STANDARDS FOR AN AUDIO-VISUAL EDUCATION DEPARTMENT FOR THE BOZEMAN CITY SCHOOLS

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TABLE OF CONTENTS

Chapter		Page
I.	INTRODUCTION	1
	Statement of the Problem	3
	Limitations	4
II.	REVIEW OF THE LITERATURE	5
	Problems in Administration of an Audio-Visual Program	6
	Supervision of the Audio-Visual Program	6
	Qualifications of the Director	8
	Duties of the Audio-Visual Director	14
	Time Allotment for the Department Director	22
	Financing the Audio-Visual Program	23
	General Considerations	23
	Methods of Financing	26
	Equipment	31
	Summary	35
III.	SUGGESTED STANDARDS FOR ADMINISTRATION OF AN AUDIO-VISUAL PROGRAM	40
	Department Head and His Title	40
	Qualifications of the Department Head	42
	Duties of the Head of the Department	44
	Time Allotment for the Department Head	47
	Summary	50
IV.	A PLAN FOR FINANCING THE AUDIO-VISUAL PROGRAM	55
	Method of Financing	55
	Summary	58
V.	STANDARDS FOR AUDIO-VISUAL EQUIPMENT	61
	General Considerations	62
	Summary	63

Chapter		Page
VI.	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	65
	Summary	65
	Conclusions	66
	Recommendations	68
	APPENDIX I Literature Cited and Consulted	69

LIST OF TABLES

		Page
Table I.	Frequency of Mention of Qualifications of Audio-Visual Director According to Eight Authorities.	13
Table II.	Frequency of Mention of Duties of Audio-Visual Director According to Eight Authorities.	20
Table III.	Frequency of Mention of Audio-Visual Equipment Per School or Pupil Number.	35

CHAPTER I

INTRODUCTION

> "The purpose of teaching is basically to arouse the pupil and to direct his behavior into channels which are desirable, such as the development of proper skills, useful habits, conceptual understandings, acceptable attitudes, personal appreciations, and critical-mindedness.
>
> The philosophy of audio-visual education accepts this tenet and holds that audio-visual materials validate this principle."[1]

Since the end of World War II audio-visual education has become increasingly popular with teachers and students. For the teachers it has been a means to bring the world into the classroom and for the students it has been a means whereby they could learn by vicarious experiences that were more meaningful to them than words alone.

"The importance of audio-visual education is today recognized by an ever increasing number of teachers who find that audio-visual procedures are in accordance with the natural learning activities of human beings."[2] "Educational reformers have pointed for several centuries to the vital need for using more sensory impressions in teaching in order that learning can take place more

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[1] Kinder, James S., Audio-Visual Materials and Techniques, American Book Co., New York, N.Y., pp. 9-10.

[2] Sands, Lester B., Audio-Visual Procedures in Teaching, The Ronald Press Co., New York, N.Y., 1956 (Preface).

naturally and effectively."[3] The schools of the nation have accepted the challenge to more effective teaching through sensory impressions and have demanded from industry materials with which they and their students could venture into distant lands, return to centuries gone by, or view media too small, too fast, too slow, or too large to be traced by the human eye. All of these wonderful adventures were to be completed without teacher or students leaving the four walls of the classroom.

A result of the teacher's demands for extra sensory materials was an industrial parade of audio-visual aids. Many of the aids were inferior in educational content, workmanship, and material, and the problem of deciding which were good and which were poor was immediately created. This, however, was not the only problem for the administrator, he was also faced with the questions of financing and supervising these aids.

Wittich[4] has given the following ways the superintendent could use in setting up some policy for supervision of an audio-visual program: (1) appointment of an audio-visual director to head an audio-visual department, (2) an audio-visual teacher-director, for schools with a population of 10,000 or less, or (3) the administrator himself may assume responsibility for the execution of the audio-visual plan.

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[3]Schuller, Charles F., The School Administrator and His Audio-Visual Program, Dept. of Audio-Visual Instruction, N.E.A., Washington, D.C., 1954, p. 19.

[4]Wittich, Walter A. and Schuller, Charles F., Audio-Visual Materials, Their Nature and Use, Harper & Bros., New York, N.Y., 1953, pp. 519-524.

Regardless of the choice the superintendent decides to make, Wittich[5], specificially pointed out that the immediate formation of policy for the operation of the department is an essential part of the program if the department is to operate on a sound basis.

