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THE PRACTICES, DUTIES AND RESPONSIBILITIES OF THE AUDIO-VISUAL DIRECTOR
IN SELECTED SCHOOL SYSTEMS OF THE
NORTH CENTRAL ASSOCIATION.

The University of Oklahoma, Ed.D., 1963
Education, administration

University Microfilms, Inc., Ann Arbor, Michigan

THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

THE PRACTICES, DUTIES AND RESPONSIBILITIES OF THE AUDIO-
VISUAL DIRECTOR IN SELECTED SCHOOL SYSTEMS OF THE
NORTH CENTRAL ASSOCIATION

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF EDUCATION

BY
WILBUR CHARLESS JONES

Norman, Oklahoma

1963

THE PRACTICES, DUTIES AND RESPONSIBILITIES OF THE AUDIO-
VISUAL DIRECTOR IN SELECTED SCHOOL SYSTEMS OF THE
NORTH CENTRAL ASSOCIATION

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ACKNOWLEDGMENTS

The writer wishes to express his sincere appreciation and gratitude to Dr. William R. Fulton, chairman of the doctoral committee and director of this investigation for his patience, encouragement, guidance and many constructive criticisms during the preparation of this dissertation.

Appreciation is expressed to Dr. Glen R. Snider, Dr. F. F. Gaither and Dr. Robert A. Hardin, who as members of the committee gave valuable suggestions, criticisms and encouragement throughout the study.

Individual indebtedness is recognized to the many audio-visual directors and administrators of the public school systems who so graciously provided data and information for the investigation. Without their cooperation this study would not have been possible.

The writer wishes to express a personal note of appreciation to his wife and family for their sympathetic understanding, patience, sacrifice and encouragement, without which this study could not have been completed.

TABLE OF CONTENTS

	Page
LIST OF TABLES	vi
LIST OF ILLUSTRATIONS	ix
 Chapter	
I. INTRODUCTION	1
Need of the Study	
Statement of the Problem	
Purposes of the Study	
Basic Assumptions	
Definition of Terms	
Delimitations of the Study	
Method of Investigation and Procedure	
II. REVIEW OF RELATED STUDIES	11
III. PROCEDURE FOR COLLECTING THE DATA	46
Procedures	
Selection of the Jury	
Questionnaire to the Superior Schools	
Selection of the Superior Schools	
Population of the Superior Schools	
Questionnaires to the Selected Schools	
Selection of the Selected Schools	
Population of the Selected Schools	
IV. ANALYSIS AND INTERPRETATION OF BACKGROUND DATA FINANCIAL SUPPORT AND SPECIAL SERVICES . .	58
Part One: Background Data and Information	
Part Two: Experience of the Director	
Part Three: Financial Support of the Audio-Visual Center	
Part Four: Special Services of the Audio-Visual Center	
V. AN ANALYSIS AND INTERPRETATION OF PRACTICES AND DUTIES AS REPORTED BY AUDIO-VISUAL DIRECTORS IN SELECTED AND SUPERIOR SCHOOL SYSTEMS	101
SECTION I: Analysis and Interpretation of Administrative Practices	

TABLE OF CONTENTS

	Page
SECTION II: Analysis and Interpretation of the Advisory Services	
SECTION III: Analysis and Interpretation of the Twenty-two Supervisory Practices	
VI. SUMMARY AND CONCLUSIONS	143
Summary of Findings	
Administrative Practices	
Advisory Services	
Supervisory Practices	
BIBLIOGRAPHY	162
APPENDIX	170
A. Jury of Audio-Visual Specialists Who Nominated the Superior Schools	171
B. Schools Used in This Study	175
C. Letter to Jury of Audio-Visual Specialists	187
D. Cover Letter Sent to Directors of the Superior Schools .	188
E. Card Used by Jury Members to Nominate the Superior Schools	189
F. Copy of Questionnaire sent to the Superior Schools . . .	190
G. Cover Letter Sent to Audio-Visual Directors of Selected Schools	191
H. Copy of Questionnaire sent to Audio-Visual Directors of the Selected Schools	192
I. Follow-Up Letter Sent to Audio-Visual Directors	193
J. Follow-Up Post Card	194
K. Membership of Audio-Visual Directors Who Participated in the Pilot Study	195

LIST OF TABLES

Table		Page
1.	Number and Percentage of Schools Responding to Audio-Visual Questionnaire	55
2.	Percentage of Schools Responding to Different Letters Regarding the Two Types of Questionnaires	56
3.	Number of Schools Responding to the Audio-Visual Questionnaire According to Category of Enrollment	57
4.	Distribution of Audio-Visual Directors Classified by Sex	60
5.	Distribution of Degrees Held by Audio-Visual Directors in Selected and Superior Schools	62
6.	Distribution of Years of Teaching Experience of Audio-Visual Directors of Selected School Systems and Superior School Systems	64
7.	Distribution of Years of Experience of the Audio-Visual Director in the School System	66
8.	Distribution of Years of Experience of the Audio-Visual Director in His Present Position	68
9.	Distribution of Time Allowed Audio-Visual Directors for Performance of Services	70
10.	Distribution of Years the Audio-Visual Directors Had Served in the Various Teaching or Supervisory Positions Including Audio-Visual Positions	74
11.	Extra Salary or Compensation Provided for the Audio-Visual Directors in Selected And Superior School Systems	77
12.	Extent to which Related Activities Were Participated in by Audio-Visual Directors in Selected and Superior School Systems	79
13.	Number and Percentage of Schools that Maintain an Audio-Visual Center	81

LIST OF TABLES

Table	Page
14. Per Cent of Total School Instructional Budget Allocated to Audio-Visual Materials and Equipment	82
15. Annual Expenditure of the Audio-Visual Budget as Compared to the Per-Pupil Ratio	84
16. Distribution of Financial Support for Audio-Visual Programs in Selected Schools	87
17. Distribution of Financial Support for Audio-Visual Programs in Superior Schools	88
18. Sources of Revenue for Audio-Visual Programs in Selected School Systems and Superior School Systems	89
19. Number and Percentage of School-Operated Radio Stations .	91
20. Number and Percentage of Audio-Visual Directors Supervising School Radio Stations	92
21. Number and Percentage of Schools Operating Television Stations	93
22. Number and Percentage of Audio-Visual Directors Supervising School Television Stations	94
23. Number and Percentage of Schools Using Commercial and Closed-Circuit Television	95
24. Number and Percentage of Audio-Visual Directors Supervising Commercial and Closed-Circuit Television	96
25. Number and Percentage of Schools Having a Consultant in Radio and Television Curriculum Planning	97
26. Number and Percentage of Schools Furnishing Materials For Television Programs	97
27. Distribution of Audio-Visual Directors Who Participate As Educational Consultants for Television Programs . . .	99

LIST OF TABLES

Table	Page
28. Number and Percentage of Audio-Visual Directors Who Perform in Selected and Superior Schools	103
29. Ranks of All Administrative Practices in Selected and Superior Schools	104
30. Number and Percentage of Audio-Visual Directors Who Perform Advisory Services in Selected and Superior Schools	109
31. Advisory Services Regularly Performed by Audio-Visual Directors in Selected and Superior Schools	110
32. Number and Percentage of Directors Who Use Clerical Help in Keeping Materials and Equipment Accessible . . .	112
33. Number and Percentage of Directors Who Use Clerical Help for Inventories of Equipment and Materials	113
34. Number and Percentage of Directors Who Use Clerical Help to Inform Teachers of Acquisitions and Purchases . .	114
35. Number and Percentage of Directors Who Use Technical Help for Maintenance of Materials and Equipment	115
36. Number and Percentage of Directors Who Use Assistants in Maintaining Equipment and Usage Records	116
37. Number and Percentage of Directors Who Utilize Source Materials, Catalogs and Indexes	117
38. Number and Percentage of Directors Who Use Clerical Help for Classification and Cataloging of Materials	118
39. Number and Percentage of Directors Who Use Clerical Help in Minor Servicing and Repairing	119
40. Number and Percentage of Directors Who Provide Training Opportunities in Operation and Care of Equipment	119
41. Number and Percentage of Directors Who Provide Preview Opportunities	120

LIST OF TABLES

Table		Page
42.	Number and Percentage of Directors Who Provide Free and Rental Materials for Teachers	121
43.	Number and Percentage of Directors Who Use Clerical Help in Preparation of Handbooks	123
44.	Number and Percentage of Directors Who Provide Materials and Equipment for Language Laboratories	124
45.	Number and Percentage of Directors Who Provide Materials and Equipment for Special Education Classes	125
46.	Number and Percentage of Directors Who Make Provision for Professional Audio-Visual Libraries	126
47.	Number and Percentage of Directors Who Provide Assistance to Teachers in Utilization of Materials	127
48.	Number and Percentage of Directors Who Provide Clerical Help for Checking Source Materials	128
49.	Number and Percentage of Directors Who Provide Student Assistants for Equipment Operation	129
50.	Number and Percentage of Directors Who Utilize Demonstrations on Preparation and Uses of Materials	130
51.	Number and Percentage of Directors Who Arrange Audio-Visual Demonstrations for Teachers	131
52.	Number and Percentage of Directors Who Provide In-Service Training and Individual Conferences	133
53.	Number and Percentage of Directors Who Give Assistance to Teachers in Production of Materials	134
54.	Number and Percentage of Audio-Visual Directors Who Perform Supervisory Practices in Selected and Superior Schools.	135
55.	Comparison of All Practices Existing in Superior Schools With Similar Practices Performed by Audio-Visual Directors in Selected School Systems of the North Central Association	139

LIST OF FIGURES

Figure	Page
1. Per Cent of Time Allocated to Audio-Visual Directors for Performance of Duties	72
2. Selected Points in the Distribution of Financial Support per Pupil for Audio-Visual Education in Selected High Schools of the North Central Association and Superior High Schools	86

THE PRACTICES, DUTIES AND RESPONSIBILITIES OF THE AUDIO-
VISUAL DIRECTOR IN SELECTED SCHOOL SYSTEMS OF THE
NORTH CENTRAL ASSOCIATION

CHAPTER I

INTRODUCTION

Most educational authorities agree that the director of audio-visual education within a school district holds an important position.¹ His duties, however, vary widely from school to school, and little agreement has been reached regarding his specific responsibilities.

Under a variety of titles and with an extensive range of responsibilities, the director of visual education has been added to the administrative staff of many schools as a specialist, skilled in the use and management of educational media.² Since many school districts have felt the impact of an ever-increasing school population and the

¹Edgar Dale, James D. Finn and Charles F. Hoban, Jr., "Research on Audio-Visual Materials," Chapter XII. National Society for the Study of Education, 48th Yearbook (Chicago: University of Chicago Press, 1949), pp. 253-257.

²Ibid., p. 183.

increasing demands for such media, the audio-visual director is expected to assist the teachers in administering the elements of instructional resources so that meaningful and appropriate learning may be facilitated. This is recognized as the task of an educational specialist, whose responsibilities are coordinated by the superintendent of schools.³

Need for the Study

Since one of the major responsibilities of the audio-visual director is the improvement of classroom instruction, a study of the ways and means by which the audio-visual directors discharge their duties is vitally needed.

It is assumed that the best schools usually have audio-visual directors of ability, wisdom and administrative skill. If the position of audio-visual director is to be elevated to truly professional status, it is necessary first to determine the practices that are common in the superior schools. How and to what extent certain current practices are being employed in selected schools is significant.

This study is predicated on the hypothesis that differences in audio-visual practices do exist and that these differences significantly affect the educational value of the audio-visual program. If such differences

³ Carlton W. H. Erickson, Administering the Audio-Visual Services (New York: The Macmillan Company, 1959), p. 4.

are present, then it is possible that they may be related to the administrative practices and procedures currently employed by the audio-visual directors in the administration and supervision of their audio-visual programs.

This investigation attempts to focus attention on the major elements of the audio-visual director's duties and responsibilities in the belief that a clearer definition of his relationship to the school as a whole is needed. It is hoped that this study will supply data which will be helpful in improving the use of the talents of teaching personnel and increasing in some measure the quality and scope of educational opportunities for children.

Statement of the Problem

The problem of this study was to determine the extent to which directors of audio-visual education in selected public school systems of the North Central Association engage in practices which are common among schools thought to have superior audio-visual programs.

Purposes of the Study

This survey was made to determine what the common practices of the audio-visual director are, as indicated by responses to a check-list of recognized common practices among schools thought to have superior audio-visual programs, and among selected public school systems of the North Central Association.

More specifically this study attempted to:

1. Identify and classify a set of practices which appear to be common in public school systems considered by a competent jury to have superior audio-visual programs.
2. Obtain data and information on the selected aspects of the audio-visual directors' practices and responsibilities in selected public school systems.
3. To provide data and useful information concerning the professional characteristics of the audio-visual director.
4. To compile background data in regard to the financial support of activities that are common among audio-visual directors.

Basic Assumptions

For purposes of clarification and understanding, certain assumptions are stated:

1. That the concept of using instructional materials to increase the learning and retention of information is educationally sound.
2. That it is the responsibility of school systems to provide the environments and necessary physical facilities for the improvement of instruction and that the audio-visual director has an important part to play in this responsibility.
3. That the superior schools represented in this study will have in their employment some of the outstanding audio-visual directors in the country and that what these directors are doing should prove significant to this investigation.
4. That the audio-visual specialists who nominated the superior schools represented in this study possess audio-visual knowledge and competencies and can recognize schools maintaining superior audio-visual programs.

Definition of Terms

"Audio-visual director" refers to the head of the audio-visual center or department of the public school system, who devotes one or more hours per day to the supervision of the audio-visual program of the school.

"Audio-visual materials" includes all sensory materials, other than books, such as models, mock-ups, felt boards, bulletin boards, slides, charts, maps, flat pictures, films and film-strips.⁴

"Audio-visual program" refers to the total of the administration's efforts to furnish audio-visual equipment and services to its faculty and students.

"Authorities" are audio-visual specialists and recognized writers and educators, who by virtue of their positions and experience are considered competent judges of good audio-visual programs.

"Competencies" are the knowledge, understanding, ability and skill, attitudes and philosophy which should be brought into action by the director of audio-visual education.

"Curriculum" as used in this study, is a general term which includes all the experiences of children for which the school accepts responsibility.⁵

"Department of Audio-Visual Education" refers to that unit of school organization especially charged with administering the services and supervising the use of audio-visual materials by teachers and other personnel.⁶

⁴W. R. Fulton, The Relationship of School Buildings and Audio-Visual Materials to Instruction (Distributed by Oklahoma Commission on Educational Administration, Oklahoma City, Oklahoma, 1956-57), p. 2.

⁵William B. Ragan, Modern Elementary Curriculum, Revised Edition, (New York: Holt, Rinehart and Winston, Inc., 1961), p. 3.

⁶Francis W. Noel, "Principles of Administering Audio-Visual Programs," Audio-Visual Materials of Instruction. 48th Yearbook, Part II, National Society for the Study of Education (Chicago: University of Chicago Press, 1949), p. 181.

"Educational Media" refers to all multi-sensory devices, kits, assortments, packets and materials that are used in the instructional program.

"Function" is the obligation or duty of audio-visual education in the public school system.

"Instructional Materials" are those physical properties of a genuine nature which may be used by classroom teachers as aids to learning.⁷

"Instructional Materials Center" is defined here as the agency in our American schools responsible for the acquisition, organization, and distribution of instructional materials used in the learning process.⁸

"North Central Association of Secondary Schools and Colleges" is an accrediting agency set up by the institutions of higher learning and secondary schools in nineteen states to establish and maintain recognized educational standards in member schools and colleges.

"Practices" are the acts or processes that the audio-visual director pursues to insure that the educational objectives of the curriculum are realized.

"Personal Characteristics" include those qualities of character which tend to lend themselves to one's success or failure as an audio-visual director.

"Superior School Systems" are those public school systems located throughout the United States, which were identified by a national jury of audio-visual specialists as having maintained consistently a superior audio-visual program.

"Selected School Systems" refers to those public school systems located exclusively in the North Central Association, which have been selected by a method of random-sampling.

⁷ American Association of Secondary Administrators, American School Curriculum (Washington: National Education Association, 1953), p. 200.

⁸ L. B. Shores, "Enter the Materials Center," American Library Association Bulletin (June, 1955), p. 285.

Delimitations of the Study

This study was based upon data derived from the responses of: (1) Selected audio-visual authorities, (2) Representatives of public school systems distributed throughout the United States which were considered to have superior audio-visual programs, (3) Audio-visual directors of selected public school systems of the North Central Association.

The following aspects of the audio-visual director's practices were included in this survey: Administrative and supervisory duties which the director either discharges personally or delegates to other personnel, time allotments, and certain background information related to professional training and/or experience of the director.

It is not contended that all superior schools have been listed, nor are all the practices of the audio-visual director surveyed. However, by identification of the practices thought to be common in the superior schools, and tabulations and/or analysis of the same practices currently performed in the selected schools, the significance of the extent of the practices and other audio-visual activities of the audio-visual director can be determined.

Method of Investigation and Procedure

General Method

The normative-survey method was used in the study. Travers states that "surveys" are used to determine the nature of an existing

state of affairs.⁹ Good, Barr and Scates indicate that "surveys" are concerned with ascertaining the conditions which prevail in a group of cases.¹⁰ This method was considered appropriate for the purposes of the study.

A checklist form of questionnaire was used to secure information and related data. Standard library research techniques were used to develop statements of audio-visual practices and to identify pertinent literature and related research.

The procedure of securing the information and related data involved three major steps:

1. Determination of practices most commonly employed by schools thought to possess superior audio-visual programs.
 - a. A jury of audio-visual specialists was selected to nominate the superior schools investigated in this study.
 - b. A questionnaire consisting of a checklist of audio-visual practices derived from the literature was designed to secure rated responses from the audio-visual directors of the nominated schools. This provided information making possible the identification of basic practices which appeared to be common in these school systems.
2. Determination of practices in which selected schools in the North Central Association are currently engaged.

⁹Robert M. W. Travers, An Introduction to Educational Research (New York: The Macmillan Company, 1958), p. 239.

¹⁰Carter V. Good, A. S. Barr, and Douglass E. Scates, The Methodology of Educational Research (New York: Appleton-Crofts, Inc., 1941), p. 225.

- a. An instrument, based upon the data from the superior schools, was prepared to obtain data from the selected schools concerning the extent to which their directors performed the audio-visual practices that were common to the superior school systems.
3. Analysis and interpretation of data.
 - a. Data were organized into tables according to the order of arrangement of the items in the questionnaire. The sequence of selected-superior schools and size of school enrollments were followed.
 - b. For purposes of analysis and interpretation, tables were prepared. The agreement or disagreement between selected and superior schools' audio-visual practices is shown in Tables 4 to 54.
 - c. The following tabulations were made:
 - (1) Totals for the number of responses concerning background data from the audio-visual directors representing four enrollment categories:
Category I, schools of one to 1000 pupils;
Category II, schools of 1001 to 2000 pupils;
Category III, schools of 2001 to 3000 pupils; and
Category IV, schools of 3000 and more pupils.
 - (2) Totals for number of responses on each audio-visual practice of duty from each of the four enrollment categories.
 - (3) All totals were converted into percentages to permit comparisons and facilitate the presentation of data.
 - d. The practices as listed in order were: Administrative practices, supervisory practices, and advisory practices. Total selected, and total superior schools' responses were given for each section. It was from these responses that the extent of agreement between the two populations was determined.

In Chapter II a review of the related research in the field of audio-visual educational media will be presented.

Chapter III contains a description of the procedure for collecting the data. Chapter IV describes the analysis and interpretation of the data. The analyses of the practices as reported by the directors of the selected schools and superior schools are reported in Chapter V.

The findings, conclusions and recommendations are given in Chapter VI.

CHAPTER II

REVIEW OF RELATED STUDIES

Numerous articles and research studies have been reported concerning audio-visual administration. Many of these are investigations of large city systems. Only a few of the earlier studies were based on data which could furnish bases for the comprehensive analysis of the practices, duties and responsibilities of the audio-visual director. Some of the more recent studies, however, establish definite contributions which are pertinent to this investigation in terms of procedures, purposes, recommendations and conclusions.

The reviews and analyses of the research reported in the literature are given in chronological order. The studies reviewed cover research over a period of 38 years (1923 to 1961).

McCluskey,¹ in 1923, made a national study concerning the status of audio-visual education. He made certain recommendations pertaining to better teacher preparation and the correlation and selection of

¹F. Dean McCluskey, "Administration of Visual Education, A National Survey," Washington, D.C. National Education Association (Unpublished Report, 1923), p. 42-46.

audio-visual materials. Adequate financial support and clarification of the duties and responsibilities of the audio-visual director were also emphasized. This study stressed the importance of the need for national recognition of the professional status of the audio-visual director.

In 1936 Koon and Noble² investigated the hindrances and difficulties of audio-visual instruction in 8806 schools.

Their conclusions concerning needed audio-visual services, listed in order of rank, were:

1. A plan to assure uniform size and quality of equipment.
2. Presentation of demonstration lessons by visual instruction leaders.
3. Lesson plans to assist in correlation of materials with courses of study.
4. Production of motion pictures specifically for instructional purposes.
5. Establishment of instructional centers where audio-visual courses would be given.

Hazlett³ made a study of the audio-visual departments of 12 of the nation's largest cities in 1938. He reported that eight had organized departments of visual-sensory aids, seven with full-time directors and one with a half-time director.

²Cline M. Koon and Allen W. Noble, National Visual Education Directory (Washington, D.C.: American Council on Education, 1936).

³J. R. Hazlett, "Analysis and Evaluation of the Organization, Administration and Supervision of Departments of Visual Sensory Aids" (unpublished Doctor's thesis, University of Pittsburgh, 1938), 171 pp. (Typewritten.)

Sechriest,⁴ in 1944, conducted an investigation of departments of audio-visual aids in cities of 100,000 population and over, but did not include the twelve largest cities in the country. He examined selected aspects of organization, administration, supervision, and mechanical facilities. The purpose of his study was to develop criteria of plans for the development of departments of audio-visual aids for cities in this population group.

By means of a questionnaire, Sechriest surveyed 18 city audio-visual directors, and he personally interviewed 20 others. Major activities, set forth by a majority of these directors, included the following categories:

1. Preparation of catalogs and bulletins.
2. Preparation of reports to the administrative superiors.
3. Routine administrative duties of the center.
4. Inspection of materials.
5. Urging and advising teachers to take advantage of summer classes in audio-visual education.
6. Development of audio-visual programs.
7. Development of audio-visual objectives.

Sechriest found that the 38 audio-visual departments consisted of five organizational types: (1) library (2) museums (3) line (4) committee

⁴Earl E. Sechriest, "Organization, Administration, Supervision and Mechanical Facilities of Departments of Audio-Visual Aids" (unpublished Doctor's thesis, University of Pittsburgh, 1944), 192 pp. (Typewritten.)

(5) departmental. He concluded that the predominant type was the departmental form of organization. This was the existing organization in 18 of the cities in his sample study. His additional findings of interest to this investigation include:

1. Audio-visual specialists and writers consider audio-visual aids as instructional materials and an integral part of the school's curriculum.
2. The main audio-visual organizational type as represented in cities in his investigation did not adhere to any particular type of program.
3. There was little evidence of integration with the school's curriculum.
4. More supervision was needed for the entire program.
5. Many audio-visual directors, by devoting much of their time to the mechanical or clerical aspects of the program, were seriously neglecting important aspects of educational philosophy.

Sechriest proposed plans for audio-visual centers in cities of 100,000 and over. His recommendations which have important implications to this investigation are as follows:

1. All audio-visual materials which shall be a part of the curriculum department, shall be handled through an organized audio-visual center.
2. The audio-visual center's director shall be an assistant to the curriculum director.
3. The personnel of the audio-visual center shall assume responsibility of all clerical, technical and mechanical duties.
4. General subject supervisor of the school system shall

assume the responsibility of supervision of audio-visual aids in the classroom.

5. Evaluation of the audio-visual program shall be assumed by the testing department of the school system.
6. The director of the audio-visual center shall select and appoint an individual in each building to assume charge of audio-visual materials and equipment which are used in the building. This appointment shall be contingent upon the approval of the principal and superintendent of schools.
7. The audio-visual director shall aid in production, distribution, research and supervision of all the materials and shall aid and assist his teachers in the evaluation and selection of materials.
8. Policies and furthering of educational objectives of the audio-visual center shall be the responsibility and duty of the audio-visual director, subject to approval of the superintendent of schools and the curriculum director.⁵

The Research Division of the National Education Association conducts periodic surveys and research on pertinent educational topics. In 1946 this department made a status study concerning audio-visual education programs in cities of 2500 or more population. This study was chiefly concerned with determining the extent that audio-visual education was being utilized in the city school systems, in terms of equipment, materials, leadership and type of program.

The information was secured by means of a 29 item questionnaire which was sent to the superintendent of schools in all cities of 2500 and over.

⁵Sechriest, op. cit., pp. 167-169.

Of 1037 audio-visual programs investigated, the majority revealed many hindrances. Among the major hindrances reported were:

1. Lack of teacher-interest and poor teacher preparation in all areas of audio-visual education.
2. No trained director of the audio-visual program.
3. Inadequate equipment in nearly all instances.
4. Poor physical facilities in most of the school plants.
5. Few funds available for support of program.
6. Lack of a central audio-visual department.
7. Administrative opposition or indifference.

The findings of this study revealed that teachers needed the technical and professional assistance of a well-trained director operating his program through a centrally-controlled audio-visual center.

McPherson's⁶ study, in 1946, concerned audio-visual programs in California. He investigated the relationship of the audio-visual materials to the learning process itself. Concerning the importance of the teacher's role, he believed that:

1. The role of the teacher should be interpreted to be that of a guide in all the learning activities.
2. It should be the responsibility of educational systems to provide the audio-visual materials needed by

⁶Joseph James McPherson, The Organization of a Program of Audio-Visual Education for the Schools of Kern County California (Doctor's Thesis. New York: Columbia University, 1946), pp. 115-116.

teachers in carrying out the aims and goals of the curriculum.

3. The teachers should utilize the audio-visual materials as an integral part of the learning process in the total instructional program.

His study described the development of the curriculum and its use as a basis for determining the objectives of the audio-visual program. He investigated the extent and adequacy of printed guides and other means of disseminating information to the teachers. In terms of financial support of audio-visual programs he examined the justification for funds for an audio-visual program, amounts needed for a sound program, and ways and means of obtaining funds.

McPherson added further strength to his justification for audio-visual programs by recommending more in-service training for all teachers, and promotion of the best possible use of audio-visual materials. He pointed out that there should be greater production of teacher-made materials and recommended a greater degree of participation by the audio-visual director in re-modeling or planning new buildings for the effective utilization of all audio-visual media.

Major conclusions reported by McPherson included:

1. Teachers and administrators should be drawn into the program as closely as possible to help plan and carry on audio-visual activities.
2. Administrators should be brought into the process of planning the total program so that there will be a general

recognition of the need for all that is being done.⁷

Johnson's⁸ investigation (1946) surveyed the literature to determine selected administrative aspects of an audio-visual program. By examination of 266 references, he found more than 1000 problems. He divided these into basic categories of: Organization, acquisition of materials and equipment, distribution of materials and equipment, budget and finance, operation of equipment, storage and maintenance of materials and equipment, remodeling and building classrooms for audio-visual equipment, teacher in-service training, correlation and integration of materials to courses of study, selection of audio-visual materials, and development of new materials for public instruction.

His data were obtained by a questionnaire sent to 362 selected audio-visual directors throughout the United States, supplemented by personal interviews with 19 audio-visual directors, 10 audio-visual specialists, and 15 classroom teachers. His study of the literature indicated that, although there were many different types of audio-visual programs, each varied with the size of the school system and the administrative pattern of the school system itself.

He enumerated six general types of audio-visual programs as:

1. A separate autonomous unit supervised by a full time director.

⁷McPherson, op. cit., pp. 115-116.

⁸Joseph J. Johnson, The Problems Involved in the Administration of an Audio-Visual Program (Doctor's Thesis, Washington, D.C.: George Washington University, 1946), 205 pp. (Typewritten.)

2. An audio-visual unit, supervised and directed by the teaching materials division.
3. A program wherein audio-visual materials and radio education are coordinated under one director.
4. A combination of the audio-visual center and the school library, with the librarian as the administrative head.
5. A combination of the school museum and the audio-visual center.
6. An integration of the audio-visual center and the public library.

Recommendations which Johnson felt would provide increased efficiency and improved usage of all audio-visual materials were:

1. Under a full time director, a centrally-located audio-visual center should house audio-visual instructional materials for all school systems of 10,000 enrollment and more.
2. In the smaller school systems, he suggested that half-time directors and coordinators be appointed for each building.
3. Greater use of student assistants and the employment of clerical and technical assistants.

Johnson believed that greater coordination should be effected between the school administration and the audio-visual director in matters of remodeling or construction of physical facilities for film utilization. He suggested that audio-visual directors should give more consideration to circulation and distribution of audio-visual materials.

Johnson also recommended that audio-visual in-service training be better organized in all school systems, that more workshops and

audio-visual conferences be provided, and that more audio-visual courses be offered in teacher-education. In his summary he stated that the audio-visual director should take the initiative in:

1. Better preparation, circulation and distribution of catalogs of all available materials in the school system.
2. Preparation of course of study outlines.
3. Organization of committees who should determine their own functions, duties and responsibilities, in relation to the audio-visual program.
4. Closer coordination with curriculum chairmen and committees for production of audio-visual materials.
5. More audio-visual demonstrations to all groups in schools.
6. Selection of all audio-visual equipment, but he should allow the committees of teachers to have the major role in the selection of audio-visual materials.

At Indiana University in 1949, Larson's⁹ study was concerned with the preparation of an extensive list of duties usually performed by audio-visual directors. Using an exhaustive analysis of the literature, he prepared over 200 questions which he submitted to a graduate audio-visual committee in a seminar at Indiana University. The group reduced the list to 66 items which covered the most important aspects of the director's duties and activities. These duties were listed under six headings: (1) role in education (2) materials (3) utilization (4) preparation

⁹L.C. Larson, "Suggested Answers to Some Pertinent Questions in the Audio-Visual Field," Audio-Visual Materials of Instruction, 48th Yearbook of the National Society for the Study of Education (Chicago: University of Chicago Press, 1949), pp. 201-222.

of materials (5) physical facilities and (6) responsibilities of state agencies and higher institutions.

