio-visual programs; (2) recommendations to the Oklahoma legislature with regard to needed changes

in the Oklahoma Code with reference to the audio-visual program; and (3) recommendations to Oklahoma school leaders in regard to needed changes in the organization and administration of the Oklahoma audio-visual program.

Method of Investigation

The methods used in this investigation were the questionnaire method, the appraisal method, and the interview method, although the latter method was used only in a limited way.

The plan of attack on the problem consisted of: (1) the development of criteria suitable for use in evaluating the Oklahoma audio-visual program, and (2) the collection, analysis, and evaluation of data on the Oklahoma audio-visual program.

A review of related literature revealed that only a few audio-visual studies had been made on state-wide audio-visual programs, none of which was an evaluative study. However, information from these studies contributed to the selection of the audio-visual characteristics evaluated in this investigation.

An examination of the historical records and interviews with experienced Oklahoma educators revealed that the history of audio-visual activities in Oklahoma could be classified into three phases: (1) preliminary or pioneering phase; (2) initiatory phase; and (3) developmental phase. The preliminary phase began in 1904 and extended to about 1942. The initiatory phase extended from about 1943 to 1946. The developmental phase covered the period from 1947 to the time of this study. It was this latter phase with which this investigation dealt.

Development of Criteria

The development of criteria required the selection of a jury of experts. In order to make the selection of members of the jury as objective as possible, rigid criteria were formulated for this purpose. Before a person could qualify to serve on the jury, he must have: (1) indicated by contributions to literature, his ability to think objectively; (2) indicated a thorough theoretical knowledge of audio-visual education through broad educational experiences; (3) indicated a thorough knowledge of the application of the principles of organization and administration to an audio-visual program, through practical experience as an administrator; and (4) had experiences which indicate a knowledge of organizational structures and administrative practices in the several states of the United States. To facilitate the selection of individual members of the jury, values were assigned to a variety of experiences which prospective members might have had in conformity with the criteria. The total points required to qualify as a member of the jury were designed to require that each member have had experiences broad enough to fulfill the requirements of all criteria.

When these criteria were applied to a list of names of forty-two people thought to be eligible to serve on the jury, thirty-four, or 81 per cent met the requirements of the criteria and were thought to be qualified to make the type of judgments necessary for this study. Of this number, four disqualified themselves, leaving a total of thirty qualified jury members.

Certain characteristics which seemed fairly common to state-wide audio-visual programs were pre-selected to facilitate the work

of the jury. These were then submitted to the jury for appraisal. The jury responses were then computed into mean scores which constituted the basis on which the criteria were formulated. Figure 10 shows the location on the scale of the mean scores of all jury responses, indicating the category under which each score fell.

The re-test method was used to check the reliability of the instrument for obtaining reactions of the jury to the audio-visual characteristics. Eight members of the jury to which questionnaires were originally sent were selected at random and asked to respond to the same questionnaire a second time. Seven of these responded a second time. The total scores for each item derived from responses made by members of the re-test group on each of the tests were then correlated, giving a correlation coefficient of .86. This correlation coefficient was tested by the R. A. Fisher z-function formula, which indicated that the true correlation coefficient might be expected to occur in a confidence-interval of .80 to .90, in 95 out of every 100 times the instrument was re-administered.

Method of Evaluation

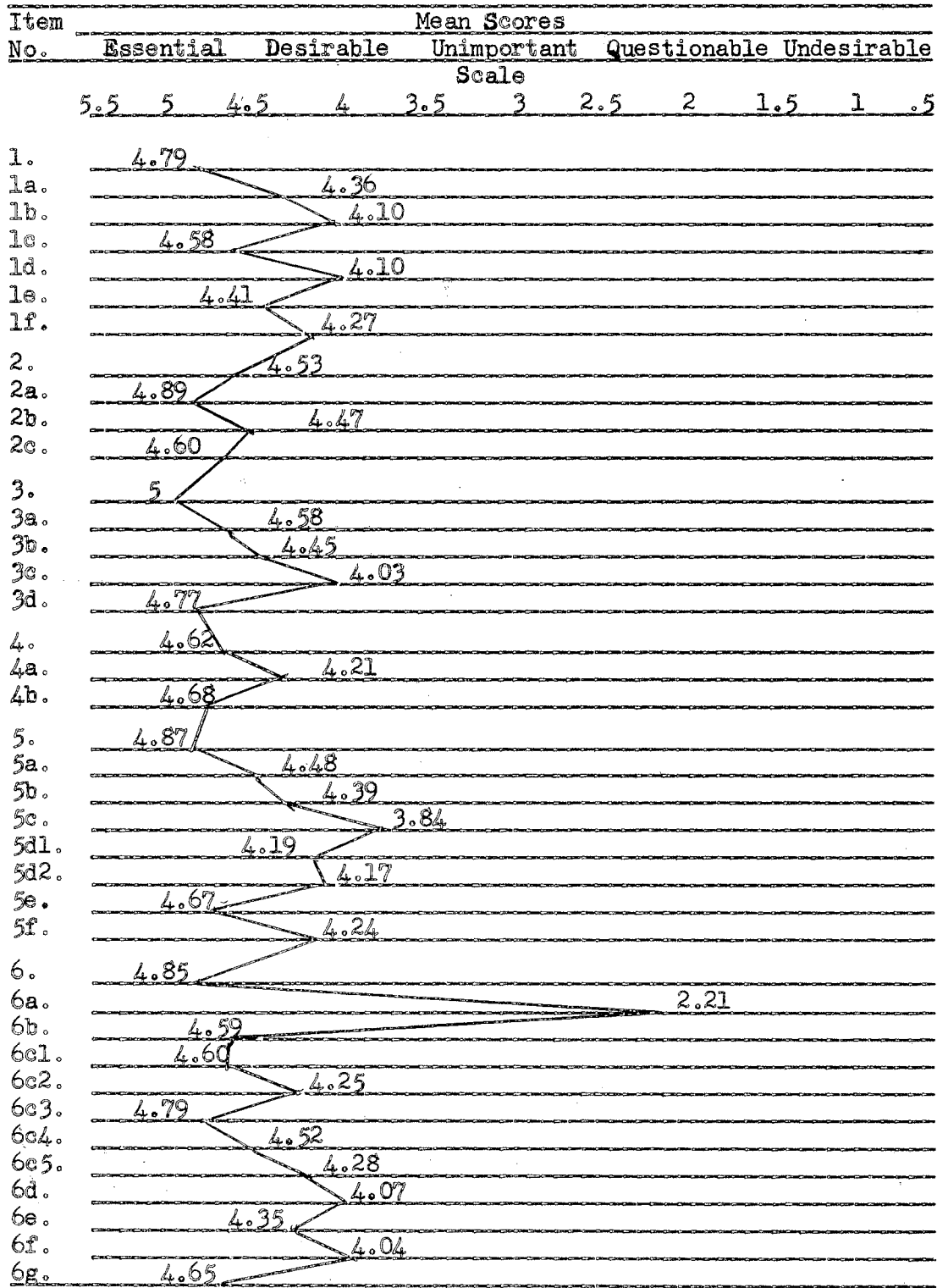
Data on the various aspects of the Oklahoma audio-visual program were obtained from four principal sources: (1) participating public schools of the state; (2) county film libraries; (3) Oklahoma Regional Film Libraries; and (4) Oklahoma State Department of Education. The data obtained were collated under items corresponding to audio-visual characteristics which seemed pertinent to each of the six major aspects under investigation.