Because school systems throughout the United States are constantly increasing in size, it is imperative that a policy, which has the approval of the school board and superintendent, be inaugurated so that the needs of the department can keep abreast of increase in students, teachers, and physical plant.

The Bozeman City Schools have not established clearly stated standards of administration, financing, or equipment with regard to audio-visual education, and it is for this reason the problem was selected for this investigation.

Statement of the Problem

One of the chief objectives of this study was to present various recommendations of standards for a program of audio-visual education with regard to administration, financing, and equipment. Thus, the problem selected for this study was given the title "Standards for an Audio-Visual Education Department for the Bozeman City Schools.

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[5]Wittich, Walter, and Schuller, "op. cit.," p. 530.

A review of the literature was the only procedure used as a criteria for the investigation.

Limitations

Because the scope of audio-visual education is quite broad, the investigation did not include methods in the use of audio-visual aids nor their use in the classroom. No mention has been made as to how the audio-visual budget should be spent as that would require a separate investigation.

In the next chapter standards in administration, financing, and equipment will be given from the review of the literature.

CHAPTER II

REVIEW OF THE LITERATURE

The writings of well known authors, who have had a great deal of practical experience and "know-how" in dealing with administration, financing, and equipment, in an audio-visual program, were reviewed to determine the essential goals in establishing a set of standards for the audio-visual aids department in the Bozeman City Schools. Perhaps many feel that some of these authors have more of an ideal program in mind than the kind which is considered practical for most schools. On the other hand, the opposite position may be taken, that a program may be inadequate for a good practical program. Due to these different views, it has been the intent of the writer to use enough authorities on a particular subject to reveal standards. From these writings have been selected a set of standards that would appear to be most practical for the Bozeman City Schools.

In the Review of the Literature, the topics administration, financing, and equipment have been treated separately to give the reader a feeling of continuity to the problems faced in setting up an audio-visual program. The first of these, administration of an audio-visual program, is presented in the following section.

Problems in Administration of an Audio-Visual Program

There are four specific problems the administrator is faced with when setting up an audio-visual program. They are: (1) supervision of the audio-visual program, (2) qualifications of the director, (3) duties of the director, and (4) time allotment for the director. In the next section standards in supervision of an audio-visual program will be discussed.

Supervision of the audio-visual program. Choosing a director to head the audio-visual department should be one of the first steps in setting up an audio-visual program, for just as a man and wife must change their ways of living when they have their first baby, the school that obtains its first projector or film will find that a transformation has taken place in more ways than anticipated. New problems of care and treatment of equipment, as well as new opportunities in instruction for teacher and student have been created, and they are not to be minimized in administering an audio-visual program. Something must be done to take command of the new situation if a careful and worthy development is to materialize; this means a planned program.

The main objective at the outset of an audio-visual program is to assign a qualified person who will be responsible for the organization and development of a planned audio-visual program. Kinder[1] has

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[1]Kinder, James S., Audio-Visual Materials and Techniques, American Book Co., New York, N. Y., 1950, p. 540.

stated that this is the only way in which confusion can be avoided and optimum use made of whatever equipment the school possesses. Schuller has made the following statement to point out the need for a full-time or part-time director based on the size of the school or school system:

> In a small school system, the functions of an audio-visual director may be assigned to a staff member on a part-time basis. In larger systems, the establishment of an organization for audio-visual services very shortly becomes a full-time job. The main objective at the outset is to assign a qualified person who will be responsible for the organization and development of a planned audio-visual program.[2]

This stand has been substantiated by McKown and Roberts when they wrote that supervision of the audio-visual program was essential if it was to meet all levels of education in every subject field:

> Because audio-visual aids are used at every grade level and in practically every subject field, it is necessary that some one person supervise and co-ordinate their use. The very nature of the program is such that a director is needed if the program is to operate smoothly and effectively.[3]

Both large and small systems, according to Kinder[4], and

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[2]Schuller, Charles F., The School Administrator and His Audio-Visual Program, Dept. of Audio-Visual Instruction, N.E.A., Washington, D.C., 1954, p. 25.

[3]McKown and Roberts, Audio-Visual Aids to Instruction, McGraw-Hill Book Co., New York, N.Y., 1949, p. 532.

[4]Kinder, "op. cit.," p. 541.

individual buildings in larger systems, need a director of the audio-visual program.