Among the items from Larson which are of value to this study, the following list is suggested:

1. An organized audio-visual program must make use of specialized leadership.
2. Adequate clerical and technical help are necessary.
3. Duties should be assigned to the persons most able to perform and carry them out in an efficient manner.
4. Proper organization will insure complete utilization of materials and equipment.

Larson stressed the importance of the competencies, experience and professional training of the audio-visual director. He pointed out that:

1. The competencies of the director of the audio-visual programs included the ability to direct an audio-visual program, to stimulate and assist people using those materials, to provide leadership in administration, utilization, selection and production of audio-visual materials and an understanding of the role of those materials in the educative process.
2. The director should have had at least five years of successful teaching experience and have demonstrated the ability to make effective use of a wide range of audio-visual materials in his own field. His own professional training should include a Master's degree from an accredited institution and a license in at least one major field.
3. In administration and/or supervision he should have specialized training in audio-visual education, including a working knowledge of audio-visual materials and equipment, their selection, circulation, use and maintenance. He should be familiar with the preparation of audio-visual

materials including photographic, audio- and graphic aids and exhibits. The ability to organize, administer and supervise an audio-visual program is also an important qualification, as are such qualities of leadership as will command the cooperation and respect of the administration and staff. He should have a thorough knowledge of the role of audio-visual materials in curriculum development and in the learning process.

The director should assume the role of the administrator in his department only, and his relation to others either above him or below him in a line and a staff organization should be of a consultative nature.¹⁰

He suggested the ways and means of utilizing building coordinators and teachers on a released-time basis if their training and/or competencies justified assignment to specific responsibilities.

The importance of an advisory audio-visual committee and its functional relationship to the over-all program were carefully detailed. Larson suggested the following groups or persons of membership:

(1) Director of audio-visual materials, (2) Director of curriculum or supervisor of curriculum, (3) Superintendent of schools, (4) One elementary and one or more secondary principals, (5) Members of the board of education, (6) A representative of the classroom teachers of each area, (7) Outside lay members representing the community.

Larson was convinced that the primary responsibility of the director was to find ways and means for continually enriching the curriculum. He believed that the entire organization of the audio-visual

¹⁰ Larson, op. cit., pp. 238-239.

department should be developed on this premise. Consequently, the director's relationship with teachers and other personnel should be more in the nature of an advisory or consultative capacity. At the same time, the director should keep his administrative superior informed of the teachers' needs if proper financial support is needed.

The basic principles which support the audio-visual philosophy of meeting educational and curriculum objectives of a public school system are emphasized by Golterman.¹¹ In the St. Louis school system, she says that the fundamental principles serve as guides in providing audio-visual services and/or assisting teachers in accomplishing their classroom objectives. Among the essential and imperative principles she lists the following:

1. Visual materials bring the outside experiences into the classroom and can contribute to the development of the child's powers of observation and judgment, to his acquisition of new understandings and to his ability to think for himself.
2. Recognizing that all experiences are not equally educative, visual materials should be selected which develop the child's thinking, arouse curiosity, stimulate thinking and initiative, create constructive desires and purposes and add to his personal knowledge.
3. A great variety of materials is necessary if a student is to receive training and practice in the examination of many facts to underwrite his own opinions.

¹¹Elizabeth Golterman, "The Program of Audio-Visual Education in City School Systems," Chapter VII. 48th Yearbook of the National Society for the Study of Education (Chicago: University of Chicago Press, 1949), p. 130.

4. In a large city school system, it appears more economical and feasible to centralize all visual materials in one distribution storehouse than to supply each school with a complete selection of teaching aids.
5. A successful city-wide visual education program depends upon a well-organized system for the preparation, cataloging and circulation of materials.
6. Effective learning with visual aids depends upon the availability of the materials at the time a student is interested in the subject and has a purpose for seeking additional information.
7. In the utilization of any visual aid, the child must be taught to "think upon what he sees." Only by trained thoughtful observation can the student bridge the gap between the intangible idea and the specific concept.

The responsibilities of the members of the staff of the division of audio-visual education have been carefully delineated in further discussion by Golterman.¹² She states that these responsibilities emanate from well-established beliefs inherent in the St. Louis school system that the division of audio-visual education must function as an integral part of the administrative organization of the school.

Major responsibilities of the staff are listed as follows:

1. To supervise and be responsible for the quarters assigned to this division.
2. To recommend to the superintendent of instruction, the audio-visual materials and equipment that are needed for use in the schools.
3. To serve as custodian of, and to deliver to the schools, the materials and equipment approved by the board of education.

¹²Golterman, op. cit., p. 131.

4. To assist the superintendent of instruction in developing effective use of audio-visual materials and equipment.
5. To assist the superintendent of instruction in developing a program of radio education in the St. Louis public schools.

Noel,¹³ in 1949, investigated the administrative and supervisory aspects of operational audio-visual programs. His sources of data included city and county audio-visual directors, supplemented by his own background of rich experiences. In addition, he utilized these sources:

1. An unpublished report of an audio-visual summer workshop at the University of California at Berkeley in 1947.
2. A committee report on audio-visual education prepared by the California State Supervisor's Association.
3. An unpublished report of the audio-visual education administrators workshop which was co-sponsored by the San Diego State College and the California Department of Education in 1947.

Noel believed that, regardless of the size of the school, the success and effectiveness of an audio-visual program would be contingent upon the selection and appointment of a full time director. He further recommended the appointment of a building coordinator for every school of four teachers or more. Noel described the functions and defined the role of the audio-visual department as follows:

1. It should provide those materials and professional services which will make it possible for teachers to use audio-visual educational materials in their classrooms under the best conditions possible.

¹³Noel, op. cit., pp. 180-200.

2. It should provide those services which will make it possible for teachers to have materials and equipment when they need them.
3. It should provide the materials and services which will make it possible for teachers to select and use audio-visual materials appropriate to the teacher-learner situation.
4. It should provide the facilities and professional services which will assure that the audio-visual materials will be used as an integral part of the total instructional program.
5. It should provide those materials and professional services which will enable teachers to make full use of community resources.
6. It should provide those professional services which will assure teacher competency in the use of audio-visual instructional materials.
7. It should provide those materials and professional services which will help the administrative staff and other school personnel interpret the school's program to both professional and lay groups.¹⁴

Noel concluded that, since the audio-visual department serves the instructional needs of the total school system, it should be an integral part of the administrative organization of the school, with the audio-visual director directly responsible to the superintendent or administrator in charge.

In terms of instructional areas of responsibility that should be assumed by the audio-visual director, Noel recommends the following:

1. Evaluation and selection of materials and equipment.

¹⁴Ibid.

2. Supervision of all aspects of utilization within the school.
3. Consultative services to teachers, principals and supervisors, audio-visual coordinators, architects and outside agencies on problems and activities in audio-visual education.
4. In-service education programs for school personnel.
5. Experimentation and research on evaluation, uses of materials and needs for future production.
6. Interpretation of the school program, including audio-visual education, to the school personnel and to the public.
7. Production of special curricular materials.

Pertinent to the present study is Noel's enumeration of necessary clerical or technical staff and his definition and delineation of their functions. His recommendations for qualifications of the audio-visual director were:

1. At least two years of successful teaching experience at either the secondary or elementary level with subsequent experience in supervision or administration.
2. An understanding of the objectives of curriculum construction, and instructional practices.
3. A well-balanced and dynamic personality and a wholesome philosophy of life such as are commonly expected of others in comparable positions of leadership.
4. Expert knowledge of audio-visual materials and how to use them as an integral part of the instructional program.
5. Skill in the operation and simple maintenance of audio-visual equipment and an understanding of the theory and practices related thereto.
6. A working knowledge of basic fields, such as photography, radio production, recordings, slide-making,

etc. Although it is not required that he be an expert in any one of these fields, he should be familiar with the processes involved.

7. Skill in organizing and directing the activities of a department.

Davidson,¹⁵ in 1950, investigated the administrative problems in using audio-visual materials in 52 public school systems of West Texas.

By means of a combination of interviews, observations and questionnaires, he sought information and data in the following areas:

1. What are the chief problems in audio-visual education?
2. What methods and ways are being utilized in meeting these problems?
3. Is there any effect upon the extent of use of audio-visual materials by the administrative organization of the school system?
4. What kind or type of organization or administrative pattern provided optimum utilization of audio-visual aids?
5. What suggestions can be formulated to assist administrators and others in the administration of an audio-visual instructional program?

Davidson's major findings and conclusions which are important to the present study were:

1. Only 20 per cent of the schools listed allowed an audio-visual director any released time for the administration and/or supervision of audio-visual materials.

¹⁵Raymond Leon Davidson, Administrative Provisions for Audio-Visual Instruction in Selected Public Schools in West Texas (Doctor's thesis, University of Texas, 1950), 179 pp. (Typewritten.)

2. The administrator of audio-visual materials was the principal or superintendent of schools.
3. The duties were mostly clerical or routine and covered the aspects of ordering or securing of materials, distribution and returning of materials, maintenance and servicing of equipment.
4. No organizational type or administrative pattern was found to have any measurable effect upon the use of audio-visual materials.
5. Only one school system had more than 10,000 pupils.
6. The major deterrents to film utilization included: insufficient funds, scarcity of well-trained directors, lack of training among teachers in the uses of audio-visual materials.

Many differences between the school systems affected the administration and supervision of audio-visual materials. Davidson's findings convinced him that one could not develop definite plans which would be workable in all types of school systems. His conclusions, therefore, were construed to be more in the nature of guiding principles which he grouped under the headings of: Organization, administration, supervision, equipment, materials and building facilities.

Of special concern to this study were the following points:

1. The key to the successful audio-visual program is the director.
2. He should have had successful experience as a classroom teacher and also as a school administrator.
3. The director should show sincere enthusiasm for all types of audio-visual aids.
4. The director should be skillful in handling and directing school and staff personnel.

5. The superintendent should not assume the position of audio-visual director.
6. The superintendent, however, should have had at least one course in audio-visual materials.
7. The director need not be the director of curriculum but should possess a firm knowledge of the principles of curriculum construction and have had some experience in this area.
8. The director should be well-grounded in educational psychology and its practical application to the learning process.
9. The director should possess and clearly demonstrate in his work a clear understanding of the educational objectives and purposes of the school.
10. The director should possess a wide acquaintance with the subject matter of all the grades.
11. The director should possess basic mechanical aptitude for simple maintenance of equipment.
12. Building coordinators should be selected for schools having two or more separate buildings.
13. Building coordinators should have some released time for the discharging of their duties.
14. Audio-visual committees consisting of building coordinators, directors and teachers from all grade levels and subject areas should be selected by the superintendent or administrative head and given clearly defined areas of responsibility.
15. All principals should have an understanding of the potential value of audio-visual aids and a willingness to aid the teachers in any way they can.¹⁶

¹⁶Davidson, op. cit., pp. 143-148.

DeBenardis,¹⁷ in 1951, conducted a study of audio-visual education in Oregon's public schools. Believing that such a study would be useful in developing future audio-visual programs, he sent a comprehensive questionnaire to each of the 974 school districts in the state. His return of 414 represented a 43 per cent response. His major findings were:

1. Seventy-three per cent of the schools allowed no time for a person to carry on an audio-visual program.
2. Three per cent of the schools allowed one-half time to its audio-visual director for the performance of his duties.
3. Twenty per cent of the schools allowed directors one-fourth time.
4. Two per cent of the schools allowed its director to devote his full time to his audio-visual duties and responsibilities.
5. Nearly one-third (32%) of the school districts indicated that they conducted in-service training for their teachers in the uses of audio-visual materials and equipment.
6. About one-half of the teachers in the first class districts have had in-service training courses in the uses of audio-visual materials and equipment.
7. The duties and activities of the director in addition to helping the teachers to obtain materials, also include assistance to community uses of audio-visual materials.
8. The methods most often reported as being used to acquaint teachers with audio-visual materials and equipment included workshops, conferences, institutes and bulletins.

¹⁷Amo DeBenardis, A Study of Audio-Visual Education in Oregon's Public Schools (Doctor's thesis, University of Oregon, 1951), pp. 139-140. (Typewritten.)

9. The regularly used materials were: books, bulletin boards, charts, flat pictures and films.
10. The less frequently used materials were slides, recordings, transcriptions, filmstrips, radios and records.
11. There was little production of audio-visual aids reported.
12. Community resources bulletins were listed as being available in only 43 per cent of the schools.

The importance of the professional qualifications and training of the audio-visual director was emphasized by DeBernardis. He believed that the audio-visual director should:

1. Be well-grounded in educational psychology in all phases of the learning process.
2. Have broad experience and a wide background in all phases of the local curriculum.
3. Have professional knowledges and competencies that would command the respect of fellow teachers.
4. Possess business competencies to supervise and account for the great number of items of supplies and equipment.

In his conclusions, DeBenardis strongly recommends expansion of in-service training and a greater over-all coordination of efforts of all departments that may handle instructional supplies or materials within a school system.

In the Connecticut study of 1951,¹⁸ the Connecticut State Department of Education conducted a survey to determine the status of

¹⁸Connecticut State Department of Education. A Survey of Audio-Visual Education in Connecticut Public Schools, 1951, 61 pp.

audio-visual education in the Connecticut public schools. The questionnaire was designed to sample information concerning such items as audio-visual staff, facilities, equipment, budgets, utilization practices and obstacles or deterrents to the audio-visual programs. Instruments were sent 171 school systems and 628 individual school districts in the state. A return of 84 per cent was obtained.

Findings which the investigator felt were pertinent and significant to the present study were:

1. Thirty-seven, or 26 per cent, of the 143 participating school systems employed directors of audio-visual education.
2. Thirteen, or 35 per cent, of the directors were employed full-time.
3. Twenty-one, or nearly 60 per cent, of the 37 school systems reported a need for additional staff to perform the necessary technical or clerical duties.
4. The title, "Director of Audio-Visual Education," ranked first among the different titles which were suggested.

Among the important suggestions resulting from the Connecticut study were:

1. All school systems having an enrollment over 5000 should have a full-time audio-visual director. There were six school systems in this category.
2. The formation, wherever possible, of various teacher committees to maintain constant evaluation of the audio-visual program.
3. Secretarial and technical assistants should be provided the audio-visual director and the coordinators to enable them to have ample time to devote to professional problems.

4. All school systems not having an audio-visual director or coordinator should fix the responsibility and provide the leadership for effective audio-visual services to its teachers.
5. The need for greater uniformity in the title of the person in charge was emphasized.
6. The possible uses and services of a student audio-visual club were pointed out.

Meierhenry,¹⁹ in 1952, surveyed 25 state audio-visual directors, 23 state departments of education, and a college representative in every state in an effort to define the characteristics of a good state audio-visual program. He found general agreement and uniformity in the contention that audio-visual programs should be a long-term activity performed as a special activity of the state education departments and should represent the cooperative efforts of schools, state departments of education and colleges.

Darden's²⁰ investigation, in 1953, concerned selected California county audio-visual centers. He employed the techniques of observation and personal interviews. His sampling consisted of 20 selected audio-visual centers. His purposes were to determine the organization, administration and supervisory practices common to the audio-visual

¹⁹Wesley C. Meierhenry, Enriching the Curriculum Through Motion Pictures (Lincoln: University of Nebraska Press, 1952).

²⁰William Judson Darden, A Study of Audio-Visual Education in Selected County Audio-Visual Centers (Doctor's thesis, New York: Columbia University, 1953), pp. 129-130. (Typewritten.)

centers in order to determine what factors promoted rapid growth and favorable acceptance by the public of audio-visual education.

Specific findings and conclusions, which the present investigator considers significant were:

1. The audio-visual director must exert responsible leadership in working with the director of curriculum.
2. The progressive, growing audio-visual programs resulted from good director-teacher relations and public relations in general.
3. That the improvement of instruction must be the major goal or objective of all personnel in the school system, and cooperative efforts on the part of everyone are necessary to achieve these goals.
4. That the utilization practices of the teachers are more effective if the teachers participate and cooperate with the audio-visual planning staff.

An analysis of the position of the full-time city school system audio-visual director was made by K. C. Rugg²¹ of Indiana University in 1954. By means of a questionnaire he sought to survey all schools in the population groups of 10,000 and over in the North Central Association which employed full-time audio-visual directors. He determined that there were 66 full-time audio-visual directors in this category. From these he received 60 replies to an extensive audio-visual information checklist, which was very detailed. His purposes were to determine the professional

²¹ Kenneth C. Rugg, An Analytical Study of the Position of the City School System Audio-Visual Director (Unpublished Doctor's thesis, Indiana University, 1954).

characteristics of the position of the audio-visual director, to identify the common practices of the audio-visual director, and to discover possible emerging duty patterns peculiar to the audio-visual director's job.

Rugg outlined 42 findings and conclusions and included 21 essential recommendations. These covered duties of the audio-visual director, clerical help, salaries, academic and experience data, membership in professional organizations, and administrative patterns of school organization.

Significant conclusions which are pertinent to the present study include:

1. Nearly all of the audio-visual directors were responsible to an administrative superior such as a principal or superintendent.
2. The majority of the audio-visual directors had many duties and practices in common and these duties and practices had significant implications for the construction of the schools' curriculum.
3. The progressive audio-visual programs gave much evidence of cooperative efforts on the part of all the instructional personnel in the school system, and that these efforts were making valuable contributions to the improvement of instruction in their respective school systems.
4. Audio-visual budgets were financed principally from tax funds and must be planned cooperatively as an integral part of the total instructional budget.
5. The audio-visual directors were professionally minded, well-trained and alert to good relations with administrative superiors, fellow teachers and the public in general.

6. The audio-visual directors themselves believed that they should engage more in the production of audio-visual materials and should exert greater effort to assist teachers in their production.

The Research Division of the National Education Association in 1953-54²² carried out a second study similar in purpose and scope to the 1946 study which is described on page 15 of this chapter.

The analysis of the audio-visual coordinator's position was the principal purpose of the second investigation, which concerned 1310 city school systems. The aspects studied were: reasons for selection of the audio-visual director, and allocation of time for the performance of his duties. This research lists 23 duties usually performed by audio-visual directors, and these are arranged in rank order as determined by 1301 respondents.

The report stressed the degree or percentage of improvement over the 1946 report in terms of establishing audio-visual departments, allocation of funds, equipment, classrooms and number of teachers. This report also listed the major deterrents or hindrances to the uses of audio-visual materials in the schools. The two hindrances that ranked highest were:

1. Classroom teachers were not interested in using audio-visual materials (49%).

²²National Education Association, Research Division, Audio-Visual Education in Urban School Districts, 1953-54. National Education Association Research Bulletin. Vol. 33, No. 3. Washington, D.C., October, 1955, p. 123.

2. Inability or difficulty in securing funds for adequate equipment and materials (39%).

Barnes,²³ investigation, in 1960, utilized interviews with selected specialists in the field as a means of securing data and identifying administrative principles and operational procedures that may serve as guide lines for efficient and economical operation of instructional materials centers in school districts with 5000 to 10,000 average daily attendance.

The data were analyzed in terms of six operational functions of the audio-visual centers: fiscal functions, accessioning, inventory, maintenance, personnel, and responsibilities for the implementation of the goals of the instructional materials center.

Barnes concluded that essential features for good materials centers and efficient administration were:

1. The audio-visual center's purpose is to furnish educational materials and resources to the user when needed and to make it possible for teachers and pupils to identify and obtain materials without unreasonable effort.
2. The audio-visual center should encourage the use of a wide variety of materials and resources.
3. The audio-visual center is obligated to furnish instructional materials that are in accord with the latest research.
4. Materials should always be available and in good repair.

²³Virginia C. Barnes, The Organization and Administration of the Instructional Materials Center in Medium-Sized School Districts (Doctor's thesis, Stanford University, 1960).

5. The administrator of the audio-visual centers should keep teachers informed of materials that are available.

A study by Doremus,²⁴ in 1961, analyzes the practical concepts of the role of selected audio-visual coordinators. Using an Audio-Visual Information Form developed by K. C. Rugg, he surveyed 104 school administrators, teachers and full-time audio-visual coordinators in the states of Connecticut, New York and New Jersey. His purpose was to compare the opinions of these individuals with the opinions of the writers of audio-visual textbooks as contained in 70 recently published editions concerning the practices, duties and responsibilities which make up the role of the audio-visual coordinator. He sought to:

1. Identify and classify the practices of the audio-visual coordinators and professional associates.
2. Determine the similarities and/or differences concerning these practices.
3. Compare and analyze these significant practices in terms of criteria established by the writers of the literature.

He presented an impressive list of 68 findings which are pertinent to the present study, together with 23 recommendations concerning his list of 146 practices of the audio-visual coordinator.

²⁴ Albert F. Doremus, "An Analysis of the Practical Concepts Concerning the Role of Selected Audio-Visual Coordinators" (unpublished Doctor's dissertation, New York: New York University, 1961), #Mic. 61-2573.

Specific topics included responsibilities and duties in the areas of administration, supervision, budget, consultative services, evaluation, research, production, equipment maintenance, housing, clerical, in-service education and/or training and public relations.

From the foregoing research which has been described, certain areas of audio-visual administration, practices and competencies of the audio-visual director are important to the present investigation. These findings and other related data were used in the construction of a comprehensive questionnaire which was sent to the superior schools. The details of this procedure of questionnaire construction are described in Chapter III.

Among the more significant conclusions, the investigator felt that the following summarization contained essential and significant data which were utilized in the construction of the survey instrument:

1. Audio-visual specialists and writers consider that audio-visual aids are instructional materials and are an integral part of the school's curriculum.
2. It should be the duty and responsibility of educational systems to provide the educational audio-visual materials needed by teachers in carrying out the aims and goals of the school's curriculum.
3. It is considered highly essential that teachers utilize the audio-visual materials as an integral part of the learning process in the totla instructional program.
4. The key to a successful audio-visual program is the director.
5. The director should be well-grounded in educational psychology and its practical application to the learning process.

6. The director should possess and clearly demonstrate in his work an understanding of the educational objectives and purposes of the school.
7. The director should possess a wide acquaintance with subject matter of all the various grades.
8. The director should have broad experiences and a wide background in all phases of the local curriculum.
9. The professional knowledges and competencies of the director should command the respect of his fellow teachers.
10. The audio-visual director should be competent to supervise and account for the great number of items of supplies and equipment.
11. The director should possess basic mechanical aptitude for simple maintenance of equipment.
12. Administrators should be brought into the process of planning the total program so that there will be a general recognition of the necessity for all that is being done.
13. Progressive, growing audio-visual programs result from good faculty-director relations and good public relations in general.
14. The improvement of instruction must be the major goal and objective of all personnel in the school system, and cooperative efforts on the part of everyone are necessary to achieve this goal.
15. The utilization practices of the teachers are more effective if the teachers participate and cooperate with the audio-visual planning staff.
16. Audio-visual directors should be responsible to administrative superiors such as the superintendent or the principal.
17. The majority of the audio-visual directors have many duties and practices in common and these

duties and problems have significant implications to the construction of the schools' curricula.

18. Audio-visual budgets which are financed principally from tax funds must be planned cooperatively as an integral part of the total instructional budget.
19. The audio-visual center, under the director's supervision, should provide those materials and professional services which will make it possible for teachers to use audio-visual materials in their classrooms under the best conditions possible.
20. The director should provide those services which will make it possible for teachers to have materials and equipment when they need them.
21. The director should provide the materials and services which will make it possible for teachers to select and use audio-visual materials appropriate to the teacher-learner situation.
22. The director, as administrator of the audio-visual center, should keep teachers informed about materials that are available.
23. The competencies of the director of audio-visual programs include the ability to direct an audio-visual program; to stimulate and assist those using materials; to provide leadership in administration, utilization, selection and production of audio-visual materials and an understanding of the role of those materials in the educative process.
24. A successful city-wide visual education program depends upon a well-organized system for the preparing, cataloging and circulating of materials.
25. The audio-visual center should provide the facilities and professional services which will assure that the audio-visual materials will be used as an integral part of the total instructional program.
26. It should provide those materials and professional services which will secure teacher competency in

the use of audio-visual instructional materials as well as competency at the supervisory and administrative levels.

27. The audio-visual center should provide those materials and professional services which will enable teachers to make full use of community resources.
28. The director, as head of the audio-visual center, should provide those materials and professional services which will help the administrative staff and other school personnel interpret the school's program to both professional and lay groups.
29. The audio-visual director should possess expert knowledge of audio-visual materials and he should know how to use them as integral parts of the instructional program.
30. The audio-visual director should take the initiative in:
 - a. Better preparation, circulation and distribution of catalogs of all available materials in the school.
 - b. Preparation of course of study outlines.
 - c. Organization of audio-visual teacher committees who would determine their own functions, duties and responsibilities.
 - d. Closer coordination with curriculum chairmen and committees for the production of audio-visual materials.
 - e. More audio-visual demonstrations and opportunities for preparation of materials to and by teachers, pupils, and/or other personnel in the school.
 - f. Selection of all audio-visual equipment but should allow the teacher committees to have the major voice in the selection of the audio-visual materials.
 - g. In-service education programs for teachers and technical personnel.

31. The director should keep his superintendent or administrator informed regarding the teachers' needs if proper financial support is expected.
32. The director should recommend to the superintendent or principal those materials, equipment and necessary supplies that are requisitioned by the teacher committees.
33. In the areas of instructional responsibility the audio-visual director should not neglect his responsibility in the evaluation of materials, aids and equipment.
34. The director has a responsibility in the supervision of all aspects of utilization of instructional materials within the school.
35. The director must consider the problems of consultative services to teachers, principals and supervisors, audio-visual coordinators, architects and outside agencies, as ones of continuous growth as the program of the school expands.
36. The audio-visual director must demonstrate originality and enthusiasm for experimentation and research on all audio-visual problems which originate in the teacher-learner situations in his field.

The summaries of the reviews of related audio-visual research have contributed a set of guiding principles by which the responsibilities of the audio-visual director can be summarized, especially in detailing the periphery of his practices. These guide lines are significant in describing the extent of his position, yet the reviews have failed to determine those practices most commonly performed by schools thought to have superior audio-visual programs; nor have they specified practices that typical selected school systems may currently be performing.

In reviewing the related studies, the investigator has attempted to focus attention on the major elements of the author's conclusions and recommendations in the belief that these basic elements constituted the essential items that were necessary and appropriate to incorporate into an audio-visual checklist. This instrument, it was believed, would reveal valuable data and would be appropriate to send to the superior schools.

CHAPTER III

PROCEDURE FOR COLLECTING THE DATA

The purposes of this chapter are: (1) to describe the selection of a jury of audio-visual specialists to nominate the superior schools used in the study; (2) to discuss the construction of two checklists; the first to be submitted to the superior schools, and the second to be submitted to the selected schools, and (3) to recount the process used in validating the two checklists.

Procedures

Selection of the Jury

In order to obtain a more valid judgment of which schools were superior, it appeared desirable to use a jury of highly qualified persons to nominate the superior school systems located throughout the United States.

A list of potential members was prepared after a critical and intensive reading of the audio-visual literature, an examination of pamphlets from the department of audio-visual education of the National Education Association, a study of proceedings of audio-visual conventions,

and some interviews with selected faculty members of the University of Oklahoma and conferences with the investigator's advisor.

The final selection of the 27 members of the jury was made on the basis of the following criteria:

1. He must hold a significant position of administrative leadership, supervision and/or responsibility.
2. He must possess professional knowledge and understanding of educational media as evidenced by contributions to professional literature or authorship of recognized audio-visual texts.
3. He must have been designated as a leader two or more times in selected audio-visual conferences of national scope as evidenced by copies of convention programs or descriptions in the literature.

Selection of the Superior Schools

The jury of audio-visual specialists was requested to nominate superior schools to be investigated in this study. Each juror was asked to assist in the study by nominating five or more public school systems located throughout the United States which were known to maintain consistently superior audio-visual programs. All 27 jurors returned their nominations and identified 112 school systems which were located in 22 states. See Appendices A, B, C and E.

Questionnaire to the Superior Schools

The instrument considered here was designed to obtain data concerning the identity of audio-visual practices which were thought to be common in school systems, considered by competent authorities to have superior audio-visual programs.

Statements of audio-visual practices were developed through a careful analysis of the current literature, including periodicals, pamphlets and magazine articles, particularly those written from 1950 to 1961.

This reading included the Forty-Eighth Yearbook of the National Society for the Study of Education, The Education Index, Reader's Guide to Periodical Literature, recent doctoral dissertations obtained through inter-library loan, and microfilms of selected dissertations.

During preliminary listing of the audio-visual practices, the inclusion of a practice was determined by its frequency of mention in the literature. Only those practices which were mentioned in 50 per cent or more of the books or periodicals read were selected. On the basis of this criterion a list of 60 practices was prepared, from readings in 96 books and 139 magazine articles.

Every effort was made to construct a valid and precise instrument. To facilitate this the tentative instrument was submitted to: (1) selected faculty members for criticism and suggestions, (2) selected audio-visual directors for a "trial run," (3) members of the staff of the audio-visual center of the University of Oklahoma for suggestions and (4) members of the investigator's doctoral committee for their appraisal.

To obtain the judgments of individuals who had practical knowledge of administrative audio-visual practices, the researcher submitted the questionnaire to a number of audio-visual directors for a "trial run."

Ten individuals, personally known to the investigator, were invited to participate. Membership of this pilot study is listed in Appendix K.

The instruments were sent to these individuals requesting them to respond to all items in terms of their own school systems. They were invited to submit revisions of statements if there was a question concerning their clarity or meaning. The membership of the "trial run," nine men and one woman, are active members of the Audio-Visual Coordinators of Oklahoma and the Department of Audio-Visual Instruction of the National Education Association.

They averaged 23 years of teaching and 16 years of audio-visual administration. Considering their practical backgrounds, it appeared that this would be an appropriate method of refining the instrument. All members returned their instruments to the investigator with their suggestions for its refinement.

