THE ESTABLISHMENT OF A
COOPERATIVE AUDIO-VISUAL MATERIALS LIBRARY FOR NINE
SELECTED SCHOOLS IN IOWA

BY

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CHAPTER I

INTRODUCTION AND PURPOSE OF THE STUDY

Introduction

A basic assumption that audio-visual materials used properly in the classroom by a capable teacher will facilitate pupil learning by providing rich, varied and meaningful experiences for students that often cannot be obtained by other more conventional methods is widely accepted. Today almost everyone in the field of education accepts this basic assumption without hesitation. Audio-visual materials have finally come to be recognized, accepted and approved as curricular materials just as are textbooks, workbooks, typewriters, and the other more traditional teaching materials.

One author in supporting this basic assumption stated that:

Today few people publicly oppose the use of audio-visual materials in education. The change has come about not only because of successful use of audio-visual techniques in teaching the armed forces, but also because these teaching materials have accomplished remarkable results in the classrooms of the nation during the last ten years.¹

A list of the more commonly accepted results that can be achieved by the use of audio-visual materials in the classroom is given by a group of experts. When asked, "Why use audio-visual

materials?", they replied: "because audio-visual materials:

1. Help students learn more.
   ... Proved by research studies.

2. Help them remember longer.
   ... Build more permanent learning in every curricular area.

3. Provide effective stimulus to learning.

4. Make learning more concrete.
   ... Give meaning to the printed word.

5. Bring the world into the classroom.
   ... Schools can no longer be isolated from life.

6. Provide a variety of approaches to the same subject."¹

Another writer advocating the use of audio-visual materials

states:

Visual aids properly used cannot justly be regarded as supplementary learning; they are fundamental. They furnish experience; they facilitate the association of object and word; they save the pupil's time; they provide simple and authentic information; they enrich and extend one's appreciation; they furnish pleasant entertainment; they provide a simplified view of complicated data; they stimulate the imagination; and they develop the pupil's powers of observation. Visual aids may need explanations, but they do not need translators; they speak a universal language of form, color, position, and motion. They constitute one of the royal roads to learning.²

There has also been considerable research and thorough experimentation to prove the values of using audio-visual materials in the classroom.

Hoban reports:

That school movies, according to research, show a great increase in the amount of learning, both immediately and after


a lapse of three months, the increase being greater in the latter case.\(^1\) The studies of H. A. Kenny show the same result. His research shows conclusively that:

Ninth-grade science pupils who had been taught with the aid of movies tested forty per cent higher in knowledge retained after three months than a similar group of students without the pictures.\(^2\)

Otto in his textbook states:

Although the motion-picture phase of education is still quite new, experience and research suggest the nature of the contributions which films can make to the educational process. The most extensive experiment in this field, conducted by Wood and Freeman and including nearly 11,000 children in more than three hundred geography and general science classes taught by nearly two hundred teachers, in Grades 4 to 9, inclusive, and distributed in twelve cities reveals the distinct superiority of the experimental classes taught with the aid of motion-picture films.\(^3\)

Still one other writer acclaims:

Although visual education dates back to caveman wall paintings, the field represented by these groups began, for all practical purposes, after World War I. Silent motion pictures intended solely for teaching purposes were first produced at that time. By 1929 sound films were being produced, and the training experiences of the armed services in World War II brought final acceptance of the potential effectiveness of audio-visual materials and techniques in education. Today their value is taken for granted wherever good teaching occurs.\(^4\)

The writer does not believe it is necessary in this study to justify the use of audio-visual materials in the educational program.

\(^1\)H. O. Hoyde, "What Should a School Board Member Know About Instructional Aids?" The American School Board Journal, CXXI (May, 1951), 34.

\(^2\)Ibid., p. 35.


\(^4\)H. A. Moore, Jr., "Toward Greater Maturity," The Nation's Schools, L (October, 1952), 92.
This has already been done because through research:

Innumerable studies prove that in many situations teachers who utilize the methods of mass media teach more and better in a shorter period of time than those who use only the conventional method of question and answer.¹

Furthermore:

Many statistical studies prove without question that the educational product can be materially improved through intensive and planned use of audio-visual teaching materials. The amount that can be taught, the increased retention, and even the decreased absence rate of students, show savings in excess of ten per cent.²

The research of one of the branches of the armed forces also shows that:

In a U. S. Navy training film titled "Training Aids: Selection and Planning," the estimate is given that we have learned 75 per cent of what we know through the sense of sight, 13 per cent through the sense of sound or hearing, 6 per cent through the sense of touch, and the remainder through our other senses.

The importance of the sense of sight, and especially of sight and sound combined as it is in the term "audio-visual" and accounting for 88 per cent of what we know, is such that a wise administration would provide its teaching staff with adequate audio-visual resources for teaching.³

There are many other written statements that emphasize strongly the value of audio-visual materials which could be included in this study. However, three of these innumerable statements should suffice to show the wide acceptance and ever increasing value of these materials. A committee of educators agreed recently that:

In recent years there has been increased acceptance by school administrators, teachers, and the public of the fact that learning in school can be promoted very effectively by increased use of motion pictures, lantern slides, field trips, radio programs, and similar materials. ¹

Another statement was made by one of the outstanding leaders in the field of audio-visual education. This educator wrote that:

For the average practical-minded teacher or administrator an extended and detailed support of them is not necessary. The wide use made of these devices in industry and the present great movement to capitalize them in our formal educational affairs represent sufficient evidence that they have been accepted as valuable. ²

Finally, all that has been written and done proving the effectiveness of audio-visual materials can best be summarized by stating:

Serious research of the modern type in visual education made its appearance in the second decade of this century. ... Since 1918, there have been hundreds of studies involving audio-visual materials and techniques. Some of the studies have been minor in their conception and have contributed little to our general understanding. Yet, each research, small as it may have been, has assisted in documenting the field. ... Research, is no longer needed to justify the use of audio-visual materials. Further research is needed, however, about ways and means of more effective utilization. ³

More support for increased use of audio-visual materials in the classroom is given by those who state:

We have a great deal to learn about the ways of producing and using instructional materials and are challenging our own findings daily. It is clear, however, that audio-visual materials have brought a new dynamic to classroom instruction


³Harold E. op. cit., p. 70.
and that research is verifying the great influence of audio-visual materials on educational method.¹

As a result of the available research it would seem that:

Our immediate task as school teachers and administrators is not to justify the use of audio-visual materials in schools, but to catch up with the progress of other social institutions in the use of materials which have long since been justified by experiment and experience. Audio-visual materials such as movies, pictures, recordings, maps, radio, and field trips are widely used in educational programs of industry, military training, adult education, and religious education. They require no elaborate apologia to justify their wide use in schools.²

Consequently, it is quite evident and permissible to assume that audio-visual materials are essential to effective teaching, and rightfully should be included in our educational program of today.

However, the problem confronting the writer is not whether there is or is not educational value in the use of audio-visual materials, or whether everyone does or does not accept them as effective teaching aids when used properly. Instead, the writer is concerned with the problem of the many obstacles which frequently limits the extent to which audio-visual materials can be used in the classroom. Several of the most important and serious of these obstacles are:

1. What type of organization and what facilities should school administrators provide so that capable teachers will be able to use audio-visual materials effectively?³

2. Where can audio-visual materials and equipment be obtained?⁴


³Sugarman, op. cit., p. 201.

⁴Ibid., p. 201.
3. How can an adequate supply of audio-visual materials be available when the teacher desires them, and it ties in best with his or her teaching?

4. How can the audio-visual materials be secured most economically?

A general recognition of the existence of several of these obstacles is revealed by three recent surveys of audio-visual education in the state of Texas. The surveys concluded that:

From the information at hand, then, it appears that few schools are adequately equipped for the use of projection materials, and very few are equipped for the development of extensive audio-visual programs. They are especially in need of more equipment and of better facilities for getting materials and for using equipment.1

This conclusion is also supported by the results of an audio-visual survey made in the state of Minnesota.

Students of audio-visual education at the State Teachers College, St. Cloua, Minn., uncovered some surprising facts in a survey of audio-visual equipment available in a cross section of Minnesota schools. Anxious to know what equipment they could expect to have as future teachers, these students polled 704 teachers in some 30 schools and school systems, rural and urban. Here is what they learned: A great variety of audio-visual equipment is available, but it must be shared by too many teachers, and scheduling is difficult. In many of the schools, therefore, use of this vital equipment is a novelty rather than an integral part of teaching.2

Another survey shows that:

In Virginia thirty eight per cent of the answers received to a questionnaire sent to first year teachers by the Virginia Education Association reported a need for more teaching materials.3

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3J. J. McPherson, "As Personal As Possible," Educational Screen, XXXII (March, 1953), 104.
A survey of the nine Iowa schools involved in this study shows that they are encountering some of the same obstacles which curtail the use of audio-visual materials in the classroom that other schools in several states are experiencing. Thus, it is evident from the results of the foregoing surveys that some schools are experiencing difficulties that often prevent the extended use of audio-visual materials.

In summary, and as additional evidence of the limited use of audio-visual materials in many schools, the writer chose this statement:

We know enough about visual aids to increase the effectiveness of instruction in many fields at least 15 per cent. This was demonstrated twenty years ago. In spite of this, comparatively little progress has been made in the more than quarter of a century since various kinds of visual aids were adapted to use in the school. It is true that visual departments have long existed in many cities and that state and county distribution systems have been set up. It is also true that some fairly large scale demonstration programs have been tried out. It remains true, however, that the day by day instruction in most classrooms of the nation is carried on with the help of an infinitesimal amount of visual methods and materials that could be used to advantage.¹

Purpose of the Study

Many of the serious obstacles listed earlier in this study are linked with the procurement and distribution of audio-visual materials. Certainly one criterion of a good audio-visual program is that provision is made to secure and to provide the audio-visual materials that the teachers want and need in their teaching. This implies that the materials secured are the best of those available, that a wide variety of

¹Dale, op. cit., p. 530.
materials are available, and that teachers are able to make the most effective and efficient use of the materials.

The modern concept of education, with its goal the education of all American youth supports the maxim that:

Audio-visual materials should be made available when they are needed at the time they are needed. In a modern curriculum where learning experiences are developed cooperatively by teachers and pupils, it is impossible to anticipate the need for specific instructional materials very long in advance. As a result, it is important to develop libraries of materials from which teachers and pupils can obtain what they need on a very short notice. The difficulties of doing this are fully recognized but they must be overcome if audio-visual materials are to be used effectively.¹

It is the opinion of the writer that the educational values of audio-visual materials have been established satisfactorily. The task, as a result of the effectiveness of the audio-visual materials, facing modern educators is to develop and provide adequate audio-visual programs for our schools. The first and important phase of this program to be developed is the need for a better organization which will secure audio-visual materials and make them available to the teachers in the classrooms. It is in view of this task, plus the present obstacles that limit the extent to which audio-visual materials are used in our schools that the writer selected the topic of establishing a cooperative audio-visual materials library for a selected number of schools in Iowa.

The writer had the following specific purposes for making this study:

1. To find a workable plan that would overcome the obstacles that now limit the extent to which audio-visual materials are used in the selected schools in Iowa.

2. To organize, establish and put in operation a cooperative audio-visual materials library for the nine selected schools in Iowa.

3. To provide a pattern or guide that others could use or follow in establishing cooperative audio-visual materials libraries.
CHAPTER II

ADVANTAGES OF THE COOPERATIVE LIBRARY

It is well known that a good educational program is one in which the teachers are able and do use a wide variety of instructional materials. Whether the material used is a blackboard, picture, poster, map, slide, recording or film each one when used properly contributes to more effective teaching and to a more pleasant learning situation. The good teacher knows that having and using the audio-visual materials that she needs for her job skillfully can make the difference between success or failure. This difference between successful teaching and failure could often be achieved if only more teachers had ready access to a wide variety of audio-visual instructional materials, and knew how to utilize them in the classroom.

While the principles stated above are commonly known to be true, the dilemma confronting many teachers today is still this:

Education, like industry, has developed new tools. It has learned much about the type of facilities needed for effective teaching and learning. Yet today, most schools do not have ready access to an adequate supply of efficient teaching resources. If teachers are to be expected to do their best work, then they must be supplied with up to date and efficient tools, materials, and resources. ... It is rather easy to talk about what should be done to provide teachers with adequate facilities and resources. The crux of the problem is: How can a school attack the problem in a constructive manner? Too often the
smaller system feels it cannot do anything about materials or services because of budget or staff limitations. The larger system usually has made a good start toward bringing the problem into clearer focus. However, the fact still remains that most teachers do not have adequate materials and equipment to do their best work.\(^1\)

One writer, in an attempt to explain the limited use made of audio-visual materials in schools, stated:

There are these five major characteristics of audio-visual materials which act as deterrents to the more rapid extension of their use in the curriculum: (1) Many of these materials are expensive. (2) They are difficult to obtain when they can be used to best advantage; sometimes they are nearly impossible to obtain at all. (3) Expensive equipment is required for their projection. (4) This equipment requires manual skill for operation and technical skill for maintenance. (5) Some form of building modification is often necessary for the effective use of this equipment.\(^2\)

Other evidence, which shows the presence of obstacles which limit the optimum use of audio-visual materials, is the survey made by the National Education Association in 1946. This survey made by the research division of the National Education Association in 1946 is based on the results of a twenty-nine item questionnaire on audio-visual education distributed to superintendents of schools in all cities above 2,500 in population. One thousand thirty-seven questionnaires were returned, which represents a total of 11,193 schools, 208,985 teachers and 5,875,279 pupils. As one part of this survey:

The respondents were asked to enumerate any major barriers which have kept their own audio-visual programs from developing as rapidly as they should, or that have kept them from becoming

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\(^1\) A. DeBernardis, "Provide the Tools, but Don't Forget the Teacher," School Executive, LXXIII (September, 1963), 76.

as well balanced and serviceable as might otherwise have been possible.¹

The data of this survey is presented in Table 1 and the analysis of these data by the National Education Association research staff follows:

The obstacle to success named more frequently than any other was disinterest on the part of classroom teachers or inability on their part to select and use audio-visual materials in an effective way.