The evaluation of the various aspects of the Oklahoma audio-visual program was accomplished by an analysis of the data on each

Figure 10

MEAN SCORES OF THE JURY OF EXPERTS ON PROGRAM CHARACTERISTICS OF THE OKLAHOMA AUDIO-VISUAL PROGRAM

Item numbers correspond to program characteristics listed in original questionnaire.



Source: Tables 6-11

aspect and its sub-items, in relation to the criterion determined by judgments of a jury of experts.

The evaluative judgments were given in terms of strengths and weaknesses without regard to the degree of strength or weakness. The judgments were reached on the basis of one or more of the following criteria: (1) evidence that the activities of a particular aspect conformed with the criterion; (2) evidence of activities which were compatible with the criterion; and (3) evidence of continuous effort toward achieving the objective of the criterion.

Summary of Findings

Chapter V contains data on the Oklahoma audio-visual program which were gathered by questionnaire from the public schools, counties, Regional Film Libraries, and the State Department of Education, and an analysis of the data in relation to certain criteria. A summary of the findings derived from this follows.

Criterion 1. - All administrative levels, including state, regional, county, and local schools, of the state system of education in Oklahoma are included in its state-wide audio-visual program, and each of the administrative levels accepts the responsibilities of its role in carrying on an active audio-visual program.

Criterion 2. - Some liaison activities are provided between audio-visual agencies and other departments in the education system by the Oklahoma audio-visual program. However, it appears that there are no liaison activities between the state audio-visual program and several state educational agencies not under the administration of the State Department of Education.

Criterion 3. - The Oklahoma audio-visual program provides for an advisory council. However, the council does not have representation from all administrative levels of the state education system.

Criterion 4. - All administrative levels of the Oklahoma audio-visual program participate in, and provide consultative personnel for, in-service training activities.

Criterion 5. - All administrative levels cooperate in carrying on audio-visual activities in the Oklahoma audio-visual program.

Criterion 6. - Local schools of the Oklahoma audio-visual program involve classroom teachers in the evaluation and selection of films for placement in local film libraries. However, the Regional Film Libraries make only limited use of classroom teachers in the evaluation and selection of films for placement in their libraries.

Criterion 7. - Teacher education institutions play an important role in the Oklahoma audio-visual program, particularly in the distribution of films and in pre-service training of teachers.

Criterion 8. - All teacher education institutions of Oklahoma offer audio-visual course work for the pre-service training of teachers.

Criterion 9. - Teacher education institutions of Oklahoma provide consultative services to local schools and counties for in-service training activities.

Criterion 10. - Teacher education institutions and all other administrative levels of the Oklahoma audio-visual program cooperate in a state-wide in-service training program on audio-visual problems.

Criterion 11. - The dissemination of audio-visual information and promotional activities in Oklahoma is systematic and continuous at the state level.

Criterion 12. - The dissemination of pertinent audio-visual information to local school personnel and lay people is done in the Oklahoma audio-visual program.

Criterion 13. - There has been an increased use of films in Oklahoma since the beginning of the state-wide audio-visual program.

Criterion 14. - The amount of assistance and promotional direction given to teacher-student production of learning aids in the Oklahoma audio-visual program appears to be limited.

Criterion 15. - All administrative levels of the Oklahoma audio-visual program prepare bulletins, study guides, and handbooks for use in the audio-visual program.

Criterion 16. - In general, research and evaluation of activities of the Oklahoma audio-visual program are carried on.

Criterion 17. - Self-evaluation of audio-visual activities is carried on by all administrative levels of the Oklahoma audio-visual program.

Criterion 18. - The encouragement of major and minor research projects at all administrative levels of the Oklahoma audio-visual program is limited.

Criterion 19. - State tax support is provided for audio-visual materials at the state and local administrative levels in Oklahoma.

Criterion 20. - Local schools and counties participate in the Oklahoma audio-visual program by providing money from local budgets and professional personnel.

Criterion 21. - State tax support in the form of subsidy for the initial capital outlay of films is provided in the Oklahoma audio-visual program.

Criterion 22. - There has been a rapid growth of film libraries in Oklahoma since the beginning of the state-wide audio-visual program.

Criterion 23. - Financial support on a matching basis is provided in the Oklahoma audio-visual program for the purchase of audio-visual materials.

Criterion 24. - There is a lack of financial support for the rental of audio-visual materials in the Oklahoma audio-visual program.

Criterion 25. - The Oklahoma audio-visual program makes no provision for charging fees sufficient to amortize the cost of films furnished by the Regional Film Libraries.

Criterion 26. - The distribution system of the Oklahoma audio-visual program is designed to make audio-visual materials more accessible to the classrooms of the state and to facilitate their use.

Criterion 27. - Films appear to be more accessible to the classrooms of Oklahoma through a decentralized distribution system.

Criterion 28. - The number of school units to be served was not a factor in determining the location of distribution centers in the Oklahoma audio-visual program.

Criterion 29. - No consideration was given to transportation facilities as a factor in determining the location of distribution centers in the Oklahoma audio-visual program.

Criterion 30. - By implication, consideration was given to the number of film prints available at a center as a factor in determining the location of distribution centers in the Oklahoma

audio-visual program. However, there are no available data to indicate that this was actually used as a factor in the location of the centers.

Criterion 31. - A variety of audio-visual materials are provided in the Oklahoma audio-visual program.

Criterion 32. - No consideration was given to the distance school units were from the distribution centers as a factor in determining the location of such centers in the Oklahoma audio-visual program.

Criterion 33. - The teacher education institutions of Oklahoma assume the responsibility of preparing teachers in the use of audio-visual materials.

Criterion 34. - The Regional Film Libraries of Oklahoma provide a variety of audio-visual materials for use in classrooms on their campuses.

Criterion 35. - Local school audio-visual materials libraries are operating as a part of the Oklahoma audio-visual program.

Criterion 36. - County audio-visual materials libraries are operating as a part of the Oklahoma audio-visual program.

Concomitant Findings

Although not directly related to the purposes of this study, several additional findings are of interest. The technique of this study may be useful to social scientists who wish to obtain similar data.

1. Schools with film libraries give more cooperation in audio-visual matters to community groups than do those without film libraries.