These groups of educators were asked to criticize the format of the instrument in terms of its intended use. Following their suggestions and criticisms the instrument was revised and refined. A copy of the completed questionnaire used in the study is reproduced in Appendix F.

The final instrument consisted of 91 items which were grouped into seven main categories and arranged in a checklist form.

Part One contained 38 items in four areas of background information which included: (a) General Information, (b) Personal Data, (c) Budget and Financial Provisions, and (d) Special Services.

Part Two of the instrument was a checklist by which respondents indicated the extent of the practices of the audio-visual director in selected areas of: (a) Administrative Practices, (b) Supervisory Practices, and (c) Advisory Practices.

The checklist arrangement of the questionnaire has its limitations and recognition of these is acknowledged. The investigator does not imply that all of the practices of the audio-visual director have been listed; but it is believed that the final instrument includes the significant items needed for obtaining the data required from the superior schools.

In the final development of the questionnaire, the format and the rating scale were designed to make the task as easy as possible for the respondents.

Specific directions were stated at the beginning of the instrument. To enable the respondent to rate the extent of the specific practices in the school system, three categories were arranged in columns to the right of the statements. The respondents were asked to indicate: "regularly," "occasionally," or "rarely," in appropriate columns by the use of check marks.

Population of the Superior Schools

In order to determine differences and similarities that existed in various sized school systems, the schools were divided into four categories according to enrollment. Schools with an enrollment of from 1 to 1000 were classified in Category I; schools with an enrollment from 1001 to

2000 students were classified in Category II; schools with an enrollment of 2001 to 3000 were grouped into Category III, and schools with an enrollment of 3001 and more students were organized into Category IV.

The questionnaires were mailed to each of the 112 superior schools on February 23, 1961. By April 23, a total of 80 replies had been received. Follow-up letters were mailed to those who had not responded, and by May 31st a total of 102 usable returns had been received. One instrument was returned by the post office for lack of complete address. Three respondents returned blank instruments with various comments of polite refusal to cooperate. As indicated by Table I, page 55, the 102 returns constituted a 91 per cent return, which the investigator believed was adequate for the purposes of the study.

Questionnaires to the Selected Schools

The data were obtained from the selected schools by means of a questionnaire based upon a revision of the first instrument. This questionnaire was developed primarily for the purpose of determining the extent of the common audio-visual practices in the selected school systems of the North Central Association.

In developing the questionnaire for this purpose the data of the first questionnaires were compiled by showing the extent of the performance of practices in total incidents and percentages. Totals and percentages were computed for each of the different sized school systems. Some additional practices were listed by a few respondents, but many of these

were merely re-stating a practice; or its substance was included in some other practice.

The final instrument included only those practices which were performed regularly by 50 per cent or more of the respondents of the superior schools. This shortened the original instrument listing 53 practices to a list of 32, considered to be the common practices that had been identified by the audio-visual directors of the superior schools.

The rating categories, arranged as a checklist, were retained, as in the original questionnaire. The validity was again checked by the same procedures as for the first instrument, except for the "trial run." Modifications and refinement for purposes of clarity resulted in the elimination of a few statements and a minor change in the format of the instrument. (See Appendix H for a reproduction of the second instrument.)

Selection and Population of the Selected Schools

The list of the selected schools to be surveyed by the second instrument was obtained by consulting the North Central Association Quarterly Bulletin.¹ This source indicated a membership of 3522 high schools as of July 1, 1960. This total included parochial schools, but since this study was based on public school systems only, the parochial schools were excluded.

¹The North Central Association Quarterly, Sixty-sixth Annual Meeting, March 20-24, 1961. Theme: "Quality Education for All" Volume XXXV, July, 1960, No. 1, pp. 62-127.

It was thought that a sample should be drawn which would represent about 15 per cent of the total. The alphabetical listing of the schools was followed and the sample was determined as follows:²

1. From Category I, (schools having an enrollment of 1000 and less) every tenth name was selected.
2. From Category II, (schools having an enrollment of 1001 to 2000) every fifth name was chosen.
3. From Category III, (schools having an enrollment of 2001 to 3000) every other name was designated.
4. From Category IV, (schools having an enrollment of 3000 and more) all names were used.

By this procedure a sample of 443 schools was chosen to serve as the population of the selected school systems of the North Central Association. The number of institutions and the category of the enrollment of the respective schools is indicated in Table 3, page. 57. This number represented approximately 12 per cent of the total membership and was believed adequate to obtain the needed data and information.

Collection of Data

The questionnaires were mailed on May 5, 1961 to each of the selected schools. Insofar as possible, all letters were addressed to the "Director of Visual Education," whose name and address was listed either in the North Central Quarterly Bulletin,³ or in Patterson's American

²J. Frances Rummel, An Introduction to Research Procedures in Education (New York: Harper and Brothers, 1958), p. 145.

³North Central Bulletin, op. cit.

Education Directory.⁴ A cover letter⁵ was enclosed with each instrument, explaining the purposes of the investigation and soliciting the respondents' cooperation on the basis that they could make a definite contribution to the study by supplying the data and related information.

As disclosed in Table 2, page 56, of 443 instruments that were sent out in the original mailing, 261 responses were received in a few weeks. Follow-up letters produced a few more responses. Five instruments were received that were not usable because they were not completed, the name of the school or director was missing, or other important data was missing.

Third follow-up letters, it was hoped, would bring in additional returns but they failed to do so. Eleven letters were received stating that such investigations were usually cleared by a special committee before the instruments could be forwarded to the proper person. Since this second instrument was mailed near the close of the school year when administrators were busy, subsequent letters failed to elicit any further responses.

The final date that returned questionnaires were accepted for inclusion in the study was June 5, 1961, because it was believed that

⁴Patterson's American Education Directory, Norman F. Elliott (ed.), (North Chicago, Illinois: Educational Directories, Inc., 1961), Vol. 57.

⁵See Appendix D.

those directors that chose to return the completed checklist would have done so by that time.

Of the 443 checklists that were mailed to the directors of audio-visual education of the selected schools, 323 instruments were returned, which constituted a 73 per cent return.

The representativeness of the responses of the superior schools and the selected school systems of the North Central Association is disclosed in Table 1.

TABLE 1
NUMBER AND PERCENTAGE OF SCHOOLS RESPONDING TO
AUDIO-VISUAL QUESTIONNAIRE

Population Sample	Number in Population	Number of Responses	Per Cent Response
Superior Schools	112	102	91.07
Selected Schools	443	323	72.9

It will be observed that the responses of the superior schools are almost 20 per cent higher than the returns from the selected schools. This may be because the time of mailing the second instruments, near the end of the school year, did not allow the directors enough time to complete the questionnaires and return them.

The distribution of the superior schools and selected schools responding to the original questionnaires and subsequent follow-up letters is shown in Table 2. The superior schools, numbering 112, made 102 responses which represented a 91 per cent return.

TABLE 2

PERCENTAGE OF SCHOOLS RESPONDING TO DIFFERENT LETTERS
REGARDING THE TWO TYPES OF QUESTIONNAIRES

Sample	No. in	Original	First	Second	Third	Totals	Per
	Population	Mailing	follow-up	follow-up	Postal		Cent
			letter	letter			
Superior Schools	112	80	15	7	--	102	91.07
Selected Schools	443	261	25	22	17	323	72.9

The selected schools of the North Central Association returned 323 instruments from an original mailing to 443 schools. This represented a return of nearly 73 per cent.

The enrollment categories of the superior and selected schools and the responses obtained from each are presented in Table 3. The majority of the responses in the superior schools occurred in the category of 3000 enrollment and over. One will observe that 90 schools representing 88 per cent of the schools were in this category.

Among the selected schools, however, nearly 70 per cent of their respondents are in the two lower categories of 1 - 1000, and 1001 to 2000 enrollment.

It is observed that Category I contained 119 schools and Category II had a membership of 107 schools, a total of 226 schools, nearly 70 (69.9) per cent of all the 323 selected schools which responded to the questionnaires.

TABLE 3

NUMBER OF SCHOOLS RESPONDING TO THE AUDIO-VISUAL QUESTIONNAIRE
 ACCORDING TO CATEGORY OF ENROLLMENT

	Enrollment Categories									
	I		II		III		IV		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Superior Schools	2	1.8	7	6.3	10	9.9	93	83	112	100
Number of Responses	1	.9	7	6.9	4	3.9	90	88.2	102	91.07
No Answer	1	.9	0	0	6	5.3	3	2.7	10	8.93
Selected Schools	192	43.3	143	32.3	59	13.3	49	11.1	443	100
Number of Responses	119	36.8	107	33.1	52	16.1	45	13.9	323	72.9
No Answer	73	60.8	36	30.0	7	35.8	4	3.4	120	27.1

I = Below 1000 II = 1001 to 2000 III = 2001 to 3000 IV = Over 3000

CHAPTER IV

ANALYSIS AND INTERPRETATION OF BACKGROUND DATA, FINANCIAL SUPPORT AND SPECIAL SERVICES

Introduction

The purpose of this chapter is to present an analysis of the data arranged in sequence concerning Section One of the questionnaire. The chapter is divided into four sections each of which deals with an important phase of this investigation.

Section One deals with selected background and personal information, college preparation and background of the audio-visual director.

Section Two concerns selected aspects of teaching and audio-visual experiences of the director, time allotments for the performance of practices, extra salary sources of the director, and activities participated in by the director in addition to regular audio-visual duties.

Section Three describes the financial support of the audio-visual center.

Section Four covers special services that are provided by the audio-visual center.

The data were presented in tables followed by descriptive summaries since it appeared that this method was the most appropriate to show

significant data and comparisons. All data were arranged in the tables in selected-superior schools sequence.

Section One

Background Data and Information

Sex of the Audio-Visual Director. Table 4 discloses the distribution of directors according to sex. In the superior schools the men directors outnumber the women directors by four to one. This was reported by 80 per cent of the superior schools' directors.

It is also noted that each population sample listed 20 women directors. This reveals that the superior schools have 20 women out of 102 directors reporting (19.7%), whereas selected schools' returns indicated also 20 women directors out of 323 respondents reporting or 6.2 per cent. This would therefore indicate that women directors are three times as numerous in superior schools as they are in the selected schools.

Few women directors were reported by the smaller schools in either sample, but the superior schools having the largest enrollment reported 18 woman directors, representing 95 per cent of their membership.

College Preparation of the Audio-Visual Director. Table 5 presents the data concerning degrees held and school enrollment

TABLE 4
DISTRIBUTION OF AUDIO-VISUAL DIRECTORS
CLASSIFIED BY SEX

		Enrollment Categories								Totals	
		I		II		III		IV			
		No.	%	No.	%	No.	%	No.	%	No.	%
Selected Schools	M	114	96	100	93.4	48	92	41	91	303	93.8
	F	5	4	7	6.6	4	8	4	9	20	6.2
Superior Schools	M	0	0	6	5.7	4	100	72	70.5	82	80.3
	F	1	100	1	14.3	0	0	18	20	20	19.7

I = Below 1000 II = 1001 to 2000 III = 2001 to 3000 IV = Over 3000

categories of the respondents. One observes that all the audio-visual directors of the superior schools held bachelor's degrees as compared to 94 per cent of those in the selected schools. There was little percentage difference among the different enrollment groups, concerning the bachelor's degree in both population samples.

In superior schools directors hold 95 per cent of the master's degrees, compared to 80 per cent of the directors of the selected schools. School size in either population sample showed little difference in this aspect.

The directors in the superior schools holding doctor's degrees outnumber the directors in the selected schools more than two to one. Table 5 shows that nine directors of the superior schools (8%) out of 102 respondents held doctor's degrees as compared to four directors of the selected schools' 323 respondents (8% compared to 1.2%).

With respect to totals of all four enrollment categories, it is noted that a greater percentage of the directors of the superior schools have higher qualifications than those in the selected school systems. This holds true in all stages of academic preparation.

Section Two

Experience of the Director

Years of Teaching Experience of the Audio-Visual Director. The years of teaching experience of the audio-visual directors are disclosed in Table 6.

TABLE 5

DISTRIBUTION OF DEGREES HELD BY AUDIO-VISUAL DIRECTORS
IN SELECTED AND SUPERIOR SCHOOLS

Degrees Held		Enrollment Categories									
		I		II		III		IV		Totals	
		No.	%	No.	%	No.	%	No.	%	No.	%
Bachelor's Degree	A	113	95	99	93	47	90	45	100	304	94
	B	1	100	7	100	4	100	90	100	102	100
Two Bachelor's Degrees	A	0	0	1	9	0	0	0	0	1	.3
	B	0	0	0	0	0	0	2	1.9	2	1.9
Master's Degree	A	96	80.6	78	73	40	77	43	96	257	79.5
	B	1	100	7	100	4	100	85	95	97	95
Two Master's Degrees	A	0	0	1	9	0	0	0	0	1	.3
	B	0	0	0	0	0	0	2	2.2	2	1.9
Doctor's Degree in Progress	A	0	0	1	9	2	3.8	1	2.2	4	1.2
	B	0	0	2	28.5	1	25	10	11.1	13	12.7
Doctor's Degree	A	0	0	1	9	2	3.8	1	2.2	4	1.2
	B	0	0	0	0	0	0	9	10	9	8.8

A = Selected Schools

B = Superior Schools

I = Below 1000 II = 1001 to 2000 III = 2001 to 3000 IV = Over 3000

With respect to size of the school systems it appears evident from the data that the selected schools, as reported by 32.5 per cent of the respondents, indicated that the greatest teaching experience was listed in the range of 10 to 19 years, with a median of 15 years teaching. Here the superior schools indicated that over one-third (34%) of their directors had taught 30 or more years. Table 6 also indicates that the median of years-experience for the superior school directors was almost double the years of teaching experience of the directors of the selected schools. No director of the superior schools had taught less than two to four years, with the highest category reported as being 40 years. The comparisons show the median for the selected schools to be 15 years teaching experience as compared to 25 years for the superior schools.

In the category of 40 or more years of teaching, no directors of the selected schools were listed, but the superior schools listed one director. These data show that greater teaching experience was indicated by the respondents of the superior schools.

Years of Experience of the Director in the Same School System.

Table 7 discloses tenure of the directors in the same school system, according to all enrollment categories.

In schools having enrollment to 1000 pupils the directors of the selected schools indicated a tenure range from one to 40 years and a median of eight years. The superior schools indicated only one case. This respondent's tenure was 21 to 25 years. It is revealed that more

TABLE 6

DISTRIBUTION OF YEARS OF TEACHING EXPERIENCE OF
AUDIO-VISUAL DIRECTORS OF SELECTED SCHOOLS
SYSTEMS AND SUPERIOR SCHOOL SYSTEMS

		Enrollment Categories									
		I		II		III		IV		Totals	
Years of Teaching		No.	%	No.	%	No.	%	No.	%	No.	%
One year and under	A	1	0.8	1	0.9	0	0.0	1	2.2	3	0.3
	B	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Two to four years	A	5	4.2	6	5.6	4	7.0	1	2.2	16	4.49
	B	0	0.0	0	0.0	0	0.0	3	3.3	3	2.9
Five to nine years	A	20	16.8	15	14.0	10	19.2	7	15.6	52	16.0
	B	0	0.0	0	0.0	0	0.0	6	6.6	6	5.8
10 to 19 years	A	42	35.3	34	31.8	17	32.7	12	26.6	105	32.5
	B	1	100.0	1	14.2	0	0.0	26	28.9	28	27.4
20 to 29 years	A	24	20.0	28	26.0	10	19.2	9	20.0	71	22.0
	B	0	0.0	1	14.2	1	25.0	26	29.0	28	27.4
30 or more years	A	21	17.6	23	21.5	8	15.3	13	29.0	65	20.0
	B	0	0.0	4	57.0	3	75.0	28	31.0	35	34.0
40 or more years	A	0	0.0	0	0.0	0	0.0	1	2.2	1	0.3
	B	0	0.0	0	0.0	0	0.0	1	1.1	1	0.98
Range in years	A	1 to 30		1 to 30		2 to 30		1 to 40		1 to 40	
	B	10 to 19		10 to 30		20 to 30		2 to 40		2 to 40	
Median in years	A	15		15		15		25		15	
	B	15		30		30		22		22	

A = Selected Schools B = Superior Schools
I = Below 1000 II = 1001 to 2000 III = 2001 to 3000 IV = Over 3000

than one-half of the selected school directors (55%) had taught ten or more years in the same school system.

For the schools having enrollment of 1001 to 2000 pupils the median tenure of the selected school directors was 13 years compared to 28 years for the superior school respondents. Nearly seven out of ten (65%) of the selected school directors show 15 or more years of tenure. The superior schools reported that three out of five of their directors had tenure from one to 20 years in the same school system.

The range of tenure for the selected schools was from one year to 30 years compared to 11 to 30 years, as indicated by the directors of the superior schools.

The data of the respondents of schools, having enrollment of 2001 to 3000 pupils, indicate that selected school directors' tenure in the same school system ranged from one to 30 years with a median of 13 years, as compared to a range of 11 to 40 years for the superior school directors and a median of 28 years.

Of interest here is the observation that the selected school directors reported that three out of four of the respondents in Category III had tenures from one to 15 years. However the superior schools indicated that three out of four respondents show a tenure in the same school system representing 30 or more years. One director significantly reported a teaching tenure in the same school system of 40 years.

TABLE 7

DISTRIBUTION OF YEARS OF EXPERIENCE OF THE AUDIO-VISUAL
DIRECTOR IN THE SCHOOL SYSTEM

Range in Years of Experience		Enrollment Categories									
		I		II		III		IV		Totals	
		No.	%	No.	%	No.	%	No.	%	No.	%
One to five years	A	35	29.4	28	26	15	29	5	11.0	83	25.7
	B	0	0.0	0	0	0	0	6	6.6	6	5.9
Six to 10 years	A	31	26.0	18	17	9	17	13	29.0	71	22.0
	B	0	0.0	0	0	0	0	13	14.0	13	12.7
11 to 15 years	A	24	20.0	23	22	11	21	8	18.0	66	20.4
	B	0	0.0	1	14	1	25	12	13.3	14	13.7
16 to 20 years	A	8	6.7	12	11	3	5.7	7	15.5	30	9.2
	B	0	0.0	2	28.5	0	0	9	10.0	11	10.7
21 to 25 years	A	8	6.7	7	6.5	2	3.8	2	4.4	19	5.8
	B	1	100.0	0	0.0	0	0	11	12.0	12	11.7
26 to 30 years	A	1	.08	10	9.3	3	5.7	3	6.6	17	5.2
	B	0	0.0	1	14.0	1	25	11	12.2	13	12.7
Over 30 years	A	9	7.5	7	6.5	8	15	7	15.5	31	9.6
	B	0	0.0	1	14.0	1	25	17	18.8	19	18.6
Over 40 years	A	1	.08	0	0	0	0	0	0	1	.03
	B	0	0.0	0	0	1	25	3	3.3	4	3.9
Median no. of years	A	8		13		13		13		13	
	B	23		28		28		23		23	

A = Selected Schools B = Superior Schools
I = Below 1000 II = 1001 to 2000 III = 2001 to 3000 IV = Over 3000

The data in schools having more than 3000 pupils disclose a median of 13 years tenure for the selected schools and a median of 23 years tenure for superior school directors. The experience tenure for the selected school directors ranged from one to 30 years as compared with one to 40 years for the superior school directors. It is noted that more than one-half of the selected school directors had tenures of one to 15 years. Nonetheless, five out of eight of the superior school directors had tenure ranges of one to 25 years. These data show that the directors of the superior schools have two-thirds more tenure.

In all enrollment categories among the selected schools the directors' years of service in the same school system ranged from one to 40 years, with a median of 13 years. The superior schools reported the same experience range but a higher median of 23 years. Nearly seven out of ten (68%) of the selected school directors had one to 15 years of tenure compared to 55 per cent of the superior school directors who reported tenure of one to 25 years. This reflected a 66 per cent greater tenure for the respondents of the superior schools.

Number of Years the Audio-Visual Director Has Held his Present Position. Table 8 indicates the experience of the directors in the same position. Both population groups indicate similar experience ranges of one to 30 years in the same position.

The median tenure of the selected school directors was eight years compared to 18 years for the superior school directors. However,

TABLE 8

DISTRIBUTION OF YEARS OF EXPERIENCE OF THE AUDIO-VISUAL DIRECTOR
IN HIS PRESENT POSITION

Experience Range in Years		Enrollment Categories									
		I		II		III		IV		Totals	
		No.	%	No.	%	No.	%	No.	%	No.	%
One to five years	A	55	46.2	50	46.7	26	50	19	42	150	46.4
	B	1	100.0	0	0	2	50	19	21	22	21
Six to 10 years	A	31	26	20	18.7	8	15.3	12	26.7	71	22
	B	0	0	1	25	2	50	20	22	23	22
11 to 15 years	A	17	14.3	15	14	7	13.4	9	20	48	14.8
	B	0	0	0	0	0	0.0	0	0	0	0
16 to 20 years	A	7	5.9	10	9.3	4	7.7	5	11	26	8
	B	0	0.0	2	50	0	0.0	24	53	26	25
21 to 25 years	A	1	0.8	5	4.7	2	3.8	0	0	8	2.4
	B	0	0.0	0	0	0	0	8	8.8	8	7.8
26 to 30 years	A	2	1.7	0	0	0	0	0	0	2	0.6
	B	0	0.0	2	50	0	0	4	4.4	6	5.8'
Over 30 years	A	3	2.5	3	2.8	4	7.7	0	0	10	3.0
	B	0	0.0	0	0	0	0	3	3.3	3	2.8
Median no. of years	A	6 to 10		6 to 10		1 to 5		6 to 10		6 to 10	
	B	1 to 5		16 to 20		6 to 10		16 to 20		16 to 20	

A = Selected Schools

B = Superior Schools

I = Below 1000 II = 1001 to 2000 III = 2001 to 3000 IV = Over 3000

more directors of the selected school systems than of the superior schools had taught 30 years or more in their present positions.

The highest tenure reported was 30 years in both population groups. The data indicate that three directors (2.8%) of the superior schools had held the same position 30 years compared to ten directors (3%) of the selected schools. These directors have taught a corresponding period of time in the same position in the same school. The data indicate a slight difference in favor of the selected schools.

Per Cent of Time Allocated to the Audio-Visual Director. Table 9

discloses the data relative to five time allotments of the audio-visual director for his services.

1. Full time service is allocated to one out of eight directors in the selected schools and to five out of eight directors in the superior schools. (12% compared to 63%).
2. Directors of the superior schools who serve three-fourths time are three times as numerous as are directors of the selected schools who have similar time allocations (7.7% compared to 2.2%).
3. The superior schools have one and one-half times as many directors who serve one-half time as have the selected schools (15.6% compared to 9.6%).
4. One and one-half times more directors of the selected schools than of the superior schools are allocated only one-fourth time for the performance of their services (19.1% compared to 11.7%).
5. The selected school directors who are allocated less than one-fourth time for their duties and practices are 55 times more numerous than are directors with similar time allocations in the superior schools (54.4% compared to less than 1%).

TABLE 9

DISTRIBUTION OF TIME ALLOWED AUDIO-VISUAL DIRECTORS FOR
PERFORMANCE OF SERVICES

Amount of Time or Fraction of School Day for Services		Enrollment Categories									
		I		II		III		IV		Totals	
		No.	%	No.	%	No.	%	No.	%	No.	%
Full Time Service	A	7	5.8	10	9.2	5.0	9.6	17	37.7	39	12.0
	B	0	0.0	1	14.2	1	25.0	62	69.0	64	63.0
Three-fourths Service	A	0	0.0	2	1.8	3	5.7	4	8.8	9	2.7
	B	0	0.0	1	14.2	1	25.0	6	6.7	8	7.7
One-half Service	A	1	0.8	13	12.0	9	17.3	8	17.7	31	9.6
	B	0	0.0	0	0.0	1	25.0	15	16.7	16	15.6
One-fourth Time	A	16	13.4	23	21.0	17	32.6	6	13.3	62	19.1
	B	0	0.0	4	57.1	1	25.0	7	7.8	12	11.7
Less Than One- fourth Time	A	94	79.0	57	54.0	16	30.7	9	20.0	176	54.4
	B	1	100.0	0	0.0	0	0.0	0	0.0	1	0.98
No Answer	A	1	0.84	2	1.8	2	3.8	1	2.2	6	1.90
	B	0	0.00	1	14.2	0	0.0	0	0.0	1	0.90
No. of Replies	A	118	99.0	105	98.0	50	96.0	44	98.0	317	98.00
	B	1	100.0	6	85.7	4	100.0	90	100.0	101	99.00
Median of Time	A	Under 1/4		Under 1/4		1/4 Time		1/2 Time		Under 1/4	
	B	Under 1/4		1/4 Time		1/2 Time		Full Time		Full Time	

A = Selected Schools

B = Superior Schools

I = Below 1000 II = 1001 to 2000 III = 2001 to 3000 IV = Over 3000

As shown by Table 9, it appears that as the size of the school increases there is greater probability that the director will be allowed full time for the performance of his duties.

The graphic comparisons of the per cent of time allocations are portrayed in Figure 1. Here it is noted that the superior school directors represent 86.3 per cent of all directors who are given one-half or more time for the performance of their practices. It is also disclosed that 63% of the directors of the superior schools devote their full time to the duties of their position.

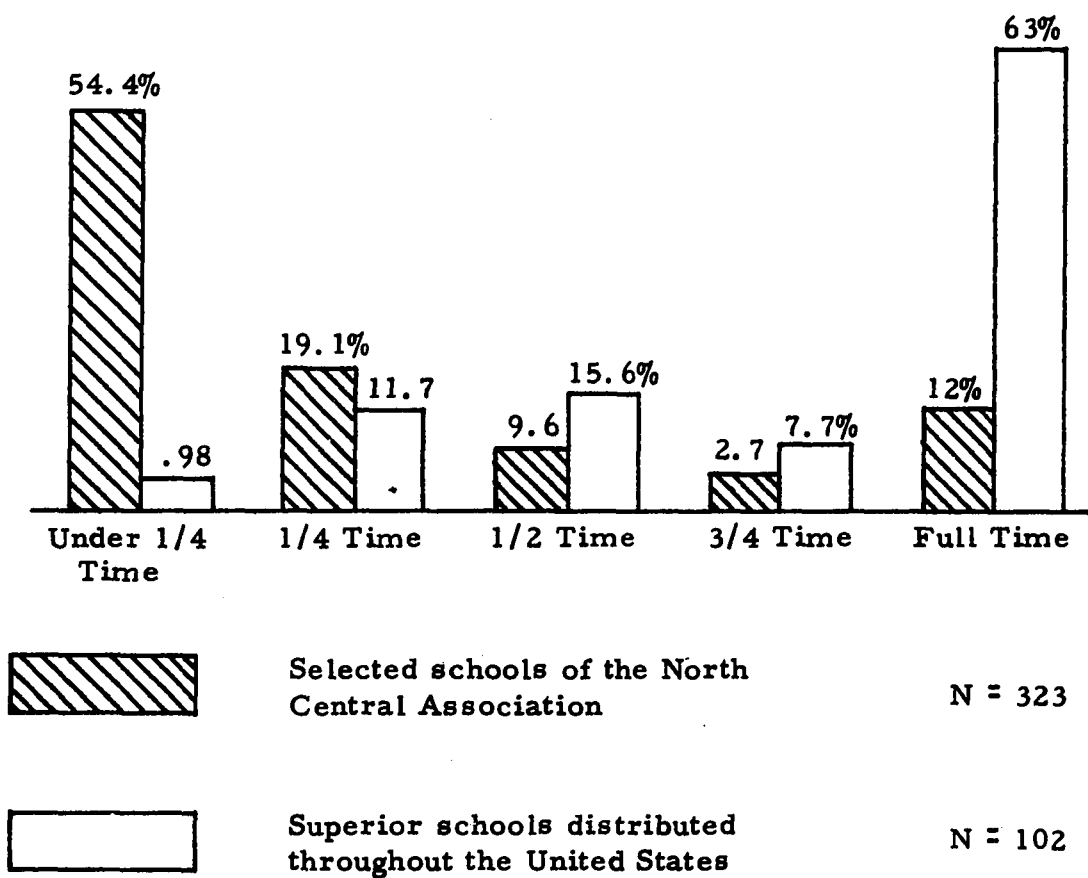
It seems particularly significant that in the selected schools an opposite trend is noted. The data here indicate that 54.4 per cent of all their directors are allocated less than one-fourth time for their duties. As stated before, 86.3% of the superior school directors have one-half time or more for their work, whereas in the selected schools it is noted that 83.1 per cent of their directors spend one-half time or less in the performance of their duties.

It is further observed that neither population sample indicates many directors in the one-fourth, one-half or three-fourths time categories.

The median time allotted for the selected schools was less than one-fourth time, but for the superior school directors, one observes an allotment of full time.

Figure 1

PER CENT OF TIME ALLOCATED TO AUDIO-VISUAL DIRECTORS
FOR PERFORMANCE OF DUTIES



Various Teaching or Supervisory Positions Including Audio-Visual Positions Held by Audio-Visual Directors. Table 10 indicates the various teaching or supervisory positions and tenure reported by the audio-visual directors in superior and selected schools. In selected schools their four most numerous positions are the following:

1. Secondary teacher was indicated by 250 directors (77.3%). These persons averaged 12.3 years of teaching.
2. Audio-Visual Director or Supervisor: This category was listed by 187 directors (57%) who averaged 7.5 years of teaching.
3. Secondary Principal: This position was mentioned by 91 respondents (28.1%) who averaged 8.7 years of experience.
4. Junior High Teacher: Eighty-one directors, (25%) who averaged 6.3 years of teaching checked this item.

Among the superior school directors the four most numerous positions were:

1. Audio-Visual Director or Supervisor: This position was indicated by 82 respondents (80%), who averaged 11.3 years of service.
2. Secondary Teacher: Seventy respondents (69%), who averaged 12.2 years of teaching, indicated service in this category.
3. Elementary Teacher: This was checked by 37 respondents (36.3%), who averaged 9.8 years of teaching.
4. Junior High Teacher: Twenty-three directors (23%) indicated experience in this area, who averaged 6.3 years of service.