Second in the list of obstacles in Table 1 is the absence of a specially trained director of audio-visual education with time and facilities to make his leadership really effective.

Third in frequency of mention as a barrier to effective programs is a shortage of essential equipment.

The fourth hindrance to good work, by frequency of mention, is school buildings that make it difficult if not impossible to use audio-visual aids effectively.

Related not only to equipment shortages but also quite directly to all the other problems thus far considered is the fifth item in Table 1, "funds not available."

The last three items in Table 1—inconvenience of supply, and the attitude of the schoolboard and superintendent, respectively—seem to be of a different order from the problems that have been cited. In scattered instances these obstacles may be quite important, even the major ones that must be overcome; but generally speaking they are regarded as far less troublesome than the barriers previously considered.²

Although the summarization of the data in Table 1, made by the research division of the National Education Association, places little emphasis on the last three barriers it must be remembered that of all the schools in the cities of different sizes, the schools in cities of 2,500 - 5,000 still mentioned these last three barriers more frequently than did the schools in cities larger than 5,000. This would seem to


²Ibid., p. 165.
<table>
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<th>Major barriers</th>
<th>Total Frequency of Mention</th>
<th>Frequency of mention in cities of different sizes</th>
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<tr>
<td></td>
<td></td>
<td>Over 100,000</td>
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<tr>
<td>Teachers not interested - not prepared to make effective use of audio-visual aids</td>
<td>318</td>
<td>17</td>
</tr>
<tr>
<td>No specially trained director</td>
<td>286</td>
<td>11</td>
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<td>Essential equipment not yet purchased</td>
<td>267</td>
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<td>Buildings need extensive remodeling to adapt them to audio-visual education</td>
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<td>16</td>
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<td>Funds not available</td>
<td>259</td>
<td>22</td>
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<td>Lack of a central audio-visual agency</td>
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<tr>
<td>No convenient source for renting or borrowing audio-visual materials</td>
<td>94</td>
<td>3</td>
</tr>
<tr>
<td>Indifference of the board of education</td>
<td>54</td>
<td>5</td>
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<tr>
<td>Administrative opposition or indifference</td>
<td>30</td>
<td>3</td>
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<tr>
<td>Number of school systems naming one or more of these barriers</td>
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<td>44</td>
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indicate that the three items are more of a barrier in schools in cities of 2,500 - 5,000 than in schools located in the larger cities. Since the schools involved in this study are located in cities between 2,500 - 5,000 or less, the writer believes that these three barriers are rather significant and that they must be overcome before optimum use of audio-visual materials can be achieved in these schools.

In view of the results of the research above, and from experience as a teacher, the writer holds the opinion that many teachers are unable to use a wide variety of audio-visual instructional materials today. This is usually because the materials are not available when desired; they cannot keep the materials long enough; they are too expensive; the physical inadequacy of their classrooms, or the factor that requires teachers to schedule these materials so far in advance. These are only a few of the factors that can often limit the use of audio-visual materials in our schools. Consequently, it would seem that if widespread and effective use of audio-visual materials is to be achieved a well-organized and workable plan must be found to overcome these obstacles.

This workable plan to be successful involves the "4R's". The "4R's" of a school's audio-visual educational program are to make sure that the:

Right materials and equipment get to the right place at the right time, and see that they are used in the right way.1

The writer believes that schools could overcome many of those obstacles listed earlier, and could more often provide the various

1McPherson, op. cit., p. 4.
audio-visual materials at the right place at the right time if they
would join together and establish a cooperative audio-visual materials
library for their own use.

The cooperative audio-visual materials library has many ad-
vantages to offer the smaller schools in Iowa. Two of its principal
advantages are economy and availability of the audio-visual materials.
A close look reveals:

1. From the standpoint of procurement, the cost of an adequate
collection of educational films, slides, recordings, tapes
and other audio-visual materials is beyond the financial
ability of most individual schools. Yet, a number of schools
joining together could overcome this financial burden.
Certainly the cost of transportation, correspondence, and
the time and effort necessary for teachers to order and return
materials would be reduced by cooperative ownership of the
materials.

2. Availability of the audio-visual materials to the classroom
can also be listed as an advantage. It is known that the
farther removed the materials are the more difficult it
becomes for the borrower to get exactly what he needs when
he wants it. The cooperative library also reduces the un-
certainty of whether the audio-visual materials will arrive
on time.

One writer in supporting the cooperative plan stated that:

Any audio-visual distribution program that aims to have the
materials as near to the classroom as is feasible is educationa-
ly sound.1

There are other advantages of purchasing audio-visual materials
cooperatively with other schools. Encyclopedia Brittanica, Inc., lists
the following advantages for purchasing films this way:

1. With only ten or fifteen member schools, each school may have
the right film, at the right time in the teaching unit and re-
use of the film several times during the year.

1W. R. Fulton, "Oklahoma Is Ready," Educational Screen, XXX
(April, 1961), 138.
2. Money formerly used for rentals can be used to build the basic classroom film library. Proper use of a few films brings more satisfactory results than poor use of the showing of many unrelated or biased films.

3. No more guessing or chances on film quality. Films are professionally created to be used by teachers as an integral part of the school curriculum. They are authentic, and as they deal with fundamentals, they do not get out of date. Films can be used several times each year by the member schools.

4. "Block" or far-in-advance booking is not required. Schools can schedule films to meet their individual requirements. Teachers cannot always predict months in advance the exact date a certain film will be applicable or needed in a unit.

5. Since all users of the films are owners, cooperative library films are carefully and thoroughly used by each participating owner and will last for ten or twelve years with proper care.

6. Films are available long enough for required showing in different classes and buildings. The longer period of use makes the visual program more flexible, eliminating "must show" and "ship day". And, of vital importance, films are available for previewing and preparation by the teachers.

7. The administrative and service policies are under the direct supervision of the owners of the film—members of the cooperative and may be adjusted to meet the local individual teaching needs of its member schools.

8. After two years membership, additional classroom films may be added by all schools participating in the program. In six years a sixty film subject cooperative library will have grown to one hundred and eighty subjects without increasing the yearly budget of its members.¹

Other writers in speaking of the advantages of the cooperative audio-visual materials library have stated:

If these aids are purchased and placed in a central library, the aid can be used repeatedly, and used exactly at the time when it is needed. Teachers will also have time to preview and audition

materials carefully. It is not necessary to place orders early in the year, and therefore more flexibility in the classroom is possible.¹

Finally, one of the outstanding writers in this field, in advocating audio-visual programs of this kind stated:

Without waiting for the development of statewide programs to take shape, many county school systems have set up well organized audio-visual programs. Some educators maintain that such an administrative unit is more efficient than a state unit because it is compact and provides for a more effective utilization of materials. It is also more efficient for small schools to pool their resources than to try to purchase or rent their materials individually. Kern County, California, has a functioning program that may serve as a pattern for county organization.

In many respects the Kern County unit is a model organization. It maintains a library large enough that the teachers of the county can easily get the materials they need when they need them. The program includes an adequate staff, provisions for in-service training of teachers in the proper use of materials, teacher assistance in the evaluation of materials, and a reasonable budget.²

Thus, the advantages that have been listed show that through the cooperative library, the audio-visual materials are more economical for the individual school, simple to order, and are within easier reach of the classroom. These advantages should give emphasis to the need for the establishment of cooperative audio-visual materials libraries.

Successful Cooperative Libraries Already in Operation

The successful cooperative audio-visual materials libraries now in operation in Iowa and other states give support and actual proof that the advantages listed of this kind of a library can be attained.


Scattered throughout the United States are groups of schools which have united in the purchase and distribution of teaching materials. Under this plan small school systems and isolated rural schools can provide the latest and most effective audio-visual materials at small cost.¹

No one knows accurately the exact number, or just how many cooperative audio-visual materials libraries there are in operation in all of the states in the United States at the present time. However, as early as 1949, a survey was made:

Using a mailing list provided by the United States Office of Education, letters were sent to the chief state school officers in each of the forty eight states requesting information about the location of any county or area cooperative audio-visual programs. Forty four replies were obtained, eighteen of which indicated that no such projects were in operation.²

According to the results of this survey cooperative audio-visual materials libraries were found in eleven different states in the United States. The states included were: Arizona, Utah, New Mexico, Texas, Missouri, Mississippi, Alabama, Pennsylvania, New Jersey, New York and Massachusetts. Twenty eight states reported they had county audio-visual programs. The states included in this group were: Washington, Oregon, California, Utah, Colorado, Texas, Oklahoma, Louisiana, Arkansas, Missouri, Iowa, Minnesota, Wisconsin, Illinois, Michigan, Indiana, Kentucky, Tennessee, Alabama, Florida, Georgia, North Carolina, Virginia, West Virginia, Delaware, New Jersey and New York. While the results of this survey may be inaccurate or obsolete, it does provide a general picture which shows that a large number of states in the United States have developed audio-visual programs for their schools using either the cooperative or county-unit approach.


²Lloyd J. Cartwright, "The County Film Library," See and Hear, VI (April, 1961), 21.
The state of California claims to be the pioneer in the field of cooperative audio-visual libraries. Records show and claim the following:

The schools of Kern County, California, have been operating a highly successful cooperative film library for the last ten years. Several city school systems in the United States have developed larger audio-visual libraries, and some of these libraries are three or four times as old, but as far as is known the Kern County Teaching Aids Library was the pioneer among cooperatively supported audio-visual libraries and stands today as one of the largest of its kind in the nation.

Starting in 1939 with a single projector and one lone film on the subject of music (both of which were restricted to use by the music supervisor) the library has grown to include 2,322 reels of motion picture film (1,486 titles), 1,621 filmstrips, 3,616 slides, 994 records and transcriptions, and comparable numbers of other audio-visual teaching materials.¹

In other states, Illinois and Wisconsin have made considerable progress in establishing cooperative audio-visual libraries. According to the Director of Audio-Visual Education, State of Illinois, twenty five counties in that state have already established cooperative film libraries. In Wisconsin, the Director of the Bureau of Audio-Visual Instruction reports that during the past several years he has assisted school people in outlying areas of Wisconsin in establishing this type of audio-visual library.

In Massachusetts:

Clyde E. Riley, director of audio-visual aids at Westboro, Massachusetts, has brought together a group of small schools in Worcester County for the purpose of starting a cooperative film library.

According to his plan, each school will purchase one hundred dollars worth of films each year.

¹Oreon Keeslar, "The Evolution of a Cooperative Film Library," The Nation's Schools, XXXVII (June, 1951), 78.
Two meetings are to be held each year, one in the spring to determine the films to purchase, which must be done before September first of the next fall and the other meeting in September to arrange the schedule for the year. Each school may choose its own films but must make the information known to prevent duplication. The chief advantages are that each film may be used at a school for a period of at least two weeks and only six schools will be using each film during the year. There are other advantages which favor such an organization. By purchasing one hundred dollars worth of films each school has the use of at least six hundred dollars worth of films and yet still owns its own. Each school may plan in advance for the extended use of each film.\textsuperscript{1}

The state of New York, particularly Nassau County, has a successful cooperative audio-visual library. Here:

Eleven years ago several of the schools of Nassau County, were having difficulty in obtaining films when they wanted them. To offset this in part, ten schools formed a cooperative film library which is housed in the Hempstead High School, Hempstead, New York.\textsuperscript{2}

The state of Iowa, too, has had its leaders supporting the cooperative audio-visual library movement. Several counties, for example, Carroll, Polk, Guthrie, Pocahontas and Humboldt county schools have in recent years established successful cooperative audio-visual libraries.

For example, the Tri-Valley Film Cooperative Library, which the writer had the opportunity of investigating, was established in 1948. This library has a membership of eleven schools located in Pocahontas, Kossuth, Wright and Humboldt counties in Iowa. The library is centrally located in Dakota City, Iowa, where the films and other audio-visual materials are housed in the Office of the Humboldt County Superintendent

\textsuperscript{1}E. Ress, "Starts Cooperative Film Library," \textit{Educational Screen}, XXVII (January, 1948), 34.

of Schools. The principal purpose of the organization was the co-operative purchasing and use of classroom films. The library was also established for the following two-fold purpose:

1. It would be more economical - Member schools would have ownership and access to a greater number of films and visual materials for less money per school.

2. It would serve an educational purpose - Representatives of the member schools believed the quality of audio-visual materials, particularly films, would improve through their selection of the materials. They also felt that the library would permit teachers in the member schools to receive the materials they wanted when they needed them.

This particular library of eleven schools, approximately all equal in size, on the basis of student enrollment, began operation in 1948 with each school contributing two hundred dollars. Each school agreed to submit two hundred dollars a year for three consecutive years, and then following the three year period only fifty dollars a year per school would be submitted. The library began its purchase of films on a lease-to-own plan. Today, six years since its beginning, the library claims ownership of one hundred and sixty-seven 16mm sound films, plus a small amount of strip film. Not only has this library been successful because it has grown in volume, but because actual experience has shown clearly the value of cooperative effort in expanding the use of audio-visual materials in their schools.

Other schools that have formed a cooperative audio-visual library and speak of its success are:

The elementary schools of the first supervisory district of Erie County, New York, who have maintained a cooperative audio-visual library for only one year agree that success has been established in that:
1. The ownership of significant teaching films has been made possible for the enrichment of the curriculum.