2. Schools with film libraries are more inclined to seek consultative help from outside sources than do those without film libraries.
3. The smaller the schools in terms of the number of teachers, the less they are inclined to utilize consultative help.
4. About one-half of the schools and more than three-fourths of the counties used consultative services during the period 1947-52.
5. There is very little difference in the number of teachers having had audio-visual course work among schools with film libraries and those without film libraries.
6. Film use on the college campuses increased about nine times during the period 1947-53, and increased about four times in off-campus use during this period.
7. Schools with film libraries make greater use of printed media in disseminating audio-visual information to teachers than do those without film libraries.
8. Local schools make greater use of teacher-student production of audio-visual materials than do counties.
9. Counties without film libraries have a greater percentage of schools making handmade slides than do those with film libraries. The same thing is true with regard to charts, graphs, and study prints.
10. Schools with the largest number of teachers make greater use of newsletters, office bulletins, study guides, and handbooks for the dissemination of audio-visual information than do the smaller schools.
11. Counties without film libraries use handbooks more than do those with film libraries.

12. There is a general use of catalogs listing available audio-visual materials among schools and counties with film libraries.

13. Counties with film libraries use bulletins, study guides, and handbooks as information media less than do counties without film libraries.

14. Smaller schools make less use of the various printed media for disseminating audio-visual information than do the larger schools.

15. Larger schools have a greater percentage of teachers who have done a major study in the audio-visual field than do the smaller schools.

16. More teachers in counties with film libraries have completed a thesis in the audio-visual field than have teachers in local schools with film libraries.

17. Counties with film libraries have more self-evaluation activities in each of the various methods of self-evaluation than do those without film libraries.

18. More of the larger schools take advantage of state subsidy than do the smaller schools.

19. Local school and county administrators favor state subsidy on a matching basis.

Conclusions

On the basis of the evaluation of data obtained in this study relative to Oklahoma audio-visual activities, together with the criteria developed through a jury of experts, the following is a summary of the conclusions revealed in Chapter V.

1. Through the use of a nation-wide jury of experts the criteria developed for use in this study are reasonably adequate for evaluating the Oklahoma audio-visual program, and could be useful as a guide in evaluating other state-wide audio-visual programs.

2. Within the limitations of this study, the conclusions revealed in Chapter V constitute the strong and weak points of the Oklahoma audio-visual program. Of the thirty-seven audio-visual characteristics evaluated, twenty-three are strong, nine are weak, four are neither weak nor strong, and one does not apply. The subsidiary conclusions regarding the six major aspects of this study are:

- a. Of the six characteristics pertaining to the organization and administration aspect of the Oklahoma audio-visual program, three are strong, one is weak, and two are neither weak nor strong. The characteristics relating to Criterion 1, 4, and 5 are strong, the one relating to Criterion 2 is weak, and those relating to Criterion 3 and 6 are neither weak nor strong.
- b. All of the characteristics pertaining to the teacher education aspect of the Oklahoma audio-visual program are strong. The characteristics relate to Criterion 7, 8, 9, and 10.
- c. Of the five characteristics pertaining to the dissemination of audio-visual information aspect of the Oklahoma audio-visual program, three are strong, one is weak, and one is neither strong nor weak. The characteristics relating to Criterion 11, 13, and 15 are strong; the one relating to Criterion 12 is weak; and the one relating to Criterion 14 is neither strong nor weak.
- d. Of the three characteristics pertaining to the research and evaluation aspect of the Oklahoma audio-visual program, one is strong and two are weak. The characteristic relating to Criterion 16 is strong and those relating to Criterion 17 and 18 are weak.
- e. Of the seven characteristics pertaining to the state tax support aspect of the Oklahoma audio-visual program, five are strong and two are weak. The characteristics relating to Criterion 19, 20, 21, 22, and 23 are strong and those relating to Criterion 24 and 25 are weak.

- f. Of the eleven characteristics pertaining to the film distribution aspect of the Oklahoma audio-visual program, seven are strong, three are weak, one is neither weak nor strong, and one does not apply. The characteristics relating to Criterion 26, 27, 31, 33, 34, 35, and 36 are strong; those relating to Criterion 28, 29, and 32 are weak; the one relating to Criterion 30 is neither weak nor strong and the one relating to Criterion 37 does not apply.
3. The correction of the deficiencies in the weak aspects of the Oklahoma audio-visual program would greatly facilitate the administrative effectiveness of the program.

Recommendations

On the basis of this study, the following recommendations are believed to be defensible.

1. That the Legislature or some other appropriate authority provide for the utilization of the State Film Depository and Regional Film Libraries for the production and distribution of films for all state agencies engaged in educational endeavors. Examples of some of these agencies are: Agriculture Extension, Vocational Education, State Health Department, State Planning and Resources Department, State Game and Fish Department, and Mental Hospitals.

2. That the State Department of Education and the Regional Film Libraries, in cooperation with counties and local schools, study the problem of the kinds of information about audio-visual materials that are needed by teachers and lay people for more effective use of materials, and give assistance in the dissemination of such information.

3. That local schools and counties provide for adequate coordination of audio-visual activities within their schools by appointing qualified coordinators on a part-of-teaching-load basis.

4. That local schools and counties provide for periodic self-evaluation of their audio-visual activities on a definitely planned basis.

5. That instructors of audio-visual courses encourage teachers and administrators to do research in the audio-visual field, and that school administrators encourage teachers to do local internal studies on problems relating to the audio-visual field.

6. That state appropriations for audio-visual purposes permit the use of such funds for film rentals.

7. That the Legislature or some other appropriate authority require that all distribution centers, other than local schools and counties, charge fees sufficient to amortize the original cost of films in addition to the handling costs.

8. That membership on the presently constituted Film Advisory Council be extended to include at least one representative from each of the following: the State School Administrators Association, the State County Superintendents Association, the State Secondary Principals Association, and the State Elementary Principals Association.

Recommendations for Further Study

1. The instrument used to determine the criteria for this study may not be precise enough to distinguish minute differences in characteristics of an audio-visual program, even though it is believed to be adequate for this study. It is believed that further study might develop a more refined and precise instrument which would be generally useful. A study of this possibility might show, for example, that several audio-visual characteristics are common

to all state-wide audio-visual programs, and that others could be grouped in terms of specified situations.

2. This study indicates that tax support in the form of subsidy is necessary during the early stages of a state-wide audio-visual program. A more intensive investigation of this aspect might determine the length of time for which state subsidy should be provided or that it should be established on a permanent basis.

3. One of the findings from data in Chapter V is that audio-visual courses are offered by all teacher education institutions for pre-service teachers. A further study of this phase might, for example, reveal the kinds of educational experiences required to develop adequate audio-visual competencies for pre-service teachers not provided in current offerings.

4. As indicated in Chapter I, the scope of this study does not include any aspects of effective use of audio-visual materials. The analysis of data on many of the audio-visual characteristics reveals that organization and administrative provisions are available to make effective utilization of audio-visual materials possible. From observations made during the investigation it seems that a thorough study of the problem of effective utilization of audio-visual materials is most urgently needed.