TABLE 10

DISTRIBUTION OF YEARS THE AUDIO-VISUAL DIRECTORS HAD SERVED IN THE
VARIOUS TEACHING OR SUPERVISORY POSITIONS

INCLUDING AUDIO-VISUAL POSITIONS

	Selected Schools			Superior Schools		
	No. of Responses	%	Average No. of Years	No. of Responses	%	Average No. of Years
Secondary Teacher	250	77.3	12.3	70	68.6	12.2
Audio-Visual Supervisor	187	57.8	7.5	82	80.4	11.3
Secondary Principal	91	28.1	8.7	19	18.6	6.9
Junior High Teacher	81	25.0	6.3	23	22.5	6.3
Elementary Teacher	64	19.8	6.0	37	36.3	9.8
Elementary Principal	32	9.9	8.9	21	20.6	5.6
Superintendent of Schools	30	9.2	9.8	10	9.8	6.85
Librarian of Audio- Visual Materials	13	4.0	9.6	9	8.8	9.4
School Librarian*	0	0.0	0.0	5	4.9	6.0
Counselor (High School - Grade or both)*	0	0.0	0.0	7	6.9	3.0
Junior High Principal*	0	0.0	0.0	7	6.9	13.6
Curriculum Supervisor*	0	0.0	0.0	8	7.8	9.7
Others	2	0.6	2.0	12	11.6	9.98

*These items were not listed in the second questionnaire that was sent to the selected school systems.

As indicated by the data in Table 10, more than half of the selected school directors (58%) have served as audio-visual supervisors as compared to eight out of ten directors of the superior schools.

As indicated by three of four of the respondents, the most frequently listed position in the selected schools was that of secondary teacher, when considered in terms of years of service.

Eight out of ten of the respondents from the superior schools indicated that the highest ranked position was audio-visual supervisor.

In both population samples the percentage of Junior High teachers was almost the same, and the number of years of teaching was identical.

The position of elementary teacher, interestingly enough, was not listed by the selected schools but was reported by over one-third of the respondents of the superior schools.

There was very little disparity in the years of teaching experience, in the position of audio-visual supervisor. Eleven years of service was indicated by the directors in the superior schools, which equalled one and one-half times the 7.5 years of service reported by the selected school directors.

Eleven other positions which were reported by the respondents from both population samples included: superintendent of schools, junior high principal, school librarian, elementary principal, librarian of audio-visual materials, counselor, curriculum supervisor, textbook librarian, attendance officer, dean of boys and dean of girls.

It will be noted that the number of respondents does not always equal the total group membership of both population samples. This is due to a number of the directors who reported that they had served in multiple assignments prior to their present positions.

Extra Salary or Compensation Provided for Audio-Visual Directors. The provision of providing extra compensation for the directors is reflected by Table 11.

The selected schools exceeded the superior schools in a two to one ratio in providing extra compensation. Two-thirds of the selected school directors (67.7%) received extra pay compared to nearly one-third (31.1%) of the superior school directors, who received extra compensation.

The highest ranked practice indicated by the selected schools concerned release of time for the director. This was named by nearly one-fourth of their respondents (23.6%), compared to less than one per cent of the superior school directors who received release of time.

Activities Participated in by Audio-Visual Directors in Addition to Regular Audio-Visual Duties or Activities. Table 12 portrays the type of the activity and frequency of involvement in activities other than audio-visual services by directors of both population samples. Analysis shows that many of the activities are by nature related to a functional audio-visual program as described by the writers quoted in Chapter II. The frequency of participation is indicated by weekly, monthly or yearly involvement in the activity.

TABLE 11

EXTRA SALARY OR COMPENSATION PROVIDED FOR THE AUDIO-
VISUAL DIRECTORS IN SELECTED AND
SUPERIOR SCHOOL SYSTEMS

Method of Compensation	Selected Schools		Superior Schools	
	Number of Responses	%	Number of Responses	%
Given Release of Time	76	23.6	1	.9
Paid Percentage of Basic Salary	52	16.0	5	4.9
Paid Salary of Supervisor	50	15.5	1	0.9
Paid Extra Duty Allowance	14	4.3	0	0.0
Extra Pay Differential	14	4.3	0	0.0
Paid Extra Months in Summer	12	3.7	1	0.9
Paid Mileage	1	.3	8	7.8
Total Number of Respondents	219	67.7	32	31.1

Nearly one-half of the selected school directors direct faculty workshops and clinics for audio-visual purposes. More than one-fourth of them promote public relations by speaking to service clubs such as Lions, Kiwanis, Chambers of Commerce, PTA, and similar organizations.

The superior school directors indicated fairly even distribution of responses among three activities in which they were engaged more than 50 per cent of the time. These were directing audio-visual meetings of the school faculty, participating in clinics and workshops, and promoting the audio-visual services by speaking before service groups, such as Lions, Kiwanis, PTA, Chambers of Commerce and others.

The data of the superior schools indicate that the directors' involvement in these activities reflect slightly greater participation, than that of the selected school directors. The data of the selected school directors listed two activities in which their directors engaged almost half-time, whereas the superior schools respondents listed four activities in which the involvement was as much as 50 per cent.

The category, "others," was listed more frequently of all the various activities by the directors of the superior schools. This category included twelve miscellaneous services or activities and was indicated by 71 per cent of the superior school respondents. These miscellaneous services or activities were:

1. Sponsoring science fairs.
2. Assisting the school librarian.

TABLE 12

EXTENT TO WHICH RELATED ACTIVITIES WERE PARTICIPATED
IN BY AUDIO-VISUAL DIRECTORS IN SELECTED
AND SUPERIOR SCHOOL SYSTEMS

Form of Activity		Selected Schools		Superior Schools	
		No.	%	No.	%
Directing Audio-Visual meetings of school faculty	W	3	.9	5	4.9
	M	37	11.5	30	29.0
	Y	157	49.0	51	50.0
Participating or assisting in audio-visual workshops, clinics, and group meetings	W	1	.3	5	4.9
	M	31	9.6	36	35.0
	Y	154	48.0	54	53.0
Promoting the audio-visual services by speaking before civic groups, Chamber of Commerce, PTA, Lions, 4-H, . . .	W	4	1.2	5	4.9
	M	18	5.6	26	25.0
	Y	89	28.0	53	53.0
	W	1	.03	30	29.0
Others	M	3	.09	72	71.0
	Y	6	.18	46	45.0

Code: W = Weekly Activity

M = Monthly Activity

Y = Yearly Activity

3. Acting as consultant to film librarians.
4. Sponsoring student audio-visual operators club.
5. Assisting camera or photography clubs.
6. Consulting with curriculum planning committees.
7. Acting as consultant to central film libraries and inventory committees.
8. Supervising textbook and pupil accounting.
9. Compiling manuals of audio-visual services, supplies and equipment.
10. Producing audio-visual materials.
11. Serving as chairman of the library committee.
12. Participating as consultant to night school curriculum committees.

Section Three

Financial Support of the Audio-Visual Center

This section deals with operation of the audio-visual centers, the audio-visual budget, per-pupil expenditures and sources of revenue for the support of audio-visual activities. The data of the selected and superior schools provide a quantitative description of the extent of financial support for the audio-visual program.

Table 13 contains data from the questionnaire concerning the operation and maintenance of the audio-visual center.

Questionnaire Item: Do you operate a centrally located audio-visual center, equipped and furnished to serve the needs of all the instructional personnel in the school?

As shown in Table 13, it is observed that three out of four of the selected school directors operate and maintain audio-visual centers (75%) as compared to nearly nine out of ten (87%) of the superior school directors who perform a similar service.

TABLE 13

NUMBER AND PERCENTAGE OF SCHOOLS THAT MAINTAIN
AN AUDIO-VISUAL CENTER

Selected Schools				Superior Schools			
Yes	%	No	%	Yes	%	No	%
241	75	67	20.8	89	87	12	11

Questionnaire Item: What is the appropriation in per cent of your school's total instructional materials budget that is allocated to audio-visual materials and equipment? (e.g. This should include the budget for all audio-visual materials and equipment and maintenance BUT NOT professional salaries nor TELEVISION appropriations.)

Table 14 depicts the number of schools in both population samples and per cent of budget allocated for the support of their audio-visual programs. These data do not reflect disbursement of funds as allocated by a school treasurer. Slightly over half of the selected school audio-visual directors responded to the item, compared to 61 per cent of the superior school directors. It is noted here that over half of the selected schools reported a median of three per cent as compared to the superior schools' median of two per cent.

Further research is needed here in order to make more complete analyses. Many of the appropriations of the school board were indicated as "lump sums," by written in comments of the respondents. Also, many of the directors stated that it was difficult, if not impossible, to obtain this type of information from their administrative offices.

TABLE 14
PER CENT OF TOTAL SCHOOL INSTRUCTIONAL BUDGET ALLOCATED
TO AUDIO-VISUAL MATERIALS AND EQUIPMENT

	Selected Schools		Superior Schools	
	No.	%	No.	%
Directors Responding	174	53.8	62	60.7
No Answer	149	46.2	40	39.3
Median Allocation	---	3.0	--	2.0

It may be observed that 149 of the respondents (46%) of the selected schools and forty respondents (39%) of the superior schools failed to furnish information for this item.

Quite a number of the directors submitted comments on the "write in" portions of the instruments, which were interesting, though indicating subjective judgments. For example, one director stated: "This is out of my line and is handled by the administrative offices." Another director very pointedly commented: "I have very little to say in regard to the disbursement of funds." Still other samples of comments

included: "The audio-visual department of our school is considered a sort of side-line and I cannot obtain the necessary information without a lot of red tape." The investigator feels that the response was fairly good when considered in relation to the rest of the instrument. This may mean that those directors who did not answer perhaps omitted the question because of embarrassment or inability to contact the proper officials.

Surprisingly enough, even though the superior schools indicated that a greater number operate and maintain a centrally located audio-visual center, as indicated by Table 13, page 81, they reported a substantially lower mean allocation to their audio-visual budget, as noted in Table 14, page 82.

Further research studies are needed to determine the items that should constitute an audio-visual budget. Also an investigation comparing the audio-visual budget with other departmental budgets and an analysis of the factors that determine the appropriations would be appropriate and timely at this point.

As noted in Table 15, the expenditures for audio-visual services on a per-pupil basis were tabulated. The selected school directors in 221 replies reported a median appropriation of \$1.00 per pupil, while 61 directors of the superior schools reported a median of \$1.38. This is 38 per cent above the median of the selected schools.

These data, which are depicted by the graph shown in Figure 2, page 86, reinforce the belief that larger appropriations and stronger financial support exist in the superior school systems.

TABLE 15
ANNUAL EXPENDITURE OF THE AUDIO-VISUAL BUDGET AS
COMPARED TO THE PER-PUPIL RATIO

	Selected Schools		Superior Schools	
	No.	%	No.	%
Number of Respondents	221	68.1	61	78.4
No Replies	103	31.8	22	21.5
Expenditure for Upper Quartile	\$1.88	--	\$2.21	--
Median Appropriation	\$1.00	--	\$1.38	--
Expenditure for Lower Quartile	.62	--	.73	--
Mean Expenditure Per Pupil	\$1.59	--	\$1.64	--
Range	\$8.00 to .25		\$4.51 to .35	

In his study of 1958, Rugg¹ found by analysis of 28 selected case studies of superior audio-visual education programs distributed throughout the country that the median cost per pupil was \$2.88. It is apparent

¹Kenneth C. Rugg, Improving Instruction (Prepared for the Audio-Visual Council on Public Information) Bloomington: University of Indiana Press, 1960, p. 11.

that both the superior and selected schools are far below this median. The selected schools' median of \$1.00 represents only 34.7 per cent, while the superior schools' median represents 47.9 per cent of the median found in the Rugg study.

Table 16 shows the distribution of financial support for audio-visual programs in the selected schools. The range of the expenditures was from \$8.00 downward to .25, based on 221 replies (68%).

Table 17 discloses the distribution of financial support for audio-visual programs in the superior schools. The expenditures ranged from \$4.51 downward to .35 based on 61 replies (60%).

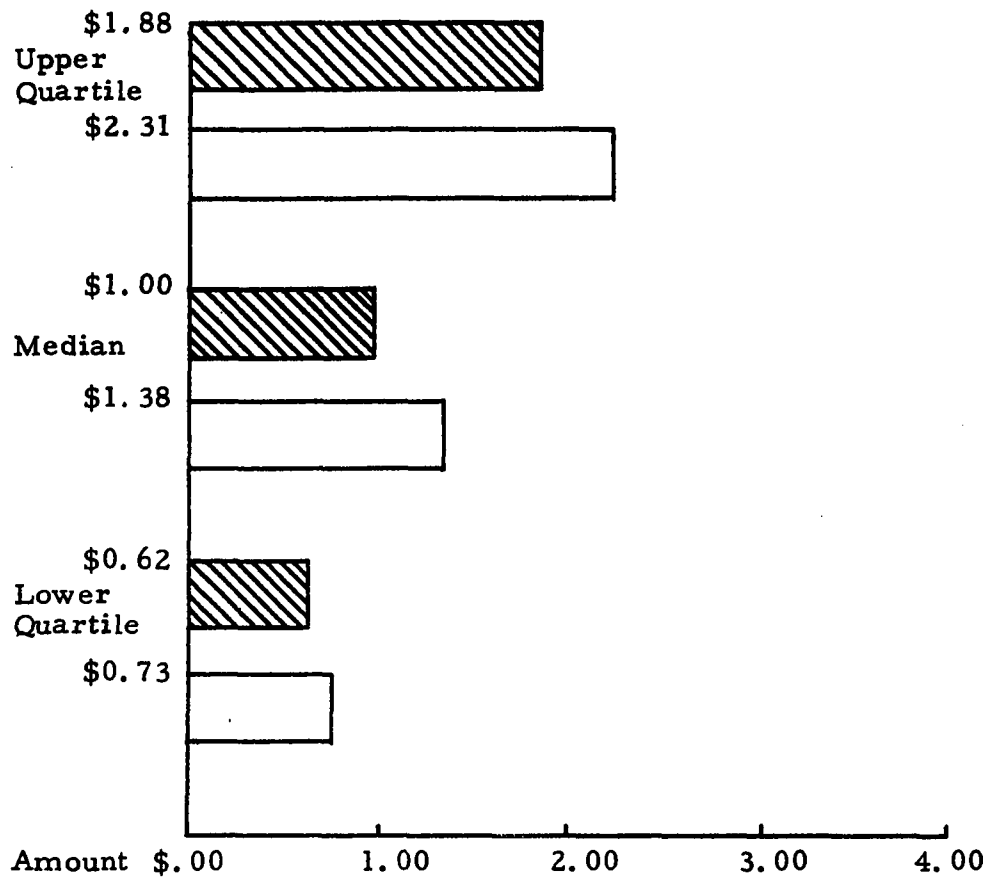
Table 18 below lists the sources of funds for the support of the audio-visual programs in the selected schools and superior schools.

It will be noted that the number of replies does not equal the total group membership of either population sample, nor do the percentage totals equal 100 per cent. This is due to the number of directors who reported two or more sources of revenue for their audio-visual programs.

In both populations, nearly nine out of ten operate their audio-visual departments from regular appropriations by the school board. In one out of five cases in the selected schools and one of four cases in the superior schools, the departments were assisted by gifts from clubs or organizations. It is of interest to note that funds from the National Defense Act were employed percentage-wise five times more often in the selected schools than in the superior schools.

Figure 2

SELECTED POINTS IN THE DISTRIBUTION OF FINANCIAL
SUPPORT PER PUPIL FOR AUDIO-VISUAL EDUCATION
IN SELECTED HIGH SCHOOLS OF THE NORTH CENTRAL
ASSOCIATION AND SUPERIOR HIGH SCHOOLS



Selected Schools		N = 323
Superior Schools		N = 102

TABLE 16

DISTRIBUTION OF FINANCIAL SUPPORT FOR AUDIO-VISUAL
PROGRAMS IN SELECTED SCHOOLS

Amount per pupil	Number of cases	Total	
8.00	7	56.00	
5.00	4	20.00	
4.00	1	4.00	
3.75	1	3.75	Upper Quartile
3.50	2	7.00	
3.00	15	45.00	
2.50	12	30.00	
2.25	1	2.25	
2.00 (1.88)	27	54.00	
1.75	5	8.75	
1.50	15	22.50	
1.25	13	16.25	
1.00 (median)	47	47.00	
.90	3	1.80	
.75	15	11.25	
.60	2	1.20	
.50	32	16.00	Lower Quartile
.25 or less	19	4.75	
	221	\$351.50	

TABLE 17

DISTRIBUTION OF FINANCIAL SUPPORT FOR AUDIO-VISUAL
PROGRAMS IN SUPERIOR SCHOOLS

Amount per pupil	Number of cases	Total	
4.51	2	9.02	
3.51	4	14.02	
2.88	6	17.28	
2.63	2	5.26	
2.38 (2.31)	2	4.76	
2.13	2	4.26	Upper Quartile
1.88	6	11.28	
1.63	3	4.89	
1.38 (median)	6	8.28	Median
1.13	5	5.65	
.95.5	6	5.73	
.85.5	1	.85.5	
.75.5 (.73)	4	3.02	Lower Quartile
.65.5	3	1.96.5	
.45.5	6	2.73	
.35.5	3	1.06.5	
Total	61	\$100.08.5	

The percentage of returns from both samples were fairly even as indicated by responses from 278 selected schools comprising 86.6 per cent, as compared with returns from 91 superior schools which represented 89 per cent of their membership.

TABLE 18
SOURCES OF REVENUE FOR AUDIO-VISUAL PROGRAMS IN
SELECTED SCHOOL SYSTEMS AND
SUPERIOR SCHOOL SYSTEMS

Source of Revenue	Selected Schools		Superior Schools	
	No. of Replies	%	No. of Replies	%
Regular appropriation by school board	278	86.6	91	89
Gifts of Organizations PTA, Mother's Clubs, Home Rooms, etc.	62	19.3	27	26
National Defense Education Act	162	50.4	10	9.8
Others: (book rentals, gifts, fees, Carnival proceeds)	7	2.1	36	35.2

Funds from "Other Sources" came from the following: (1) Book rentals; (2) Gifts from local banks; (3) Fees obtained from pupils; (4) Gifts from school classes; (5) Proceeds from carnivals and programs.

It is important to note that in the selected schools these funds comprised barely over two per cent of the funds obtained. However, the

opposite trend is noted in the superior schools. Here it constitutes more than one-third (35.2%) of the total financial support.

These data do not necessarily mean that audio-visual directors of the selected schools are opposed to securing additional funds from outside sources to a greater extent than are the directors of the superior schools.

The data may indicate only that the majority of the directors of the superior schools, being drawn from the larger school systems, have greater opportunities to secure funds from other sources.

It should be pointed out that various fund raising plans are regularly employed by school officials in many school systems distributed throughout the country. The techniques are further discussed by Gruber and Beatty.²

Section Four

Special Services of the Audio-Visual Center

This section presents an analysis of the special services of the audio-visual center. These special services include school operated radio stations, television stations, and consultative services of the audio-visual director. These data comprise the tabulations from Table 19 to Table 27.

²Frederick A. Gruber and Thomas B. Beatty, Secondary School Activities (New York: McGraw-Hill Book Company, 1954), pp. 52-54.

Practice No. 1:

Does your school operate a radio station? Table 19 shows the distribution of school-operated radio stations in the selected and superior schools. The data indicate that one out of 14 selected school systems have school-operated radio stations, while one out of five of the superior schools provide this service. The data reveal that the larger the school the greater the probability of having a school-operated radio station in both selected and superior schools. It is also noted that nearly one-fourth of all the selected schools that operated a school radio were listed in the Category III schools. In the superior schools 17 out of 21 schools were found in the largest enrollment category.

The selected schools reported the existence of 23 stations or 7 per cent as compared to 21 stations or 21 per cent of the superior schools. It appears evident from the data that radio stations are more numerous three to one in the superior schools than in the selected schools.

TABLE 19

NUMBER AND PERCENTAGE OF SCHOOL-OPERATED
RADIO STATIONS

	I	%	II	%	III	%	IV	%	Totals	%
Selected Schools	1	1	9	8	12	23	1	2	23	7
Superior Schools	1	100	0	0	3	75	17	19	21	21

I = Under 1000 II = 1000 to 2000 III = 2001 to 3000 IV = Over 3000

Practice No. 2:

Is the audio-visual director the principal supervisor of the school-operated radio station? It is noted in Table 20 that only one director in the selected schools is listed as the supervisor of the school-operated station, while eight of the superior school respondents were performing this service. Seven of these eight superior schools were in the enrollment category IV.

TABLE 20

NUMBER AND PERCENTAGE OF AUDIO-VISUAL DIRECTORS
SUPERVISING SCHOOL RADIO STATIONS

	I	%	II	%	III	%	IV	%	Totals	%
Selected Schools	0	0	0	0	0	0	1	1	1	.3
Superior Schools	0	0	0	0	1	25	7	8	8	8

I = Under 1000 II = 1000 to 2000 III = 2001 to 3000 IV = Over 3000

Practice No. 3:

Does your school operate a Television Station? According to Table 21, the data indicate that the selected schools have ten schools out of 323 (.3%) that provide school-operated television stations while 20 of the superior school systems out of 102 (19.6%) provide similar services. These data indicate one school out of 32 for the selected schools, and one school out of five for the superior schools that operate television stations.

By enrollment categories, the school-operated television stations in the selected school systems appear to be most common in schools with under 2000 enrollment. Seven schools with under 2000 enrollment have television stations, but only three schools in Categories III and IV combined operate television stations. Few superior schools below 3000 enrollment (Category III) operate television stations, as compared to 19 schools in Category IV that do maintain school-operated television stations.

TABLE 21
NUMBER AND PERCENTAGE OF SCHOOLS OPERATING
TELEVISION STATIONS

	I	%	II	%	III	%	IV	%	Totals	%
Selected Schools	1	1	6	6	3	6	0	0	10	.3
Superior Schools	0	0	0	0	1	25	19	21	20	19.6

I = Under 1000 II = 1000 to 2000 III = 2001 to 3000 IV = Over 3000

Practice No. 4:

Is the audio-visual director the principal supervisor of the school-operated television station? The audio-visual directors who supervise the school television stations are five to one more numerous in the superior schools. The data in Table 22 indicate that five (4.9%) of the superior school audio-visual directors supervise the school-operated television station.

The selected school respondents indicated only three directors, out of 323 school systems or less than one per cent of their membership, that supervise school-operated television stations. These three cases were equally distributed in the first three enrollment categories.

TABLE 22

NUMBER AND PERCENTAGE OF AUDIO-VISUAL DIRECTORS SUPERVISING SCHOOL TELEVISION STATIONS										
	I	%	II	%	III	%	IV	Totals		%
Selected Schools	1	1	1	1	1	2	0	0	3	.09
Superior Schools	0	0	0	0	0	0	5	6	5	5

I = Under 1000 II = 1000 to 2000 III = 2001 to 3000 IV = Over 3000

Practice No. 5:

Does your school use commercial television or closed circuit television for educational purposes? It is noted in Table 23 that one out of five of the selected schools utilized commercial television or closed circuit television compared to one out of six of the superior schools. The data show 64 responses from the directors of the selected schools or nearly 20 per cent of its membership using commercial television as compared with 16 per cent of the membership of the superior schools.

Table 23 also discloses that the selected schools using the television services are almost equally divided among the three larger enrollment categories. Yet all of the responses from the superior schools are in the group IV category.

These data do not supply sufficient information to warrant any conclusions concerning trends. Further research and investigation is definitely needed on this item.

TABLE 23
NUMBER AND PERCENTAGE OF SCHOOLS USING COMMERCIAL
AND CLOSED-CIRCUIT TELEVISION

	I	%	II	%	III	%	IV	%	Totals	%
Selected Schools	8	7	26	24	17	33	13	29	64	20
Superior Schools	0	0	0	0	0	0	16	18	16	16

I = Under 1000 II = 1000 to 2000 III = 2001 to 3000 IV = Over 3000

Practice No. 6:

Is the audio-visual director the principal supervisor of the commercial or closed circuit television programs that are utilized for educational purposes? Table 24 reveals that over one-third of the 64 selected school audio-visual directors who use commercial or closed-circuit television offerings in their schools, that 22 of these directors were supervisors of the programs. It was noted that ten of the superior school directors (10%) were supervisors of closed-circuit television services and the selected schools reported that 22 (7%) of their directors performed similar services. The selected schools were about evenly divided in all enrollment categories, while the respondents of the superior schools were all in the largest enrollment category.

TABLE 24

NUMBER AND PERCENTAGE OF AUDIO-VISUAL DIRECTORS SUPER-
VISING COMMERCIAL AND CLOSED-CIRCUIT TELEVISION

	I	%	II	%	III	%	IV	%	Totals	%
Selected Schools	5	4	8	7	3	6	6	13	22	7
Superior Schools	0	0	0	0	0	0	10	11	10	10

I = Under 1000 II = 1000 to 2000 III = 2001 to 3000 IV = Over 3000

Practice No. 7:

Does the audio-visual director serve as a consultant in radio and television program planning, as related to the curriculum of your school? Table 25 shows that the superior school audio-visual directors who serve as consultants in radio, television and program planning represent nearly 40 per cent of the respondents, as compared to ten per cent of the directors in selected schools.

The superior schools exceeded the selected schools in this category nearly four to one. Also the selected schools indicate that 22 out of 31 (71%) of the directors performing this service were in the schools of over 2000 enrollment.

The superior schools reported that 32 of their 40 directors who worked in program planning, were serving in the Category IV schools.

TABLE 25
NUMBER AND PERCENTAGE OF SCHOOLS HAVING A CONSULTANT
IN RADIO AND TELEVISION CURRICULUM PLANNING

	I	%	II	%	III	%	IV	%	Totals	%
Selected Schools	9	8	0	0	11	21	11	24	31	10
Superior Schools	0	0	6	86	2	50	32	36	40	39

I = Under 1000 II = 1000 to 2000 III = 2001 to 3000 IV = Over 3000

Practice No. 8:

Extent that the schools furnish materials and aids for educational television stations. Significantly, the selected schools furnished aids, materials, films, etc., for educational television in a three to one ratio over the superior schools, according to Table 26 below. Since only 13 per cent of the selected schools do provide this service and four per cent of the superior schools participated in this activity, apparently little interest is evident, according to the responses. The majority of the selected school respondents were in the first three enrollment categories, while all of the superior school responses were from the largest enrollment category.

TABLE 26
NUMBER AND PERCENTAGE OF SCHOOLS FURNISHING
MATERIALS FOR TELEVISION PROGRAMS

	I	%	II	%	III	%	IV	%	Totals	%
Selected Schools	10	8	20	19	11	21	2	4	43	13
Superior Schools	0	0	0	0	0	0	4	4	4	4

I = Under 1000 II = 1000 to 2000 III = 2001 to 3000 IV = Over 3000

Practice No. 9:

Extent that the audio-visual director serves as an educational consultant for radio and television stations. Table 27, page 99, shows that the respondents from both selected and superior schools listed four areas of participation which are related to educational television programs.

Airborne television was listed by one selected school director compared to none in the superior schools.

Nine of the 20 selected school directors participated in experimental television programs. In the superior schools eight of 23 directors performed in similar capacities.

One selected school director worked on university television courses compared to two directors of the superior schools who worked in this capacity.

The data indicated that in all four consultative capacities, the directors of the superior schools engaged in a three to one ratio higher than that of the directors of the selected schools. Only 20, or 6 per cent, of the selected school directors engaged in these activities. However, over one-fifth (22.4%) of the superior school directors indicated participation.

The recipients of all questionnaires were invited to add additional items to the instrument, if their area of participation was not listed. Thirty-two of the superior school directors listed additional duties, while the selected school directors listed none.

TABLE 27

DISTRIBUTION OF AUDIO-VISUAL DIRECTORS WHO PARTICIPATE
AS EDUCATIONAL CONSULTANTS FOR TELEVISION PROGRAMS

Consultative Service		Enrollment Categories									
		I	%	II	%	III	%	IV	%	Totals	%
Television Programs	A	1	.8	5	4.7	3	5.1	0	0	9	2.7
	B	0	0.0	0	0.0	1	25.0	12	13.3	13	12.7
Airborne Television	A	0	0.0	0	0.0	0	0.0	1	2.0	1	.3
	B	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Experimental Television Programs	A	1	.8	2	1.8	3	5.1	3	7.0	9	2.7
	B	0	0.0	4	57.0	3	75.0	1	2.0	8	7.8
University Television Courses	A	0	0.0	1	.9	0	0.0	0	0.0	1	.3
	B	0	0.0	0	0.0	0	0.0	2	2.2	2	1.9
Total Consultants in television programs	A	2	1.6	8	7.0	6	10.0	4	8.8	20	6.0
	B	0	0.0	4	42.0	4	100.0	15	16.6	23	22.4
Number in both samples	A	119	100.0	107	100.0	58	100.0	45	100.0	323	100.0
	B	1	100.0	7	100.0	4	100.0	90	100.0	102	100.0

A = Selected Schools B = Superior Schools
I = Under 1000 II = 1000 to 2000 III = 2001 to 3000 IV = Over 3000

The additional duties listed by the superior school directors included the following:

1. Preparing television programs
2. Preparing programs for art museums
3. Managing television or radio programs
4. Preparing audio-visual displays for television
5. Supervising radio programs
6. Selecting films for educational television
7. Serving as liaison persons for the National Education Association concerning airborne television
8. Serving as coordinators of the airborne television programs.

CHAPTER V

AN ANALYSIS AND INTERPRETATION OF PRACTICES AND DUTIES
AS REPORTED BY AUDIO-VISUAL DIRECTORS IN SELECTED
AND SUPERIOR SCHOOL SYSTEMS

What practices and duties are performed in school systems that employ audio-visual directors? Specifically, what differences exist and to what extent between the duties performed by audio-visual directors in the superior schools and in the selected schools?

The purpose of Chapter V is to present and analyze the data which was obtained from the selected and superior schools concerning Part Two of the questionnaire.