When one reads the works of competent authors regarding audio-visual education, the necessity for a department head for the audio-visual education department becomes apparent almost immediately. However, meeting the qualifications that are expected of the director is another thing; therefore, a look at the qualifications expected of the director is necessary.

Qualifications of the director. Qualifications for the director of audio-visual aids will depend largely on personnel available, but due to the very important work to be done, the qualifications should be sound and high. Educational leaders have found that as standards for positions are raised, the number of qualified applicants increased. This philosophy has been proven in states where minimum standards for teaching have been raised. In view of the responsibilities that are placed on the audio-visual director, he should be able to qualify for his particular position in the same manner as the English teacher and other academic teachers. McKown and Roberts have referred to the director of the audio-visual program as one who is not only an educational leader, but one who is also a business man because he is responsible for the annual investment of a considerable amount of money. Hence, he must possess qualifications of a high order. These authors have listed the following as suggestive qualifications:

1. The director should have a wide acquaintance with the objectives and subject matter of the various grades from primary through high school, and he should be familiar with

progressive methods of instruction.

2. He should have a thorough understanding of the different types of aid, their place, scope, and function.

3. He should be thoroughly familiar with the techniques and procedures for utilizing audio-visual aids as a regular part of the instructional program.

4. He should be able to help select the audio-visual aids that contribute to the major educational objectives. His educational background should be sufficient to warrant his holding a permanent place on the curriculum committee.

5. He should be acquainted with the purposes and functions--and also the problems--of the audio-visual department.

6. He should possess initiative, courage, vision, tact, and ambition, and the personality that attracts teachers and coworkers.

7. He must have considerable administrative and executive ability.

8. He should possess the respected qualities of leadership, not the least important of which is the willingness and the ability to learn.

9. He should possess a certain amount of mechanical skill because in many instances, especially in the smaller systems and schools, he will be called upon to make minor adjustments and repairs.

10. He must be able to interpret the program not only to the teachers and administrators but also to the general public.[5]

Wittich and Schuller have listed the following six points as important qualifications to be considered in the selection of a director:

1. Successful experience in classroom teaching.

2. Professional training in audio-visual methods, supervision, and administration.

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[5]McKown and Roberts, "op. cit.," p. 534.

3. Competence in curriculum planning and its philosophy.

4. Ability to demonstrate audio-visual theories, plans, and techniques.

5. Continual professional contact with colleagues in connection with curriculum, teaching methods, and audio-visual education.

6. Ability to work well with lay people and with teachers, fellow supervisors, and administrators.[6]

Additional qualifications have been suggested by these writers, but they are secondary to the important ones already listed.

Schuller has listed qualifications as suggested by a committee of California educators.[7] The qualifications are as follows:

1. A well-balanced and dynamic personality.

2. A wholesome philosophy of life and education.

3. An expert understanding of the process of human living, growing, and learning at all ages.

4. Qualities of leadership which will inspire and guide professional growth of teachers.

5. Knowledge of the total curriculum and its implementation with the use of audio-visual materials.

6. A comprehensive understan ding of instructional practices.

7. Skill in selecting and using audio-visual materials in accordance with classroom needs.

8. An understanding of and practice in democratic

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[6]Wittich and Schuller, Audio-Visual Materials, Their Nature and Use, Harper and Bros., New York, N.Y., 1953, pp. 522-524.

[7]California State Department of Education, "Developing Standards of Teacher Competency in Audio-Visual Education," California Schools, Vol. 18, Jan., 1947, pp. 3-9.

supervision, and competency in guiding teachers in the improvement of their instruction.

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

10. Administrative training in organizing and operating an audio-visual program.

11. Skill in the operating of and simple maintenance of audio-visual equipment and an understanding of the theory and practices related thereto.[8]

Noel has also listed a set of qualifications, and they are:

1. At least two years of successful teaching experience at either the secondary or elementary level, with subsequent experience in supervision or administration.

2. An understanding of curriculum objectives, of the methods of curriculum construction, and of acceptable instructional practices.

3. A well-balanced and dynamic personality and a wholesome philosophy of life, such as are commonly expected of others in comparable positions of educational leadership.

4. Expert knowledge of audio-visual materials and how to use them as an integral part of the instructional program.

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

6. A working knowledge of basic fields, such as photography, radio production, recording, slide-making, and so on. Although it is not required that he be an expert in any one of these fields, he should be familiar with the processes involved.[9]

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[8]Schuller, "op. cit.," p. 128.