2. This ownership has been negotiated at nearly rental costs.

3. Delays and other inconveniences have been eliminated.

4. Because the film library serves four schools, many industrial firms have been most willing to provide prints of their films on a permanent loan basis.¹

A successful cooperative film library was established nine years ago near the city of Plainfield, New Jersey. It seems that:

Until nine years ago seven small school districts surrounding Plainfield tried without much success to maintain adequate film libraries for their audio-visual programs. Then the supervising principals of these districts obtained the cooperation of their schoolboards and organized a central film library with each district providing as many films as the respective school budgets would permit.

The library was formed to care for the needs of small school districts in the vicinity of Plainfield (a city of 40,000 that is able to maintain its own library and is therefore not a member of the cooperative library), which were unable individually to provide films for a good audio-visual program in the various schools.

Three counties are represented, because the school districts having this common problem happen to be near the junction of Middlesex, Union, and Somerset counties. This is important to mention only because in New Jersey, as elsewhere, schools tend to some degree to affiliate on a county basis. But the successful operation of this library shows that there is no reason why county lines should not be overlooked where and when school districts face the common need of a good film library.

Many small school districts can enjoy the advantages of a good educational library by cooperating with other districts and by pooling of their resources.

We have experienced much less difficulty than anticipated and much more by way of educational service and satisfaction than expected.²

¹D. J. Murphy, "Elementary Schools Establish Their Own Audio Visual Library," The American School Board Journal, CXXXIII (August, 1951), 39.

²C. A. Roos, "A Cooperative Film Library," The Journal of the National Education Association, XXXVII (December, 1948), 625.
Finally:

The film library in Pierce County, Washington, was organized in 1940 to provide good visual materials for the cooperating schools when they want them.¹

After considering its advantages, checking the number of states with counties and schools now having successful libraries of this type, and remembering that it is not a cure-all, or a panacea free from all weakness, it would seem as though the cooperative audio-visual materials library is a decisive, logical and sound method of alleviating or overcoming the various obstacles which now limit the use of audio-visual materials in the classrooms of many of our schools.

CHAPTER III

ANALYSIS OF THE NINE SELECTED SCHOOLS AND THEIR USE
OF AUDIO-VISUAL MATERIALS

Almost everyone is familiar with the question, "It is impossible to do a good job unless one has good tools." This oft-spoken adage certainly applies to teachers and teaching.

Most jobs require some tools. The better the tools for the job, the better the job can be done. Teaching and learning require tools. Some of the important tools for these purposes are usually called "instructional" materials.

Another authority states:

Modern education, like modern industry, has found new tools, methods, and techniques to aid it in doing a more effective job. Today, thanks to scientific invention, the teacher has available for classroom use a variety of teaching aids which seldom found their way into the school of yesterday. Motion-picture films, slides, radio, illustrated books, models, exhibits, recordings, dioramas, filmstrips, and posters are but a few of these new materials now found almost everywhere.

In order that these teaching aids may be on hand in the classroom at the precise moment when they are needed, it is necessary to provide a pattern of organization which will select, purchase, advertise, circulate, pick up, repair, and do whatever else may be necessary to get maximum educational benefit out of these important elements in the teaching process.

Any good learning program today requires not only competent, but also capable teachers who know how to utilize a variety of audio-

1 W. D. Coecking, "Tools for Learning," The School Executive, LXXIII (September, 1953), 73.

visual and other instructional materials. It cannot be emphasized too strongly that teachers today must have these teaching tools and that they know how to utilize them. It is also essential that school administrators know how well their schools are providing these effective tools of learning, and if their staffs are using them skillfully.

Therefore, in initiating a new audio-visual program, it seemed advisable to first obtain information on what use the nine selected schools are making of audio-visual materials at the present time. Consequently, the first step taken in planning the new audio-visual cooperative library was to investigate the problem of: "What are the nine schools doing now?" This information would give a picture of the existing practices and equipment, strong and weak phases of each individual program, and would reveal the adequacy of the audio-visual program in each of the selected schools. The survey would also determine for the writer whether there was any interest in the nine neighboring schools in forming a cooperative audio-visual materials library.

The writer in securing this information was particularly interested in knowing:

1. How well were the nine individual schools providing their teachers with audio-visual materials?

2. Whether there were factors restricting the use of these instructional tools in the nine schools?

3. How much each school was spending each year for this type of teaching aid?

4. Could their teachers make use of more audio-visual materials in their classrooms if they were available to them?
Answers to these and other questions were secured by a questionnaire completed by the administrators in each of the nine selected schools. Upon return of the nine completed questionnaires the information received was assembled and tabulated. 1

The survey of the audio-visual programs in each of the nine individual schools reveals some satisfying aspects, but in general, it shows clearly the need for improving the practices in the use, procurement, distribution, and financing of audio-visual materials.

One of the first and more satisfying findings revealed by the survey was that the teachers in a majority of the nine schools, as reported by the administrators, were using audio-visual materials frequently in connection with their teaching. Table 2 shows how extensively audio-visual materials are used by the teachers in each of the nine selected schools. This table also shows that of the nine schools in the survey, five reported their teachers used audio-visual materials frequently, and four indicated they were used occasionally in their teaching. No school checked that audio-visual materials were seldom or never used. While this finding is encouraging, it seems to be a paradox. After considering several other findings later in the survey, such as the small amount of audio-visual equipment and the meager financial assistance given for audio-visual materials in several of the nine selected schools, the writer questions the frequent use of audio-visual materials as reported.

Another satisfying aspect revealed by the survey was that all nine school administrators believed that audio-visual materials were

1 See Appendix, p. 84.
TABLE 2

FREQUENCY OF USE OF AUDIO-VISUAL MATERIALS BY TEACHERS IN THE NINE SELECTED IOWA SCHOOLS IN 1952-1953

<table>
<thead>
<tr>
<th>School</th>
<th>Number of Teachers</th>
<th>Degree of Use of Audio-Visual Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Frequently</td>
</tr>
<tr>
<td>A</td>
<td>41</td>
<td>X</td>
</tr>
<tr>
<td>B</td>
<td>54</td>
<td>X</td>
</tr>
<tr>
<td>C</td>
<td>11</td>
<td>X</td>
</tr>
<tr>
<td>D</td>
<td>30</td>
<td>-</td>
</tr>
<tr>
<td>E</td>
<td>22</td>
<td>-</td>
</tr>
<tr>
<td>F</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td>G</td>
<td>12</td>
<td>X</td>
</tr>
<tr>
<td>H</td>
<td>11</td>
<td>X</td>
</tr>
<tr>
<td>I</td>
<td>19</td>
<td>-</td>
</tr>
</tbody>
</table>

effective teaching aids to be used in the classroom. It was understood that this was true when the audio-visual materials were properly used. This finding would support the statement:

Throughout the nation today, more and more teachers, supervisors, and administrators are coming to realize the benefits derived from the proper use of audio-visual aids.¹

One other encouraging finding revealed by the responses in the questionnaire was the wide interest shown in establishing a cooperative

¹Parker, op. cit., p. 41.
audio-visual materials library. Here again, the administrators of all the nine schools indicated that they were interested in joining a co-operative plan whereby several neighboring schools together selected and purchased audio-visual materials for their own use.

Although there were several promising and satisfying aspects, the survey also revealed a number of discouraging practices and less desirable conditions. One of the first of several discouraging findings pertained to the availability of audio-visual materials in the nine selected schools. The responses showed that the teachers in seven of the nine schools would make use of more audio-visual materials if they were more readily available to them. Comments made by various teachers in other research studies can explain more fully and give a better understanding of what all is included in the availability or non-availability of audio-visual materials. In describing the non-availability of audio-visual materials at the time desired as a reason for not using the aids, Chapman listed the following comments:

A business education teacher commented: "I feel the greatest weakness lies in the fact that the aid is not available at the time when it could be used to the best advantage". And a vocational homemaking teacher writes: "Materials came at the wrong time for maximum value to the class". The best description comes from an English teacher who said: "We have on order 'Patrick Henry's Speech', but we must take it when it comes, though the material may or may not have been presented. Also, there are other selections that would have been amplified had the film been available during that time."¹

Continued failure on the part of the seven school administrators to make the audio-visual materials more readily available to their teachers is

jeopardizing the instruction and education being received by the boys and girls in their respective schools. It is quite clear that a way should and must be found by these school administrators to alleviate this unfortunate and serious condition.

The responses to the questionnaire also tended to verify the opinion of the writer that there are other obstacles limiting the extent to which audio-visual materials are used in our schools. A recognition of the existence of these "stumbling blocks" was evident in the returns. Table 3 shows the obstacles limiting the use of audio-visual materials in the nine selected schools. The administrators in the nine selected schools checked the following factors, as shown in Table 3, as obstacles limiting the use of audio-visual materials in their schools. Table 3 shows that:

1. Seven of the nine school administrators felt that audio-visual materials were too expensive.

2. Five of the nine school administrators indicated that audio-visual materials are not available when needed.

3. Four of the nine school administrators said present school building and classrooms not equipped or fitted for the use of audio-visual materials.

4. Three of the nine school administrators indicated that teachers do not know how to use the materials.

5. One of the nine school administrators felt that audio-visual materials are of poor quality.

6. One of the nine school administrators listed another factor, that of not enough time to get everything done in the time allotted of a normal school day.

The results show that over two-thirds of the administrators of the nine individual schools feel that audio-visual materials are too
### TABLE 3

OBSTACLES LIMITING THE USE OF AUDIO-VISUAL MATERIALS IN THE NINE SELECTED IOWA SCHOOLS IN 1962-1963

<table>
<thead>
<tr>
<th>School</th>
<th>Number of Students</th>
<th>Materials Too Expensive</th>
<th>Materials Not Available When Needed</th>
<th>School Building and Classrooms Not Equipped</th>
<th>Teachers Do Not Know How to Use Materials</th>
<th>Materials Are of Poor Quality</th>
<th>Not Enough Time in the School Day to Use Them</th>
<th>Other Obstacles</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>812</td>
<td>-</td>
<td>x</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>&quot;</td>
</tr>
<tr>
<td>B</td>
<td>919</td>
<td>x</td>
<td>-</td>
<td>x</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>&quot;</td>
</tr>
<tr>
<td>C</td>
<td>192</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>&quot;</td>
</tr>
<tr>
<td>D</td>
<td>710</td>
<td>x</td>
<td>x</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>&quot;</td>
</tr>
<tr>
<td>E</td>
<td>421</td>
<td>x</td>
<td>-</td>
<td>x</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>&quot;</td>
</tr>
<tr>
<td>F</td>
<td>120</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>-</td>
<td>-</td>
<td>&quot;</td>
</tr>
<tr>
<td>G</td>
<td>205</td>
<td>x</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>&quot;</td>
</tr>
<tr>
<td>H</td>
<td>190</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>-</td>
<td>&quot;</td>
</tr>
<tr>
<td>I</td>
<td>408</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>x</td>
<td>&quot;</td>
</tr>
<tr>
<td>Total</td>
<td>3,977</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
expensive, and over one-half of them indicated they have difficulty in getting the audio-visual materials when needed. In the light of this information, plus consideration of the advantages of the cooperative audio-visual materials library listed earlier in this study, it would seem that some improvement in the provision, cost and availability of the audio-visual materials in each of the individual schools could be achieved by joining together and establishing a cooperative audio-visual materials library.

The writer has this opinion because: (1) the two principal advantages of the cooperative audio-visual materials library for the individual school are economy and availability of the audio-visual materials, and (2) the two principal obstacles limiting the use of audio-visual materials in the nine selected schools are the factors of the materials being too expensive, and that they are not available when needed. Consequently, the writer suggests that the administrators of the nine schools give careful consideration of eliminating the principal obstacles they face individually by forming a cooperative audio-visual materials library.

Further analysis of the responses shows another somewhat discouraging condition. The need for more audio-visual equipment in some of the nine schools is evident. Table 4 shows the student enrollment and the amount of designated audio-visual equipment each school had at the time of the survey.

Table 4 reveals that a number of the nine schools are still without certain pieces of audio-visual equipment considered essential to an
### TABLE 4

STUDENT ENROLLMENT AND AMOUNT OF DESIGNATED AUDIO-VISUAL EQUIPMENT IN EACH OF THE NINE IOWA SCHOOLS IN 1952-1953

<table>
<thead>
<tr>
<th>School</th>
<th>Student Enrollment</th>
<th>16mm Sound Projector</th>
<th>2 x 2 Strip Film Projector</th>
<th>3(\frac{1}{2}) x 4 Strip Film Projector</th>
<th>Opaque Projector</th>
<th>Magnetic Recorder, Tape</th>
<th>Magnetic Recorder, Wire</th>
<th>Radio</th>
<th>Television Set</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>812</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>919</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>D</td>
<td>710</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
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<tr>
<td>E</td>
<td>421</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<td>1</td>
<td>0</td>
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<td>G</td>
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<td>0</td>
</tr>
<tr>
<td>H</td>
<td>190</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>408</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>
adequate audio-visual program. Table 4 shows that:

1. Five schools still do not have an opaque projector.
2. Four schools still do not have a magnetic recorder, wire or tape model.
3. Two schools still do not have a strip film projector.
4. One school still does not have a school owned radio.

While several of the nine schools failed to have the minimum equipment necessary for an adequate audio-visual program, it was encouraging to find that all nine schools did provide a 16mm film projector, and that one of the schools already owned a television set.

The findings showing the amount of audio-visual equipment in each of the nine schools, as listed in Table 4, are even more alarming when compared to the minimum audio-visual equipment necessary for a beginning instructional aids program as recommended by the authorities.