Part Two is divided into three sections, as follows:

1. Section I contains the analysis and interpretation of data relating to the five administrative practices.
2. Section II is devoted to the data relative to the five advisory practices.
3. Section III deals with the analyses and comparisons relative to the 22 supervisory practices.

Section I

Analysis and Interpretation of the Five Administrative Practices

The practices in each of the three sections are arranged in rank order as reported by the respondents of the selected and superior schools. Comparisons are stated in percentages of directors that performed the practices regularly. Interpretations and comparisons are also given for each of the enrollment categories.

Tables are given for each of the different groups of practices, following the order as given in the questionnaire. An analysis and interpretation of each of the practices follows.

Table 28, page 103, lists the five administrative practices that are performed regularly by the audio-visual directors in both population samples according to the enrollment categories of the school systems.

Practice No. 1:

Do you prepare reports for the administration on the needs and status of audio-visual services? Nearly nine out of ten of the directors in the superior schools (89%) prepare reports for their administrative officials, concerning the status and needs of the audio-visual services as shown in Table 28.

This practice exists in only one-half as many of the selected schools. The smallest schools (Category I) prepare such reports the least number of times while Category IV respondents indicated the greatest performance. As the schools increase in size, the duty of preparation of such reports is increased.

TABLE 28

NUMBER AND PERCENTAGE OF AUDIO-VISUAL DIRECTORS WHO PERFORM
ADMINISTRATIVE PRACTICES IN SELECTED AND SUPERIOR SCHOOLS

Practice		Enrollment Categories									
		I		II		III		IV		Totals	
		No.	%	No.	%	No.	%	No.	%	No.	%
Preparation of reports for the administration?	A	36	30	54	50	26	50	29	64.4	145	45
	B	1	100	3	43	3	75	84	93.3	91	89
Teacher involvement in selection of materials?	A	68	57	62	57.4	31	59.6	33	73.3	194	60
	B	1	100	2	28.5	3	75	79	87.5	85	85
Teacher involvement in establishing criteria for materials?	A	36	30.2	38	35	22	42.3	28	62	124	38.4
	B	0	0	1	14.3	2	50	68	75.5	71	69
Publicity about audio-visual services?	A	18	15	27	25	20	38.4	21	46.6	86	27
	B	0	0	1	14.3	2	50	49	54.4	52	51
Director efforts to develop teacher audio-visual competencies?	A	13	10.9	21	19.4	17	32.6	31	69	82	25.5
	B	0	0	2	28.5	2	50	53	58.8	57	50.6

A = Selected Schools

B = Superior Schools

I = Below 1000 II = 1001 to 2000 III = 2001 to 3000 IV = Over 3000

TABLE 29

RANKS OF ALL ADMINISTRATIVE PRACTICES IN SELECTED AND
SUPERIOR SCHOOLS

Practice	Selected Schools			Superior Schools		
	No.	%	Rank	No.	%	Rank
Preparation of reports for the administration?	145	45	2	91	89	1
Teacher involvement in selection of materials?	194	60	1	85	85	2
Teacher involvement in establishing criteria for materials?	124	38.4	3	71	69	3
Publicity about audio-visual services?	86	27	4	52	51	4
Director's effort to develop teachers audio-visual competencies?	82	25.5	5	57	50.6	5

In the superior schools one observes an inconsistent pattern of responses. The smallest-sized schools indicate 100 per cent performance. The least performance is reported in Category II schools, as indicated by 43 per cent of the respondents. The lowest extent of practice in the superior schools is 30 per cent greater than the lowest extent of performance in the selected schools.

Practice No. 2:

Do you involve teachers in the actual selection of materials and equipment? There is strong agreement among all of the enrollment categories of the selected schools in regard to this practice. Six out of ten of their directors recognized the significance of this practice and gave it a rank of 6.5 on the entire questionnaire. The largest schools indicated nearly 74 per cent performance and showed significantly greater performance than the first three enrollment categories. The superior school directors indicated that more than eight out of ten of their directors invited suggestions from their teachers concerning the selection of materials and equipment.

Practice No. 3:

Do you involve teachers in establishing criteria for the selection of audio-visual materials and equipment? Nearly four out of ten of the selected schools reported that their teachers were involved in establishing criteria for the selection of materials and equipment. The superior schools reported almost seven schools out of ten. It was noted that the largest

selected schools performed this practice almost twice as often as did the smaller schools. The practices ranged from 62 per cent in the largest schools to 30 per cent in the smallest schools. The superior schools in only the two larger categories indicated that from one-half to three-fourths of their directors engaged in this practice.

Practice No. 4:

Do you provide publicity through appropriate media for the activities and services of the audio-visual center? As the selected schools increased in size, greater attention was given to the publicity of the activities and services of the audio-visual center. It may be noted that in each group the performance is approximately 50 per cent higher than that of the preceding category. The highest performance reported by the selected schools was 46.6 per cent, and ranged downward to 15 per cent in the Category I schools. The totals reflected that slightly over 25 per cent of all the selected school directors did report the practice.

The superior schools (51%) reported the practice in a two to one ratio higher than that in the selected schools. The data indicated little existence of the practice in Categories I and II of superior schools.

Practice No. 5:

Do you devote a major portion of your time to encouraging or stimulating teachers to develop a high degree of audio-visual competencies?

It appears that less attention was given to encouraging or stimulating teachers to develop audio-visual competencies in the two smaller

enrollment categories of the selected schools. The superior schools in Categories I and II reported that one-half or more of their directors perform this practice regularly. The responses of the superior schools (50%) were twice the responses of the selected schools (25%).

Table 29 depicts the rank order of all five administrative practices and per cent of practices in selected and superior school systems. All five administrative practices were performed by the directors in the superior schools in more than 50 per cent of the cases. However, only two practices (preparation of reports, and selection of materials and equipment) were performed by 45 per cent or more of the directors in the selected schools.

The selected school directors indicated a range of 25 to 60 per cent of its membership who performed these two practices. The superior school directors ranged from 50.6 per cent to 89 per cent of all five administrative practices.

It appears that as the size of the schools increase, the performance of the directors in all five administrative practices increases. This trend seems consistent in both selected and superior schools.

The least performed practice was related to the development of audio-visual competencies and was performed by 25 per cent of the selected school directors compared to over 50 per cent by the superior school directors.

Section II

Advisory Services Regularly Performed by the Audio-Visual Directors

Table 30 discloses data concerning the extent of advisory practices according to the four enrollment categories of the school systems.

A comparison of the five advisory practices arranged in rank order by the audio-visual directors in selected and superior schools is shown in Table 31. The extent of performance of practice is indicated in percentages.

It is evident from the data that close agreement exists in the rankings indicated by both school populations. The practices which were ranked first and second by the superior schools were reversed in order by the selected schools. Further evidence indicating close agreement is noted in the parallel rankings of the third, fourth and fifth practices for both populations.

The extent of practice in the superior schools ranged downward from 80 per cent to 58 per cent; but in the selected schools the highest extent of practice was indicated by 54 per cent and ranged downward to 26 per cent.

Over 50 per cent of all the superior schools directors performed all the practices. The first two practices were the only ones listed as being performed by 50 per cent or more by the selected school directors.

Perhaps the best indication of the greater involvement by the directors in superior schools in all advisory services is the data which

TABLE 30

NUMBER AND PERCENTAGE OF AUDIO-VISUAL DIRECTORS WHO PERFORM
ADVISORY SERVICES IN SELECTED AND SUPERIOR SCHOOLS

Practice		Enrollment Categories									
		I		II		III		IV		Totals	
		No.	%	No.	%	No.	%	No.	%	No.	%
Consultant to administrators on materials and equipment?	A	45	38	52	49	37	71	42	93	176	54.5
	B	1	100	2	29	3	75	76	84	82	80
Supervision of servicing of equipment?	A	59	49	59	55	28	54	40	89	186	51.6
	B	1	100	1	14	3	75	68	75	73	72
Supervision of physical facilities of classrooms?	A	40	33	40	37	26	50	32	71	138	43
	B	1	100	3	43	3	75	66	73	73	72
Consultant on information data on equipment standards?	A	24	20	25	23	21	40	25	55	95	29.4
	B	1	100	0	0	2	50	64	71	67	66
Consultant on curriculum development?	A	29	24	23	21	15	29	19	42	86	26.6
	B	1	100	2	28	2	50	54	60	59	58

A = Selected Schools B = Superior Schools
I = Below 1000 II = 1001 to 2000 III = 2001 to 3000 IV = Over 3000

TABLE 31

ADVISORY SERVICES REGULARLY PERFORMED BY AUDIO-VISUAL
DIRECTORS IN SELECTED AND SUPERIOR SCHOOLS

Advisory Practices	Selected Schools			Superior Schools		
	No.	%	Rank	No.	%	Rank
Consultant to administrators on materials and equipment?	176	54.5	2	84	80	1
Supervision of servicing of equipment?	186	51.6	1	73	72	2
Supervision of physical facilities of classrooms?	138	42.7	3	73	72	3
Consultant on information data on equipment standards?	95	29.4	4	67	66	4
Consultant on curriculum development?	86	26.6	5	59	58	5

disclose an average of 28 per cent greater participation in all five advisory services.

Table 30 shows data concerning the extent of the advisory services reported in both the selected and superior school systems according to category of enrollment. As the schools increase in size in both samples, the possibility is greater that the director will act as advisor or consultant to the administrative officials concerning specifications of equipment and materials and also concerning curriculum revision and development.

Section III

Analysis of all Supervisory Practices of the Selected and Superior Schools According to Enrollment Categories

This section presents an analysis of the 22 supervisory practices according to enrollment categories that were reported by the audio-visual directors. In general, the data provide a basis for a quantitative comparison of the audio-visual practices which are performed regularly in the selected and superior schools. These data comprise the tabulations from Table 32 to Table 53.

Table 54, page 135 to 137, represents a composite tabulation of all supervisory practices included in the instrument. The ranking of the practices shows a comparison of the extent of performance in the selected and superior school systems.

Table 55 represents a graphical comparison of all 32 practices arranged in rank order which comprised the entire questionnaire that was

sent to the selected schools.

Practice No. 1:

Is clerical or technical help provided for keeping all equipment and materials readily accessible to all teachers? As revealed in Table 32, this practice is significant because it was given first priority by the superior schools, and listed in second place by the selected schools.

The directors of the superior schools award higher significance to the practice of keeping equipment and materials accessible to teachers in nine out of ten cases, with the range of practice extending from 100 per cent down to 43 per cent. Except in Category II schools, the practice is reported by 90 per cent or more of all superior schools.

The selected schools in all population groups engaged in this practice in seven cases out of ten, ranging from 61 per cent in Category I to 91 per cent in Category IV. Only in the superior schools did this practice show a regular progression from a small number in Category I to a large number in Category IV.

TABLE 32

NUMBER AND PERCENTAGE OF DIRECTORS WHO USE CLERICAL
HELP IN KEEPING MATERIALS AND EQUIPMENT ACCESSIBLE

	I		II		III		IV		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Selected Schools	72	61	79	74	38	73	41	91	230	71
Superior Schools	1	100	3	43	4	100	85	94	93	91

I = Under 1000 II = 1000 to 2000 III = 2001 to 3000 IV = Over 3000

Practice No. 2:

Is clerical or technical help provided for periodic inventories of equipment and materials? Table 33 shows that over six out of ten of the directors of the selected schools performed this practice, with all groups reporting over 50 per cent of performance. The range of practice extends from 87 per cent down to 53 per cent. Nearly nine out of ten of the total number of superior schools' directors performed this practice.

Except in the two larger enrollment categories little performance of the practice was reported. Even though there was little or no performance of the practice in Category I and II in the superior schools, the total performance was 39 per cent higher than that of the selected schools.

TABLE 33

NUMBER AND PERCENTAGE OF DIRECTORS WHO USE CLERICAL
HELP FOR INVENTORIES OF EQUIPMENT AND MATERIALS

	I		II		III		IV		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Selected Schools	63	53	71	66	33	63	39	87	206	64
Superior Schools	0	0	3	43	4	100	84	93	91	89

I = Under 1000 II = 1000 to 2000 III = 2001 to 3000 IV = Over 3000

Practice No. 3:

Is clerical or technical help provided for keeping teachers informed of new acquisitions, materials, film confirmations and pending equipment purchases? Directors performed this practice in over eight out of ten of

the superior schools, compared to nearly six out of ten of the selected schools. As revealed in Table 34 below, response ranged upward from 48 per cent in Category I to 87 per cent in Category IV.

The superior school directors performed this practice most often in Categories I and IV and least often in Category II, which showed only 14 per cent. The totals indicate that about 45 per cent greater performance of this practice exists in the superior schools.

TABLE 34

NUMBER AND PERCENTAGE OF DIRECTORS WHO USE CLERICAL
HELP TO INFORM TEACHERS OF ACQUISITIONS AND PURCHASES

	I		II		III		IV		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Selected Schools	57	48	60	56	30	58	39	87	186	58
Superior Schools	1	100	1	14	2	50	82	91	86	84

I = Under 1000 II = 1000 to 2000 III = 2001 to 3000 IV = Over 3000

Practice No. 4:

Is technical help provided for regular checking of equipment and materials to determine that all items are serviceable and in working order?

Over eight out of ten of the superior schools directors give importance to determining that all equipment is in working order, as compared to nearly six out of ten of the selected school directors. The data in Table 35 reveal that in the selected schools, beginning with the smallest schools, nearly one-half of the respondents observed this practice. Each category reported

a moderate increase in practice over lower enrollment categories. A total of 57 per cent was reported.

The superior school responses of 82 per cent represent a 44 per cent increase over the selected school responses. The population responses ranged from 100 per cent in Category I down to 14 per cent in Category II.

TABLE 35
NUMBER AND PERCENTAGE OF DIRECTORS WHO USE
TECHNICAL HELP FOR MAINTENANCE OF MATERIALS
AND EQUIPMENT

	I		II		III		IV		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Selected Schools	55	46	62	58	32	62	36	80	185	57
Superior Schools	1	100	1	14	2	50	80	89	84	82

I = Under 1000 II = 1000 to 2000 III = 2001 to 3000 IV = Over 3000

Practice No. 5:

Is clerical or technical help provided for maintaining records on equipment usage and costs? Eight out of ten of the superior school directors use clerical help for maintaining records concerning equipment but only one-half of the selected school directors reported such help. Table 36 shows that the selected school responses ranged from 37 per cent in Category I to 78 per cent in Category IV, increasing a nominal amount as the schools increased in size.

Even though there was little or no performance of the practice in Category I and II in the superior schools, the total performance was 60 per cent higher than that of the selected schools.

TABLE 36
NUMBER AND PERCENTAGE OF DIRECTORS WHO USE
ASSISTANTS IN MAINTAINING EQUIPMENT AND
USAGE RECORDS

	I		II		III		IV		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Selected Schools	44	37	56	52	29	56	35	78	164	51
Superior Schools	0	0	1	14	4	100	78	87	83	81

I = Under 1000 II = 1000 to 2000 III = 2001 to 3000 IV = Over 3000

Practice No. 6:

If you provide facilities and opportunities for audio-visual in-service training for teachers, do you utilize any of the following: Assistance in locating source materials? (e.g. Film catalogs, index to free films, etc.?) It is noted in Table 37 that the directors of the superior schools recognize the need to assist teachers in locating source materials, as evidenced by nearly eight out of ten of their responses. All four categories reported over one-half of their directors engaged in this practice, with the range from 57 per cent to 100 per cent.

The selected school responses ranged from 56 per cent to 87 per cent, with the totals indicating that two-thirds of their directors engaged in this practice. The totals for both selected and superior schools reflect that the extent of this practice is about 18 per cent greater in the superior schools.

TABLE 37

NUMBER AND PERCENTAGE OF DIRECTORS WHO UTILIZE
SOURCE MATERIALS, CATALOGS AND INDEXES

	I		II		III		IV		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Selected Schools	67	56	71	66	38	73	39	87	215	67
Superior Schools	1	100	4	57	3	75	73	81	81	79

I = Under 1000 II = 1000 to 2000 III = 2001 to 3000 IV = Over 3000

Practice No. 7:

Is clerical or technical help provided for classifying and cataloging a wide variety of materials for teachers? The importance of classifying and cataloging of materials is recognized by directors of superior schools in nearly eight cases out of ten, as compared to about one-half this performance (42%) in the selected schools. It is evident in Table 38 that the selected school directors' responses ranged from 33 per cent to 48 per cent, with a total observance of 42 per cent, and the superior school directors' responses ranged from 14 per cent to 100 per cent, with an over-all total of 79 per cent.

TABLE 38

NUMBER AND PERCENTAGE OF DIRECTORS WHO USE CLERICAL
HELP FOR CLASSIFICATION AND CATALOGING OF MATERIALS

	I		II		III		IV		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Selected Schools	39	33	45	42	25	48	18	40	136	42
Superior Schools	1	100	1	14	3	75	75	83	80	79

I = Under 1000 II = 1000 to 2000 III = 2001 to 3000 IV = Over 3000

Practice No. 8:

Is clerical or technical help provided for making minor repairs, servicing, or making replacements? As revealed in Table 39 below, the superior school directors engaged in making minor repairs and servicing of equipment in nearly eight cases out of ten. The performances or responses ranged from 14 per cent to 100 per cent.

The selected schools indicated that their directors engaged in this practice in six cases out of ten with a range of 49 per cent to 78 per cent.

It seems significant that all four categories of the selected schools engaged in this practice approximately one-half time or more. The responses of the superior schools, however, do not reflect this consistency, yet their over-all total was nearly one-third higher.

Practice No. 9:

Do you utilize training opportunities for teachers, pupils, and technical personnel in the operation and care of equipment? Over

	I		II		III		IV		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Selected Schools	45	38	63	59	36	69	28	62	172	53
Superior Schools	1	100	4	57	3	75	71	79	79	77
I = Under 1000	II = 1000 to 2000	III = 2001 to 3000	IV = Over 3000							

Practice No. 10:

Do you provide facilities and consultative assistance to teachers and/or pupils in arranging preview sessions for films, film strips, etc?

It appears evident from the data in Table 41 that the previewing of materials is considered an important practice in the superior schools, as cited by three-fourths of all respondents replying. However, the existence of the practice is not consistent, when comparing the different enrollment categories. No school reported responses in Category I. The performances ranged from 29 per cent in Category II, to 82 per cent in Category IV.

Even though this practice was performed in almost one-half of the selected schools (44%), it is noted that the practice increases proportionately as the selected schools increase in size. However, the superior schools' total responses were 70 per cent higher than the total responses of the selected schools.

TABLE 41
NUMBER AND PERCENTAGE OF DIRECTORS WHO PROVIDE
PREVIEW FACILITIES

	I		II		III		IV		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Selected Schools	38	32	48	45	27	52	28	62	141	44
Superior Schools	0	0	2	29	1	25	74	82	77	75

I = Under 1000 II = 1000 to 2000 III = 2001 to 3000 IV = Over 3000

Practice No. 11:

Do you provide for the acquisition of free and rental materials for teachers? It is especially significant that the selected schools named the practice of providing for the acquisition of free and rental materials for teachers as the number one practice in the entire questionnaire. The superior schools directors ranked it fourteenth. More than eight out of ten of the selected schools' directors performed this practice, as noted in Table 42, compared to over seven out of ten of the superior school directors.

TABLE 42

NUMBER AND PERCENTAGE OF DIRECTORS WHO PROVIDE
FREE AND RENTAL MATERIALS FOR TEACHERS

	I		II		III		IV		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Selected Schools	96	81	90	84	43	87	43	96	272	84
Superior Schools	1	100	5	71	4	100	63	70	73	72

I = Under 1000 II = 1000 to 2000 III = 2001 to 3000 IV = Over 3000

It is apparent that in over-all totals, the superior school directors indicated approximately 17 per cent lower performance on this item than that indicated by the responses of the selected schools.

The data listed in Figure 2, page 86 revealed that superior schools have larger budgets for the purchase of materials, as indicated by a per-pupil expenditure of \$1.38 compared to \$1.00 by the selected schools.

This may mean that less rental materials would be needed by the superior schools.

Since the data indicate that in this regard the selected schools exceed the superior schools by 17 per cent, perhaps it does mean that superior schools are better prepared in the utilization and preparation of materials. They would therefore need less assistance from the free and rental materials. These data are stated in Table 47, page 127, Practice No. 16.

Practice No. 12:

Is clerical or technical help provided for preparation of handbooks for teachers which describe the services of the Center? Table 43 shows that less than one-third of the audio-visual directors in the selected schools provide personnel for the preparation of audio-visual handbooks. It is noted that assistance for the preparation of handbooks for teachers is provided less than one-half as frequently as by the superior schools.

It is noted that among the superior schools, all those in Category I and Category III provide clerical assistants but only fourteen per cent in Category II. Over two-thirds of all schools in Category IV provided additional clerical personnel.

The data reveal that two-thirds of the superior school directors provided clerical help as compared to 29 per cent for the selected schools. Since it is evident from the data that the superior schools employ technical or clerical help to a greater extent than do the selected schools it may

mean that those school administrators consider the dissemination of information a vital factor in a good audio-visual program.

TABLE 43

NUMBER AND PERCENTAGE OF DIRECTORS WHO USE CLERICAL
HELP IN PREPARATION OF HANDBOOKS

	I		II		III		IV		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Selected Schools	21	17	31	29	18	35	21	47	91	29
Superior Schools	1	100	1	14	4	100	62	69	68	67

I = Under 1000 II = 1000 to 2000 III = 2001 to 3000 IV = Over 3000

Practice No. 13:

Do you provide materials and equipment for foreign language departments (e.g. language laboratories, etc.)? Materials and equipment were provided for foreign language departments in nearly one-half of the selected schools and over two-thirds of the superior schools, as disclosed in Table 44. The selected schools indicated a range of from one-third of the respondents in Category I to nearly three-fourths in Category IV. These data indicate that there are more language laboratories in the larger selected schools.

The superior schools do not reflect a similar uniform increase in provision of this equipment and materials as the schools increase in size. The range is observed to be from 14 per cent in Category II to 100 per cent in Category I. Category IV provided this service in seven schools out of ten, which was the second highest performance. More investigations

are needed in this area before valid conclusions can be stated.

TABLE 44

NUMBER AND PERCENTAGE OF DIRECTORS WHO PROVIDE
MATERIALS AND EQUIPMENT FOR
LANGUAGE LABORATORIES

	I		II		III		IV		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Selected Schools	39	33	56	52	29	56	33	73	157	49
Superior Schools	1	100	1	14	2	50	64	71	68	67

I = Under 1000 II = 1000 to 2000 III = 2001 to 3000 IV = Over 3000

Practice No. 14:

Do you provide equipment and materials for special education classes (e.g., retarded or slow learners)? Equipment and materials for Special Education classes were available in four out of ten of the selected schools as compared to nearly two-thirds of the superior schools. It is evident from the data in Table 45 that the practice shows significant gains as the schools increase in size.

It seems particularly significant that no superior schools reported the practice in the first two enrollment categories, but in Category III, the 75 per cent of practice exceeds the same group of responses of the selected schools by nearly 50 per cent, whereas the increase in Category IV is only 11 per cent. It may be concluded therefore that the extent of practice is more uniformly distributed in all of the four categories of the selected

schools, but is performed to a greater extent in the two larger enrollment categories of the superior schools.

TABLE 45

NUMBER AND PERCENTAGE OF DIRECTORS WHO PROVIDE
MATERIALS AND EQUIPMENT FOR
SPECIAL EDUCATION CLASSES

	I		II		III		IV		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Selected Schools	31	26	45	42	27	52	28	62	131	41
Superior Schools	0	0	0	0	3	75	62	69	65	64

I = Under 1000 II = 1000 to 2000 III = 2001 to 3000 IV = Over 3000

Practice No. 15:

Do you make available an extensive selection of audio-visual books and magazines as a professional library for teachers and other personnel?

The close agreement of the total responses of the selected and superior schools concerning audio-visual libraries indicates positive recognition in both samples, by the directors, of the values of books and current materials in their in-service training programs for teachers.

These data, in Table 46, reflect that professional audio-visual libraries are provided by over one-half of the selected school directors. The superior schools' total indicated that six in ten directors performed this practice. In comparing the extent of the practice within the categories of the selected schools, it is noted that nearly one-half of each of the first

three categories perform the practice, and over two-thirds of the largest category.

The superior school directors' responses showed none in Category I, a little over four out of ten for Category II, 100 per cent in Category III and six out of ten in Category IV.

TABLE 46
NUMBER AND PERCENTAGE OF DIRECTORS WHO MAKE PROVISION
FOR PROFESSIONAL AUDIO-VISUAL LIBRARIES

	I		II		III		IV		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Selected Schools	56	47	51	48	29	56	30	67	166	51
Superior Schools	0	0	3	43	4	100	55	61	62	61

I = Under 1000 II = 1000 to 2000 III = 2001 to 3000 IV = Over 3000

Practice No. 16:

Do you provide facilities and assistance to teachers in utilization of materials and equipment? Only in the larger school systems of the selected schools is much attention devoted to assisting teachers in the planning and utilization of materials and equipment, as indicated by the data in Table 47. The range is from 71 per cent in the largest schools down to 40 per cent in the smallest schools. A moderate increase is noted as the school systems progress in size. The totals indicate that this practice is performed in almost 50 per cent of the selected schools.

The data of the superior schools indicate that the audio-visual directors for some reason devote little attention to this phase of audio-visual work except in the Categories III and IV schools. The data show that 75 per cent of Category III directors assume this responsibility, but a slight decrease is noted for Category IV, as indicated by the 62 per cent of practice. The superior schools' total indicated that six in ten directors performed this service for their teachers.

TABLE 47

NUMBER AND PERCENTAGE OF DIRECTORS WHO PROVIDE
ASSISTANCE TO TEACHERS IN UTILIZATION OF MATERIALS

	I		II		III		IV		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Selected Schools	48	40	48	45	30	58	32	71	158	49
Superior Schools	0	0	2	29	3	75	56	62	61	60

I = Under 1000 II = 1000 to 2000 III = 2001 to 3000 IV = Over 3000

Practice No. 17:

Is clerical or technical help provided for regular checking of source materials and indexes of enrichment materials? Table 48 discloses that only slightly more than one-third of the selected school directors provide clerical help for regular checking of enrichment materials. Six out of ten of the superior school directors made similar provisions. The selected schools' responses ranged from 27 per cent in Category I to 50 per cent in Category III. The data appear to indicate that

the extent of the practice in the superior schools is 75 per cent higher than the practice in the selected schools.

TABLE 48

NUMBER AND PERCENTAGE OF DIRECTORS WHO PROVIDE
CLERICAL HELP FOR CHECKING SOURCE MATERIALS

	I		II		III		IV		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Selected Schools	32	27	37	35	26	50	18	40	113	35
Superior Schools	1	100	1	14	1	25	58	64	61	60

I = Under 1000 II = 1000 to 2000 III = 2001 to 3000 IV = Over 3000

Practice No. 18:

Are student operators for equipment provided for teachers? It is significant that this is one of two practices that the selected schools perform to a greater extent than do the directors of the superior schools. In Table 49 the data appear to reflect that selected school directors provide student operators for their teachers in two-thirds of their schools, compared to less than six out of ten (59%) in the superior schools. The difference, however, is slight as indicated by only 12 per cent between the two school populations. .

This may mean that because more in-service or pre-service training programs are provided by the audio-visual directors in the superior schools, that their teachers possess greater audio-visual

competencies in the operation of the equipment. Perhaps it may mean that the audio-visual directors of the selected schools take less seriously the need for constant attention to the improvement of audio-visual skills and competencies for their teachers.

It is observed that the smallest extent of practice is reported by the selected schools in Category I (55%) and that the practice increases more than 20 per cent in each higher enrollment category, except in Category IV where there is a decrease of 10 per cent.

The superior school directors for some reason reported no student operators in the smallest enrollment category. The practice ranged from 75 per cent in Category III down to 57 per cent in Category II with an over-all total for all groups of nearly six out of ten (59%).

TABLE 49

NUMBER AND PERCENTAGE OF DIRECTORS WHO PROVIDE
STUDENT ASSISTANTS FOR EQUIPMENT OPERATION

	I		II		III		IV		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Selected Schools	65	55	72	67	42	81	33	73	212	66
Superior Schools	0	0	4	57	3	75	53	59	60	59

I = Under 1000 II = 1000 to 2000 III = 2001 to 3000 IV = Over 3000

Practice No. 19:

Do you utilize demonstrations on preparation and uses of materials?

From the evidence presented in Table 50 it is apparent that few selected

school systems make provisions for their teachers to observe demonstrations on the preparation of instructional materials. Such demonstrations are provided by the selected school directors in one case out of four as compared to over one-half in the superior school systems. The practice in selected schools ranges from 20 per cent in Category I to 51 per cent in Category IV, increasing over 20 per cent in each succeeding category of enrollment, with an over-all total of 28 per cent of practice.

The superior schools had no respondents in Category I and only 29 per cent indicated for Category II. Only in Category III and Category IV do any of the superior schools perform this practice to any appreciable extent. It is disclosed that the practice is performed in a more than two to one ratio in the superior schools as compared to the selected schools.

TABLE 50

NUMBER AND PERCENTAGE OF DIRECTORS WHO UTILIZE
DEMONSTRATIONS ON PREPARATION AND USES OF MATERIALS

	I		II		III		IV		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Selected Schools	24	20	25	23	18	35	23	51	90	28
Superior Schools	0	0	2	29	2	50	55	61	59	58

I = Under 1000 II = 1000 to 2000 III = 2001 to 3000 IV = Over 3000

Practice No. 20:

Do you provide facilities and consultative assistance to teachers and/or pupils in arranging demonstrations and/or doing demonstration

teaching, when invited? The audio-visual directors of the selected schools are invited by their teachers to perform or arrange demonstrations in nearly one-third of all four population groups (29%), as compared to over half (57%) in the superior schools.

As evident in Table 51 it is observed that the range of practice in the selected schools is from 21 per cent in Category I to 42 per cent in Category IV.