[9]Noel, Francis, "Principles of Administering Audio-Visual Programs, "Audio-Visual Materials of Instruction, Forty-Eighth Yearbook, Part I, National Society for the Study of Education, Chicago: University of Chicago Press, 1949, p. 195.

Kinder, in his chapter on "The Audio-Visual Program", has enumerated the six qualifications that he feels are most important in the selection of an audio-visual director, as:

1. Three to five years of successful teaching experience.
2. Specific training in the field of audio-visual materials.
3. Interest and enthusiasm for audio-visual techniques.
4. Familiarity with the content of the field--film, filmstrips, maps and globes, records, and transcriptions.
5. Organizational and administrative ability.
6. Knowledge of curriculum construction and textbook developments.[10]

In each of the preceding sources one should be quick to grasp the overwhelming amount of similiarity of qualifications. This is not as surprising as it first appears when one realizes that each author is well informed on the responsibilities that the director must assume. After looking at the general qualifications, it is recognized that the director must have the broadest of educational backgrounds. A summary of the most frequently mentioned qualifications, as set down by McKown and Roberts,[11] Wittich and Schuller,[12] California State Department of Education,[13] Schuller,[14]

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[10]Kinder, "op. cit.," p. 541.

[11]McKown and Roberts, "op. cit.," p. 534.

[12]Wittich and Schuller, "op. cit.," pp. 522-524.

[13]California State Department of Education, "op. cit.," pp. 3-9.

[14]Schuller, "op. cit.," p. 128.

Noel,[15] and Kinder,[16] will appear in Table I.

TABLE I. FREQUENCY OF MENTION OF QUALIFICATIONS OF AUDIO-VISUAL DIRECTOR ACCORDING TO EIGHT AUTHORITIES.

Qualification	Frequency of Mention
Knowledge of curriculum construction and textbook developments	8
Organizational and administrative ability	7
A well-balanced and dynamic personality and a wholesome philosophy of life	7
Successful teaching experience	6
Skill in selecting and using audio-visual materials in accordance with classroom needs	6
Specific training in the field of audio-visual materials	5
Skill in operation and simple maintenance of audio-visual equipment	5
Ability to demonstrate audio-visual theories, plans, and techniques	5
Possess qualities of leadership	4

Other qualifications mentioned were:

1. Interest and enthusiasm for audio-visual materials.

2. An expert understanding of the process of human living, growing, and learning at all ages.

3. Understanding of and practice in democratic supervision,

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[15] Noel, "op. cit.," p. 195.

[16] Kinder, "op. cit.," p. 541.

and competency in guiding teachers in the improvement of their instruction.

4. Continual professional contact with colleagues in connection with curriculum, teaching methods, and audio-visual education.

When the man fitting these qualifications is employed, he must be put in a position where he can use these talents and abilities to the advantage of the school system. This leads to the duties of the director, and for that reason duties will be taken up next.

Duties of the audio-visual director. Duties of the director of audio-visual education must be commensurate with the breadth and variety of qualifications that are required of him. Authors of many audio-visual publications have discussed these duties. It would be impractical to use references from all the literature regarding duties. Therefore, the writings of those men who have seemed to be the most commonly accepted authorities in the field have been consulted and used. Rather than list the duties as administrative, supervisory, or technical, they will be grouped together as general duties.

Kinder, who is one of the leading figures in the audio-visual field, has felt that the following duties of the director are of the utmost importance:

1. Organizing a department or center of audio-visual materials.

2. Preparing and supervising the expenditure of a budget.

3. Co-operating with school architects on the functional planning of new buildings and remodeling of old structures.

4. Promoting public relations involving working with community groups and preparing publicity.

5. Reporting to the superintendent of schools.

6. Promoting an in-service teacher education program.

7. Consulting with teachers regarding utilization of materials.

8. Consulting with teachers regarding material needs.

9. Visiting schools.

10. Issuing bulletins, newsletters, and information on availability and utilization of materials.

11. Selecting and purchasing machines, films, slides, filmstrips, records, and supplies (with the co-operation of committees of teachers and other personnel).

12. Maintaining a library.

13. Classifying and cataloging materials.

14. Circulating materials.

15. Repairing and maintaining materials.

16. Keeping records.

17. Producing materials such as slides, filmstrips, motion pictures, charts, models, flat pictures, exhibits, and records.[17]

Schuller, another recognized authority, has listed a number of duties, as suggested by Dale,[18] they are:

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[17]Kinder, "op. cit.," pp. 542-543.