5. As shown by the data in Chapter V, a large number of county film libraries have been established in Oklahoma. In relation to the organizational aspect this appears strong. It does not necessarily follow, however, that these are strong components of the Oklahoma program. From observations made during the course of this investigation, it appears that a further study of this aspect might reveal

that county film libraries, as they are presently structured, are actually a weak link in the program. A thorough study might reveal that a combination of counties on a cooperative basis would be more desirable because of size and financial limitations, or it might determine a more suitable administrative arrangement.

6. Some other areas in which further study is recommended are:

- (1) the size of film libraries in terms of film titles and number of prints in relation to the number of classroom units to be served;
- (2) the feasibility of Regional Film Libraries distributing materials other than films, such as charts, models, exhibits, dioramas, and recordings; and (3) the types of materials in which teacher-student production should be undertaken.

General Summary

This study attempted to determine the strong and weak points of the Oklahoma audio-visual program.

Through the use of the questionnaire, appraisal, and interview methods of investigation, criteria were developed, data were collected, and evaluations were made of thirty-seven characteristics of six major aspects of the Oklahoma audio-visual program. Of the thirty-seven characteristics evaluated, twenty-three were strong, nine were weak, four were neither weak nor strong, and one did not apply.

It is concluded from the study that, through the use of a nationwide jury of experts, it is possible to develop reasonably adequate criteria for the evaluation of the Oklahoma audio-visual program; that such criteria might be useful as a guide in evaluating other

state-wide audio-visual programs; and that the correction of deficiencies in the weak aspects of the Oklahoma program would facilitate the administrative effectiveness of the program.

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APPENDIX A

QUESTIONNAIRE
ON
A STATE-WIDE AUDIO-VISUAL PROGRAM
December, 1953

The statements below are possible characteristics of selected aspects of the organization and administration of a state-wide audio-visual program.

Your estimate of each characteristic, with respect to its importance to a state-wide audio-visual program, should be in terms of its application to a general or theoretical situation without regard to exceptional conditions.

Directions: Please check (x) your estimate of importance of each item in the appropriate column at the right. The key to the degree of importance is as follows:

1. Essential--Important to the highest degree.
2. Desirable--Worthy, but not of highest importance.
3. Unimportant--Neutral, not important.
4. Questionable--Not sure, some doubt about practice.
5. Undesirable--Objectionable, not good.

-
1. The organization and administration of a state-wide audio-visual program should include all administrative levels of the state system of education.
 - a. The organization should involve four administrative levels--state, regional, county, and local.
 - b. The organization should provide for an advisory council composed of the head, or his representative, from each of four administrative levels--state, regional, county, and local school, and other appropriate training agencies.
 - c. The organization should provide for liaison activities between audio-visual agencies and other departments in the state educational system.
 - d. The organization should provide for consultative help in in-service training at all administrative levels and particularly in the selection and training of audio-visual personnel at the local level.

	1	2	3	4	5

APPENDIX A - CONTINUED

	1	2	3	4	5
e. A state-wide audio-visual program should be a cooperative endeavor involving close integration of all audio-visual activities of each of four administrative levels--state, regional, county, and local school.					
f. A state-wide audio-visual program should provide for the involvement of classroom teachers in the evaluation and selection of materials to be placed in film libraries.					
g. Others _____					
<hr/>					
2. The teacher education institutions of a state should be an integral part of a state-wide audio-visual program.					
a. All institutions of higher learning offering teacher education should make the study of audio-visual materials a part of their curriculum pre-service training.					
b. Teacher education institutions and all administrative units--state, regional, county, and local school--should cooperate in a state-wide program of in-service training in audio-visual materials.					
c. Teacher education institutions should assume some responsibility of providing consultative and leadership personnel for in-service study of audio-visual problems.					
d. Others _____					
<hr/>					
3. The dissemination of pertinent information and promotional activities are essential in a state-wide audio-visual program.					
a. A state-wide audio-visual program should provide for the dissemination of pertinent information about audio-visual materials to school personnel as well as to the lay people. .					
b. Preparation of bulletins, study guides, handbooks, etc., should be provided for in an effective state-wide audio-visual program.					

APPENDIX A - CONTINUED

	1	2	3	4	5
c. A state-wide audio-visual program should give assistance and promotional direction in teacher-production, and student-production of learning aids.					
d. The activities of a state-wide audio-visual program should stimulate a greater use of appropriate audio-visual materials.					
e. Others _____					
<hr/>					
4. Research and evaluation should be carried on in a state-wide audio-visual program.					
a. Major and minor research projects should be encouraged at all administrative levels.					
b. A state-wide audio-visual program should provide for periodic self-evaluation activities at each administrative level.					
c. Others _____					
<hr/>					
5. A state-wide audio-visual program should receive tax support at the state and local levels, as do instructional programs, libraries, and other vital school services.					
a. Rapid film library growth on a state-wide basis depends upon state tax support in the form of subsidy.					
b. The initial capital outlay for films on a state-wide basis makes subsidization almost mandatory, especially in the early stages of development, if the program is to have stability and permanence.					
c. Financial support of a state-wide audio-visual program should be on a matching basis such as 50-50 or some other percentage division.					
d. Financial support of a state-wide audio-visual program should be for two purposes:					
(1) The purchase and/or rent of audio-visual materials for state and regional libraries.					
(2) The purchase and/or rent of audio-visual materials for the county and local schools.					

APPENDIX A - CONTINUED

- e. A state-wide audio-visual program should provide for the establishment of local school audio-visual materials libraries when feasible.
- f. A state-wide audio-visual program should provide for the establishment of county audio-visual materials libraries when feasible. These may be cooperative in nature involving only those schools wishing to participate.
- g. The activities of a state-wide audio-visual program should not be restricted to the use of motion pictures in education. A full scope of audio-visual materials should be utilized by schools, including radio, black-board, bulletin board displays, tape and other recording devices, and television.
- h. Others _____

	1	2	3	4	5
e.					
f.					
g.					
h.					

Name of person making appraisal _____

Would you like to receive a copy of the summary of reactions to this questionnaire? Yes ___ No ___.

APPENDIX B

December 17, 1953

Dr. James _____
San Jose State College
San Jose 14, California

Dear _____

An evaluative study of the audio-visual program in Oklahoma is being made. Such a study will require the development of certain criteria.

Because of your education background and experience, you have been selected to serve as a member of a jury to judge the importance of selected program characteristics.

Certain characteristics have been identified for your reactions, thus holding to a minimum the time required of you. The questionnaire can be completed in less than twenty minutes. In order to further conserve time the questionnaire is enclosed.

Your careful consideration of each item and your estimate of importance will make a valuable contribution to the study.

Your cooperation will certainly be appreciated.

Yours truly,

W. R. Fulton, Director
Educational Materials
Services Department

WRF/mgr

QUESTIONNAIRE
ON
AUDIO-VISUAL EDUCATION

March, 1954

The information requested in this questionnaire is essential to an evaluative study that is being made of Oklahoma's Audio-Visual Program.