Probably the best standards which have yet been set up for minimum audio-visual needs are those outlined by a committee on visual aids of the American Council on Education. It lists the following pieces of equipment:

1. One 16mm sound projector for every 200 students, or one per building where enrollment is less than the number specified
2. One film strip projector for every 200 pupils, or one per building where enrollment is less than the number specified
3. One (2x2) projector for every 400 students (or one per building where enrollment is less than the number specified)
4. One (3\(\frac{1}{2}\)x4) projector per 400 students or (one per building where enrollment is less than the number specified)
5. One set of 35 stereoscopes for every 400 elementary pupils, or one per building where enrollment is less than the number specified
6. One opaque projector for each school

7. One table type radio for each classroom

8. One two-speed, portable 16-in. transcription player (complete with speaker) for each 200 students, or one per building where enrollment is less than 200

9. One microphone for use with playback or projector for each school

10. Wall type screens or suitable projection surface for each classroom, or one per building where enrollment is less than 200.

The following additional equipment is desirable:

1. Sound film strip projector

2. One wire or tape magnetic recorder

3. A sixteen-inch disc recorder

4. A central sound system

5. A portable public address system

6. Additional microphones

7. Photographic equipment

8. Kits for making lantern slides

9. Overhead projector

10. Microfilm reader and micro-projector

11. Maps and globes for every classroom

12. Radios equipped for both AM and FM reception.  

While it is discouraging to find several of the nine schools still without certain pieces of essential audio-visual equipment, if a comparison is made of the recommended audio-visual equipment and the equipment listed in Table 4 it also will be discovered that several of

\[1\text{kinder, op. cit., p. 544.}\]
the nine schools have too little equipment in proportion to their
student enrollment. This condition, unless improved or changed, is
as serious as the program which does not have certain essential pieces
of audio-visual equipment as recommended.

Another of the discouraging findings, as revealed by the
questionnaire, concerns the financial support given the audio-visual
programs in the nine selected schools.

Audio-visual instruction, the same as other phases of the
school program, thrives or stagnates according to the amount of
money that is put into it.1

It is evident, from the results of the survey, that there is
a need for improved financing practices in several of the nine schools.
The writer feels that a number of the nine schools are budgeting, and
also spending too little, to provide teachers with sufficient audio-
visual materials and equipment necessary for an effective teaching
program. Educators writing on the financing of audio-visual programs
state:

Experience has shown that your audio-visual program should
have a budget of its own. In this way funds to carry out the
audio-visual program for the year will be assured. The budget
makes the audio-visual program definite and purposeful, and helps
assure steady progress toward the ultimate long-range program.2

Another outstanding educator states:

At a national meeting of the Department of Audio-Visual
Instruction of the National Education Association held in
Atlantic City, New Jersey, February 26 to March 2, 1950, a
panel discussion of audio-visual budgets by directors of audio-

1Audio-Visual Education in City-School Systems, National
Education Association Research Bulletin XXIV, No. 4 (Washington, D. C.;

2Parker, op. cit., p. 38.
visual education and school superintendents brought out the fact that a minimum audio-visual program would cost about $50.00 per teacher and a good program about $150.00 per teacher.¹

Since the writer stated earlier that there was a need for improved financing practices in several of the schools, it would seem wise to discover what budgetary provision is made in each of the nine schools. Table 5 shows the amount budgeted for audio-visual materials and equipment for the year 1952-1953 in each of the nine schools. The column heading "Budget Amount for Materials" in Table 5 includes all expenditures made for rental fees on films, tapes, recordings or other visual materials, the purchase of new strip films, slides, recordings or tapes, and the cost of postage for the correspondence and transportation of films, slides, recordings or tapes during the year 1952-1953.

If the data in Table 5 is compared with the statements of the audio-visual experts concerning sound financing practices for an audio-visual program it would show that several schools, particularly schools E and F, are failing to budget adequately for a satisfactory audio-visual program.

Another phase of the financial program in which the writer was interested in securing information was the amount of money actually spent during the year 1952-1953 by each of the nine schools for audio-visual equipment and materials. Table 6 shows the amount of money spent on a per pupil basis by each school during 1952-1953 for audio-visual equipment and materials.

¹Kinder, op. cit., p. 556.
<table>
<thead>
<tr>
<th>School</th>
<th>Number of Teachers</th>
<th>Student Enrollment</th>
<th>Budget Amount</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>For Materials</td>
<td>For Equipment</td>
</tr>
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<td>A</td>
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<td>812</td>
<td>$300.00</td>
<td>$200.00</td>
</tr>
<tr>
<td>B</td>
<td>54</td>
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<td>192</td>
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<td>-</td>
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<td>D</td>
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<td>I</td>
<td>19</td>
<td>408</td>
<td>300.00</td>
<td>-</td>
</tr>
</tbody>
</table>
### Table 6

<table>
<thead>
<tr>
<th>School</th>
<th>Student Enrollment</th>
<th>Expenditure for Materials</th>
<th>Total Expenditure</th>
<th>Per Pupil Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>812</td>
<td>$110.32</td>
<td>$629.52</td>
<td>$0.78</td>
</tr>
<tr>
<td>B</td>
<td>919</td>
<td>400.00</td>
<td>600.00</td>
<td>0.65</td>
</tr>
<tr>
<td>C</td>
<td>192</td>
<td>75.00</td>
<td>170.00</td>
<td>0.89</td>
</tr>
<tr>
<td>D</td>
<td>710</td>
<td>413.61</td>
<td>698.61</td>
<td>0.98</td>
</tr>
<tr>
<td>E</td>
<td>421</td>
<td>125.00</td>
<td>300.00</td>
<td>0.30</td>
</tr>
<tr>
<td>F</td>
<td>120</td>
<td>50.00</td>
<td>250.00</td>
<td>2.50</td>
</tr>
<tr>
<td>G</td>
<td>205</td>
<td>30.00</td>
<td>105.00</td>
<td>0.51</td>
</tr>
<tr>
<td>H</td>
<td>190</td>
<td>70.00</td>
<td>240.00</td>
<td>1.26</td>
</tr>
<tr>
<td>I</td>
<td>408</td>
<td>280.00</td>
<td>280.00</td>
<td>0.69</td>
</tr>
</tbody>
</table>
The significance of the data as listed in Table 6 is more clearly shown when compared with current research on school expenditures for audio-visual education. One of the more recent and comprehensive studies on current audio-visual budgets was made by a committee of educators of the See and Hear magazine.

The magazine See and Hear has gathered a considerable amount of data on current audio-visual budgets. Representative schools, from various geographical areas and varying sizes, report the following expenditures per pupil for the 1950 school year.

<table>
<thead>
<tr>
<th>City</th>
<th>Expenditure ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burbank, California</td>
<td>2.00</td>
</tr>
<tr>
<td>Mendocino County, California</td>
<td>1.10</td>
</tr>
<tr>
<td>Santa Clara County, California</td>
<td>1.15</td>
</tr>
<tr>
<td>Pueblo, Colorado</td>
<td>.80</td>
</tr>
<tr>
<td>Westport, Connecticut</td>
<td>4.31</td>
</tr>
<tr>
<td>Freeport, Illinois</td>
<td>3.57</td>
</tr>
<tr>
<td>Glencoe, Illinois</td>
<td>2.00</td>
</tr>
<tr>
<td>Gary, Indiana</td>
<td>1.50</td>
</tr>
<tr>
<td>Sullivan, Indiana</td>
<td>2.62</td>
</tr>
<tr>
<td>Davenport, Iowa</td>
<td>2.00</td>
</tr>
<tr>
<td>Lexington, Kentucky</td>
<td>.75</td>
</tr>
<tr>
<td>Dearborn, Michigan</td>
<td>1.51</td>
</tr>
<tr>
<td>New Castle, Pennsylvania</td>
<td>1.48</td>
</tr>
<tr>
<td>Oak Ridge, Tennessee</td>
<td>2.82</td>
</tr>
<tr>
<td>Dallas, Texas</td>
<td>1.00</td>
</tr>
<tr>
<td>El Paso, Texas</td>
<td>1.31</td>
</tr>
<tr>
<td>Tacoma, Washington</td>
<td>1.70</td>
</tr>
<tr>
<td>Green Bay, Wisconsin</td>
<td>2.17</td>
</tr>
</tbody>
</table>

The budgets for audio-visual education for the eighteen cities above should be studied carefully. They range from $0.15 to $4.31 with a mean expenditure of $1.83 per pupil. The range for these same cities ten years ago was from no expenditure to $1.00 with a mean of $0.57. Although substantial progress has been made, the mean of these cities is still much below the minimum suggested by Miss Helen H. Seaton, Executive Secretary of the Committee on Visual Aids of the American Council on Education. Miss Seaton states, "One percent of the annual per pupil cost is suggested as a minimum operating figure for the audio-visual program."

1Ibid., p. 555.
Other current research on the financing of audio-visual programs shows that:

In 1945, the Educational Film Library Association appointed a national committee to make a survey of existing budget practices as regards audio-visual education. The report included data from the following institutions: fourteen city school systems, two county school systems, one state department of education, four public libraries, and seven colleges and universities. Mr. Frye, reporting for the committee, said:

One of the most revealing, if not sorry, pictures is seen in the amount of money spent per teacher. Table A shows that the amount of money spent per teacher varies from $2.00 to $18.75. If we break this down to a per pupil basis and use the figure of "30" as the average enrollment, we know that then the annual expenditure varies from 6½ cents to 60 cents. Those of us who have been confronted by operational budgets which include purchase and maintenance know that 60 cents per pupil is a niggardly allowance.¹

A superintendent of schools in Kern County, California, in an article on school expenditures for audio-visual education states:

We cornered a group of audio-visual supervisors and directors and asked them what a good audio-visual program might be expected to cost per pupil. After they recovered from their astonishment that an administrator was asking this question, they admitted that they felt that from $1.00 to $1.50 per pupil should be budgeted for audio-visual materials alone, and that the services of the audio-visual aids center should be such that these materials might be distributed in an efficient manner.²

This same superintendent in discussing the cost of the audiovisual program in Kern County, California, stated:

Since we know only too well in Kern County that we are not providing much in the way of an audio-visual program, we cannot subscribe to any school of thought which maintains that satisfactory audio-visual services can be furnished for much less than $3.00 per ADA. In fact, we are inclined to state that $3.00 per ADA should be accepted as a minimum cost of an audio-visual program which will give

¹Ibid., p. 554.
²Ibid., p. 554.
teachers what they need in the way of audio-visual materials when they need them.¹

Finally, in considering the financing of an audio-visual program, one of the experts in this field wrote:

When consideration is given to the value received from a well planned and properly executed program of visual instruction, the necessary expenditure will seem but nominal. An average annual per pupil expenditure of from 50 cents to $1.00 will probably bring greater returns than any other like expenditure. It is an essential to make provision in the budget for the purchase of projection equipment and for the rental of motion pictures, lantern slides, etc., as it is to make provision for any other equipment or materials. Failure to make such provision denies the pupils of the respective educational systems the right to benefit from the latest and most effective aid to learning.²

It is quite obvious then from the reports of current research that there is very little agreement among the experts as to what constitutes the exemplary sum of money which should be spent to provide an adequate audio-visual program. The conclusion and answer to the problem of how much to spend for an audio-visual program probably is best expressed as follows:

From the outset it should be understood that the local needs approach is the only realistic method. Costs of a program cannot be determined by looking at other systems and their expenditures. It is unrealistic to say that one system or group spends $1.68 per pupil while another spends $0.65 and, therefore, $1.00 should be adequate. Such reasoning is shallow and usually results in disillusionment.

Neither is it advocated that financial standards set up by groups and authorities be taken as the absolute measure. Instead it is suggested that these accepted standards and minimums be used as a starting point for the needs of the local situation.³

¹Ibid., p. 554.


The writer believes that though it may be impossible to designate a certain sum of money in dollars and cents which would be applicable to all schools as being the ideal, and though the sum agreed upon should be geared to meet the needs of the local situation, the trend points toward the expenditure of $1.00 or more per pupil annually for audio-visual materials and equipment. Table 6 revealed that seven of the nine schools in this study had a per pupil expenditure of less than $1.00 for audio-visual materials and equipment in 1952-1953. It would seem then that there is a need for an increase in the expenditure for audio-visual materials and equipment in a majority of the nine schools.

For those administrators or school personnel who are interested in increasing their expenditure for audio-visual materials, but are hesitant to do so should remember:

It is safe enough to make this generalization that the effectiveness of the audio-visual program varies proportionally to the amount of money spent on it. No expenditure; no program.¹

Several other findings as a result of the survey of the nine schools which are somewhat significant are:

1. All nine schools used the same two sources in securing audio-visual materials for their teachers. All nine schools reported they used various film rental libraries and the free audio-visual materials catalog as their two principal sources in securing these instructional materials.

2. Most of the nine schools reported they trained and used high school students as operators of audio-visual equipment. Eight schools provided student operators for various teachers and classes.

¹Kinder, op. cit., p. 554.
3. Most of the nine schools using strip film or slides used these materials in the regular classroom. Seven of the eight schools using strip film had facilities to use the film in the classroom. All six of the nine schools using slides had the facilities for using them in the classroom. However, regarding the use of 16mm films, six schools still used a special projection or dark room instead of the regular classroom. This is unfortunate because:

Audio-visual materials should usually be used in class rather than in the auditorium. The classroom, not the auditorium, is the normal teaching environment, and research shows that audio-visual materials can be more effectively taught when they are used as a part of classroom instruction. When pupils are taken to the auditorium for a film, they usually treat the showing as entertainment.1

4. Finally, the survey showed that a majority of the teachers in all nine schools could operate the strip film, slide and opaque projectors. However, the number of teachers in the nine schools that could operate the 16mm film projector was surprisingly low. There were six schools where the majority of the teachers in each school could not operate this piece of equipment. This finding shows that something more is needed than the mere acquisition of these instructional materials. It shows the need for more training in audio-visual education in our colleges and universities which are preparing future teachers, as well as an active in-service training program in our schools. It seems as though this will be necessary before the full benefits from audio-visual materials can be attained. It is important that the teacher know how to operate audio-visual equipment and how to utilize audio-visual materials effectively because:

In the final analysis the real test of a program of audio-visual instruction is determined by what actually takes place in the individual classroom of a school system.2

This completes the story of the use the nine selected schools in Iowa are making of audio-visual materials at the present time. To summarize, it would seem that there is a need for improvement in the financing, use, procurement, and distribution of audio-visual materials and equipment.