[18]Dale, Edgar, Audio-Visual Methods in Teaching, Dryden Press, New York, N.Y., 1946, pp. 485-486.

1. General organization and administration of the section.

2. Supervision of personnel.

3. General direction of production, instruction, and distribution.

4. Budget making.

5. Making of tabular studies in growth of the service: analysis of needs.

6. Making of periodic reports to superior officers.

7. Preparation of manuals, bulletins, catalogs, and lesson units on the techniques and uses of audio-visual materials.

8. Organization of audio-visual education conferences with directors of instruction, supervisors, principals, and teacher committees.

9. Determination of the objective requirements of the course of study.

10. Coordination of audio-visual materials in the course of study.

11. School visitations to determine needs.

12. Search for sources: examination, evaluation, and types of audio-visual materials.

13. Teacher-training in the use of equipment and types of audio-visual materials.

14. Conducting experiments in the application and intensive uses of audio-visual materials.

15. Organization of special exhibits.

16. Correlation of community sources of audio-visual materials: museums, art galleries, industrial, and commercial exhibits.

17. Public relations: community addresses, reports on contributions of audio-visual materials to the enriched curriculum, special exhibits.[19]

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[19] Schuller, "op. cit.," p. 36.

Somewhat similiar in nature to the preceding are the following six duties that have been pointed out by Wittich and Schuller:

1. To help teachers realize the reasons for, and the techniques required in previewing and evaluating current audio-visual materials.

2. To assist teachers in defining problems of instruction and in discovering ways of meeting them through audio-visual materials and techniques.

3. To act as general information center so that the teachers will know whom to ask about problems concerning utilization, availability of materials, operation of equipment, etc.

4. To acquaint his teaching staff with the newest developments in the field, such as new materials, new equipment, research findings, etc.

5. To foster interschool visits by teachers.

6. To advise the administration concerning needed audio-visual materials and equipment (and their estimated costs.)[20]

McKown and Roberts have listed the following as suggestive duties:

1. Appointing assistants.

2. Preparing the budget.

3. Supervising the staff of the audio-visual center.

4. Purchasing equipment and materials.

5. Conducting faculty meetings.

6. Assisting teachers individually.

7. Assisting supervisors.

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[20] Wittich and Schuller, "op. cit.," p. 524.

8. Arranging demonstration lessons.

9. Preparing handbooks, bulletins, and other publications.

10. Evaluating the program.

11. Planning and conducting the in-service training program.

12. Co-ordinating and supervising the use of sound equipment.

13. Educating the community in audio-visual ideals and procedures.

14. Attend district, state, and national conventions, and similiar meetings, at school expense.[21]

Kinder and McClusky have included the following in their discussion of the director's duties:

1. Appointing and training assistants.

2. Preparing and documenting the budget.

3. Setting up evaluative criteria to determine the needs and results of the program.

4. Supervising the production of locally produced materials.

5. Preparing guides to accompany audio-visual materials.

6. Directing the evaluating, selecting, and purchasing of new materials and equipment.

7. Supervising the distribution of materials and equipment.

8. Providing selected bibliographies, catalogs, and other information about audio-visual materials.

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[21]McKown and Roberts, "op. cit.," p. 534.

9. Arranging storage, maintenance, and repair facilities.

10. Cooperating with regional and state agencies in extending the use of audio-visual materials.

11. Enlisting support for the program through public education.

12. Serving as a consultant in arranging the necessary physical plant facilities for adequate use of audio-visual materials.

13. Working with teachers, supervisors, and curriculum directors on problems concerning the integration of audio-visual materials into the curriculum.

14. Arranging demonstrations of good utilization techniques.

15. Consulting with teachers and assisting them in programming and using audio-visual materials effectively. [22]

A general survey of the frequencies of duties of the director will be found in Table II. Only those duties most frequently mentioned by the authors are listed.

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[22] Kinder, James, and McClusky, The Audio-Visual Reader, Wm. C. Brown Co., Dubuque, Iowa, 1954, pp. 273-274.