What is the status of audio-visual education in your school with respect to film library, audio-visual staff, in-service training, audio-visual revenue sources, and other audio-visual activities? That is what we would like for you to tell us in this questionnaire.

It is easy. In most instances you merely place an "x" on the line to the right of the question which more nearly represents the practice in your school.

Please complete as soon as possible and return to W. R. Fulton, University of Oklahoma, Norman, Oklahoma.

	Yes	No
Example: Does your school have a book library?	x	
If yes, how many book does it contain? <u>500</u>		
1. Does your school have a 16mm film library?		
If yes, how many films does it contain? _____		
2. Does your school have a filmstrip library?		
If yes, how many filmstrips does it contain? _____		
3. Does your school participate in a county cooperative film library?		
If yes, do you participate by:		
a. Depositing films in the county library?		
b. Contributing money to the library on some pro rata basis?		
c. Doing both of above practices?		
4. Does your school permit community organizations to use:		
a. School owned films?		
b. School owned projection equipment?		
If yes, do you require them to use approved:		
(1) Teachers to operate the projection equipment?		
(2) Students to operate the projection equipment?		
5. Does your school assist program chairmen of community organizations in selecting films for their use?		
6. Do your teachers participate in the selection of films and filmstrips that are placed in the film library?		
If no, who makes the selection? _____		

	Yes	No
7. Does your school have an audio-visual coordinator? (One person with the responsibility of coordinating all audio-visual activities of the school system.)		
If yes, how much time is allotted for this assignment?		
a. Full time?		
b. Half time?		
c. Less than half time?		
d. An additional assignment?		
8. Does your school have an audio-visual coordinator in each building?		
If yes, how much time is allotted for this assignment?		
a. Full time?		
b. Half time?		
c. Less than half time?		
d. An additional assignment?		
9. Has an audio-visual consultant from the State Department of Public Instruction given assistance to your school during the last five years?		
10. Has an audio-visual consultant from one of the colleges or universities given assistance to your school during the last five years?		
11. Does your school attempt to evaluate its audio-visual program periodically?		
If yes, what types of items are considered in the evaluations?		
a. Faculty discussion of equipment inventory?		
b. Faculty discussion of materials inventory?		
c. Faculty discussion of utilization practices?		
d. Committee study and reports to faculty?		
e. Audio-visual coordinators' annual reports?		
f. Finances for audio-visual materials?		
g. Others _____		
<hr/>		
12. Do you think the state should provide financial subsidy for the purchase of audio-visual materials?		
If yes, should the funds be allotted?		
a. On a matching basis?		
b. On an outright grant basis?		
13. In your opinion what is the principal value of matching funds for the purchase of audio-visual materials as has been done prior to this year?		
a. Encourages schools to purchase materials that they otherwise would not purchase.		
b. Is essential to the development of a local school audio-visual program.		
c. Others? _____		

	Yes	No
14. Does your school issue audio-visual information to teachers through:		
a. Newsletter		
b. Office Bulletin		
c. Study Guides		
d. Handbooks		
e. Others _____		

15. Do your teachers produce simple instructional materials?		
a. Handmade slides		
b. Filmstrips		
c. Charts and graphs		
d. Mounted pictures		
e. Models		
f. Puppets		
g. Others _____		

16. What audio-visual in-service activities have your teachers participated in during the last five years: (Check items in appropriate columns below.)

	Less than one day	One day	More than one day	Part of regular in-service plan
Example: National Conference			x	

a. State conferences				
b. County conferences				
c. Regional conferences				
d. State workshops				
e. Local workshops				
f. Local group study				

17. How many teachers in your school have had course work for credit in audio-visual education? (Place the number to the right of appropriate item.)

 a. One course _____

 b. Two courses _____

 c. Three courses or more _____

18. How many of your school personnel have engaged in audio-visual research? (Place number on line to right of items applying to your school personnel.)

 a. Thesis or dissertation _____

 b. Major study _____

 c. Seminar paper _____

 d. Survey to study local problems _____

 e. Other _____

19. From what source libraries does your school obtain films other than those owned locally? (Check "x" on the lines to the right of the sources applying to your school.)

a. University of Oklahoma _____	f. East Central State College. _____
b. Oklahoma A & M College _____	g. Northeastern State College. _____
c. Southwestern State College _____	h. Southeastern State College. _____
d. Northwestern State College _____	i. Panhandle A & M College _____
e. Central State College _____	j. Others _____

APPENDIX C - CONTINUED

20. What were the revenue sources for the purchase of audio-visual equipment and materials for your school for each of the years indicated below? (Check "x" in the columns to the right of items applying to your school. If revenue was from more than one source in any year, check each source. Also check each year that it applied.)

<u>Revenue Source</u>	<u>1952</u>	<u>1950</u>	<u>1948</u>	<u>1946</u>
a. Regular budget from tax funds . .				
b. Activity fund				
c. Fees from students				
d. Gifts				
e. Special projects (Carnival, etc.)				
f. State matching funds				

Name of person reporting _____

School _____

Address _____

APPENDIX D

February 24, 1954

Mr. Claude _____
Muskogee Public Schools
Muskogee, Oklahoma

Dear _____

You are aware of the outstanding Audio-Visual Program in Oklahoma--one that has received national attention. It has been the cooperative contributions of school people like you that have made possible such a program.

After six years of operation it seems important that an evaluative study of the program be undertaken. How successful has the program been? Should the state further subsidize the program? What changes, if any, should be made in the program?

The answers to these and other questions require certain information that only you can give.

Therefore, will you please fill out the enclosed questionnaire and return it immediately. Your responses will make a distinct contribution to the study. It will not be complete without them.

Your prompt attention to this will be greatly appreciated.

Sincerely yours,

W. R. Fulton, Director
Educational Materials
Services Department

WRF/mgr

APPENDIX E

SENATE BILL NO. 121

BY: WHEELER

AN ACT RELATING TO AUDIO-VISUAL EDUCATION; PROVIDING FOR A PROGRAM THEREOF AND FOR ITS ADMINISTRATION; ESTABLISHING DIVISION OF AUDIO-VISUAL EDUCATION OF THE STATE DEPARTMENT OF EDUCATION; PROVIDING FOR A STATE COORDINATOR OF AUDIO-VISUAL EDUCATION AND PRESCRIBING HIS POWERS, DUTIES AND FUNCTIONS; PROVIDING FOR A STATE DEPOSITORY FOR MOTION PICTURE FILMS, AND REGIONAL AND LOCAL FILM LIBRARIES; MAKING AN APPROPRIATION TO CARRY OUT PROVISIONS OF ACT; AND DECLARING AN EMERGENCY.

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. The State Board of Education shall formulate a program of Audio-Visual Education for the public schools of the State. Such program shall be administered by a State Coordinator of Audio-Visual Education, hereinafter referred to as the State Coordinator, who shall be head of a division of the State Department of Public Instruction to be known as the Division of Audio-Visual Education, which is hereby established. The State Coordinator shall be appointed by the State Superintendent of Public Instruction and approved by the State Board of Education, and shall serve during the pleasure of the State Superintendent of Public Instruction and the State Board of Education; and his duties and compensation shall be fixed by the State Board of Education upon recommendation of the State Superintendent.