1Allen, op. cit., p. 49.

2Harcleroad and Allen, op. cit., p. 30.
as well as some in-service training to provide teachers with the knowledge and attitudes necessary for using these instructional tools effectively, in many, if not all of the nine schools. Furthermore, it is the opinion of the writer that it would be possible to overcome the obstacles of limited materials, inadequate funds, and many other discouraging practices and conditions found to exist in the survey by establishing a cooperative audio-visual materials library.

It cannot be emphasized too strongly that:

Many small school districts can enjoy the advantages of a good educational library by cooperating with other districts and by pooling of their resources.\(^1\)

\(^1\)C. A. Roos, op. cit., p. 625.
CHAPTER IV

ORGANIZING A COOPERATIVE AUDIO-VISUAL MATERIALS
LIBRARY FOR NINE SELECTED SCHOOLS IN IOWA

Preparations for the Organization Meeting

The results of the survey showed clearly an interest of all the nine schools in joining a cooperative plan whereby several neighboring schools together selected and purchased audio-visual materials for their own use. However, the interest shown by all nine schools cannot be construed to mean that all nine schools had accepted the plan and had already joined as members of a cooperative audio-visual materials library. It must be emphasized that the survey only showed an interest or willingness of all nine schools to consider the proposal of becoming members. Whether all, or any of the nine schools, would actually join and establish for themselves a cooperative library would be determined by each individual school at the organization meeting.

Therefore, planning a successful organization meeting which all nine schools would attend was considered the next step in initiating this cooperative audio-visual materials library. The writer was of the opinion that at any point in the development of this cooperative library where the difference between success or failure was the greatest it would be at the organization meeting. Consequently, the writer felt that any preparation
that could be done to avoid failure or defeat at this important stage of development was worth merit.

An expert in the field of audio-visual education listed the following sound principle concerning an audio-visual program which is applicable to organizing a cooperative library: "An audio-visual program, no matter how large or how small, presents numerous administrative problems, and the more efficiently these problems are solved, the more effective the program will be."¹

It was certain that innumerable questions or problems concerning the establishment, organization, and administration of the cooperative library would arise at the organization meeting. The writer was confident that, if any question arose regarding the history, extent of its use, or advantages of the cooperative library, it would be possible to refer to the preceding chapters of this study and find sufficient and convincing proof for any dubious opponent who might oppose the cooperative library. However, several problems concerning the administration of the cooperative library anticipated by the writer were far from being solved. As a result further research was undertaken in an attempt to discover the possible solutions for these problems.

Several of these anticipated administrative problems of the cooperative library were:

1. What plan of financing the cooperative library should be used to satisfy both the large and small schools?

2. What audio-visual materials should be purchased?

3. What plan should be used for selecting the audio-visual materials?

¹Kinder, op. cit., p. 538.
4. Where should the audio-visual materials purchased for the library be located or housed?

5. How should the audio-visual materials be circulated?

Research was begun on these anticipated problems of the cooperative audio-visual materials library in an attempt to accomplish the following:

1. On the basis of the information gathered a well planned cooperative library could evolve.

2. The availability of this research could eliminate confusion, avoid arguments, and answer insignificant time consuming questions at the organization meeting which otherwise could lead to chaos or failure.

3. It would provide a framework of information which would facilitate the establishment of the cooperative library.

It must be clearly understood that the research was not for the purpose of dictating these findings or policies to the nine interested schools. Rather, it was done to avoid muddling through the organization meeting with no real guides to follow. The writer wishes to emphasize again that the final plans or policies followed in the establishment of this cooperative library would be determined at the organization meeting by and with the approval of the members of the library.

The first anticipated administrative problem of real concern was: What plan of financing the cooperative library should be used to satisfy both the large and small schools?

A national survey of all the libraries of this kind in operation made by Cartwright in 1949 showed:

Our survey revealed that the amounts spent on operating the programs vary greatly. Methods for reporting costs vary so that accurate comparisons could not be made. The methods for determining
operating costs, and the costs as reported, also vary.

There is great diversity in the way budgets are set up, in the sources of funds, and in the accounting methods. Thirteen counties reported operating on a per pupil cost basis which varied from twenty five cents to one dollar per pupil. The average per pupil cost was sixty five cents. Some projects use a sliding scale with larger schools paying a lower rate. Only one project reports cost on a per teacher basis.1

The Kerns County Teaching Aids Library, a cooperative enterprise in California, devised a system of financial support using a sliding scale in determining the amount each school was to contribute. Under this plan member schools were to contribute as follows:

For schools of:

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 3</td>
<td>$1.00 per A.D.A.</td>
</tr>
<tr>
<td>4 to 6</td>
<td>0.90 per A.D.A.</td>
</tr>
<tr>
<td>7 to 12</td>
<td>0.80 per A.D.A.</td>
</tr>
<tr>
<td>13 to 20</td>
<td>0.70 per A.D.A.</td>
</tr>
<tr>
<td>21 to 35</td>
<td>0.60 per A.D.A.</td>
</tr>
<tr>
<td>36 to 65</td>
<td>0.50 per A.D.A.</td>
</tr>
<tr>
<td>66 to 125</td>
<td>0.40 per A.D.A.</td>
</tr>
<tr>
<td>126 or more</td>
<td>0.30 per A.D.A.</td>
</tr>
</tbody>
</table>

The minimum contribution was twenty five dollars.

It is evident that the scale was designed to favor the larger schools (which were expected to provide the greater portion of the funds) by setting for them a lower contribution rate per A.D.A. It was argued that a one teacher rural school with from ten to twelve pupils would use up scheduled materials for the same length of time as a twenty five teacher school with seven hundred children (booking was on a one week per school basis). Hence, the small schools paid more per pupil than the large schools.2

Another quite different financial plan of a successful library, the Dade County Cooperative Audio-Visual Association located in Dade County, Florida, is:

Dues in the association are based upon a school's own audio-visual activity. The number of motion picture projectors that a school possesses serves as the index for determining dues. A school with a single projector is assessed twenty five dollars

1Cartwright, op. cit., p. 23.
2Keeslar, op. cit., p. 80.
per year. One with two or more projectors pays twelve dollars and fifty cents for each additional projector, to a total of fifty dollars. Thus we feel that dues are evenly spread in accordance with potential audio-visual material use from our materials center.¹

After considering the research and, since the nine schools interested in establishing the cooperative library vary in size from a school of seven teachers to one of fifty four, it would seem most logical and fair to use a sliding scale with either the per pupil or teacher basis in determining the amount each school should contribute.

The second of the anticipated administrative problems was:

What audio-visual materials should be purchased? There have been others interested in cooperative audio-visual materials who have given this problem serious thought. The writer, through research, found that Denny, in his suggested plan for an Instructional Materials Library for Polk County, Iowa, Schools wrote:

One of the basic problems to be solved is what materials to purchase. There are several approaches to this:

1. What age groups will be served? If entire twelve grades are served, which grades have the highest enrollment?

2. Which films and materials are other schools and cooperative centers selecting?

3. Which items have teachers requested? Which items do teacher committees feel would correlate with the curriculum?

A very logical approach to the solution would involve the making of a study of the curriculum areas by the director and the selection of a tentative list of materials to correlate with them. Later teacher committees could take this list and either preview or inspect likely items. The general plan should be to use as many teachers as possible on these committees as it will tend to interest them in an

instructional aids library, as well as acquaint them with its contents. Also, the time spent by committees in previewing, considering and selecting material is a subtle way of acquainting teachers with the materials available.

The director or committee must decide whether or not specific films should be purchased or rented from a state or regional library. Local ownership and its constant availability for use has many advantages. The problem is, primarily, one of finance. With a little pencil and paper figuring and allowing one dollar and fifty cents to two dollars for the rental of one reel of instructional film, plus transportation charges, it would take approximately twenty rentals to pay for the film. A simple formula might be to purchase those films used five or more times each year. In as much as the average film life is from six to ten years, the library might as well own a film outright and enjoy its full usage during this time rather than to rent it for limited periods at as great or greater cost.¹

To aid those schools who have established a cooperative library in deciding what audio-visual materials to purchase another expert in this field advises:

Audio-visual materials should be selected in terms of recognized educational needs. If audio-visual materials are to be used effectively in the educational experiences of pupils, they must help meet the educational needs of pupils. There is no reason for showing a film to a group of pupils unless they need to know something depicted in the film. It is equally unfortunate for pupils to need information in a film that is not available. Unless audio-visual materials are selected on the basis of the recognized educational needs of pupils, the teachers will find that much, if not most, of the materials selected will be of little use. It is extremely important, therefore, that all audio-visual materials be selected to meet clearly determined educational needs of pupils.²

A national survey of all the libraries of this kind in operation made by Cartwright in 1949 reveals:

The largest amounts are being spent for 16mm motion picture films. Filmstrips were provided at a cost of about one-thirteenth of the value of motion pictures. Transcriptions and other aids also claimed significant proportions of the budgets.

¹Denny, op. cit., pp. 62, 63.
²Witt, op. cit., p. 290.

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Educational motion pictures owned in county audio-visual centers range from fifty prints to four thousand, three hundred and fifty five with a median of three hundred and eight and an average of six hundred and ninety nine prints for each project. ... Filmstrips were also owned in numbers ranging from one hundred and twenty five to one thousand, two hundred and forty three. Several county programs reported that the filmstrips were being placed in the individual schools in a decentralized program concerning the less costly items. Transcriptions and recordings were reported in all but two libraries. Most projects circulated a few slide sets in the two standard sizes; four projects have dioramas for loan; nine projects maintain a file of flat pictures; while a few maps, charts, silent films, and exhibits were reported.

On the basis of current practice it would seem that the materials to be made available from a county audio-visual center be selected from the several types available, such as motion pictures, filmstrips, recordings, flat pictures, charts and exhibits. The service should not be confined to a single type. 1

After a decision has been reached on what audio-visual materials to purchase, another anticipated administrative problem of the co-operative library appears. The problem now is: What plan should be used for selecting the audio-visual materials?

A basic and guiding principle given by several experts to follow in establishing a plan for the selection of audio-visual materials is that:

Audio-visual materials should be selected by those who use them. To be of any educational value audio-visual materials must be used. A well stocked materials library contributes nothing to the growth and development of the boys and girls if the materials be unused on library shelves. Since teachers are chiefly responsible for the use of these materials and because teachers know as well as, if not better than, anyone else what the educational needs of the pupils are, teachers should play a major role in the selection of audio-visual materials. Pupils, too, should have a share in the selection process. If the

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1 Cartwright, op. cit., pp. 22, 23.
teachers and pupils are accorded this opportunity and responsibility, not only is it likely that the most educationally valuable materials will be selected, but also it is likely that these materials will be used most efficiently and effectively.¹

There seems to be very little variation from the recommended methods to be used in the selection of audio-visual materials and the practices that are actually being used by successful cooperative and county audio-visual materials libraries. Cartwright found that:

Teacher committees are universally used for the purpose of appraising and selecting materials for purchase. Materials to be considered are obtained for preview and records are made of the evaluation. Only items strongly recommended are purchased. In one project it has been found advantageous to retain some of the people on the evaluation committees for as many as nine years to take advantage of their training and experience in this crucial task.²

The Monmouth County Audio-Visual Aids Library, one of nine such county libraries in New Jersey, devised their own plan for the selection and purchase of films for their library. The member schools of this county library set up a Library Commission, which is responsible for the purchase of materials. The Library Commission adopted and uses the following plan:

Organizing at their first meeting, the commission decided to provide teachers with a list of films from which they could name their choices for preview. Following compilation of these lists, a preview date was set. Teachers met at a designated center for an afternoon of previewing. Some films were purchased outright. Funds were stretched by using the lease-to-own plan of purchase. This plan enabled films to be utilized before the full price was paid.³

¹Witt, op. cit., p. 290.
²Cartwright, op. cit., p. 22.
Another of the anticipated administrative problems of the cooperative library was: Where should the audio-visual materials purchased for the library be located or housed?

Research shows that many of the county and cooperative audio-visual materials libraries already in operation use of the office of the county superintendent of schools or its equivalent, or the facilities of the largest member school, to house their materials, and to serve as a central headquarters for their libraries.

For example, the office of the county superintendent provides the following services for the Kerns County Teaching Aids Library:

For his part the superintendent promised to pay for a library staff of adequate proportions to carry on the service and a supervisor of audio-visual education, housing space for the library, inspecting and shipping facilities, insurance, salaries, and other general operating expenses.

The Tri-Valley Film Cooperative Library located in Dakota City, Iowa, also uses the office of the County Superintendent of Schools as the central headquarters for its library. Here, the Superintendent of Schools of Humboldt County, Iowa, is responsible for the housing, disbursing, inspecting, and insuring the films.

It seems that since a majority of the nine interested schools are located in Wright County, Iowa, and since the office of the County Superintendent of Schools of Wright County, Iowa, has offered to provide housing and other facilities for the cooperative library, and is also somewhat centrally located for all nine schools, careful consideration should be given to locating the library in this office.

\[\text{Keeslar, op. cit., p. 80.}\]
A final administrative problem anticipated by the writer was:

How should the audio-visual materials be circulated?

It was understood that the more accumulating or assembling of these instructional materials in a central library would not automatically improve the instruction in the classrooms of the nine selected schools. Only if a dependable system was developed, which would deliver these instructional materials to the right place at the right time to the right teacher would this goal of improvement in classroom instruction and learning be more likely to be achieved.