TABLE II. FREQUENCY OF MENTION OF DUTIES OF AUDIO-VISUAL DIRECTOR ACCORDING TO EIGHT AUTHORITIES

Duties	Frequency of Mention
Promoting an in-service teacher education program	8
Consulting with teachers regarding utilization of materials	7
Preparing and supervising the expenditure of a budget	6
Promoting public relations involving working with community groups and preparing publicity	6
Issuing bulletins, newsletters, and information on availability and utilization of materials	6
Selecting and purchasing audio-visual equipment	6
Keeping records and setting up evaluative criteria of the program	6
Organizing a department of center of audio-visual materials	4
Reporting to the superintendent of schools	4
Circulating materials	4
Producing materials such as slides, filmstrips, motion pictures, charts, models, flat pictures, exhibits, and records	4

Other duties mentioned by the authors, but of lesser frequency, are:

1. Co-operating with school architects on the functional planning of new buildings and remodeling of old structures.
2. Consulting with teachers regarding material needs.
3. Visiting schools.
4. Maintaining a library.
5. Classifying and cataloging materials.

6. Repairing and maintaining materials.

7. Determination of the objective requirements of the course of study.

8. Conducting experiments in the application and intensive uses of audio-visual materials.

9. Organization of special exhibits.

10. Correlation of community sources of audio-visual materials: museums, art galleries, industrial, and commercial exhibits.

11. To foster interschool visits by teachers.

12. Appointing assistants.

13. Supervising the staff of the audio-visual department.

14. Attend district, state, and national conventions, and similiar meetings, at school expense.

Although it is necessary to have applied standards of duties set down for the director, the director should not lose sight of the fact that his job is never done, and that new problems, new challenges, and new opportunities always lie ahead. His is the task of continually searching for means of improving instruction and for the more orderly revision and organization of curriculum responsibilities.

As one views the Table and sees the many duties, it is easy to recognize the amount of time that must be made available to the director to perform them. Our next section will deal with time allotment for the director.

Time allotment for the department director. One of the more difficult tasks the administrator must face, as it concerns the audio-visual director, is the amount of time that the director should be given to accomplish his audio-visual duties. In most cases, the administrator must use his own good judgment. This judgment should be based on an understanding of the value of audio-visual aids as they concern the school system and their contribution to the development of the child. Among other factors, the administrator should also consider additional released time from teaching as new teachers are added to the staff and as enrollment increases. Schuller sums up the rapid expansion of audio-visual education by remarking that, "---the establishment of an organization for audio-visual services very shortly becomes a full time job."[23] Wittich and Schuller[24] have recommended a part-time audio-visual director in cities with a population of 10,000 or less, and a full-time audio-visual director in cities over 10,000 population.

Although the authorities in the field of audio-visual education do not go to any great length on time allotment for the supervisor of the program, they feel that the following points would be useful in determining time allotment.

1. Size of the town

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[23]Schuller, "op. cit.," p. 25.

[24]Wittich and Schuller, "op. cit.," p. 511.

a. Part-time director for cities with a population of less than 10,000

b. Full-time director for cities with a population of 10,000 or more

2. Good judgment by the administrator in determining what he honestly feels should be alloted to the director for properly carrying out his program.

3. Duties of the director

Whether a full or part-time director is employed there must be made available monies with which to run his department; therefore, the next part will deal with financing the audio-visual program.

Financing the Audio-Visual Program

Financing for the audio-visual program is perhaps the most important item the director of the department must face. General considerations that must be given to the program as well as the methods of financing it must be known to him. In the next section general considerations that should be remembered when establishing standards of financing an audio-visual program will be taken up.

General considerations. General considerations are necessary in planning for the proper administration of audio-visual materials just as it is necessary to plan for the financing of the program. No audio-visual program can become a dynamic and integral part of the school's educational program unless budgetary provision is made for it. Teachers cannot be expected to provide films, records, or

maps from their own resources, nor will catch-as-catch-can financing accomplish more than a flutter. Visual supplies and equipment cost money and must be set up in the school budget along with such items as lathes, books, globes, and balances. These general considerations include some of the suggestions made by Kinder.[25]

With the constant increase in the cost of operation of schools, it becomes increasingly mandatory that any monies spent be highly justifiable, and for this very reason, budgeting for audio-visual materials is often neglected unless it becomes an integral part of the program.

Acquisition, utilization, and maintenance of audio-visual materials must be based upon sound educational procedures. Reliance on funds obtained from PTA groups, student organizations, and money-making activities should be on a temporary basis or discouraged altogether. Monies obtained from such organizations should be used for the betterment of that organization with a view to making the entire audio-visual program just as much a part of the total school program as the necessary facilities for any other department.[26]

The N.E.A. Research Bulletin of October, 1955,[27] was devoted to audio-visual education in the urban school districts, and in

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[25]Kinder, "op. cit.," p. 551.