SECTION 2. The State Coordinator shall select or cause to be selected motion picture films appropriate to the curriculum of the public schools of Oklahoma, and shall establish and maintain a State depository at the University of Oklahoma where all such films shall be kept for assignment to regional libraries. Certain special films may be designated by the State Coordinator to be circulated from the State Depository to various schools.

SECTION 3. The State Coordinator shall establish and maintain regional film libraries in cooperation with Oklahoma A. and M. College at Stillwater, Central State College at Edmond, East Central State College at Ada, Southwestern Institute of Technology at Weatherford, Southeastern State College at Durant, Northwestern State College at Alva, and Northeastern State College at Tahlequah. It shall be the responsibility of such regional libraries to receive, maintain, keep a record of, and circulate all films received from the State Depository and to return such films to the State Depository when there is no longer a need therefor in any of the schools served by the regional library or when directed to do so by the State Coordinator; to furnish films to County Superintendents

APPENDIX E - CONTINUED

of Public Instruction and governing boards of school districts upon written requests therefore.

SECTION 4. Any county or school district may establish and maintain a local film library and shall have authority to expend local funds for such purpose. Provided, such local funds may be equally matched by funds appropriated to carry out the provisions of this Act in an amount not to exceed One Thousand (\$1,000.00) Dollars to any one county or school district.

SECTION 5. There is hereby appropriated out of any monies in the Emergency Appropriation Fund in the State Treasury, not otherwise appropriated, the sum of One Hundred Twenty-five Thousand (\$125,000.00) Dollars for the purpose of carrying out the provisions of this Act. Said appropriation shall be non-fiscal and may be contracted and expended at any time within two and one-half (2 1/2) years after the passage of this Act.

SECTION 6. The State Board of Education shall, upon recommendation of the State Coordinator, adopt and enforce such rules and regulations as may be necessary to make this Act effective and to carry out its provisions.

SECTION 7. It being immediately necessary for the preservation of the public peace, health and safety, an emergency is hereby declared to exist, by reason whereof this Act shall take effect and be in full force from and after its passage and approval.

TABLE 56

NUMBER OF FILMS AND NUMBER OF FILM BOOKINGS REPORTED BY
OKLAHOMA REGIONAL FILM LIBRARIES FOR YEARS,
1947-1953

Regional Libraries	Number of Films and Bookings													
	1946-47		1947-48		1948-49		1949-50		1950-51		1951-52		1952-53	
	No.	Bkgs.*	No.	Bkgs.	No.	Bkgs.	No.	Bkgs.	No.	Bkgs.	No.	Bkgs.	No.	Bkgs.
University of Oklahoma	1,199	9,121	1,395	14,287	1,830	20,320	2,132	24,883	2,492	25,000	2,398	29,000	2,517	26,364
Oklahoma A & M College	355	1,525	505	2,226	619	3,852	850	5,000	1,402	11,636	1,366	10,928	1,541	12,020
Panhandle A & M College	-	-	-	-	-	-	48	54	103	169	126	417	143	206
Northwestern State College	45	75	106	530	159	456	207	307	211	500	330	1,900	364	1,800
Southwestern State College	75	635	175	775	180	873	280	2,000	383	2,000	444	2,400	539	3,500
Central State College	-	-	115	225	121	996	181	1,137	231	1,477	274	2,418	407	3,114
East Central State College	170	925	250	1,625	263	1,848	311	2,982	483	2,514	540	4,945	629	3,735
Northeastern State College	50	250	150	970	155	975	200	2,100	260	2,625	340	2,464	360	2,200
Southeastern State College	60	500	175	1,200	350	2,170	389	2,808	454	3,000	463	4,000	500	5,798
TOTAL	1,954	13,031	2,871	21,838	3,677	31,490	4,598	41,271	6,019	48,921	6,281	58,472	7,000	58,737

Source: Questionnaire with face to face contact.

*Records were inadequate to determine the exact number of bookings except of the University of Oklahoma and Oklahoma Agriculture and Mechanical College. Other totals are estimates arrived at through personal consultation with current and former staff people at each institution.

TABLE 57

NUMBER OF FILM BOOKINGS REPORTED FOR ON-CAMPUS AND OFF-CAMPUS
USE BY OKLAHOMA REGIONAL FILM LIBRARIES
1947-1953

Regional Libraries	Number Film Bookings													
	1946-47*		1947-48*		1948-49*		1949-50*		1950-51		1951-52		1952-53	
	On	Off	On	Off	On	Off	On	Off	On	Off	On	Off	On	Off
University of Oklahoma	1,000	8,124	2,400	12,287	3,280	17,050	5,790	19,093	7,382	17,618	8,660	16,099	8,057	18,943
Oklahoma A & M College	725	800	1,000	1,226	1,400	2,452	1,600	3,400	2,327	9,309	2,185	8,743	2,404	9,616
Panhandle A & M College	-	-	-	-	-	-	42	12	72	97	187	230	130	76
Northwestern State College	50	25	300	230	200	256	166	141	410	646	285	543	947	599
Southwestern State College	110	525	125	650	150	723	500	1,500	750	1,750	1,000	1,998	1,282	2,328
Central State College	-	-	200	25	500	496	674	563	610	867	833	1,585	1,494	1,620
East Central State College	250	675	649	976	926	922	1,311	1,671	1,116	1,398	1,538	2,009	1,742	1,946
Northeastern State College	150	100	400	570	400	575	1,374	726	1,569	1,056	1,416	1,048	568	1,632
Southeastern State College	20	480	75	1,125	310	1,860	350	2,458	902	2,426	633	3,144	2,372	3,426
TOTAL	2,305	10,729	5,149	17,089	7,166	24,334	11,807	29,564	15,138	35,167	16,737	35,399	18,596	40,135

Source: Questionnaire with face to face contact.

*Data to indicate whether film bookings were for use on-campus or off-campus were limited. data in this Table are estimates arrived at through personal consultation with current and former staff people in each institution after careful analysis of existing records.