The superior school directors appear to be more involved in this practice, as indicated by the total of 57 per cent. The practice is not observed at all in the smallest schools, and ranges from 14 per cent in Category II to 62 per cent in the largest schools.

It appears that the superior schools exceeded the selected schools by almost a two to one ratio in the performance of this practice.

TABLE 51

NUMBER AND PERCENTAGE OF DIRECTORS WHO ARRANGE
AUDIO-VISUAL DEMONSTRATIONS FOR TEACHERS

	I		II		III		IV		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Selected Schools	25	21	27	25	22	42	19	42	93	29
Superior Schools	0	0	1	14	1	25	56	62	58	57

I = Under 1000 II = 1000 to 2000 III = 2001 to 3000 IV = Over 3000

Practice No. 21:

If you provide facilities and opportunities for audio-visual in-service training for teachers, do you utilize individual conferences for teachers on audio-visual problems? Conferences with individual teachers as an important part of in-service training are recognized by over one-third of the audio-visual directors of the selected schools, as compared to more than one-half in the superior school systems. The totals in Table 52 appear to reflect that this practice is performed 64 per cent more often in the superior schools than in the selected school systems.

The data also discloses the range for selected schools to be from 20 per cent in Category I to 67 per cent in Category IV. The per cent of increase of each succeeding enrollment category appears to be approximately 50 per cent.

The range in the superior schools extends from 56 per cent in Category IV to 75 per cent in Category III, with no cases indicated for Category I. It is significant that even though the totals of the superior schools exceed the selected schools by 64 per cent, for some reason the selected schools in Group IV exceeds Group IV superior schools by nearly 20 per cent. More data are needed concerning this item before valid conclusions can be stated in regard to this apparent disagreement.

Practice No. 22:

Do you provide facilities and consultative assistance to teachers and/or pupils in preparation and production of audio-visual materials?

TABLE 52

NUMBER AND PERCENTAGE OF DIRECTORS WHO PROVIDE
IN-SERVICE TRAINING AND INDIVIDUAL CONFERENCES

	I		II		III		IV		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Selected Schools	24	20	31	29	25	48	30	67	110	34
Superior Schools	0	0	4	57	3	75	50	56	57	56

I = Under 1000 II = 1000 to 2000 III = 2001 to 3000 IV = Over 3000

Attention is given to director assistance in the preparation and production of audio-visual materials in approximately one-third of the selected school systems and nearly one-half of the superior schools, according to Table 53.

The selected schools range from 29 per cent in Category I to 58 per cent of performance in Category IV. The extent of practice increases by over 25 per cent, when inter-group comparisons are made.

The superior schools, however, do not reflect uniform increases in extent of practice when comparing the different sized schools. With the exception of Category II, all categories of the superior schools engage in the practice by 50 per cent or more.

The data reveals that the 50 per cent total performance of the superior schools exceeds the total performance of the selected schools (36%) by one-third.

TABLE 53

NUMBER AND PERCENTAGE OF DIRECTORS WHO GAVE
ASSISTANCE TO TEACHERS IN
PRODUCTION OF MATERIALS

	I		II		III		IV		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Selected Schools	35	29	34	32	22	42	26	58	117	36
Superior Schools	1	100	2	29	3	75	45	50	51	50

I = Under 1000 II = 1000 to 2000 III = 2001 to 3000 IV = Over 3000

A comparison of the ranks of all 22 supervisory practices which are performed in the selected and superior schools is disclosed in Table 54.

The data reflect that in the superior schools 50 per cent of the directors performed all of the 32 practices regularly. The extent of performance ranged from 91 per cent to 50 per cent. However, the selected school directors performed only one-half or 11 of these practices regularly, with the extent of performance ranging from 71 per cent to 25 per cent.

The highest ranked practice of the superior schools, "Keeping all equipment and materials readily accessible to all teachers," was ranked second by the selected schools. This indicates the high significance of this practice to both school populations.

However, the highest ranked practice of the selected schools, "Provision for the acquisition of free and rental materials for teachers," was ranked eleventh by the superior schools. This may mean that, inasmuch as many superior schools purchase outright a higher per cent of

TABLE 54

NUMBER AND PERCENTAGE OF AUDIO-VISUAL DIRECTORS WHO PERFORM
SUPERVISORY PRACTICES IN SELECTED AND SUPERIOR SCHOOLS

Supervisory Practices	Selected Schools			Superior Schools		
	No.	%	Rank	No.	%	Rank
1. Keeping all materials readily accessible to all teachers?	230	71	2	93	91	1
2. Periodic inventories of equipment and materials?	206	64	5	91	89.2	2
3. Informing teachers of acquisitions and materials?	186	58	7	86	84	3
4. Regular checking of equipment and materials?	185	57	20	84	82	4
5. Maintaining records on equipment usage and costs?	164	51	12	83	81	5
6. Assistance in locating source materials? (e.g. film catalogs, index to free films, etc.)	215	67	3	81	79	6
7. Classifying and cataloging materials for teachers?	136	42	15	80	79	7

TABLE 54 (Continued)

Supervisory Practices	Selected Schools			Superior Schools		
	No.	%	Rank	No.	%	Rank
8. Making minor repairs and servicing?	192	60	6	81	79	8
9. Training opportunities for personnel in the operation and care of equipment?	172	53	9	79	77	9
10. Consultative assistance to teachers in arranging preview sessions for films and filmstrips?	141	44	14	77	75	10
11. Acquisition of free and rental materials?	272	84	1	75	73	11
12. Preparing handbooks which describe services of the audio-visual center?	91	28.5	22	68	67	12
13. Provision of equipment for foreign language departments?	157	48.6	13	68	67	13
14. Provision of equipment for special education classes?	131	41	16	65	64	14
15. Provision of audio-visual books and magazines as a professional library?	166	51	11	62	61	15

TABLE 54 (Concluded)

Supervisory Practices	Selected Schools			Superior Schools		
	No.	%	Rank	No.	%	Rank
16. Provision of assistance to teachers in utilization of materials and equipment?	158	49	12	61	60	16
17. Regular checking of sources and indexes of enrichment materials?	113	35	18	61	60	17
18. Are student operators provided for equipment operation in the classrooms?	212	66	4	60	59	18
19. Do you utilize demonstrations on preparation and uses of materials?	90	28	21	59	58	19
20. Do you provide consultative assistance to teachers in arranging demonstrations?	93	29	20	58	57	20
21. Do you utilize individual conferences with teachers?	110	34	19	57	56	21
22. Provision of consultative assistance in preparation and production of materials?	117	36	17	51	50	22

their teachers' materials, this ranking should not be too surprising. The data indicate, in Figure 2, page 86, that the superior schools have 38 per cent more per-pupil funds for such purchases.

Conversely, the data show that selected school directors do rely about 17 per cent more on free and rental materials than do the directors of the superior schools. See Table 42, page 121.

A graphic comparison of all 32 audio-visual practices in the superior and selected school systems is made in Table 55. It was believed that a graph which would show the percentage of directors in the superior schools who were regularly performing each practice as compared to the directors of the selected schools who reported similar practices would be helpful in:

1. Analyzing the summary of the practices as described in Chapter V.
2. Determining the extent and amount of difference in performance in the two school populations.
3. Determining those practices most frequently performed.
4. Determining those practices least often performed.

TABLE 55

**COMPARISON OF ALL PRACTICES EXISTING IN SUPERIOR SCHOOLS
WITH SIMILAR PRACTICES PERFORMED BY AUDIO-VISUAL
DIRECTORS IN SELECTED SCHOOL SYSTEMS OF THE
NORTH CENTRAL ASSOCIATION**

Practices that were given the highest importance as ranked by percentage
of audio-visual directors who performed the practice regularly

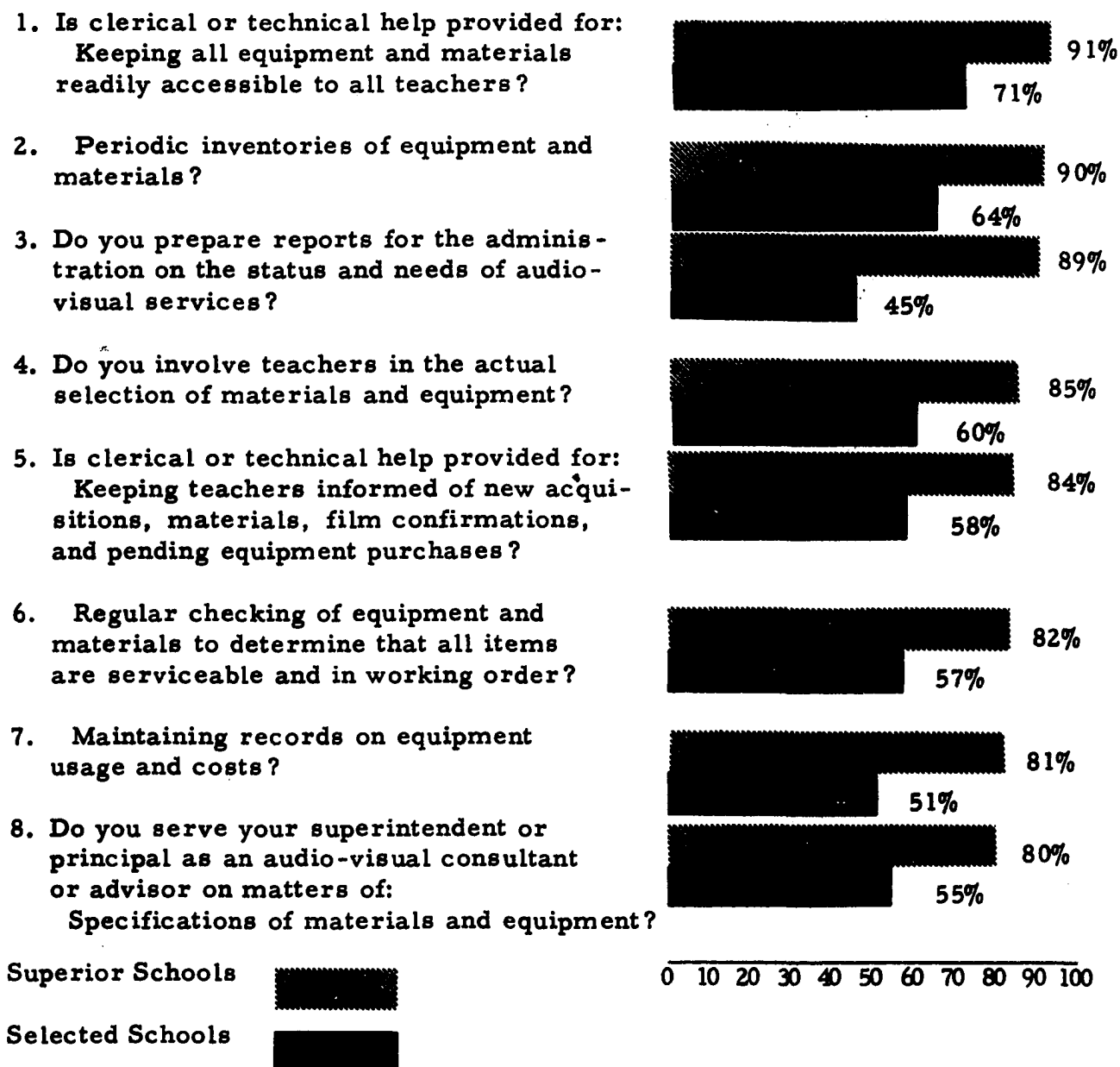


TABLE 55 (Continued)

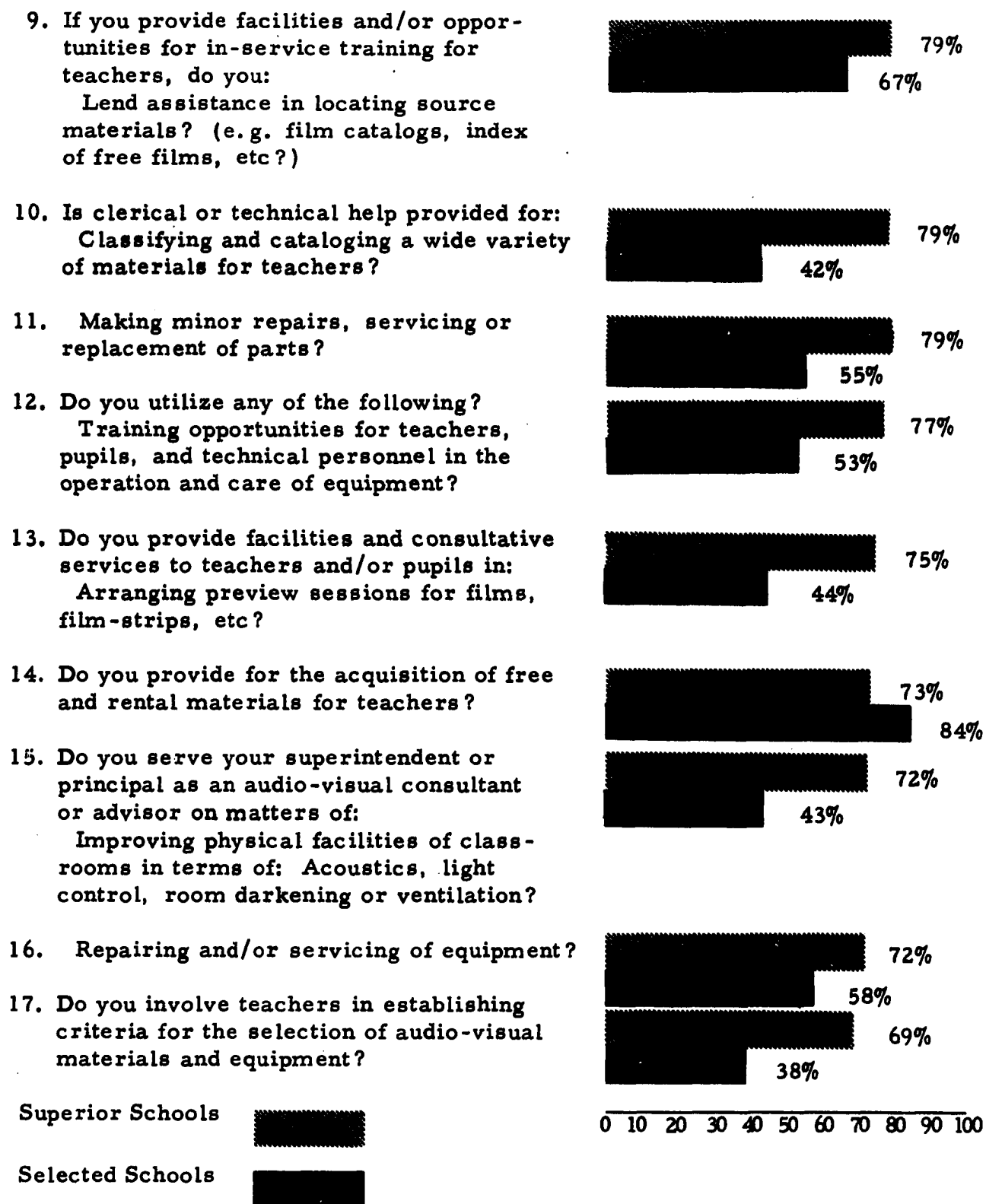


TABLE 55 (Continued)

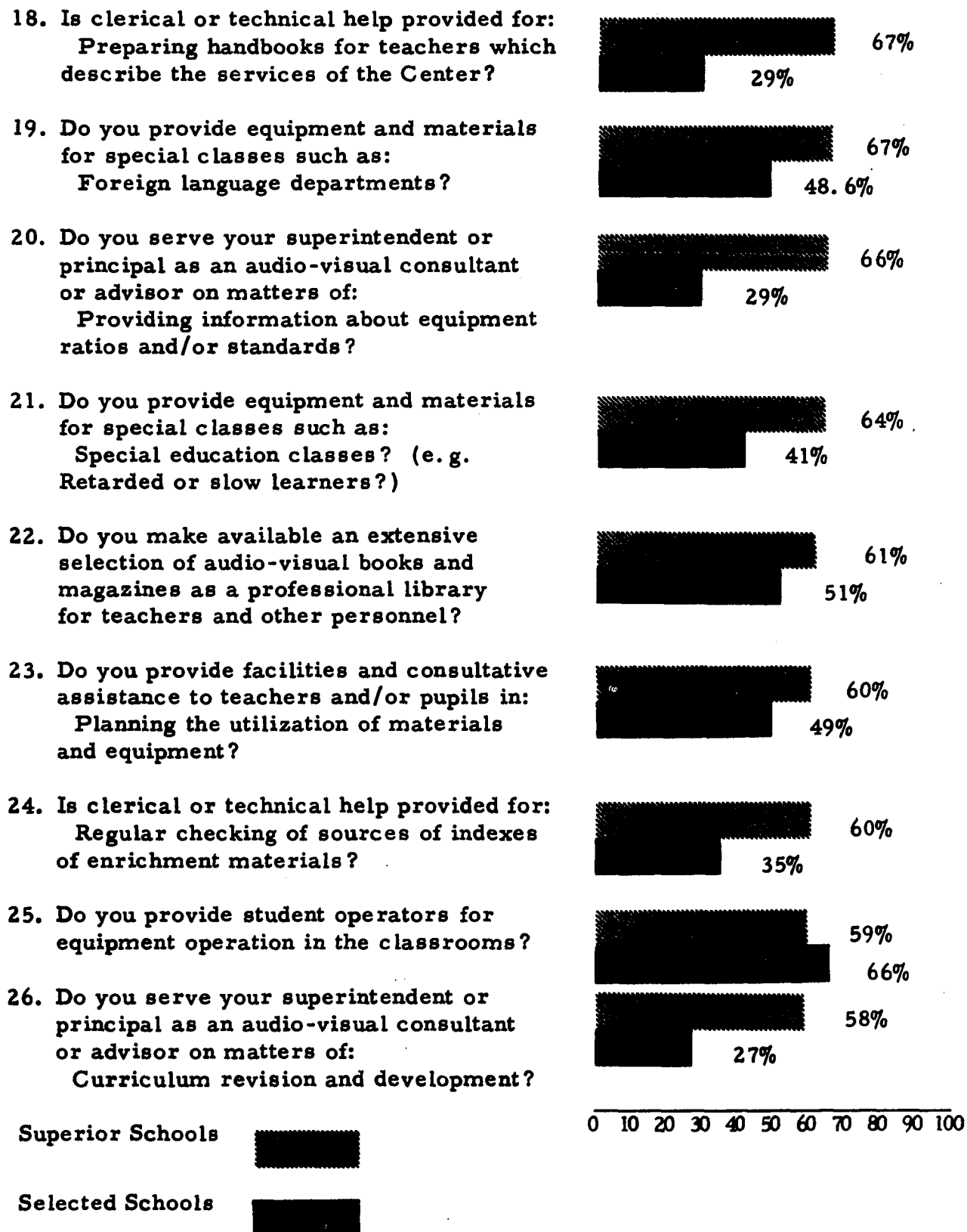
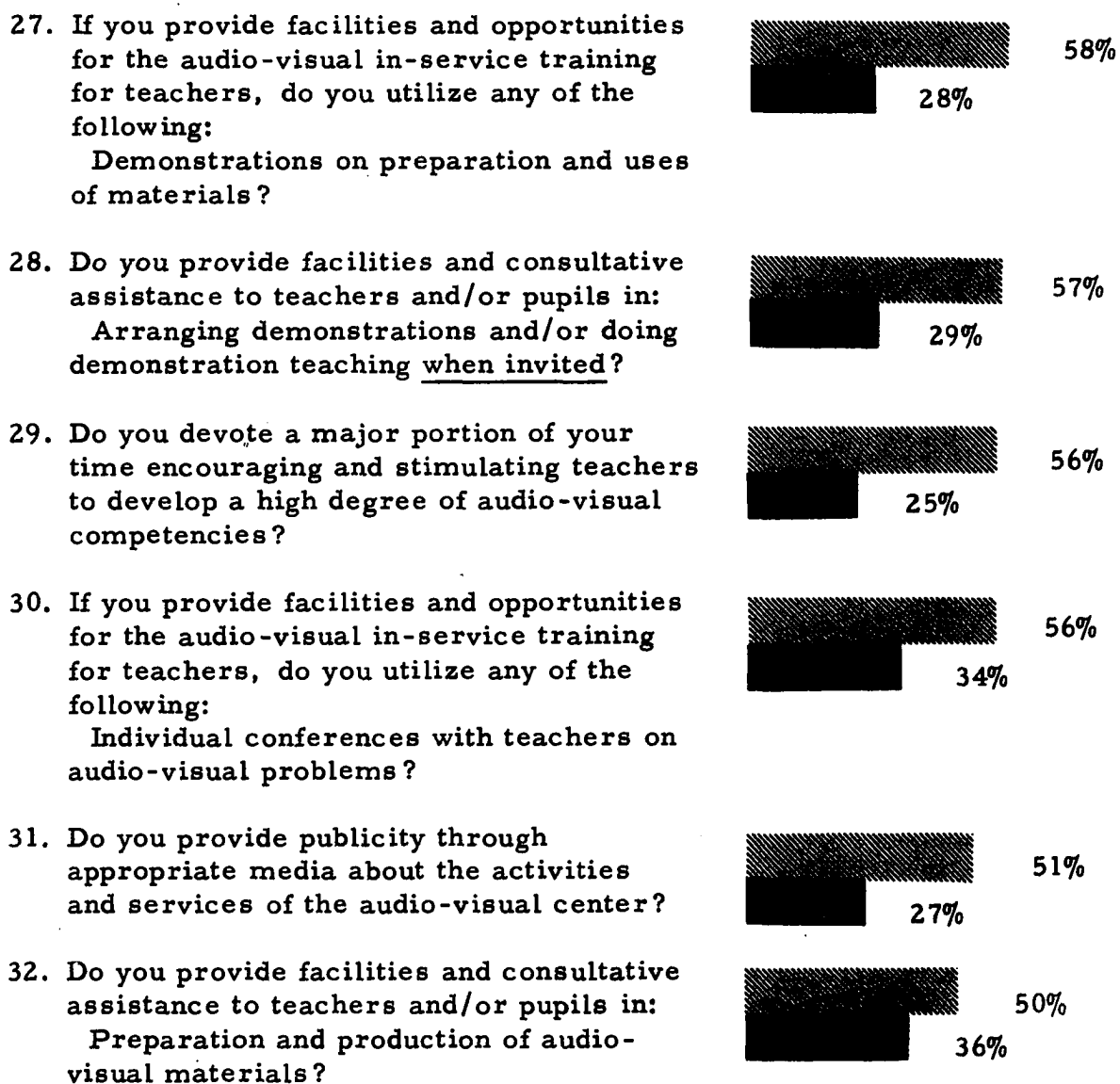


TABLE 55 (Concluded)



0 10 20 30 40 50 60 70 80 90 100

Superior Schools



Selected Schools



CHAPTER VI

SUMMARY AND CONCLUSIONS

Introduction

The purposes of this chapter are to review the purposes and procedures of the investigation; to state the findings; to summarize the conclusions of the study; and to make recommendations for further study.

Problem and Purposes of the Study

The problem of this investigation was to determine the extent to which directors of audio-visual education in selected public school systems of the North Central Association engage in practices which are common among schools thought to have superior audio-visual programs.

The purposes of the investigation were to: (1) identify and classify a set of practices which appear to be common in public school systems considered by a competent jury to have superior audio-visual programs; (2) determine those practices and the extent of performance in which selected schools in the North Central Association are currently engaged; (3) to provide data and useful information concerning the professional characteristics and training of the audio-visual director; (4) to compile background data in regard to the financial support of activities that are common among audio-visual directors.

The present investigation hoped to make a contribution toward:

(1) a set of guiding principles for superintendents and other administrators who wish to improve the quality of their instructional programs by improving the audio-visual services available to their teachers; (2) related information and data needed in pre-service and in-service training programs for active teachers in the field and new teachers entering the profession; (3) a "clearing house" for experienced audio-visual directors who wish to up-grade their present audio-visual programs; (4) recommendations to administrators and audio-visual directors in regard to needed changes to "re-tool" the school's curriculum in terms of the demands of the space age.

Method of Investigation and Procedure

The methods utilized in the study were library research and the questionnaire. A checklist form of questionnaire was used to secure the information and related data. Standard methods of library research techniques were used to develop statements of audio-visual practices and to identify pertinent data in the current literature.

A review of the related studies revealed a set of guiding principles which focused attention on the major elements and essential items that were valuable in detailing the periphery of the audio-visual directors' practices.

Several of the recent investigations contributed information concerning practices which were appropriate to incorporate into an audio-visual check list. The instrument consisted of two parts: Part One

contained 38 items in four areas of background information which included:

(a) General Information, (b) Personal Data, (c) Budget and Financial Provisions, and (d) Special Services. Part Two of the instrument was a check list by which respondents indicated the extent of the practices of the audio-visual director in selected areas of: (a) Administrative Practices, (b) Advisory Practices, and (c) Supervisory Practices.

Following a refinement of these statements, a rating scale was prepared containing 53 statements. To enable the respondent to rate the extent of the specific practices in the school system, three categories were arranged in columns to the right of the statements. The respondents were asked to check: "regularly," for practices performed as needed, "occasionally," for practices performed when convenient or feasible, and "rarely," for practices which are seldom or rarely performed, in appropriate columns.

Respondents were requested to "write in" any additional practices that were in use in their school systems in the open-end instrument.

The check list was mailed to selected audio-visual directors for a "trial run." Ten individuals personally known to the investigator were invited to respond to all items in terms of their own school systems. All ten returned their instruments to the investigator with their suggestions for its refinement.

The revised instrument as described in Chapter I, pages 8 and 9, was mailed to 112 schools. The instrument considered here was designed

to obtain data concerning the identity of audio-visual practices which were thought to be common in school systems considered by competent authorities to have superior audio-visual programs.

The questionnaire was returned by 102 of the superior schools, which represented a 91 per cent return.

In order to determine the practices and extent of involvement in which the selected schools in the North Central Association were currently engaged, an instrument based upon the data and responses of the superior schools was prepared.

The final instrument which is described in Chapter III, pages 51 and 52, included only practices which were performed by 50 per cent or more of the audio-visual directors. These items were therefore considered to be the common practices of the audio-visual directors in the superior school systems. This procedure shortened the original instrument of 53 practices to 32 practices.

The rating categories, arranged as a check list, were retained, as in the original questionnaire. The validity was again checked by the same procedures as for the first instrument except the "trial run." Modifications and refinement for purposes of clarity were made.

Of the 443 selected school systems of the North Central Association who received the second instrument, 323 or 73 per cent responded. The responses were tabulated by means of percentage according to four categories of enrollment as described on pages 50 and 51.

Summary of Findings

According to the purposes of the study the findings are presented in four sections: First, the common practices of the superior schools are divided into administrative, advisory and superfisory categories. Second, pertinent data and valuable information concerning the professional background and training of the audio-visual director are listed. Third, background data concerning the financial support of selected aspects of their audio-visual activities are summarized. Fourth, a general summary covering the first three sections is enclosed.

Section I

Administrative Practices

Of the five administrative practices, three were performed regularly by over 85 per cent of the superior school directors and over 38 per cent of the directors of the selected schools. These practices included preparation of reports for the administration concerning the needs of the audio-visual services, involvement of teachers in the selection of materials and equipment, and involvement of teachers in establishing criteria for the selection of materials and equipment.

Advisory Services

Of the five practices relating to advisory services, the three which were performed more extensively than the others in both population samples were: serving the superintendent as a consultant on matters concerning specifications of materials and equipment, repairing and/or servicing of

equipment, and improving the physical facilities of classrooms in terms of acoustics, light control, room darkening and ventilation.

All five advisory services were performed by over 50 per cent of the respondents of the superior schools. However, only two were performed by more than 50 per cent of the respondents of the selected schools.

Supervisory Practices

The directors of the superior schools exceeded the performance of the directors of the selected schools in 20 out of 22 supervisory practices (91%). Twenty-one of the 22 practices (95.4%) were performed by 50 per cent or more of the audio-visual directors in the superior schools as compared to 11 of the practices which were practiced to this extent by the selected school directors.

The three most common practices reported by superior school directors were: keeping all equipment and materials accessible to all teachers, making periodic inventories of equipment and materials, and keeping teachers informed of new acquisitions, materials and purchases.

The performance of the practices in the superior schools ranged downward from 91 per cent to 50 per cent compared to the selected school responses which ranged from 71 to 36 per cent reporting regular performance.

Of all 32 practices which covered administration, advisory services and supervision, more than seven in ten of the superior school directors indicated 16 practices which were performed regularly. (See Table 54, page 135) These practices, as reported by 102 audio-visual directors of

the superior schools, and arranged in rank order were:

1. Keeping all equipment and materials readily accessible to all teachers.
2. Periodic inventories of equipment and materials.
3. Preparation of reports for the administration on the status and needs of audio-visual services.
4. Involvement of teachers in the actual selection of materials and equipment.
5. Keeping teachers informed of new acquisitions, materials, film confirmations and pending equipment purchases.
6. Regular checking of equipment and materials to determine that all items are serviceable and in working order.
7. Maintenance of records on equipment usage and costs.
8. Serving as an advisor or consultant to the superintendent on matters of specifications of materials and equipment.
9. Providing facilities and opportunities for in-service training for teachers and lending assistance in locating source materials, film catalogs and index to free films, etc.
10. Classifying and cataloging a wide variety of materials for teachers.
11. Making minor repairs, servicing or replacement of parts.
12. Utilization of training opportunities for teachers, pupils and technical personnel in the operation and care of equipment.
13. Provision of facilities and consultative services to teachers and pupils in arranging preview sessions for films, film-strips, etc.
14. Provision for the acquisition of free and rental materials for teachers.
15. Serving the superintendent as an audio-visual consultant on matters of improving the physical facilities of classrooms in terms of: acoustics, light control, room darkening and/or ventilation.
16. Serving the superintendent as an advisor on the repairing and servicing of equipment.

Section II

Background Data Concerning Qualifications and Training of the Audio-Visual Director

College Preparation

All audio-visual directors in the superior schools held Bachelor's degrees, compared to 94 per cent of the directors of the selected schools.