Cartwright reported that:

Eleven of the eighteen county audio-visual projects in this national survey make at least part of their delivery by school truck, making the trip from one to ten times per week. The most common number of trips per week was two or five. Fourteen projects reported using parcel post in some volume, many times to supplement the truck delivery.

It is recommended that procedures be set up to make obtaining the audio-visual materials easy on the part of the teacher. First a catalog might be prepared and placed in the hands of each teacher. This catalog should give a good summary of the content of each item and be arranged for easy reference. Second, provide simple order forms and set up a booking calendar for each item in a visible file so that reservations may be quickly and easily made. Third, provide for parcel post delivery to all outlying schools.¹

After considering the findings of the survey above, the writer believes that, since the nine interested schools are not located far from each other or the central library and since a recent law has lowered postage rates on the mailing of educational films, a plan using parcel post delivery offers the best opportunity for this cooperative library for circulating the materials to the nine selected schools.

The writer realizes that he may have failed to anticipate all of the problems of organizing and administering a cooperative audio-visual materials library. However, it is hoped that the information and probable solutions uncovered by this research will be helpful in establishing a successful cooperative audio-visual materials library for the nine selected schools in Iowa.

A Report of the Organization Meetings

The organization meeting to discuss the proposal of the establishment of a cooperative audio-visual materials library for nine selected schools in Iowa was held on Thursday evening, January 7, 1954. This meeting was held in the office of the County Superintendent of Schools located in the Wright County Courthouse in Clarion, Iowa. The Superintendent of Schools of Wright County, Iowa, and the superintendent of each of the nine selected schools who had expressed an interest in this proposal were invited to attend and to bring other faculty or board members who might be interested in establishing a cooperative audio-visual materials library. Representatives of six schools and the Superintendent of Schools of Wright County, Iowa, were present at the meeting. Three of the nine schools invited to the meeting failed to attend.

The organization meeting was called to order at 7:30 o'clock by the writer. Following the call to order, the meeting was opened by showing the film entitled, "New Tools for Learning". This film was shown primarily:

1. To motivate the thinking of the group concerning the need for audio-visual materials in the classrooms.
2. To impress upon any dubious representative or representatives the educational value of audio-visual materials.

Following the showing of the film, the writer introduced Dr. Paul Imbrook, head of the audio-visual department of Drake University, Des Moines, Iowa, to the group. Dr. Imbrook consented to attend this meeting as a guest and was asked by the group to assist and to guide them in discussing the proposal of establishing a cooperative audio-visual materials library.

After this introduction, the writer read several letters received from official personnel of neighboring states describing the progress made in each state regarding cooperative audio-visual materials libraries. Letters were read from the Director of Audio-Visual Education, State of Illinois; the Director of the Bureau of Audio-Visual Instruction, University of Wisconsin; and the Assistant Director, Department of Audio-Visual Instruction of the National Education Association.

This led the group into a period of informal discussion concerning the issues of a cooperative audio-visual materials library. Everyone was given an opportunity at this point to express his opinion or to contribute any comment on any issue that was being discussed or on any item which was significant to the individual.

After some discussion and debate the following measures were agreed upon:

1. As a result of a vote on the proposal of establishing a cooperative audio-visual materials library, five of the six schools present voted in favor of the project. One school opposed the proposal because of the indifferent attitude of the school administrator.
2. Of the three schools not attending the organization meeting it was known that one school, though interested in the proposal earlier, now had decided not to join; the decision of the two other schools was not known. The reason given by the one school which decided not to join was due to a plan of school district reorganization, which if successful, would close this school.

3. It was the consensus of the representatives of the five schools present voting in favor of the proposal that before a cooperative audio-visual materials library could be established, it should have a minimum membership of ten schools, and preferably twelve. The representatives agreed that a successful cooperative audio-visual materials library required a membership of more than nine schools. Therefore, the representatives listed the names of five additional neighboring schools and instructed the writer to contact each school as soon as possible. The writer was to obtain the opinion of each of the five schools regarding the proposal of establishing a cooperative audio-visual materials library. Any, or all of the five schools, which showed an interest in joining this proposed cooperative audio-visual materials library, were to be invited to the next organization meeting.

4. A financial plan was agreed upon, if or when, a cooperative audio-visual materials library was established. It was decided that each member school should contribute one hundred dollars per school, plus an additional twenty five cents per pupil based on the school enrollment. This sum was to be paid annually and was to be in effect until the members of the proposed cooperative library changed the financial plan.

5. The writer was instructed to reproduce the constitutions of two neighboring and successful cooperative audio-visual materials libraries. A copy of the constitution of the Upper Des Moines Valley Film Cooperative, Pocahontas, Iowa, and the Tri-Valley Film Cooperative, Dakota City, Iowa, was to be forwarded to each of the interested schools as soon as possible.

6. It was decided by the group to meet again at the same place and time for a second organization meeting to discuss further the proposal of establishing a cooperative audio-visual materials library, on February 18, 1954.

The meeting was adjourned.

The second organization meeting to discuss the proposal of the establishment of a cooperative audio-visual materials library for ten selected schools in Iowa was held on Thursday evening, February 18, 1954.
This meeting was held in the office of the County Superintendent of Schools located in the Wright County Courthouse in Clarion, Iowa. Mr. C. E. Sankey, Superintendent of Schools of Wright County, Iowa, and the representatives of the following six schools in Iowa attended the meeting: Alexander, Belmond, Dows, Franklin (Latimer), Popejoy, and Rowan.

The organization meeting was called to order at 7:30 P.M. by the writer. Following the call to order, the writer gave an oral report of the results obtained from each of the five additional schools which the writer had been instructed to contact. The writer informed the group that all five of the additional schools had been contacted, and that none of them had expressed a desire to join in establishing a cooperative audio-visual materials library. This report was followed by a period of informal discussion concerning the establishment of the proposed cooperative audio-visual material library.

After some discussion, the representatives at the meeting agreed upon the following:

1. Since it seemed impossible to secure ten schools in the immediate area of Wright County, Iowa, to join the project, it was decided to abandon the plan of establishing a cooperative audio-visual materials library which was to be located in the office of the Superintendent of Schools of Wright County, in Clarion, Iowa.

2. The six schools accepted a proposal to join in establishing a cooperative audio-visual materials library to be located in the office of the Superintendent of Schools of Franklin County, in Hampton, Iowa. It was also stated that the four or more additional schools necessary before establishing the cooperative library be secured from those in the immediate vicinity of Franklin County, Iowa.
3. The Superintendent of Schools of Alexander, Iowa, was instructed to contact the Superintendent of Schools of Franklin County, Iowa, and at least four or more, schools in the immediate vicinity of Franklin County, Iowa, and to obtain the opinion of each regarding the proposal of establishing a cooperative audio-visual materials library.

4. The Alexander High School, Alexander, Iowa, March 30, 1954, 7:30 P.M. was designated as the place, date and time for the next organization meeting.

The meeting was adjourned.

The third organization meeting to discuss the proposal of the establishment of a cooperative audio-visual materials library for ten selected schools in Iowa was held on Tuesday evening, March 30, 1954. This meeting was held in the Alexander High School, Alexander, Iowa.

The Superintendent of Schools of Franklin County, Iowa, and the representatives of the following seven Iowa schools attended the meeting: Alexander, Dows, Hampton, Hansell, Popejoy, Rowan and Sheffield. Three schools, Meservey, Franklin (Latimer), and Belmond indicated earlier that they were interested in the project but would not be able to attend this organization meeting.

The organization meeting was called to order at 7:30 P.M. by Mr. Arvin Blome, Superintendent of Schools, Alexander, Iowa. Following the call to order, Mr. Blome, gave a brief oral review of the progress made to date in establishing a cooperative audio-visual materials library. This summary served to enlighten the representatives from the additional schools who did not attend the previous organization meetings. After the summary, Mr. Blome gave an oral report of the results secured in contacting the county superintendent of schools, and the four or more schools
in Franklin County, Iowa. Mr. Blome stated that the Superintendent of Schools of Franklin County, Iowa, was in favor of the proposal of establishing a cooperative audio-visual materials library which would be located in his office. Mr. Blome also informed the group that four additional schools had been contacted and that Hampton, Hansell, Meservey, and Sheffield were interested in the project.

A period of informal discussion followed the reports made by Mr. Blome. This provided an opportunity for the representatives of any school to propose, question, or discuss any matter regarding the establishment of a cooperative audio-visual materials library.

After some discussion, the representatives agreed upon the following:

1. Since ten schools in Iowa, Alexander, Belmond, Dows, Franklin (Latimer), Hampton, Hansell, Meservey, Popejoy, Rowan, and Sheffield had indicated an interest in the proposal of establishing a cooperative audio-visual materials library, plans should be made to formulate policy and framework for the library.

2. The cooperative audio-visual materials library to be established should be located in the office of the Superintendent of Schools, Franklin County, in Hampton, Iowa.

3. A committee of four members, Mr. R. Riens, Mr. G. DeBoer, Mr. A. Blome, and Mr. R. Blumeyer were instructed to draw up a constitution for the cooperative library.

4. A copy of the constitution prepared by the four member committee was to be mailed as soon as possible to each of the ten schools in Iowa.

5. The committee was also instructed to set a date and to notify each of the ten schools of the next organization meeting. The adoption of a constitution and the election of officers of the cooperative audio-visual materials library would be held at this meeting.

The meeting was adjourned.
CHAPTER V

A PRACTICAL PLAN FOR ESTABLISHING A COOPERATIVE AUDIO-VISUAL MATERIALS LIBRARY

While the major purpose of this field report was actually to establish a cooperative audio-visual materials library for nine selected schools in Iowa, one other aim of the writer was to provide a guide or pattern that others could follow in establishing a library of this type. The writer felt this was vital and important because at the present time there seems to be very little, if any, literature available describing the procedure to follow in the establishment of cooperative audio-visual materials libraries. Therefore, it is the purpose of this chapter to suggest to those interested individuals a guide to follow in planning and establishing a cooperative audio-visual materials library.

As one authority has stated:

It is reasonable to expect that standards and guides for audio-visual work can emerge from the experience of those who have established or who administer successful programs. The audio-visual field, with its essentially pragmatic point of view and its emphasis on learning from direct forms of experience, can itself profit from experience.¹

Consequently, in the following paragraphs the writer will attempt to reiterate the procedure followed in establishing the cooperative audio-visual materials library for the nine selected schools in Iowa. The writer suggests, however, that the pattern outlined in this chapter should not be followed blindly by others in establishing a cooperative audio-visual materials library, but instead be used as a framework from which one can deviate to meet any or certain local needs or conditions.

The first step for anyone interested in establishing a cooperative audio-visual materials library should be to have or obtain a wide and rather complete background in audio-visual education. Sufficient research, principally reading, exploring and investigation should be done to become familiar with all the aspects of audio-visual materials and practices. Specifically, much of this research should be devoted to obtaining an understanding of the organization and administration of audio-visual programs on the city, county and cooperative levels. A knowledge of the history of the cooperative audio-visual library, its advantages and limitations, extent of its use, and other phases of the organization and administration of the cooperative audio-visual materials library must also be clearly understood before any serious effort be made to establish this type of a program. The bibliography of this field report should be helpful to those interested in finding the available literature in this area of audio-visual education. Since the literature on cooperative audio-visual materials libraries is limited, those
interested can gain considerable first hand information, as well as valuable experience by visiting any, or as many successful cooperative audio-visual materials libraries, as possible. After completing this research and having explored as many cooperative audio-visual materials libraries as possible, through the process of elimination the poorer practices can be discarded and the best of what was discovered or found kept to be used in establishing your cooperative audio-visual materials library. All of this research, when completed, will prepare one for the next step, as well as help to avoid many of the mistakes made by others in establishing a cooperative audio-visual materials library.

The next step is to discuss the idea or proposal of establishing a cooperative audio-visual materials library with the county superintendent of schools of the county in which the library will be located. The writer believes that this is an important step and should not be overlooked for several reasons. First, this individual can often give information and assistance by telling of any earlier attempts that were made in the immediate area to establish a library of this type. If any earlier attempts were made, he can explain the causes for its failure, as well as provide information concerning local conditions or factors which could cause disaster again. Secondly, the support of this individual is helpful, if not necessary, for many successful cooperative libraries now in operation use this office as the central depository for their audio-visual materials. Since this office is often centrally located it is ideal for the storage, inspection, repair, and distribu-
tion of the audio-visual materials owned by the cooperative library. In addition to providing these services this individual can frequently secure financial assistance from the county board of education to support the cooperative enterprise. Therefore, in the opinion of the writer, a serious effort should be made by those interested in establishing a cooperative library to win the support of this individual. If this individual is reluctant or refuses to support the proposal of establishing a cooperative audio-visual materials library a continued effort should be made to convince him of its need and values.