TABLE 58

NUMBER AND PERCENTAGE OF OKLAHOMA SCHOOLS AND COUNTIES
REPORTING SOURCES OF REVENUE FOR AUDIO-VISUAL PURPOSES, BY
TYPE AND SIZE OF SCHOOLS AND COUNTIES, 1954

Schools and Counties by Type and Size	Number Respond- ing	Year	Regular Budget		State Subside		Fees & Rental		Activity Fund		Special Project		Gifts		
			Yes	%	Yes	%	Yes	%	Yes	%	Yes	%	Yes	%	
Counties: With Film Lib Library	46	1947	16	35	9	20	-	-	2	4	1	2	-	-	
		1948	27	59	19	41	-	-	4	9	4	9	1	2	
		1950	36	78	28	61	-	-	3	6	3	6	-	-	
		1952	37	80	37	80	-	-	4	9	4	9	1	2	
	Without Film Library	10	1947	-	-	-	-	-	-	-	-	-	-	-	-
			1948	-	-	3	30	-	-	3	30	-	-	-	-
			1950	2	20	5	50	-	-	3	30	-	-	-	-
			1952	5	50	9	90	-	-	4	40	1	10	-	-
	TOTAL	56	1947	16	35	9	20	-	-	2	4	1	2	-	-
			1948	27	48	22	39	-	-	7	12	4	9	1	2
			1950	38	68	33	59	-	-	6	11	3	6	2	1
			1952	42	75	46	82	-	-	8	14	5	9	1	2
Schools: With Film Library	54	1947	32	59	17	31	4	7	9	17	5	9	3	6	
		1948	38	70	32	59	5	9	12	22	7	13	4	7	
		1950	44	81	38	70	6	11	10	19	7	13	6	11	
		1952	46	85	35	65	7	13	12	22	7	13	7	13	
	Without Film Library	328	1947	91	28	46	14	1	.3	32	9	11	3	6	.2
			1948	147	45	79	24	5	2	27	8	17	5	4	1
			1950	208	63	182	56	13	4	60	18	22	7	8	2
			1952	262	79	198	60	13	4	81	25	29	9	11	3
	Schools: (No. Teachers) 1-14	197	1947	56	28	19	10	-	-	11	6	5	2	3	2
			1948	80	41	37	19	2	1	19	10	10	5	1	.5
			1950	119	60	88	45	2	1	25	13	11	6	2	1
			1952	152	77	104	53	2	1	44	22	15	8	6	3
15-29		101	1947	31	31	24	24	1	1	14	14	5	5	2	2
			1948	47	46	32	32	2	2	17	17	5	5	2	2
			1950	66	65	50	49	2	2	21	21	7	7	3	3
			1952	81	80	69	68	1	1	24	24	10	10	2	2
30-59		52	1947	27	52	21	40	1	2	8	15	1	2	1	2
			1948	34	65	27	52	1	2	8	15	2	4	1	2
			1950	41	79	42	81	3	6	13	25	1	2	3	6
			1952	44	85	36	69	6	12	14	27	2	4	3	6
60-119	20	1947	3	15	6	30	2	10	6	30	2	10	1	5	
		1948	17	85	8	40	3	15	8	40	3	15	1	5	
		1950	19	95	15	75	7	35	8	40	6	30	3	15	
		1952	19	95	16	80	6	30	9	45	6	30	4	20	
120-239	8	1947	3	37	2	25	-	-	1	12	3	37	1	12	
		1948	3	37	4	50	-	-	1	12	3	37	1	12	
		1950	3	37	6	75	1	12	1	12	3	37	1	12	
		1952	8	100	6	75	2	25	-	-	3	37	1	12	
240-Up	4	1947	3	75	1	25	1	25	1	25	-	-	1	25	
		1948	4	100	3	75	2	50	3	75	1	25	2	50	
		1950	4	100	3	75	4	100	2	50	1	25	2	50	
		1952	4	100	2	50	3	75	2	50	-	-	2	50	
TOTAL	382	1947	123	32	73	19	5	1.3	41	11	16	4	9	2	
		1948	185	48	111	29	10	3	39	10	24	7	8	2	
		1950	252	66	204	53	19	5	70	18	29	8	14	4	
		1952	308	80	233	61	20	5	93	24	36	9	18	5	

Source: Questionnaire, March 1954

APPENDIX F - TABLES (Continued)

TABLE 59

AMOUNT OF EXPENDITURES REPORTED FOR AUDIO-VISUAL MATERIALS
IN OKLAHOMA REGIONAL FILM LIBRARIES, 1946-1953

Regional Libraries	Expenditures						
	1946-47	1947-48	1948-49	1949-50	1950-51	1951-52	1952-53
University of Oklahoma	\$ 4,000	\$ 12,000	\$ 15,700	\$ 18,600	\$ 10,700	\$ 18,300	\$ 12,743
Oklahoma A & M College	600	450	600	750	9,500	12,500	14,600
Panhandle A & M College	-	-	2,368	2,628	110	1,600	1,250
Northwestern State College	40	50	50	50	400	1,965	880
Southwestern State College	100	500	500	1,000	300	2,535	2,550
Central State College	-	50	200	130	1,100	2,565	2,300
East Central State College	150	400	600	450	1,550	3,125	2,700
Northeastern State College	100	100	100	150	125	1,900	775
Southeastern State College	500	400	700	1,420	260	3,375	1,400
TOTAL	\$ 5,490	\$ 13,950	\$ 20,818	\$ 25,178	\$ 24,045	\$ 47,865	\$ 39,198

Source: Questionnaire, February, 1954, for years 1946 through 1949. Data for 1950 through 1953 were taken from Annual Reports to State Department of Education.

APPENDIX F - TABLES (Continued)

TABLE 60

AMOUNT OF EXPENDITURES REPORTED FOR AUDIO-VISUAL EQUIPMENT
IN OKLAHOMA REGIONAL FILM LIBRARIES, 1946-1953

Regional Libraries	Expenditures						
	1946-47	1947-48	1948-49	1949-50	1950-51	1951-52	1952-53
University of Oklahoma	\$ 1,000	\$ 2,000	\$ 5,700	\$ 5,650	\$ 7,000	\$ 2,500	\$ 7,805
Oklahoma A & M College	2,140	1,330	630	2,300	3,250	4,300	4,750
Panhandle A & M College	-	80	-	198	1,200	37	30
Northwestern State College	100	150	375	278	1,250	540	250
Southwestern State College	-	800	600	1,000	2,300	1,100	950
Central State College	-	500	500	625	600	525	900
East Central State College	300	850	1,000	240	600	575	300
Northeastern State College	100	200	200	300	450	264	2,600
Southeastern State College	250	-	625	1,125	60	760	700
TOTAL	\$ 3,890	\$ 5,910	\$ 9,630	\$ 11,716	\$ 16,710	\$ 10,501	\$ 18,285

Source: Questionnaire, February, 1954 for years 1946 through 1949. Data for 1950 through 1953 were taken from Annual Reports to State Department of Education.