Eighty per cent of the directors of the selected schools hold Master's degrees, compared to 95 per cent of the respondents of the superior schools.

Responses concerning the Doctor's degree in progress indicated that 10 directors of the superior schools are doing advanced graduate work compared to one director of the selected schools. The audio-visual directors in the superior schools who are present holders of the Doctor's degree outnumber the directors of that rank in the selected schools seven to one.

Teaching Experience

The selected school directors indicated a teaching experience range of 10 to 19 years. The superior school directors indicated a teaching experience of 30 or more years. Three of the four groups of enrollment categories of the superior schools revealed 50 per cent greater teaching experience than the corresponding group in the selected schools.

The median years of teaching for the directors in selected schools was 15 years compared to 22 years for the directors in the superior schools. These data disclosed that the median years of teaching of the superior school directors was nearly 50 per cent greater than the median of the selected school directors.

Various Teaching Assignments Held

Four teaching positions were held by most of the directors of the selected schools. These were: secondary teachers (77%), audio-visual supervisors (57%), secondary principals (28%) and junior high teacher (25%).

The four positions reported most frequently by the superior school directors were: audio-visual supervisor (80%), secondary teacher (69%), elementary teacher (36%) and junior high teacher (23%).

Per Cent of Time Allocated to the Audio-Visual Director

Selected schools have one director out of eight who serves full time compared to five out of eight full-time directors in the superior schools.

Directors who serve three-fourths time are three times as numerous in the superior schools as in the selected schools.

One-half time service is allocated to one and one-half more audio-visual directors in the superior schools than the selected schools.

The selected schools have one and one-half more directors who serve only one-fourth time than do the superior schools.

Less than one-fourth time is allocated to 55 times as many directors of the selected schools than the directors of the superior schools.

Section III

Financial Support of Selected Aspects of the Audio-Visual Materials and Equipment

The data revealed that the selected schools allocated three per cent of their budget to audio-visual materials, while the superior schools indicated an appropriation of two per cent.

Sources of Revenue

Eighty-seven per cent of the revenue for audio-visual work in selected schools and 89% of the revenue for audio-visual work in superior

schools came from regular school board appropriations. Fifty per cent of the selected schools received National Defense Education Act funds, but did not state what per cent of their needs were thus met. Nine and eight-tenths per cent of the directors of superior schools reported this as a source of revenue.

Per Pupil Ratio of Annual Expenditures

The selected school per pupil appropriation range was from \$8.00 down to \$.25 with a median of \$1.00. The superior school respondents indicated that their per pupil appropriations ranged from \$4.51 down to \$.35 with a median of \$1.38.

Section IV

General Summary

1. Greater and more uniform use of audio-visual materials existed in the larger school systems. The size of the school systems affected the extent of the audio-visual practices to a greater degree in the selected schools than in the superior schools.
2. Twenty-three per cent more of the directors of the superior schools performed all the audio-visual practices than did the directors in selected schools.
3. Audio-visual directors of the superior schools had significantly higher academic qualifications than directors in the selected schools.
4. Greatest teaching experience of the directors existed in the superior schools. Over one-third (34%) of the superior school directors had

taught 30 years. Nearly one-third (32%) of the directors in the selected schools had taught at least 19 years.

5. Sixty-three per cent of the superior schools employed full-time audio-visual directors compared to 12% of the selected schools.
6. The time allotments for the audio-visual director were more liberal in the superior schools than in the selected schools.
7. Selected schools utilized student operator's clubs more than did the superior schools.
8. Selected schools utilized greater amounts of free and inexpensive materials than did the superior schools.
9. Regular tax funds supported over 85% of the audio-visual budgets in both superior and selected schools.

Conclusions

From the data presented in this investigation, the following conclusions are believed to be defensible:

1. The audio-visual program is more effective when the director's activities are closely integrated with the administrator's efforts for the improvement of the instructional program.
2. The majority of the audio-visual directors who participated in this study appear to have the educational backgrounds to provide more opportunities and encouragement for teachers to implement greater numbers of audio-visual techniques than they are now using. The directors' professional training indicated greater knowledge of audio-visual

competencies and techniques than is being put to use at the present time.

3. Opportunities for instructional uses of the newer educational media such as television and language laboratories were inadequate in the selected schools. Further studies may reveal practices which may be unique to the media.
4. Funds for the support of audio-visual programs were, for the most part, obtained from regular tax funds. Better audio-visual budgets can become an integral part of the total instructional budget if they are the result of cooperative planning by teacher-committees, administrators and audio-visual directors.
5. Those who have the responsibility of defining the job of the audio-visual director in the selected schools apparently are not providing adequate opportunities for this person to set up the administrative framework within which he works. Only limited provision was made for the audio-visual director to have adequate time and clerical or technical assistants to operate audio-visual centers as work laboratories for teachers.
6. Preview opportunities, provision of audio-visual handbooks, demonstrations of equipment operation and preparation of materials were lacking in over half of the audio-visual centers of the selected schools. Until additional facilities and services are made available for use by the teachers, interest in audio-visual utilization practices

will lag behind the pace that should be maintained.

7. The audio-visual directors in both samples do not seem to be arranging individual conferences with teachers for the purpose of discussing their problems. It is believed that the director should demonstrate greater leadership in this area in order for acceptable solutions to be derived.
8. The size of the school system affected the extent of the director's practices in both superior and selected school systems. It was noted that a greater variety of audio-visual practices was carried out to a greater degree as the schools increased in size. However, it should be pointed out that each system by size and character is unique; therefore, the fact that a certain practice is successful in one situation does not necessarily mean that it will be successful in all systems.
9. The superior schools within the limitations of this study have identified a sufficient number of common practices and duties to provide implications for guide lines for the audio-visual director. The common practices identified by this study could be used as a nucleus in formulating or re-evaluating a school's audio-visual program.

The number of practices which might be performed by the director is almost unlimited and may vary with the environment of the community itself. Among the major duties or responsibilities which have been identified, the following ones seem to stand out as those most often performed:

- a. Keeping all equipment and materials readily accessible to all teachers.
 - b. Making periodic inventories of equipment and materials.
 - c. Preparation of reports for the administration on the needs of the audio-visual department.
 - d. Involvement of teachers in the actual selection of materials and equipment.
 - e. Keeping the teachers informed of new acquisitions, materials, film confirmations and purchases.
 - f. Regular checking of equipment and materials to determine their serviceability.
 - g. Provision for acquisition of free and rental materials to teachers.
 - h. Assistance in location of source materials for teachers.
 - i. Provision of student operators of equipment for teachers.
10. The availability of aids and materials does not insure their subsequent effective use. Consultative assistance is necessary to help the teacher make wise selections and to utilize the materials selected to advantage in the improvement of instruction.
11. To be most effective, a program must be based on the needs of the classroom. For this reason, the audio-visual directors are primarily concerned with determining the equipment and materials necessary to achieve common educational goals as determined by the teachers and the administration.

12. Both school populations appropriated less than one-half of the per pupil expenditure of \$2.88 recommended by the Rugg study.¹

Concomitant Findings

1. The data revealed that the majority of the audio-visual directors were men. Women directors serve in one selected schools out of 15 and one of four of the superior schools.
2. Audio-visual directors had taught a median of 13 years in the selected schools and 23 years in the superior schools.
3. Selected school directors reported a median of eight years in their present positions compared to 18 years reported by directors in the superior schools.
4. Twice as many of the selected schools pay their directors additional compensation as do the superior schools.
5. Both the selected and superior schools reported almost 50 per cent involvement in the listed activities other than regular audio-visual practices. The activities most frequently reported were: directing audio-visual meetings of the school faculty, participating in workshops or clinics, and speaking before service clubs or civic groups.
6. Radio stations are maintained in one in 14 selected schools and one in five of the superior schools.

¹Rugg, op. cit., p. 11.

7. School-operated television stations are maintained in less than one per cent of the selected schools but in nearly 20 per cent of the superior schools. The superior schools reported television stations in the two largest enrollment categories only.
8. Selected schools utilize commercial and/or closed circuit television more than the superior schools.
9. Directors of the superior schools participate as consultants in planning television or radio programs about four times as frequently as do the directors of the selected schools.
10. Directors who have less than one-fourth time for the performance of their duties are 55 times more numerous in the selected schools.
11. Funds supplied by the National Defense Education Act comprised the chief source of support outside of regular school board appropriations for audio-visual programs.

Recommendations

On the basis of the data secured by this study the following recommendations are proposed:

1. That administrators, audio-visual directors and curriculum supervisors work in closer coordination in their efforts to establish sharper definitions of the scope of the audio-visual director's activities in the public schools.
2. That audio-visual directors, curriculum supervisors and teachers be organized into working teams, coordinated by the

superintendent of schools, to develop a master plan for utilization and integration of all educational media in the school system's instructional program. These teams should utilize the potential talents of all personnel who are specialists in subject area fields.

3. Few of the schools in the first three groups in both populations used educational television to any extent. If we assume that this medium has a definite contribution to make to the instructional program, then it would appear to be desirable that school administrators take definite steps to determine ways and means of utilizing this medium in their respective school systems.
4. That if we assume that the Seaton standard of one per cent of the instructional budget devoted to audio-visual materials is reliable and valid, then it appears that the majority of schools should increase their appropriations to this amount.
5. If we accept the assumption based on the data that nearly two-thirds of the selected school systems' in-service training opportunities are inadequate to meet their teachers' needs, it seems evident that attempts should be made to provide the necessary facilities, equipment and personnel by which the teachers could improve their audio-visual competencies and teaching techniques.

6. Wherever possible and where there is need, the time allotted to the directors for the performance of their duties should be substantially increased. If the administration believes this to be feasible, the additional time could be provided by arranging more flexible teaching schedules and lighter teaching loads. The exact schedule and teaching load would depend upon the size of the school, type of community and other variables or factors unique to the school system itself.

Problems for Further Research

It is suggested that the following investigations would add considerably in the accumulation of data and information needed to determine the scope of the audio-visual directors' duties and responsibilities in the public schools.

1. As disclosed in Chapter IV, studies are needed to determine the per cent of the total school budget that is allocated to audio-visual purposes. An equally important study needed is an analysis of the factors that determine an audio-visual budget.
2. There is also a need to investigate the attitudes and concepts which are held by school administrators, audio-visual directors and teachers concerning the role of the audio-visual director.

3. As indicated by the data in Chapter IV, the selected schools seemed to avail themselves of funds provided by the National Defense Education Act in a significantly greater proportion than did the superior schools. It is believed that a status study on a national scale is needed to determine the contributions of title III of the National Defense Education Act to the improvement of audio-visual facilities and opportunities and the subsequent improvement or gains in learning.
4. As shown by the data in Chapter V, less than half of the audio-visual directors of the selected schools provided adequate in-service training opportunities for their teachers. Further investigations are needed of analyses of selected case studies to determine what factors are related to the in-service training of teachers and the subsequent uses of educational media.

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APPENDIX

APPENDIX A

JURY OF AUDIO-VISUAL SPECIALISTS WHO NOMINATED THE SUPERIOR SCHOOLS

1. Dr. Walter S. Bell
Director of Audio-Visual Education
Atlanta Georgia Public Schools
Atlanta, Georgia
2. Mr. Irving C. Boerlin
Supervisor of Audio-Visual Aids in Continuing Education
Pennsylvania State University
University Park, Pennsylvania
3. Professor Lee Cochran
Executive Assistant, Extension Division
University of Iowa
Iowa City, Iowa
4. Mr. Earl Cross
State Coordinator of Audio-Visual Education
State Department of Education
Oklahoma City, Oklahoma
5. Dr. Amo De Bernardis
Assistant Superintendent of Schools
Portland, Oregon
6. Dr. Robert de Kieffer
Director of the Bureau of Audio-Visual Instruction
University of Colorado
Boulder, Colorado
7. Mrs. Margaret Divizia
Supervisor in Charge
Audio-Visual Section
Los Angeles City Schools
Los Angeles, California
8. Dr. Carlton W. H. Erickson
Director of the Audio-Visual Center
University of Connecticut
Starrs, Connecticut

APPENDIX A (Continued)

9. Dr. William G. Gnaedinger
Director of the Audio-Visual Center
State College of Washington
Pullman, Washington
10. Dr. Elizabeth Goltermann, Director
Division of Audio-Visual Education
St. Louis Public Schools
St. Louis, Missouri
11. Mr. Wesley F. Grabow
Director of the Audio-Visual Services
University of Minnesota
Minneapolis 14, Minnesota
12. Dr. Carolyn Guss
Associate in Selection, Audio-Visual Center
Indiana University
Bloomington, Indiana
13. Dr. Anna L. Hyer
Executive Secretary, D.A.V.I.
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Washington 6, D.C.
14. Dr. James S. Kinder
Coordinator of Audio-Visual Services
Professor of Education
San Diego State College
San Diego, California
15. Mr. William H. King
Coordinator of Audio-Visual Education
New Jersey State Department of Education
Trenton, New Jersey
16. Dr. L. C. Larson
Director of the Audio-Visual Center
Indiana University
Bloomington, Indiana

APPENDIX A (Continued)

17. Dr. Richard B. Lewis, Head
Division of Audio-Visual Services
San Jose State College
San Jose, California
18. Professor Otis McBride
Head of the Department of Audio-Visual Education
Florida State University
Tallahassee, Florida
19. Dr. Henry R. McCarty
Director of Audio-Visual Services
San Diego County Schools
San Diego, California
20. Dr. W. C. Meierhenry
Professor of Education
University of Nebraska
Lincoln, Nebraska
21. Dr. Kenneth D. Norberg
Professor of Education and Coordinator Audio-Visual Services
Sacramento State College
Sacramento, California
22. Dr. Lester B. Sands
Professor of Education
Department of Education - Santa Barbara College
University of California
Goleta, California
23. Professor Jerry Saunders
Ohio State Department of Education
Columbus, Ohio
24. Dr. Charles F. Schuller
Director of the Audio-Visual Center
Michigan State University
East Lansing, Michigan

APPENDIX A (Concluded)

25. Dr. Ernest Tiemann
Director of the Visual Instruction Bureau
University of Texas
Austin, Texas
26. Dr. Paul W. F. Witt
Professor of Education
Teachers College, Columbia University
New York City, New York
27. Dr. Harry Zimmerman
Assistant Professor of Education
Extension Division
University of Wisconsin
Madison, Wisconsin

APPENDIX B

SCHOOLS USED IN THIS STUDY

ARIZONA:

Bisbee -- Bisbee School District #2
Glendale -- Glendale Union High School District
Glendale -- Glendale High
Phoenix -- Camelback High
Prescott -- Prescott Public Schools
Tucson -- Amphitheater High
Tucson -- Tucson District #1
Yuma -- Yuma High

ARKANSAS:

Morrilton -- Morrilton High
Little Rock -- Central High
Jacksonville -- Jacksonville High
Ft. Smith -- Ft. Smith Senior High
Conway -- Pine Street School

CALIFORNIA:

Los Angeles -- Los Angeles California School System*
Oakland -- Oakland Public Schools*
San Jose -- San Jose Unified School District*
San Diego -- San Diego
Santa Clara -- Santa Clara County Schools*
San Bernardino -- San Bernardino City Schools*
Alameda -- Alameda Public Schools*

COLORADO:

Aurora -- Aurora High
Boulder -- Boulder Valley Public Schools
Boulder -- Central High
Castle Rock -- Douglas County High
Craig -- Moffot County High
Colorado Springs -- Cheyenne Mountain Schools
Denver -- School District #1*
Denver -- West High

* Indicates Superior Schools

COLORADO, Continued:

Denver -- Denver Public Schools
 Denver -- East High
 Denver -- North High
 Englewood -- Englewood Public Schools, District #1
 Ft. Lupton -- Ft. Lupton Public Schools
 Glenwood Springs -- Glenwood Springs High
 Pueblo -- Centennial High

CONNECTICUT:

Westport -- Westport Public School System*
 Waterbury -- Waterbury Public School System*
 West Hartford -- All Schools*
 Greenwich -- Greenwich Public Schools*

FLORIDA:

Ft. Lauderdale -- Broward County Schools*
 Jacksonville -- Duval County Board of Education
 Duval County School*
 Miami -- Dade County (Miami) Florida*
 Saratoga -- Saratoga County Schools*
 St. Petersburg -- Pinellas County Board of Public Instruction*
 Tallahassee -- Leon County Schools*
 Tampa -- Hillsborough County Schools*

GEORGIA:

Atlanta -- Atlanta Board of Education*

ILLINOIS:

Alton -- Alton Community Unit District II
 Argo -- Argo Community High
 Arlington Heights -- Arlington High
 Atwood -- Atwood High
 Aurora -- West Senior High
 Aurora -- East High School, District 131
 Batania -- Batania High
 Bethany -- Bethany Unit #301
 Blue Island -- Community High, District 218
 Chicago -- Austin High
 Chicago Heights -- Bloom Township High

ILLINOIS, Continued:

Charleston -- Charleston Community Unit #1
 Carlinville -- Carlinville Junior-Senior High School
 Carpentersville -- Dundee Senior High
 Chicago -- Chicago Public Schools*
 Chicago -- David G. Farragut High
 Chicago -- DuSable High
 Chicago -- Edwin G. Foreman High
 Chicago -- Wicker Park*
 Danville -- Danville Public Schools
 Decatur -- Eisenhower High
 Downers Grove -- Community High
 Edwardsville -- Edwardsville High
 Elmhurst -- York Community High, District #88
 Franklin Park -- East Leyden Community High
 Galesburg -- Community Unit 205
 Glen Ellyn -- Glenbard West High
 Greenville -- Bond County Community #2
 Highland Park -- Highland Park High*
 Highland Park -- Highland Park High
 Joliet -- Joliet Public Schools*
 Kankakee -- Kankakee Senior High
 Lawrenceville -- Lawrenceville Township
 Libertyville -- Libertyville-Fremont High
 Manito -- Forman Community Unit #124
 Maywood -- Proviso Township High Schools
 Monmouth -- Monmouth School
 Mt. Vernon -- Mt. Vernon Township High
 Newton -- Newton Community High
 Northbrook -- Glenbrook High
 Oak Park -- Oak Park and River Forest High
 Olney -- East Richland High, District #1
 Paris -- Paris High
 Pekin -- Pekin High*
 Petersburg -- Petersburg High
 Rockford -- Rockford Public Schools
 East High
 Springfield -- Springfield Public Schools, District 186
 Stannton -- Stannton High
 Villa Grove -- Villa Grove Schools
 Watseka -- Watseka Community High
 Winnetka -- New Trier Township High
 Woodstock -- Woodstock Community High

INDIANA:

Columbus -- Columbus Senior High
 Crawfordsville -- Crawfordsville Junior and Senior High
 Evansville -- Evansville School Corporation
 Benjamin Bosse High*
 Gary -- Lew Wallace High
 Gary -- School City of Gary*
 Huntington -- School City of Huntington*
 Indianapolis -- Indianapolis Public Schools*
 Indianapolis -- Broad Ripple High
 Indianapolis -- Shortridge High
 Indianapolis -- Warren Central High
 Kokomo -- Kokomo Center Township Consolidated Schools
 Lebanon -- Lebanon Senior High
 Logansport -- Logansport Community High
 Michigan City -- Michigan City Schools
 Muncie -- Central High
 North Judson -- North Judson Consolidated School
 New Albany -- New Albany-Floyd Col. *
 Plainfield -- Plainfield High
 Richmond -- Richmond Senior High
 Salem -- Salem Wash. Temp. High
 South Bend -- South Bend City School*
 South Bend -- Washington High
 Warsaw -- Warsaw Senior High

IOWA:

Ames -- Ames High
 Boone -- Boone Community School
 Burlington -- Burlington High
 Cedar Rapids -- Cedar Rapids Con Schools*
 Cedar Rapids -- Jefferson Senior High
 Cedar Rapids -- Washington Senior High
 Clinton -- Clinton High
 Council Bluffs -- Abraham Lincoln High
 Davenport -- Davenport Public Schools
 Des Moines -- Des Moines Schools*
 Des Moines -- Roosevelt High
 Dubuque -- Dubuque Community School District*
 All public schools in Community
 Dubuque -- Senior High School
 Eldridge -- North Scott Junior-Senior High
 Fairfield -- Fairfield Community School

IOWA, Continued:

Ft. Dodge -- Ft. Dodge Community*
 Grinnell -- Grinnell Community School
 Le Mars -- Le Mars Community Schools
 Mason City -- Mason City Ind. Schools*
 Oelwein -- Oelwein Senior High
 Ottumwa -- Ottumwa High
 Sac City -- Sac Community School
 Sioux City -- Central High
 Spencer -- Spencer Ind. School
 Vinton -- Vinton Community Schools
 Waterloo -- West Waterloo High
 Waterloo -- Waterloo Public Schools

KANSAS:

Chapman -- Dickinson County Community High
 Dodge City -- Dodge City Senior High
 Osbourne -- Osbourne Public Schools
 Salina -- Salina Senior High
 Satanta -- Satanta Rural High
 Shawnee Mission -- Shawnee Mission North
 Washington -- Washington High
 Wellington -- Wellington Junior-Senior High
 Wichita -- Wichita High School South
 Winfield -- Winfield Junior-Senior High

MICHIGAN:

Allen Park -- Allen Park High
 Alpena -- Alpena High
 Birmingham -- Baldwin School Birmingham Public Schools*
 Bangor -- Bangor Public Schools
 Bay City -- Central High
 Bay City -- T. L. Hardy High
 Battle Creek -- Battle Creek Public Schools*
 Belleville -- Van Buren Public Schools*
 Bloomfield Hills -- Bloomfield Hills High
 Caro -- Caro High
 Dearborn -- Fordson High
 Dearborn -- Dearborn City Schools*
 Detroit -- Detroit Board of Education*
 Detroit -- Detroit Public Schools Chadsey High
 Dollar Bay -- Dollar Bay High

MICHIGAN, Continued:

Eaton Rapids -- Eaton Rapids High
 Fenton -- Fenton High
 Ferndale -- Ferndale High
 Flint -- Central Community School
 Grand Rapids -- Central High
 Grand Rapids -- Grand Rapids Public Schools*
 Grand Rapids -- Ottawa High
 Grosse Pointe -- Grosse Pointe High
 Harper Woods -- Harper Woods High
 Homer -- Homer Community School
 Jackson -- Jackson High
 Jackson -- East Jackson High
 Kalamazoo -- Kalamazoo Public School*
 Lansing -- Everett High
 Mason -- Mason High
 Mt. Pleasant -- Mt. Pleasant Public Schools
 Portage -- Portage Township Schools
 Rochester -- Rochester Senior High
 Saginow -- Saginow*
 Stambaugh -- Stambaugh High
 St. Clair -- St. Clair High
 Warren -- Van Dyke Public Schools Lincoln Senior High
 Wyandotte -- Wyandotte Public Schools*

MINNESOTA:

Albert Lea -- Albert Lea Senior High
 Austin -- Austin Public School System #492
 Austin -- Austin Public Schools*
 Bloomington -- Bloomington Public Schools
 Detroit Lakes -- Detroit Lakes Community High
 Duluth -- Duluth Central High
 Edina -- Edina - Morningside Schools Senior High
 Faribault -- Faribault Senior High
 Ferguson -- Ferguson High
 Hopkins -- Hopkins Senior High
 Little Falls -- Little Falls Junior-Senior High
 Mankato -- Mankato Public Schools*
 Minneapolis -- Minneapolis Public Schools*
 Minneapolis -- Roosevelt High
 Minneapolis -- South High
 St. Paul -- St. Paul Public Schools Central High
 Minneapolis -- Washburn High

MINNESOTA, Continued:

New Prague -- New Prague Public School
 Robbinsdale -- Independent School District 281
 St. Louis Park -- St. Louis Park Schools*
 St. Paul -- Humboldt High
 Two Harbors -- Two Harbors High Lake County School District
 Virginia -- Ind. School District #706*

MISSOURI:

Butler -- Butler R-V School District Butler High
 Columbia -- Columbia School System Hickman High
 Festus -- Festus High
 Independence -- William Chrisman - Div. 1
 Kansas City -- Central High
 Kansas City -- Center School District #58
 Kansas City -- Kansas City Public Schools*
 North Kansas City -- North Kansas City High
 Kirkwood -- Kirkwood High
 Lebanon -- Lebanon Public Schools
 Monett -- Monett Schools
 Point Lookout -- School of the Ozarks
 Sedalia -- Smith-Cotton Junior-Senior High
 St. Louis -- St. Louis City Schools*

NEBRASKA:

Beaver City -- Beaver City Schools
 Bridgeport -- Bridgeport District #63 Bridgeport High
 Crete -- Crete High
 Grand Island -- Grand Island Public Schools*
 Grant -- Perkins County High
 Hebron -- Hebron Public School
 Humboldt -- Humboldt High
 Lincoln -- Lincoln Public Schools*
 Lincoln -- Lincoln High
 Omaha -- Westside High District 66
 O'Neill -- O'Neill Public School
 Pierce -- Pierce Public School
 Randolph -- Randolph Public School
 Sargent --
 Seward -- School District of Seward
 Scottsbluff -- Scottsbluff Schools*
 Sidney -- Sidney Public Schools*

NEBRASKA, Continued:

Tekamah -- Tekamah Public Schools
 Wahoo -- Wahoo High

NEW JERSEY:

Atlantic City -- Atlantic City Public Schools*
 Elizabeth -- Elizabeth Public Schools*
 Maplewood (South Orange) -- Columbia High*
 Neward --
 Plainfield -- Plainfield High*

NEW MEXICO:

Albuquerque -- Valley High
 Carlsbad -- Carlsbad Schools
 Espanola -- Espanola Senior High
 Roswell -- Roswell Senior High
 Truth or Consequences -- Truth or Consequences Munic. Schools
 Hot Springs High

NEW YORK:

Buffalo -- Board of Education*
 Farmingdale -- Farmingdale School District*
 Great Neck -- Great Neck Public Schools*
 Hempstead -- Hempstead Public Schools*
 Schenectady -- Schenectady Public Schools*
 White Plains -- All Schools*

NORTH DAKOTA:

Bismarck -- Bismarck Public Schools
 Fargo -- Central High
 Grand Forks -- Grand Forks Public Schools Central Senior High
 Lakota -- Lakota Public School
 Lidgerwood -- Lidgerwood Sp. #28
 Minot -- Minot Senior High
 Oakes -- Oakes Public School
 Rugby -- Rugby Public School
 Valley City -- State Teachers College College Laboratory School
 Wahpeton -- Wahpeton Public Schools Central & Zimmerman Grade

OHIO:

Akron -- Garfield Senior High
 Alliance -- Alliance Public Schools
 Ashtabula -- Ashtabula High
 Baltimore -- Liberty Union and Thurston
 Barberton -- Barberton City System*
 Bellefontaine -- Bellefontaine High
 Berea -- Berea City School District
 Bremen -- Bremen High
 Bucyrus -- Bucyrus High
 Canton -- Canton City Public Schools*
 Canton -- Lincoln High
 Canton -- Glenwood High
 Cincinnati -- Hughes Evening High
 Cincinnati -- Woodward High
 Cleveland -- Cleveland Public Schools*
 Cleveland -- Collinwood High
 Cleveland Heights -- Cleveland Heights High
 Cleveland -- East Cleveland City School
 Cleveland -- John Adams High
 Cleveland -- West Technical High
 Columbus -- Central High
 Columbus -- Linden - McKinley High
 Columbus -- Upper Arlington High
 Coshocton -- Coshocton High
 Elyria -- Elyria City Schools*
 Euclid -- Euclid Public Schools*
 Greenfield -- McClain High
 Hannibal -- River Local School District River High School
 Lancaster -- Lancaster Senior High
 Lorain -- Lorain High
 McDonald -- McDonald High
 Mansfield -- Mansfield City Schools
 Massillon -- Massillon Ohio Public Schools*
 Medina -- Medina Senior High*
 Mentor -- Mentor High
 Milford -- Indian Hill High
 Newark -- Newark Senior High
 North Olmsted -- North Olmsted High
 Perrysburg -- Lake Senior High
 Portsmouth -- Portsmouth East High
 Shaker Heights -- Shaker Heights High
 Smithville -- Smithville High
 Stryker -- Stryker Public Schools

OHIO, Continued:

Toledo -- De Vilbiss High
 Toledo -- Toledo Public Schools*
 Toledo -- Whitmer Senior High
 Westlake -- Westlake High
 Wilmington -- Wilmington Senior High
 Zanesville -- Zanesville High

OKLAHOMA:

Ardmore -- Ardmore City Schools*
 Alva -- Alva Senior High
 Bartlesville -- Bartlesville City Schools
 Clinton -- Clinton Public Schools
 Durant -- Durant Junior High
 Elk City -- Elk City High
 Enid -- Enid City Schools
 Guyman -- Guyman Public Schools
 Holdenville -- Holdenville High
 Kingsfisher -- Washington School
 Lawton -- Lawton City Schools Lawton Senior High
 McAlester -- McAlester Elementary Schools
 Norman -- Norman Public Schools
 Oklahoma City -- Oklahoma City Board of Education*
 Ponca City -- Ponca City Public Schools
 Purcell -- Purcell High
 Sand Springs -- Sand Springs Public Schools
 Sapulpa -- Sapulpa City Schools
 Shattuck -- Shattuck Public Schools District I-42
 Stillwater -- C. E. Donart School
 Sulphur -- Sulphur Public Schools
 Tulsa -- Tulsa Public Schools*
 Wilburton -- Wilburton High

OREGON:

Portland -- Portland Public Schools*
 Salem -- Salem Public Schools*

PENNSYLVANIA:

Glenfield -- Bellevue Borough School System Bellevue High*
 Midland -- Midland Borough Schools Midland Public Schools*
 Pittsburgh -- Wilkinsburg School District*

PENNSYLVANIA, Continued:

Pittsburgh -- Pittsburgh Public Schools*
 Philadelphia -- School District of Philadelphia*
 Scranton -- Scranton School District Scranton Public Schools*

SOUTH DAKOTA:

Chester -- Chester Independent
 Egan -- Egan Public School
 Gregory -- Gregory Independent School District #68
 Lead -- Lead High
 Milbank -- Milbank High
 Sioux Falls -- Sioux Falls Public Schools
 Viborg -- Viborg Independent High

TEXAS:

Abilene -- Abilene Public Schools*
 Houston -- Houston Public Schools*
 Lubbock -- Lubbock Public Schools*

WEST VIRGINIA:

Beckley -- Woodrow Wilson School
 Belle -- DuPont High
 Charleston -- Kanawha County Schools*
 Fayetteville -- Fayetteville High
 Gary -- Gary High
 Harpers Ferry -- Harpers Ferry High Jefferson County Schools
 Huntington -- Cabell County Board of Education
 Barboursville Senior High
 Keyser -- Keyser High
 Summersville -- Nicholas County High

WISCONSIN:

Appleton -- Appleton Public Schools*
 Beloit -- Beloit Public Schools*
 Beloit -- Memorial High
 Cudahy -- Cudahy High
 Green Bay -- Green Bay Public Schools*
 Hudson -- Hudson Community Schools
 Kenosha -- Mary D. Bradford High
 Manitowoc -- Lincoln High

WISCONSIN, Continued:

Marshfield -- Marshfield Senior High
 Menasha -- Menasha High
 Milton -- Milton Union High
 Milwaukee -- Adult High
 Milwaukee -- Bay View High
 Milwaukee -- Custer Senior High
 Milwaukee -- Lincoln High
 Milwaukee -- Milwaukee Public Schools
 Milwaukee -- Pulaski High
 Milwaukee -- Rufus King High
 Menomonee Falls -- Joint District #1 High School
 Neenah -- Neenah Public School*
 New Richmond -- New Richmond Public Schools
 Oconomowoc -- Oconomowoc Public Schools
 Platteville -- Platteville High
 Rhinelander -- Union High
 Schofield -- D. C. Everest High
 Sheboygan -- South High
 Sparta -- Sparta High
 Superior -- Central High
 Waukesha -- Waukesha Public Schools
 Wausau -- Thomas Jefferson School
 West Allis -- Central High

WASHINGTON:

Colville -- Colville Public Schools*
 Moses Lake -- Moses Lake Schools*
 Richland -- Richland District 400*
 Renton -- Renton School District No. 403*
 Seattle -- Highline School District #401*
 Seattle -- Seattle Public Schools*
 Spokane -- Spokane Public Schools*

WYOMING:

Casper -- Casper Public Schools
 Cody -- Cody High
 Glenrock -- Glenrock High School District #15
 Laramie -- Laramie High
 Rock Springs -- Rock Springs High
 Worland -- Worland Schools

APPENDIX C

LETTER TO JURY OF AUDIO-VISUAL SPECIALISTS

Norman, Oklahoma
September 30, 1960

Dr. -----

Dear Sir:

I am doing a survey study in connection with my doctor's dissertation at the University of Oklahoma under the direction of Dr. W. R. Fulton. This is a study of the practices, duties and responsibilities of audio-visual directors of public school systems of the North Central Association. The nature of this study requires the identification of practices common in schools thought to have superior audio-visual programs.