After having completed the first two steps, step three should be to discover if there is a need, as well as an interest, in the immediate or surrounding school area in the proposal of establishing a cooperative library. The individual or group interested in promoting a cooperative library should select eight to twelve neighboring schools as probable members of a new cooperative library. After selecting the eight to twelve schools, information regarding their individual audio-visual programs and particularly their attitude toward the proposal of establishing a cooperative library, should be obtained. This information could be obtained by the use of a questionnaire sent to, and completed by the administrator of each of the selected schools. The writer would recommend using the questionnaire included in Chapter III of this study. Upon return of the questionnaires and the tabulation of the information, a decision could be made whether or not there was enough interest and need shown to establish a cooperative audio-visual materials library.
If sufficient need and interest were shown by the selected schools surveyed and the decision were in favor of establishing a cooperative library, the next and final step would be the planning of an organization meeting. The representatives of all the interested schools should attend this meeting. If any or several of the selected schools reported they were not interested in the proposal of a cooperative library, they still should be invited to attend the organization meeting. This meeting will give them an opportunity to reconsider the proposal and some may change their earlier decisions after having the proposal discussed at this meeting. The writer emphasizes the importance of attendance of all the interested schools because the final decision of establishing a cooperative audio-visual materials library will be made at this meeting. Cooperative and democratic principles, with each school having a voice in the discussion of this proposal, is certainly the best plan of procedure at this meeting. The writer would also suggest that as much use as possible be made of audio-visual materials at this meeting. Chapter IV of this study includes a detailed report of an actual organization meeting. This detailed report describing the activities of the organization meeting should be helpful to others interested in planning a similar meeting. If the proposal of establishing a cooperative audio-visual materials library is accepted, and it is agreed to establish a cooperative library, the actual policies of its organization and administration will be determined by the representatives of the schools who are to become members. The writer has included in
the final chapter of this study a list of recommendations to follow in the organization and administration of cooperative audio-visual materials libraries. The recommendations given in the final chapter should also be helpful to those who are confronted with the task of organizing and administering a cooperative audio-visual material library.

Following this plan of four steps, the writer was successful in establishing a cooperative audio-visual materials library for nine selected schools in Iowa. It is hoped that others can modify or adapt this plan to aid them in establishing other cooperative libraries.
CHAPTER VI

RECOMMENDATIONS FOR THE ORGANIZATION AND ADMINISTRATION OF A SUCCESSFUL AUDIO-VISUAL MATERIALS LIBRARY

Good audio-visual materials and programs do not happen—planning makes them possible.$^1$

This sound principle is significant when one discovers that often poor or inadequate planning can cause the failure of one's audio-visual program. Since careful planning is necessary in almost any task that is undertaken, if it is to succeed, it will suffice to say that some sound and careful planning should precede the establishment of a cooperative audio-visual materials library. Proper planning is all important if the established cooperative library is to achieve success. A well-known expert in this field said: "Audio-visual education is an important part of any school program and should be wisely planned and executed".$^2$

A glance at the number of cooperative audio-visual materials libraries in the State of Iowa, alone reveals that not all of them have been successful. In the opinion of the writer, poor planning has been partly responsible for the failure of at least one of the cooperative

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audio-visual materials libraries in Iowa. For example, the Carroll County Cooperative Library, one of the oldest in Iowa, was disbanded in June, 1953. The causes for the failure of this cooperative library can be largely attributed to poor planning. Specifically, the causes were: First, too many schools were included in its membership. When the library was disbanded it had a membership of sixteen schools located in ten or more counties in Iowa. Consequently, the library was unable to provide one of the services for which it was established - that of the availability of audio-visual materials. Too many members made it impossible too many times to get the right materials to the right place at the right time. Second, the cooperative library operated without the services of a capable and qualified audio-visual director. It would seem that both of these causes listed as being responsible for the failure of this cooperative library could have been avoided or overcome with better planning on the part of the member schools.

This is the only failure of a cooperative audio-visual materials library in Iowa of which the writer has any knowledge. This, however, should not be construed to mean that there have been no other failures. It merely implies that, if there have been other cooperative libraries in Iowa that have failed, the writer is unfamiliar with them.

Therefore, since planning is all important, the writer wishes to list a number of recommendations in planning a successful cooperative audio-visual materials library. These recommendations, again, are given as guides, and not as molds to follow blindly, to those who are interested in the organization and administration of a successful cooperative audio-
visual materials library. It is with this idea in mind that the following recommendations are made:

Organize and administer the cooperative audio-visual materials library using democratic principles and practices.

Faith in cooperative or democratic practices is justified by an increasing amount of evidence. Ideas, procedures, evaluations and results seem always to improve when the principles of group dynamics are effectively applied at appropriate points. And, incidentally, and happily, many enlightened persons are becoming quite sure that the prestige, and the recognition of worth of the specialized group, and of the individual worker in it, are actually enhanced by intelligent participation in the cooperative enterprise where no one authoritatively dominates.¹

There should be ample opportunity for all the member schools to participate in the planning, organization and administration of the cooperative audio-visual materials library. A successful cooperative library is more likely to evolve if the planning and other activities of the cooperative library are a cooperative and democratic enterprise with all the member schools, whether large or small, having a voice in determining its policies.

Membership in the cooperative audio-visual materials library should not exceed twelve to fifteen schools. Experience has shown that if the cooperative audio-visual materials library has a membership larger than fifteen schools, many of the purposes for which the library was established cannot be achieved. For example, one of the primary purposes for establishing a cooperative audio-visual materials library is to provide audio-visual materials to all teachers when they are needed.

¹Harcleroad and Allen, op. cit., p. 116.
Having a large number of schools in the cooperative library will make this problem of the availability of audio-visual materials more difficult. Although some successful cooperative audio-visual materials libraries have been established with a membership of more than fifteen, and less than nine schools, experience has shown the optimum number of members to be between nine or twelve schools.

A qualified audio-visual director should head the cooperative audio-visual materials library. It has been said that:

A cooperative film library will not run by itself any more than any other business project. ... A good, dependable librarian is indispensable. He must have had education and experience in teaching and in the audio-visual field and must be one in whom the group has full confidence. A good librarian will do much to make a cooperative library a success, and a poor one would surely wreck the project.¹

One authority states that the audio-visual director should have the following:

a. General qualifications:

(1) A well-balanced and dynamic personality.
(2) A wholesome philosophy of life and education.
(3) An expert understanding of the processes of human living, growing, and learning at all ages.

b. Supervision qualifications:

(1) Qualities of leadership which will inspire and guide professional growth of teachers.
(2) Knowledge of the total curriculum and its implementation with the use of audio-visual materials.
(3) A comprehensive understanding of instructional practices.
(4) Skill in selecting and using audio-visual materials in accordance with classroom needs.

¹Roos, op. cit., p. 7.
An understanding of and practice in democratic supervision, and competency in guiding teachers in the improvement of their instruction.

Successful teaching experience, preferably in both the elementary and secondary schools.

c. Administration qualifications:

(1) Administrative training in organizing and operating an audio-visual program.

(2) Skill in the operation of and simple maintenance of audio-visual equipment and an understanding of the theory and practices related thereto.

Another authority after appraising many different audio-visual programs actually in operation remarked:

The audio-visual program requires order, direction, and leadership. Having accepted the principle that the audio-visual program is a complex operation, it follows that the successful program is characterized by system, direction and leadership.

Order will eliminate otherwise inevitable confusion, duplication of effort, waste of time and money. Direction will channel the total effort toward purposeful and effective utilization. Leadership will change teacher apathy to enthusiasm for new techniques. It is clear that the best way to provide these essentials is to centralize responsibility in an audio-visual director or coordinator with the necessary competencies of leadership and administration.

Therefore, to think of the audio-visual director as a "gadgeteer" or as a "custodian of materials" is to minimize his job and misunderstand his function. To select him because he can "run a projector", take photographs, or merely because he has had an audio-visual course or library training may be disastrous.

There is general agreement these days that the audio-visual director should have teaching experience; a knowledge of curriculum; administrative ability; and skill in establishing good working relationships with school personnel. Ideally, he should have some training in the fields of administration, curriculum, and supervision. He is not a technical specialist, but an educator with a broad knowledge of the educational program.

A school coordinator should be appointed in every member school of the cooperative audio-visual materials library. Research shows that:

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2Zemler, op. cit., pp. 2, 3.
As more and more learning materials become available, the need for an audio-visual building coordinator in every school increases. Such a coordinator is usually a skilled and interested teacher who has had special preparation and experience in the use of audio-visual materials and equipment. In most schools released time from teaching is given in proportion to the extra work demands that this responsibility makes on the school coordinator. This varies from one or two hours a day in small or medium-sized schools to half- or full-time work in some larger schools.

A recent survey shows that building coordinators have actual duties in nine main areas of responsibility. These are:

1. General administration, such as recommending a budget;
2. Ordering and scheduling of materials and equipment;
3. Maintenance of equipment and facilities;
4. Improvement of utilization, including giving demonstration lessons;
5. Liaison with central audio-visual service;
6. Preparation and distribution of information;
7. Development and upkeep of school library for audio-visual materials;
8. Care of school-produced audio-visual materials;
9. Preparation of community-relations programs.

Successful professional relationships depend completely on the type of teacher who serves as building coordinator. Ideally, he is a volunteer—an apostle of better use of materials and equipment. His personality is positive and helpful—the kind that invites others to call for assistance and advice in improving teaching. His love of children and enthusiasm for helping them learn is infectious. Above all, he is sincere in his dealings, without desire for a separate little kingdom of his own.¹

Another expert supports this by stating:

A building coordinator to handle communications between the audio-visual center and the schools is one of the most important factors in the success of the audio-visual instructional program. Liaison between the teacher and the center is essential. Simple procedures in securing materials—the mere handing of a want slip to a coordinator—or ease in obtaining materials is the difference between a used and an unused library of instructional materials. Teachers should be informed constantly of new materials through bulletins and the materials should be easily and readily available.

At the point of contact between the teacher and the audio-visual center—the school coordinator—many programs break down. A constant

effort must be made to train good persons for this work.¹

One other authority stated that:

A building coordinator must be an undaunted gadgeteer, tempered with a flair for ingenious educational applications, all modified by an undying zeal to implement good teaching in his school. He must understand all of the tools and the techniques of audio-visual education. He must think through the relationship which these tools have to every teacher's learning problems so that he may bring to the attention of a particular teacher the devices which apply to the specific situation.²

It is essential, therefore, that the member schools of the cooperative audio-visual materials library designate an educationally qualified person to direct the audio-visual program in each school.

A cooperative audio-visual materials library needs member schools with enlightened teachers who have a knowledge and an understanding of the values of audio-visual materials.

There is more to the problem of wider and better use of audio-visual materials than their cost, their availability, and the operation and maintenance of equipment required in their use. These are essentially problems of finance, administration, and training. There are, however, deeper causes of much of the abuse or the lack of effective use of audio-visual materials in education. They are sometimes related to the financial difficulties of schools and colleges, the lack of effective administration, or the lack of trained personnel. They are the basic causes of widespread uncertainty of teachers as to how they should use audio-visual materials, how they will find the time to use them, and why they cannot continue to "teach" without these materials.³

The teachers who continue to teach without these instructional materials should remember:

¹Harclerose and Allen, op. cit., p. 41.
²Ibid., p. 58.
The doctor who knows nothing of sulfa drugs or of penicillin is hardly likely to be the kind of individual to whom we would entrust the medical care of our children. The fact that these drugs did not exist when he went to school, or that their use was not taught in the medical schools he attended, would not serve as an excuse nor would it justify his continuing in practice.

Should we expect any less of the teacher? Do not the members of the teaching profession have the same responsibility for keeping up to date in that knowledge and those developments which relate to their own profession? Do we have the right to continue to use the methods employed ten, twenty, thirty years ago, to continue teaching with a training that, in many instances, is out of date?1

The fact remains:

Teachers must be trained in the use of audio-visual materials. This training includes the operation of different types of equipment as well as the selection and presentation of materials for most effective use. When the planning and mechanics of operation are mastered, the instructor can strengthen and enrich his teaching through the use of these media.2

It must be understood that:

Even the most elaborate administrative provisions for audio-visual education are of little consequence unless the teachers actually make frequent and effective use of audio-visual materials.3

Therefore, the real value of the cooperative audio-visual materials library in terms of service and the improvement of instruction comes when the teachers have mastered these instructional tools and their use, and demand them so that they have access to the best teaching materials possible for use in their classrooms. Only when this stage has been reached can the successful cooperative audio-visual materials library fulfill its purpose, and reap a reward.

1Ibid., p. 16.
2Ibid., p. 146.
3Givens, op. cit., p. 145.
Finally, everyone should:

Remember also that the development of an effective audio-visual program is not the result of the work of one person or a group of persons in the audio-visual library. It is the result of the combined effort of the school administration, the faculty, and the librarians, all of whom have directed their time and attention to one goal, which is the improvement of instruction.¹

Selection of the audio-visual materials for the cooperative audio-visual materials library should be done by teachers. When considering this recommendation, it will suffice to say:

Today, the majority of school systems operate upon the fundamental principle that those teachers who actually use audio-visual materials with children should participate in the process of evaluating and selecting available items and desirable materials. The final selection of materials is sometimes made by committees of teachers appointed by, and acting with subject-matter experts, consultants, or supervisors.²

Another expert recommends that:

The evaluation and selection of materials should be done by preview committees comprised of persons who will actually use them. The audio-visual director or a member of his professional staff should screen out obviously undesirable materials before they reach a committee. When it is difficult to get teachers together for previewing, the director should send materials to teachers, requesting an appraisal after they use them in a classroom situation.³

The Saginaw County Audio-Visual Education Center uses the following method of selecting audio-visual materials for their library:

Preview committees for different grade levels and for the secondary subject fields are set up to evaluate the materials. The committees first ask teachers to suggest materials or subjects they believe they would like to have available. These materials

³Ibid., p. 195.
are then scheduled for previewing by the committees. An easily checked evaluation form is used and filled out by each previewer. We like to have at least three different people evaluate each film before recommending purchase.