TABLE 61

NUMBER AND KINDS OF AUDIO-VISUAL EQUIPMENT IN OKLAHOMA REGIONAL FILM LIBRARIES
1947-1953Column: A--16mm Projectors; B--Filmstrip Projectors; C--Opaque Projectors; D--3½ x 4 Slide Projectors;
E--Tape Recorders

Regional Libraries	1946-47					1947-48					1948-49					1949-50					1950-51					1951-52					1952-53				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
University of Oklahoma	15	4	1	10	-	19	5	2	10	1	22	10	5	15	2	31	12	24	20	6	36	14	9	21	15	36	14	10	21	15	37	16	12	17	17
Oklahoma A & M College	4	2	1	1	-	8	3	1	1	2	9	4	1	1	2	13	6	1	1	4	18	7	3	3	4	21	10	3	3	4	22	13	3	5	4
Panhandle A & M College	1	-	1	1	-	1	1	1	1	-	1	1	1	1	-	1	1	1	1	-	3	2	1	1	-	3	2	1	1	-	3	2	1	1	1
Northwestern State College	2	1	1	1	-	2	1	1	-	1	2	1	1	-	2	2	1	1	-	3	3	1	1	2	3	3	1	1	1	3	3	1	1	1	
Southwestern State College	2	2	1	1	-	3	2	1	1	-	4	2	1	1	-	6	3	1	1	-	8	3	4	4	-	8	3	4	4	-	8	4	5	4	-
Central State College	2	3	;	2	-	3	4	1	2	-	4	5	1	2	1	6	4	2	1	1	6	5	3	3	1	6	4	3	3	1	6	4	2	3	1
East Central State College	2	2	3	2	1	1	2	3	2	3	8	7	4	3	5	6	4	2	4	6	8	7	3	5	6	8	7	3	5	6	9	8	3	5	6
Northeastern State College	1	1	-	-	1	1	2	2	1	1	1	3	2	2	1	3	8	2	2	2	3	6	3	3	2	3	8	3	3	2	4	8	3	4	2
Southeastern State College	2	1	3	1	2	2	1	3	1	2	3	1	3	1	2	3	3	1	1	2	3	3	1	1	2	3	2	1	2	2	3	2	3	3	2
TOTAL	31	18	12	19	4	40	21	15	19	10	54	34	19	26	15	71	42	35	31	24	86	48	36	42	33	91	51	29	43	33	95	58	33	43	36

Source: Annual Reports State Department of Education and personal interview

APPENDIX F - TABLES (Continued)

TABLE 62

KINDS OF AUDIO-VISUAL MATERIALS IN OKLAHOMA REGIONAL FILM LIBRARIES
1954

Regional Libraries	Films	Film- strips	Slides		Tape Recordings	Disc Recordings	Museum Exhibits	Models	Charts	Maps
			2 x 2	3 1/4 x 4						
University of Oklahoma	X*	X	X	X*	X*	X*	X*	X	X	-
Oklahoma A & M College	X*	X*	X*	X*	X*	X*	-	-	-	-
Panhandle A & M College	X*	X	-	-	-	X	-	-	-	-
Northwestern State College	X*	X*	X	X	X	X	X	X	X	X
Southwestern State College	X*	-	X	X	-	X	-	-	-	-
Central State College	X*	X*	X	X	X	-	-	-	-	-
East Central State College	X*	X	X	X	X	X	-	-	X	X
Northeastern State College	X*	X*	X	X	X*	X	-	X	X	X
Southeastern State College	X*	X	-	-	X	-	-	-	-	-
TOTAL	9	8	7	7	7	7	2	3	4	3

Source: Questionnaire with face to fact contact.

*Items circulated to off-campus groups.

APPENDIX G

Jury of Experts to Develop Criteria

Dr. James W. Brown
San Jose State College
San Jose 4, California

Mr. Paul Reed
Director of Visual Education
Rochester Public Schools
Rochester, New York

Dr. Edgar Dale
Ohio State University
Columbus 10, Ohio

Mr. Ellsworth Dent
Coronet Films
65 East South Water Street
Chicago 1, Illinois

Dr. Robert de Kieffer
University of Oklahoma
Norman, Oklahoma

Mr. Irvin C. Boerlin, Director
Audio-Visual Education Dept.
Pennsylvania State College
State College, Pennsylvania

Dr. James Kinder
San Diego State College
San Diego 15, California

Mr. Francis Noel, Director
Audio-Visual Education
State Department of Education
Sacramento, California

Mr. Godfrey Elliot
Ass't. to the President
Young American Films
18 East 41st Street
New York 17, New York

Mr. William Gnaedinger
Washington State College
Pullman, Washington

Mr. Stanley McIntosh
Motion Picture Assoc. of Amer.
1600 Eye Street, N. W.
Washington 6, D. C.

Mr. Glen Burch, Director
Film Discussion Project
The Fund for Adult Education
914 East Green Street
Pasadena 1, California

Mr. Roger Albright
Motion Picture Assoc. of Amer.
1600 Eye Street, N. W.
Washington 6, D. C.

Mr. Ford Lemler, Director
Visual Instruction
University of Michigan
Ann Arbor, Michigan

Mr. L. C. Larson
Director of A-V Department
Indiana University
Bloomington, Indiana

Dr. Kenneth Norberg
Sacramento State College
Sacramento, California

Mr. Lee Cochran
State University of Iowa
Iowa City, Iowa

Dr. Charles Schuller, Director
Audio-Visual Education Dept.
Michigan State College
East Lansing, Michigan

Dr. Paul Witt
Teachers College
Columbia University
New York, New York

Mr. Arthur Stenius
Wayne University
Detroit, Michigan

Dr. John S. Carroll
Texas Tech
Lubbock, Texas

APPENDIX G (Continued)

Dr. W. C. Meierhenry
College of Education
University of Nebraska
Lincoln, Nebraska

Dr. J. J. McPherson
Executive Secretary, NEA
Department of A-V Instruction
1201 Sixteenth Street, N. W.
Washington 6, D. C.

Margaret Divizia, Supervisor
Audio-Visual Aids Section
Los Angeles Board of Education
1205 West Pico Blvd.
Los Angeles 15, California

Mr. D. R. Williams, Vice-Pres.
Encyclopaedia Britannica
Films, Inc.
1150 Wilmette Avenue
Wilmette, Illinois

Mr. A. W. Vander Meer
Pennsylvania State College
State College, Pennsylvania

Dr. Walter Wittich, Director
Audio-Visual Education
University of Wisconsin
Madison, Wisconsin

Dr. Thurman White
Extension Division
University of Oklahoma
Norman, Oklahoma

Dr. James Finn
University of Southern Calif.
Los Angeles 7, California

Miss Elizabeth Golterman, Dir.
Audio-Visual Instruction
St. Louis Public Schools
St. Louis, Missouri

VITA

William Ray Fulton
candidate for the degree of
Doctor of Education

Thesis: AN EVALUATION OF SELECTED ASPECTS OF THE ORGANIZATION
AND ADMINISTRATION OF OKLAHOMA'S AUDIO-VISUAL PROGRAM

Major: School Administration

Biographical:

Born: February 26, 1905, at Hollis, Oklahoma

Undergraduate Study: Oklahoma Baptist University, 1924-1927--
Bachelor of Arts degree with Cume Laude
honors.

Graduate Study: Oklahoma Agricultural and Mechanical College,
1937-1939--Master of Science degree in School
Administration; George Peabody College, 1945,
1946; University of Oklahoma, 1949-1953 (part
time).

Experiences: Superintendent of Red Oak Schools, 1927-28;
principal of Blair high school, 1928-1935; super-
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