[26]AVID of Indiana, Handbook for the Audio-Visual Program, Indiana University A.V. Center, Indiana, 1948, P. 26.

[27]National Education Association, Research Bulletin, "Audio-Visual Education in Urban School Districts," Research Division, Washington, D.C., Oct., 1955, 32 pp.

this report there was considerable evidence pointing toward increases in appropriations for purchase of audio-visual materials and maintenance of an audio-visual department since the time of the previous research bulletin devoted to audio-visual education which appeared in 1945.

Just how much of the school budget should be earmarked for audio-visual aids will depend largely upon how much faith the administration has in audio-visual aids and in a planned program. Sands[28] seemed to sum up the "faith" situation fairly well when he said, "---generous school systems are spending up to .50¢ in A.D.A., and that idealists think the amount ought to be at least $2.00, and the dreamers go up and up."

From a discussion concerning the financing of an adequate audio-visual program in the State of California it was brought out that, "---the 1949-50 figure for all public school expenditures for audio-visual education totals about $3,000,000, or about $2.00 per student in average daily attendance."[29] If one state is able to provide ample sums of money for audio-visual programs perhaps it is advisable to look into the various methods of financing an adequate program. The next part of this investigation will treat methods in financing.

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[28]Sands, Lester, Audio-Visual Procedures in Teaching, The Ronald Press Co., New York, N.Y., 1956, p. 515.

[29]Ornsby, George, "Financing an Adequate Audio-Visual Program," Audio-Visual Administration, edited by Harcleroad and Allen, Wm. C. Brown Co., 1951, pp. 21-22.

Methods of financing. There are a number of methods that may be used to finance an audio-visual program and careful consideration should be given to them before final selection of one of them. Whatever method is chosen, it should best serve the needs of the entire school system. The methods most used are: (1) cost per pupil, (2) per pupil in average daily attendance or average number belonging, (3) per building unit, (4) per teacher, (5) a fixed percent of the school budget, (6) the same amount that is spent annually on textbooks, and (7) state aid.

There are advantages and disadvantages concerning each of the preceding suggested methods, yet, each of them is far better than trying to operate a program on a token budget that is not based on sound principles. The Committee on Visual Aids in Education of the American Council on Education has taken a positive position in the matter of adequate financial support for the audio-visual program by suggesting that a definite annual appropriation should be demanded of the school tax dollar. The report, in part, reads:

> What he (director) should demand is a definite annual appropriation. This appropriation should represent a fair share of the school tax dollar in terms of the contributions of the visual program to the total educational program. Requests for such appropriations should be made so that the annual appropriation will not be viewed as a discrete item, but will be viewed as an integral part of a continuing financial responsibility.[30]

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[30] Seaton, Helen H., A Measure for Audio-Visual Programs in Schools, American Council on Education, Washington, D.C., 1944, p. 33.

As teachers, dassrooms, and new schools are added to the school district, the finances of the audio-visual department should be increased proportionally. Where audio-visual budgets are set at a specific amount year after year, with no provision for automatic increase to accomodate the additions, it too often happens that the administration overlooks increasing the audio-visual budget with the result that the department's contribution to instruction is reduced. It is, therefore, essential that a flexible form of standard be used to make automatic increases in the budget as the school or school system increases in size, by either enrollment, staff, or plant.

A discussion on methods of financing is certainly worthy of considerable thinking and for this very reason a review of some of the methods already mentioned is in order. Hoban, Hoban, Jr., and Zisman made the remark that: "Allocation on the per pupil basis cannot be defended."[31] Other educators have felt that the expense of the audio-visual program varied so much with the grade level of the pupils that a per pupil cost basis was invalid. They based their conclusion on the premise that the primary teachers will need less expensive materials than intermediate, upper-grade, or secondary school teachers. Teachers of such special subjects as speech, art, health, and similiar subjects may require still more expensive mat-

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[31] Hoban, Charles F., Hoban, Charles F., Jr. and Zisman, Samuel B., Visulizing the Curriculum, Dryden Press, New York, N. Y., 1937, p. 271.

erials, and in greater quantities. Another objection can best be explained by example. A child in a small graded school has just as great a need for a complete audio-visual learning environment as the child in the elementary school of 1000 enrollment. Yet one must consider the effect of a uniform $3.00 per pupil cost in these two cases. In the larger school $3,000 would be available to provide audio-visual experiences within the six grades, while only $120 would be available for the 40 children enrolled in the graded school. The elementary school children in both instances should be provided with nearly identical opportunities for an audio-visual program, yet very little could be done for the graded school on $120. If budget making is contemplated on a per-teacher basis, a similiar situation would result.