The participation of many teachers in the selection of materials and in the planning of the program was effective in acquainting school people with the new materials and in developing a cooperative spirit.¹

A simple method of requisitioning and distributing the audio-visual materials from the cooperative library should be adopted. Most of the authorities who have described school systems which have established central audio-visual departments or centers, which could also apply to a cooperative audio-visual materials library, agree that:

The department should establish a distribution system that will make it easy for teachers to obtain materials. Convenience to the teacher should be considered above convenience to the department. Simple requisitioning procedures and a reliable delivery system are essential elements of the distribution service.²

These same authorities state that:

A delivery service to schools is necessary in a city system. In a county system it is very desirable but rather expensive, except where general library services are combined with audio-visual. Delivery by mail or express limits somewhat the type of materials which may be used, but generally proves fairly satisfactory on the county level. If a delivery service is maintained it should be frequent, regular and weekly or semi-monthly.³

The cooperative audio-visual materials library should provide a variety of audio-visual materials. It is essential that the cooperative library provide as many of these instructional materials because:

¹Lemler, op. cit., p. 107.
³Haroldroad and Allen, op. cit., p. 19.
Individual schools sometimes put great stress upon a single type of audio-visual instructional material. Instructional films, or school journeys, or radio may get all of the attention. Everything we know about curriculum materials indicates that the best teaching is done when a wide variety of materials are used. Radio, films, still pictures, work experience, school journeys, models, maps, charts, mock-ups all make their contribution to good teaching. Certain objectives demand certain types of teaching aids. Every comprehensive objective requires that a variety of instructional materials be used.

What this means for evaluating an audio-visual program is that balance among the various materials is important. Going "all out" for films, for example, with little attention directed to other types of materials is undesirable.\(^1\)

Authorities also state:

The library of materials should be planned to meet the instructional needs of all teachers. ... Local libraries of audio-visual materials are becoming increasingly common. They are usually built up by purchasing some of the less expensive materials each year while a portion of the budget is reserved for rentals. A few films and the less expensive items such as filmstrips, slides, graphic aids, and picture collections can be purchased each year, while the less frequently used and more costly items are obtained on a rental basis. This provides a means for using a variety of materials in all stages of the acquisition program.\(^2\)

Since the cooperative audio-visual materials library should provide a variety of these instructional materials, it is recommended that:

Materials, such as films, slides, flat pictures, models and dioramas, should be centralized and distributed to the schools as needed. ... In general, then, equipment and inexpensive materials should be decentralized and located in the individual schools; and, in general, rare and more expensive materials should be centralized and distributed as needed.\(^3\)

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1. Sugarman, op. cit., p. 221.
An audio-visual director of a successful county audio-visual library, more or less stated the goal which all cooperative audio-visual materials libraries should achieve, by stating:

The limited nature of our audio-visual library is unquestionably a handicap. We hope to overcome this limitation gradually by additions to our library. More prepared materials such as outlines, questions and tests, should accompany films. We also recognize that a good audio-visual program should embrace more than films and filmstrips. The county library could well include recordings, and perhaps other kinds of materials.¹

The cooperative audio-visual materials library should assist teachers in the member schools by providing a number of services. One authority in describing the services of a modern instructional-materials center, which in the opinion of the writer, is applicable to the cooperative audio-visual materials library, states:

The logical solution to the problem is the full development of an instructional-materials center which will provide the teacher with any instructional aid or device he needs when he needs it, and if necessary show him how to use it most effectively.

This center should be more than a storehouse of materials and equipment. It must be a place to which the teacher can come for help on any problem relating to teaching materials. The center should contain workshop space so that teachers can learn how to use various devices and materials and how to produce other materials for use in their classrooms.²

One expert has outlined the functions of an audio-visual library as follows:

(1) To Inform—It is the primary function of the library to keep the faculty informed concerning all new materials available which will aid them in making their teaching effective.

¹Lemler, op. cit., p. 65.
²DeBernardis, op. cit., p. 552.
(2) To Assist—Due to the tremendous mass of material which is constantly being produced it should be the library function to assist the faculty in the selection of materials best suited to meet their instructional needs.

(3) To Supply—The facilities of the library should be keyed to supplying faculty members with materials, equipment and equipment operators which will enable them to make their presentations with minimum confusion and maximum effectiveness.

(4) To Produce—There are many instances when there are no materials available to instructors to assist them in getting across specific ideas. If the library is unable to find the type of material an instructor needs to illustrate important and difficult concepts, make them...

(5) To Train—Without adequate understanding of the values and limitations of the various types of audio-visual materials, faculty members might well be at a loss to know what type of material to use for a specific situation and how to use them effectively.¹

In the opinion of the writer, as many as, and preferably all, of the functions listed above of an audio-visual library should be provided by the cooperative audio-visual materials library.

The cooperative audio-visual materials library should have definite and adequate financial support.

No business can plan effectively for present and future needs without a financial blueprint.²

Since the cooperative audio-visual materials library will cost money it is essential that a sound and adequate budget be prepared.

In this way funds to carry out the audio-visual program for the year will be assured. The budget makes the audio-visual program definite and purposeful, and helps assure steady progress toward the ultimate long-range program.³

It seems that with a limited amount of money available the first year that the maximum number of audio-visual materials can be obtained

¹Jones, op. cit., p. 25.
²Hableroad and Allen, op. cit., p. 16.
³Parker, op. cit., p. 38.
through the purchase on the Lease-To-Own plans.

Careful consideration should also be given to the following recommendations made by Cartwright. To those planning the inauguration of an audio-visual program on the county level it is recommended that:

1. The geographical unit be large enough to provide potentially constant use of the more basic items.

2. The geographical unit be small enough to provide for quick and easy communications between the schools and the center.

3. Wherever possible, the administration be under a single school organization such as a county or city board of education with other school units contributing their share of costs and professional planning.

4. Wherever possible, the program be set up as a part of an institutional materials center charged with the administration of the many types of teaching materials used in the schools.

5. An adequate staff be provided to perform the administrative planning, central office clerical work, and distribution.

6. Building coordinators be allotted sufficient time to perform their duties in helping their colleagues to do a better job of teaching through the better utilization of audio-visual materials.

7. School administrators provide every possible convenience to the easy and efficient use of teaching aids. Among these are: window darkening shades or drapes in every classroom; a sufficient number of projectors and other equipment so that such equipment will be available when needed; wheeled carts for easy transport of heavy equipment from room to room.

8. Pupil audio-visual service groups from sixth grade up be trained to assist the teachers in setting up and using equipment and routing audio-visual materials.

9. Pupils should not be used as messengers between the school and the center because of hazards to safety.

10. The audio-visual center provide for circulation of selected materials from the several types available. The major investment should be made in 16mm motion picture films while
filmstrips, recordings, flat pictures, charts and exhibits should be provided primarily on a demonstration basis. Schools will want to buy many of these less costly items to keep in their buildings to use as needed.

11. Provision be made for getting materials into the classroom with the least possible effort on the part of the teacher. To do this, the center should provide a good catalog, simple order forms, and deliver the materials to the school.

12. Equipment be provided in the school buildings in sufficient quantity to assure teachers of having projectors or other devices to use when needed. The minimum amount of equipment is recommended to be:
   a. One 16mm motion picture projector for every ten teachers or one for each building.
   b. One combined filmstrip and 2x2 inch slide projector for every ten teachers, or one per building.
   c. One 2-or-3 speed single play portable record player for every ten teachers or one per building.
   d. One opaque projector for each school.

13. Adequate funds to operate the audio-visual program be provided in the budget of the board of education. Gifts and rummage sales should not be made the source of income for the continued support of the project.

14. A policy be adopted which will allow responsible community organizations to use the materials on a basis which does not interfere with school use.

15. A continuing in-service training program for teachers be set up to include demonstrations, extension classes, faculty work shops, and committee projects. A regular newsletter or bulletin may be distributed to teachers telling about new items and reporting some of the successful projects in the schools.

16. Ordinary fire insurance be carried on materials and equipment stored at the center, and schools to be responsible for materials while in the school. 1

As a general summarization and conclusion the writer chose this statement:

1Cartwright, op. cit., p. 23.
Use of audio-visual materials is not an end in itself but rather one of the essential tools for artistic teaching. The best service that can be rendered to teachers, therefore, is provision of an abundant supply of varied and well selected materials, classified and distributed in such a way that they are always readily accessible as classroom needs arise.¹

It is the belief of the writer that the cooperative audio-visual materials library can best provide this service for a number of small schools.

QUESTIONNAIRE SENT TO SCHOOL ADMINISTRATORS

Dear School Administrator:

In completing the following questionnaire, please read each question carefully. After you have read the statement, place your answer in the appropriate blank space following each question. Thank you for your cooperation in making this survey.

1. Name of your school ____________________________

2. What was the student enrollment in your school the past year 1952-1953? (Use ADA) ____________________________

3. How many teachers do you have in your school system, include part and full time instructors? ____________________________

4. Do you believe audio-visual materials are effective teaching aids to be used in the classroom? Yes ____ No ____

5. How often did your teachers last year use films, recordings, and other audio-visual aids in connection with their teaching?

Never ____ Seldom ____ Occasionally ____ Frequently ____

6. Where do you show or use the following listed audio-visual materials in your school?

<table>
<thead>
<tr>
<th>Materials</th>
<th>In Regular Classroom</th>
<th>In Special Dark Room</th>
<th>Both Places</th>
</tr>
</thead>
<tbody>
<tr>
<td>16mm films</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>strip films</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2x2 slides</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>opaque projector</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. How many of your teachers can operate each of the following pieces of audio-visual equipment?

- 16mm projector _____ slide projector _____
- strip film projector ____ (2x2 or larger) opaque projector _____
8. Do you have students trained in your school as operators of audio-visual equipment? Yes _____ No _____

9. How many of the following methods do you use in securing audio-visual materials for your teachers?
   __________ film rental libraries  __________ County Superintendent
   __________ free material sources  __________ Other Sources (Specify)
   __________ school owned 16mm films
   __________ school owned other visual aids (Specify)

10. How much money did you budget for audio-visual materials last year? ______________________________ How much money for audio-visual equipment?

11. How much did you actually spend last year for audio-visual equipment? ______________________________

12. How much did you actually spend last year for audio-visual materials? (include rental fees, postage for mailing, etc.) ______________________________

13. Would you be interested in joining a cooperative plan whereby several neighboring schools together selected and purchased audio-visual materials for their own use? Yes _____ No _____

14. Have your teachers complained during the year about any delay or difficulty in getting films or other audio-visual materials they need at the right time when they want it? Yes _____ No _____

15. Do you believe your teachers would make use of more audio-visual materials if they were more readily available to them? Yes _____ No _____

16. Which of the following listed factors do you believe limits the extent to which audio-visual materials are used in your school?
   __________ materials are too expensive
   __________ materials are not available when needed
   __________ teachers do not know how to use the materials
   __________ audio-visual materials are of poor quality
   __________ present school building and classroom not equipped or fitted for the use of audio-visual materials
   __________ other factors (Specify)
17. Check what audio-visual equipment you have in your school at the present time:

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Number</th>
<th>Make</th>
<th>Year Purchased</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projection Equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16mm projector combination sound and silent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16mm projector sound only</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>16mm projector silent only</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35mm slide film (2x2 projector)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3½x4 slide film projector</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Opaque projector</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playback Equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Record player, 78 rpm only</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Record player, 3-speed 33, 45, &amp; 78 rpm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transcription player, up to 17 inch recordings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recording Equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recorder, magnetic, tape</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recorder, magnetic, wire</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio-Phonograph Combination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Television</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projection Screens (State Size)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Equipment (Specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THE CONSTITUTION
OF THE NORTH CENTRAL BORDER AUDIO-VISUAL
COOPERATIVE

1. Name
The name of this organization shall be the North Central Border Audio-Visual Cooperative.

2. Location
Section 1. The central library office of this organization will be located in the office of the county superintendent of schools, Hampton, Iowa.
Section 2. This office will be responsible for the housing, disbursing, and maintenance of the audio-visual materials.

3. Purpose
The purpose of this organization shall be the cooperative purchase and use of audio-visual materials.

4. Membership
Section 1. The membership shall consist of the following schools: Alexander, Belmond, Dows, Franklin (Latimer), Hampton, Hansell, Meservey, Popejoy, Rowan and Sheffield.
Section 2. The two schools, Geneva and Chapin, have the opportunity to join this organization upon their request.
Section 3. No school shall be admitted to membership unless it subscribes to the regulations adopted by this organization.
Section 4. The membership of this organization shall not exceed twelve schools.
Section 5. If a member school withdraws its membership at any time it forfeits all equity in the audio-visual cooperative.

5. Officers
Section 1. The officers shall consist of a President, Vice-President, Secretary, and Treasurer elected at the annual meeting for terms of one year each.
Section 2. The president, vice-president, secretary, and treasurer shall comprise the Executive Committee with the duties of filling vacancies, appointing committees, and shall transact necessary business which may arise between regular meetings of the organization.

6. Finances
Section 1. The annual cost per member school shall consist of a basic fee of one hundred dollars, plus an additional twenty-five cent per pupil fee based on the enrollment as listed in the Iowa Educational Directory of the preceding year.
Section 2. The first payment for each member school shall be based on the data in the 1953-1954 Iowa Educational Directory.

Section 3. The annual payment per member school shall be made payable to the treasurer of this organization, and is to be paid on or before October 1.

7. Meetings
Section 1. The annual meeting of this organization will be the second Wednesday in September.
Section 2. A majority of the representatives of the member schools will constitute a quorum.
Section 3. The superintendent, or his delegated representative, of each member school shall have the power to vote.

8. Adoption
This constitution shall become effective upon its adoption by the member schools.

9. Amendment
This constitution may be amended by a majority vote of all the member schools.

10. Regulations for Operation of the Audio-Visual Library
Section 1. All requests by member schools for shipment of audio-visual materials shall be filled in the order in which they are received.
Section 2. No more than six films shall be in the possession of any one member school at any one time.
Section 3. None of the audio-visual materials shall be kept out of the central library office by a member school for a period longer than one week.
Section 4. Schools are liable for damage to the audio-visual materials during the loan period.
Section 5. Each member school will be assessed the cost of postage at the end of each semester.
Section 6. Insurance, shipping cases, and other necessary equipment required by the central office will be provided by the audio-visual cooperative.
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