Because of your educational background and experience and your reputation in the audio-visual field, you have been selected to serve as a member of a team of authorities to identify the public school systems which appear to have superior audio-visual programs.

Would you be kind enough to identify five or more public school systems which you feel have outstanding audio-visual programs? The schools need not necessarily be in your state or in the N.C.A. Since my sample will include schools of varying sizes, I hope you will feel free to identify schools in terms of the quality of their program, regardless of size.

Your assistance in making this initial step of my study possible will be greatly appreciated. For your convenience in replying I am enclosing a self-addressed stamped envelope and a card on which you may enter the schools you wish to nominate.

Sincerely yours,

Wilbur C. Jones
Graduate Assistant

APPENDIX D

COVER LETTER SENT TO DIRECTORS OF THE SUPERIOR SCHOOLS

COLLEGE OF EDUCATION
UNIVERSITY OF OKLAHOMA
NORMAN, OKLAHOMA

February 23, 1961

Dear Director:

Your name has been suggested as a director of a superior audio-visual program. As such this is to invite you to cooperate in a study which may have significance for the improvement of audio-visual services to teachers.

In view of the rapidly expanding scope and role of instructional materials in contemporary education it seems important that the relative importance of audio-visual practices be determined. It would be of value to know for instance, what practices of the audio-visual director are considered important to the successful program. Or, what is the relative degree of importance of these practices?

The answers to these and other important questions require certain data that only you can furnish. Your responses will make a definite and important contribution to the study.

I am confident that your experience in this field will be most helpful to me in pursuing this study. Therefore I solicit your cooperation in completing the enclosed questionnaire and returning it to me at your earliest convenience. Although your questionnaire is identified, you may have my assurance that the information will be treated anonymously and confidentially.

The information that you and others will supply will be summarized and distributed to those who request it.

May I thank you in advance for giving a few moments to what I hope you will consider a mutually desirable objective.

Sincerely yours,

Wilbur C. Jones
Graduate Assistant

APPENDIX E

CARD USED BY JURY MEMBERS TO NOMINATE THE SUPERIOR SCHOOLS

Dear Mr. Jones:

I believe that the following schools
have superior Audio-Visual programs:

Approximate
Enrollment

Signed: _____

Dr. Henry R. McCarty
Director of Audio-Visual Services
San Diego County Schools
209 Civic Center
San Diego, California

QUESTIONNAIRE

THE PRACTICES, DUTIES AND RESPONSIBILITIES OF THE AUDIO-VISUAL
DIRECTOR IN SELECTED PUBLIC SCHOOL SYSTEMS OF THE NORTH CENTRAL ASSOCIATION

Purpose of the Study

The purpose of this questionnaire is to collect information which it is hoped will make it possible to identify a set of basic practices which appear to be common among audio-visual directors in school systems thought to have superior audio-visual programs.

PART ONE relates to background information and requires in most cases only a check mark for the response or a "yes" or "no" answer.

PART TWO relates to practices which might be performed directly or indirectly by the audio-visual director and requires a check mark indicating the extent of practice or performance.

Please feel free to write any comments, concerning local conditions, on the blanks that are provided, especially if you have practices which are not mentioned, yet are worthy of consideration.

City or School System _____ Name of Respondent _____

Name of School _____ Exact Title of Respondent _____

PART ONE - BACKGROUND INFORMATION

A. General Information

1. What is the administrative pattern or organization of your school?
() 6-3-3; () 8-4; () 8-6; () 6-6; () Other.
2. Is your school a public school? Yes _____ No _____
3. What is the total enrollment of your school? (Check one)
(1-1000) _____; (1001-2000) _____; (2001-3000) _____; (Over 3000) _____.

B. Personal Data

- | | | |
|------------------------|-----------------------|----------------|
| | <u>Field of Study</u> | |
| 1. Degrees Held by You | Major/Minor | Year Conferred |
| Bachelor's _____ | _____ | _____ |
| Master's _____ | _____ | _____ |
| Doctor's _____ | _____ | _____ |
2. Approximate number of hours beyond highest degree. _____ (Sem. or Quart. hrs.?)
 3. Teaching Experience. (Check one)
 _____ 1 year _____ 5 - 9 years _____ 20 - 29 years
 _____ 2 - 4 years _____ 10 - 19 years _____ 30 or more years
 4. (a) Years in school system _____ 4(b) Years in present position _____
 5. How much time do you devote to audio-visual administration and/or supervision? (Check one)
 Full time _____ 3/4 _____ 1/2 _____ 1/4 _____ Less than 1/4 _____
 6. How many years have you served in each of the following positions?

_____ Elementary Teacher	_____ Elementary Principal
_____ Secondary Teacher	_____ Secondary Principal
_____ Superintendent of Schools	_____ Counselor (high school, grade, or both)
_____ Junior High Teacher	_____ Junior High Principal
_____ School Librarian	_____ Audio-Visual Supervisor
_____ Librarian of Audio-Visual Materials	_____ Curriculum Supervisor

 Others: (Please specify) _____
 7. Do you have faculty status equivalent to that of a:

(a) Supervisor	Yes _____ No _____
(b) Principal	Yes _____ No _____
(c) Assistant Superintendent	Yes _____ No _____
(d) Curriculum Specialist	Yes _____ No _____
(e) Superintendent	Yes _____ No _____
 8. If you do not devote full time to audio-visual work, do you receive extra salary or compensation for your audio-visual duties and/or services? Yes _____ No _____
 9. If "yes", what form of compensation do you receive? (Please check)
 Hourly wage _____ Mileage _____ Percentage of basic salary _____ Other _____ (Please specify) _____
 10. Check the following professional organizations to which you belong: If an officer or past officer please indicate: (e.g. Pres., V. Pres., etc.)

Organization	Officer	Past Officer	Years of membership
_____ State Audio-Visual Coordinators	_____	_____	_____
_____ State Education Association	_____	_____	_____
_____ National Education Association	_____	_____	_____
_____ National Audio-Visual Association	_____	_____	_____
_____ Others: (Please specify) _____			

11. Please check the following activities in which you participate in addition to your teaching and/or audio-visual duties and responsibilities.
- | | Weekly or
oftener
() | Monthly or
oftener
() | Yearly or
oftener
() |
|--|-----------------------------|------------------------------|-----------------------------|
| (a) Directing AV meetings of school faculty | () | () | () |
| (b) Participating or assisting in AV workshops, AV clinics, or Panel discussion groups. | () | () | () |
| (c) Promoting the AV services by speaking before civic groups, Chamber of Commerce, etc. | () | () | () |
| (d) Working as a consultant to county film librarians or county film services. | () | () | () |
| (e) Sponsoring student audio-visual clubs or organizations. | () | () | () |
| (f) Sponsoring Camera or Photography Club. | () | () | () |
| (g) Assisting or supervising science fairs. | () | () | () |
| (h) Assisting or supervising school librarians in compiling AV materials. | () | () | () |
| (i) Others: _____ | | | |
12. Do you operate a centrally located audio-visual center equipped and furnished to serve the needs of all instructional personnel in the school? Yes _____ No _____

C. Budget and Financial Provisions

- What is the approximate per cent of your school's total instructional budget that is allocated to audio-visual materials and equipment? (E.g. This should include the budget for all AV materials and equipment and their maintenance but NOT professional salaries.) _____ Per cent.
- The annual expenditures of item 1, for audio-visual materials and equipment, exclusive of professional salaries, would be approximately \$_____ per pupil.
- Please check each of the following sources from which revenue is available for your audio-visual program:
 - ____ (a) Regular annual appropriation or allocation by the administration.
 - ____ (b) Charges for services. (e.g. filming of athletic events, renting of equipment by outside organizations. etc.)
 - ____ (c) Gifts of organizations. (PTA, Mother's Clubs, Home Rooms, etc.)
 - ____ (d) Proceeds from school carnivals or programs.
 - ____ (e) Admissions from movies shown in school auditorium.
 - ____ (f) Proceeds from sources as magazine subscriptions or candy sales, etc.
 - ____ (g) Gifts from school classes. (e.g. Senior Class Memorial, etc.)
 - ____ (h) Other: _____
 - ____ (i) _____

D. Special Services of the Audio-Visual Center (Please check "yes" or "No".)

- Does your school system operate a radio station? Yes _____ No _____
- If "yes", are you its principal supervisor? Yes _____ No _____
- Does your school system operate a television station? Yes _____ No _____
- If "yes" are you its principal supervisor? Yes _____ No _____
- Do you serve in any other educational capacity for radio and/or television stations? Yes _____ No _____
- If "yes", please describe: _____

PART TWO - PRACTICES, DUTIES AND RESPONSIBILITIES OF THE AUDIO-VISUAL DIRECTOR

This part of the questionnaire contains statements about practices, duties and responsibilities which are assumed or customarily performed by audio-visual directors. Each statement should be rated according to the three point scale which is given below.

EXPLANATION OF THE RATING SCALE:

Use a check mark (✓) in the appropriate column to indicate your judgment rating of the practices or services which have been or are being performed to a reasonable degree of consistency in your school

CODE TO RATING SCALE:

Column	
<u>Regularly</u>	(Performed as needed.)
<u>Occasionally</u>	(Performed when convenient or feasible.)
<u>Rarely</u>	(Seldom or never performed.)

Extent of Practice
or Performance

PRACTICE OR SERVICE PERFORMED BY DIRECTOR OR DELEGATED REPRESENTATIVE		Regularly	Occasionally	Rarely
EXAMPLES:				
X. Does the director see that equipment and materials are available to teachers on short notice? . . . (This service is regularly performed in many schools, as perhaps in yours, so the check mark is placed in the column indicating <u>regularly</u>)		✓		
Y. Does the director check the lesson plans of the teachers? (The multiple tasks and duties of the AV directors would make this practice to be <u>not feasible</u> . In many schools it may be performed by other personnel or not at all. Therefore this item is checked in the column indicating <u>seldom or never performed</u> .)				✓

PRACTICE OR SERVICE PERFORMED BY DIRECTOR OR DELEGATED REPRESENTATIVE

Regularly	Occasionally	Rarely
-----------	--------------	--------

A. Administrative Practices

1. Do you devote a major portion of your time encouraging and stimulating teachers to develop a high degree of audio-visual competencies?
2. Do you involve teachers in establishing criteria for the selection of audio-visual materials and equipment?
3. Do you involve teachers in the actual selection of materials and equipment?
4. Do you prepare reports for the administration on the status and needs of audio-visual services?
5. Do you assist civic and other community agencies or organizations in planning programs which utilize audio-visual materials and equipment?
6. Do you provide publicity through appropriate media about the activities and services of the audio-visual center?
7. Other: (Please specify) _____

B. Supervisory Practices

1. Do you provide for the acquisition of free and rental materials for teachers?
2. Do you provide facilities and consultative assistance to teachers and/or pupils in:
 - (a) Preparation and production of audio-visual materials?
 - (b) Planning the utilization of materials and equipment?
 - (c) Arranging preview sessions for films, film-strips, etc?
 - (d) Arranging demonstrations and/or doing demonstration teaching when invited?
 - (e) Preparation of public relations materials for your school?
 - (f) Preparation of graphic and photographic work for publications? (e.g. school annuals, school or student newspapers, etc.)
 - (g) Preparation of graphic or photographic work for the school? (e.g. pictures of teacher's classes at work, etc.)
 - (h) Photographing class activities or significant school events?
 - (i) Planning field trips?
3. Do you make available an extensive selection of audio-visual books and magazines as a professional library for teachers and other personnel?
4. If you provide facilities and opportunities for the audio-visual in-service training for teachers, do you utilize any of the following:
 - (a) Training opportunities for teachers, pupils and technical personnel in the operation and care of equipment?
 - (b) Demonstrations on preparation and uses of materials?
 - (c) Staff members from colleges in your in-service training program?
 - (d) Individual conferences with teachers on audio-visual problems?
 - (e) Assistance in locating source materials? (e.g. film catalogs, index to free films, etc.)
 - (f) Other: (Please specify) _____
5. Do you provide student operators for equipment operation in the classrooms?
6. Is clerical or technical help provided for:
 - (a) Regular checking of equipment and materials to determine that all items are serviceable and in working order?
 - (b) Making minor repairs, servicing or replacements?
 - (c) Keeping all equipment and materials readily accessible to all teachers?
 - (d) Maintaining records on equipment usage and costs?
 - (e) Maintaining materials and equipment schedules, routes and deliveries?
 - (f) Periodic inventories of equipment and materials?
 - (g) Classifying and cataloging a wide variety of materials for teachers?
 - (h) Maintaining files on community resources that lend themselves to educational purposes?
 - (i) Regular checking of sources and indexes of enrichment materials?
 - (j) Preparing handbooks for teachers which describe the services of the center?
 - (k) Keeping teachers informed of new acquisitions, materials, film confirmations and pending equipment purchases?
 - (l) Others: _____

PRACTICE OR SERVICE PERFORMED BY DIRECTOR OR DELEGATED REPRESENTATIVE	Regularly	Occasionally	Rarely
7. Maintenance Facilities Please check the appropriate blanks and ALSO check the rating of the extent of the practice in the columns at the right. (a) Does the audio-visual center have facilities and technical staff for making repairs on equipment? (1) Major repairs: Yes ___ No ___ (2) Minor repairs: Yes ___ No ___ (b) If "no", do you send equipment needing repairs or servicing to repair shops or to dealers maintaining service departments? Yes ___ No ___ (c) Other arrangements: _____			
8. Do you tape-record meetings such as: school board meetings, interviews with audio-visual specialists, PTA panel discussions, etc.?			
9. Do you tape-record commercial radio programs for distribution to teachers for utilization in their classes? (e.g. News broadcasts, President's Message, Twentieth Century, etc.?)			
10. Do you tape-record "teaching lessons" for your teachers? (e.g. foreign language, arithmetic, business education, etc.)			
11. Do you provide equipment and materials for special classes such as: (a) Special education classes? (e.g. Retarded or slow learners.)			
(b) Reading improvement classes? (e.g. tachistoscope and timing devices or reading pacers.)			
(c) Home-bound pupils? (e.g. pupils that are served by the Vocational Rehabilitation Program or any special classes that are provided for physically handicapped pupils of school age?)			
(d) Foreign Language departments. (e.g. Other THAN item 10 above.)			
C. Advisory Services (Please check any item that may apply)			
1. Do you serve your superintendent or principal as an audio-visual consultant or advisor on matters of:			
(a) Specifications of materials and equipment?			
(b) Repairing and/or servicing of equipment?			
(c) Curriculum revision and development?			
(d) Improving physical facilities of classrooms in terms of: acoustics, light control, room darkening or ventilation?			
(e) Providing information about equipment ratios and/or standards?			
(f) Organizing audio-visual surveys? (e.g. Interpretation of data, etc.)			
(g) Assignment of personnel and audio-visual staff?			
(h) Uses of audio-visual media for school publicity purposes?			
(i) Equipment and materials for librarians and curriculum supervisors?			
(j) Others: _____			

Please return to:

 Wilbur C. Jones
 College of Education
 University of Oklahoma
 Norman, Oklahoma

APPENDIX G

COVER LETTER SENT TO AUDIO-VISUAL DIRECTORS
OF SELECTED SCHOOLS

COLLEGE OF EDUCATION
UNIVERSITY OF OKLAHOMA
NORMAN, OKLAHOMA

May 5, 1961

Dear Colleague:

Your school has been selected as being representative of the North Central schools in your area. As such this is to invite you to cooperate in a study which may have significance for the improvement of audio-visual services to teachers. If you do not directly supervise the audio-visual or instructional materials services of your school will you please pass this communication to the person who does?

The study will require certain data that only you can furnish. Your responses will make a definite and important contribution to the study. Therefore I solicit your cooperation in completing the enclosed questionnaire and returning it to me at your earliest convenience. Although your questionnaire is identified, you may have my assurance that the information will be treated anonymously and confidentially.

The information that you and others will supply will be summarized and distributed to those who request it.

May I thank you in advance for giving a few moments to what I hope you will consider a mutually desirable objective.

Sincerely yours,

Wilbur C. Jones
Graduate Assistant in Education

QUESTIONNAIRE

THE PRACTICES, DUTIES AND RESPONSIBILITIES OF THE AUDIO-VISUAL DIRECTOR IN SELECTED PUBLIC SCHOOL SYSTEMS OF THE NORTH CENTRAL ASSOCIATION

Purpose of the Study

The purpose of this questionnaire is to determine the relative importance of basic audio-visual practices which are being performed or practiced in your school system.

PART ONE relates to background information and requires in most cases only a check mark for the response.

PART TWO relates to practices which might be performed directly or supervised by the audio-visual director and requires a check mark indicating the extent of practice or performance.

Please feel free to write any comments, concerning local conditions, on the blanks that are provided.

City or School System

Name of Respondent

Name of School

Exact Title of Respondent

PART ONE - BACKGROUND INFORMATION

A. General Information

1. What is the administrative pattern or organization of your school?
() 6-3-3; () 8-4; () _____ Other.
2. What is the enrollment of your school? (Check one)
(1 - 1000)____; (1001 - 2000)____; (2001 - 3000)____; (Over 3000)_____.
3. How many schools do you supervise as AV director? _____.

B. Personal Data

- | Degrees Held by You | <u>Field of Study</u>
Major:Minor | Year Conferred |
|---------------------|--------------------------------------|----------------|
| Bachelor's _____ | _____ | _____ |
| Master's _____ | _____ | _____ |
| Doctor's _____ | _____ | _____ |
2. Teaching Experience (Check one)
 _____ 1 year _____ 5 - 9 years _____ 20 - 29 years
 _____ 2 - 4 years _____ 10 - 19 years _____ 30 or more years
 3. (a) Years in School System _____. 3(b) Years in present position _____.
 4. How much time do you devote to audio-visual administration and/or supervision? (Check one)
 Full time _____; 3/4 _____; 1/2 _____; 1/4 _____; Less than 1/4 _____.
 5. How many years have you served in each of the following positions?

_____ Elementary Teacher	_____ Secondary Principal
_____ Secondary Teacher	_____ Audio-Visual Supervisor
_____ Junior High Teacher	_____ Curriculum Specialist
_____ Elementary Principal	_____ Other: _____
 6. If you receive extra salary or compensation for your audio-visual duties and/or services, what form of compensation do you receive? (Please check)
 Percentage of basic salary _____; Release of time _____; Paid salary schedule of a supervisor _____; Paid extra months in summer _____.
 7. Please check the following activities in which you participate in addition to your teaching and/or audio-visual duties and responsibilities.

	Weekly or oftener	Monthly or oftener	Yearly or oftener
(a) Directing AV meetings of school faculty	()	()	()
(b) Participating or assisting in AV workshops, AV clinics, or Panel discussion groups	()	()	()
(c) Promoting the AV services by speaking before civic groups, Chamber of Commerce, etc.	()	()	()
(d) Others: _____			

8. Do you operate a centrally located audio-visual center equipped and furnished to serve the needs of all instructional personnel in the school? Yes _____ No _____.

C. Budget and Financial Provisions

- What is the approximate per cent of your school's total instructional materials budget that is allocated to audio-visual materials and equipment? (E.g. This should include the budget for all AV materials and equipment and their maintenance but NOT professional salaries, nor TELEVISION appropriations. _____ per cent.
- The annual expenditure of item 1, for audio-visual materials and equipment, exclusive of professional salaries, would be approximately \$ _____ per pupil.
- Please check each of the following sources from which revenue is available for your audio-visual program:
 - _____ (a) Regular annual appropriation or allocation by the administration.
 - _____ (b) Gifts of organizations. (PTA, Mother's Clubs, Home Rooms, etc.)
 - _____ (c) N.D.E.A. Funds.
 - _____ (d) Other: _____

PART TWO - PRACTICES, DUTIES AND RESPONSIBILITIES OF THE AUDIO-VISUAL DIRECTOR

This part of the questionnaire contains statements about practices, duties and responsibilities which are assumed or customarily performed by audio-visual directors. Each statement should be rated according to the three point scale which is given below.

EXPLANATION OF THE RATING SCALE:

Use a check mark (✓) in the appropriate column to indicate your judgment rating of the practices or services which have been or are being performed to a reasonable degree of consistency in your school.

CODE TO RATING SCALE:

Column	
<u>Regularly</u>	(Performed as needed.)
<u>Occasionally</u>	(Performed when convenient or feasible.)
<u>Rarely</u>	(Seldom or never performed.)

PRACTICE OR SERVICE PERFORMED BY DIRECTOR OR <u>SUPERVISED BY DIRECTOR</u>	Extent of Practice or Performance		
	Regularly	Occasionally	Rarely
A. Administrative Practices			
1. Do you devote a major portion of your time encouraging or stimulating teachers to develop a high degree of audio-visual competencies?			
2. Do you involve teachers in establishing criteria for the selection of audio-visual materials and equipment?			
3. Do you involve teachers in the actual selection of materials and equipment?			
4. Do you prepare reports for the administration on the status and needs of audio-visual services?			
5. Do you provide publicity through appropriate media about the activities and services of the audio-visual center?			
6. Other: (Please specify.) _____			
B. Supervisory Practices			
1. Do you provide for the acquisition of free and rental materials for teachers?			
2. Do you provide facilities and consultative assistance to teachers and/or pupils in: (a) Preparation and production of audio-visual materials? (b) Planning the utilization of materials and equipment? (c) Arranging preview sessions for films, film-strips, etc.? (d) Arranging demonstrations and/or doing demonstration teaching <u>when invited</u>?			
3. Do you make available an extensive selection of audio-visual books and magazines as a professional library for teachers and other personnel?			

PRACTICE OR SERVICE PERFORMED BY DIRECTOR OR SUPERVISED BY DIRECTOR

Extent of Practice
or Performance

Regularly

Occasionally

Rarely

4. If you provide facilities and opportunities for audio-visual in-service training for teachers, do you utilize any of the following:
- (a) Training opportunities for teachers, pupils and technical personnel in the operation and care of equipment?

(b) Demonstrations on preparation and uses of materials?

(c) Individual conferences with teachers on audio-visual problems?

(d) Assistance in locating source materials? (e.g. film catalogs, index to free films, etc.)

(e) Other: _____

5. Are student operators provided for equipment operation in the classrooms?

6. Is clerical or technical help provided for:

(a) Regular checking of equipment and materials to determine that all items are serviceable and in working order?

(b) Making minor repairs, servicing or replacements?

(c) Keeping all equipment and materials readily accessible to all teachers?

(d) Maintaining records on equipment usage and costs?

(e) Periodic inventories of equipment and materials?

(f) Classifying and cataloging a wide variety of materials for teachers?

(g) Regular checking of sources and indexes of enrichment materials?

(h) Preparing handbooks for teachers which describe the services of the center?

(i) Keeping teachers informed of new acquisitions, materials, film confirmations and pending equipment purchases?

(j) Others: _____

7. Do you provide equipment and materials for special classes such as:

(a) Special education classes? (e.g. Retarded or slow learners.)

(b) Foreign Language departments? (e.g. Language labs.)

(c) Other: _____

C. Advisory Services (Please check any item that may apply)

1. Do you serve your superintendent or principal as an audio-visual consultant or advisor on matters of:

(a) Specifications of materials and equipment?

(b) Repairing and/or servicing of equipment?

(c) Curriculum revision and development?

(d) Improving physical facilities of classrooms in terms of: acoustics, light control, room darkening or ventilation?

(e) Providing information about equipment ratios and/or standards?

(f) Other: _____

D. Special Services of the Audio-Visual Center (Please check "yes" or "no".)

1. Does your school system operate a radio station?

Yes _____ No _____

2. If "yes", are you its principal supervisor?

Yes _____ No _____

3. Does your school system operate a television station?

Yes _____ No _____

4. If "yes", are you its principal supervisor?

Yes _____ No _____

5. Does your school use commercial TV stations or closed circuit TV for school programs?

Yes _____ No _____

6. If "yes", are you its principal supervisor?

Yes _____ No _____

7. Do you serve as a consultant in radio and TV program planning, as related to the curriculum of your school?

Yes _____ No _____

8. Does your school furnish aids, materials, films, etc. for educational TV stations?

Yes _____ No _____

9. Do you serve in any other educational capacity for radio and/or television stations?

Yes _____ No _____

10. If "yes", please describe: _____

APPENDIX I

"FOLLOW-UP" LETTER SENT TO AUDIO-VISUAL DIRECTORS

Dear Colleague:

A few weeks ago you were sent a questionnaire concerning the practices of the Audio-Visual Director. The cover letter explained that this was a research study that is being conducted by the department of Education of the University of Oklahoma. We hoped that you would assist in this study, since much of the progress that has been made in Visual Education could be attributed to professional educators such as yourself.

The response has been good. However, since the number of educators used is relatively small, your cooperation is very important. Perhaps you may have mislaid the first questionnaire, so I am enclosing a duplicate copy.

I know you are a very busy person, but the few minutes required to fill out the questionnaire will give you an opportunity to make a professional contribution to the advancement of audio-visual programs.

Your assistance will be gratefully appreciated.

Sincerely yours,

Wilbur C. Jones
Graduate Assistant

APPENDIX J

FOLLOW-UP POST CARD

Norman, Oklahoma
1961

Recently a copy of an audio-visual questionnaire was mailed to your school. To date we do not have a reply.

Since the school year is rapidly drawing to a close and since you may have lost or misplaced the questionnaire, would you please check the appropriate blank on the attached reply card and drop in the mail today?

Your cooperation is respectfully requested and appreciated.

Sincerely yours,

Wilbur C. Jones
Graduate Ass't. Education

Attention: Mr. Jones

Please check one:

☐ I have not received a copy of the questionnaire on the practices of the Audio-Visual Director.

☐ The questionnaire has been completed and mailed.

☐ I have received the copy of the questionnaire. I will forward it to the proper department with the suggestion that it be completed and mailed this week.

☐ Remarks: _____

Name: _____ School System _____

Address: _____

APPENDIX K

MEMBERSHIP OF AUDIO-VISUAL DIRECTORS WHO PARTICIPATED IN THE PILOT STUDY

1. Mr. Lindsey Campbell
Coordinator of Special Services
Sapulpa Public Schools
Sapulpa, Oklahoma
2. Mr. Clifford Costley
Director of Audio-Visual Education
Oklahoma City University
Oklahoma City, Oklahoma
3. Mr. John Long
Coordinating Director, Educational
Services, University of Oklahoma
Norman, Oklahoma
4. Dr. Mervel S. Lunn
Director of Teaching Materials Center
Oklahoma City Public Schools
Oklahoma City, Oklahoma
5. Mrs. Irene Pate McGoodwin
Curriculum Supervisor and Director
of Instructional Materials
Ardmore Public Schools
Ardmore, Oklahoma
6. Mr. Ford Michael
Audio-Visual Coordinator
Norman Public Schools
Norman, Oklahoma
7. Mr. Russell Myers, Director of
Correspondence, Extension Division
University of Oklahoma
Norman, Oklahoma
8. Mr. Richard Neptune, Director
Audio-Visual Aids Department
Lawton Public Schools
Lawton, Oklahoma
9. Dr. Glen Sizemore
Director of Audio-Visual
Services
Northeastern State College
Tahlequah, Oklahoma
10. Mr. Francis Tuttle
Superintendent of Schools
Muskogee, Oklahoma