State and Federal aid have been brought up at various times as ways to help support the audio-visual program.. Because this form of aid has been such a controversial subject, it is outside the scope of this paper to go into any great discussion on the matter. It is sufficient to say that audio-visual education should be no more dependent on outside aid than other phases of education. The primary responsibility for the education of our children should rest in the interest of those closest to the child. Therefore, the populace on the local level should look at audio-visual education as being a program they should want and should be willing to support and finance.

The Audio-Visual Commission on Public Information recommended a budget based on a percentage of not less than one percent of

the annual per pupil budget to be expended on audio-visual instructional materials and equipment.[32] This recommendation won full support from the board of directors of the National Audio-Visual Association, at the 11th annual National Audio-Visual Convention held in Chicago in 1946. Organizations that had representatives participating in the Commission were the Department of Audio-Visual Instruction of N.E.A., The Educational Film Library Association, the Association of Chief State School Audio-Visual Officers, the American Association of School Librarians, the National Council of Churches, the National Association of Educational Broadcasters, the University Film Producers Association, the A.V. Communications Division of the National University Extension Association, and the National Audio-Visual Association.

Since the acceptance of the recommendation of one percent of the instructional budget for audio-visual education, numerous school systems throughout the nation have accepted it as a minimum standard for their audio-visual program. A program based on a percentage schedule of the total school budget will always give the department the flexibility necessary to keep abreast of the growth so many of the schools are witnessing in the United States, without the necessity of constantly having the audio-visual director making a request to the administration and school board for an increase in budget. But

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[32]Schuller, C.F., "The Audio-Visual Commission on Public Information," Educational Screen & Audio-Visual Guide, July, 1957, p. 367.

even a one percent formula will not be a panacea. This figure is only a minimum and it should be realized that there will be times when sums over and above this amount will be required. A good example would be when a new school is built in the community. To properly equip the new addition with audio-visual aids, additional amounts of monies will be needed for the next year or two to do so. The same would be necessary should a large number of teachers be added to the staff in a short period of time.

Of the general suggested methods of financing an audio-visual program, (1) cost per pupil, (2) per pupil in average daily attendance or average number belonging, (3) per building unit, (4) per teacher, (5) a fixed percent of the school budget, (6) the same amount that is spent annually on textbooks, and (7) state aid, a fixed percent of the school budget, as recommended by the Audio-Visual Commission on Public Information,[33] appears to have the greatest merit for the greatest good to the total audio-visual program, and for this reason it is reasonable to give it considerable consideration as a standard for the Bozeman City School System.

Perhaps one of the major expenditures in the audio-visual budget is the purchase of equipment. Because it is so important, minimum standards should be drawn up; therefore, the next unit of study will have to do with minimum equipment requirements.

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[33]Schuller, "op. cit.," p. 367.

Equipment

The backbone of an audio-visual aid program, other than the teacher, will depend largely upon the amount and quality of the type of equipment available to the teacher. It is paramount that each school in a system be provided with enough machines of the proper type to allow unrestricted use of the many films, filmstrips, and slides that are available.

It is important to remember that equipment needs and usage vary from school to school and that no general standard can be applied to needs in a particular school. Standards, however, serve as valuable reference points for comparing one school with others and with the best guesses of the experts, according to Ely.[34]

A number of references were reviewed to determine what the authorities considered standards for an audio-visual program. Listed are some of the findings. It is interesting to note the similiarity in thinking as to basic requirements.

One of the references, a committee on audio-visual aids for the county schools in California, listed the following as minimum in each school:

1. 16 mm. sound motion picture projector--one for 200 pupils.

2. 35 mm. filmstrip projector--one for 200 pupils.

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[34]Ely, Donald P., "Budget Based on Needs," Audio-Visual Instruction, Dept. of Audio-Visual Instruction, N.E.A., Oct., 1957, p. 204.

3. Projector for 3 1/4 by 4 inch slides--one for 400 pupils.

4. Projector for 2 x 2 inch slides--one for 200 pupils.

5. Suitable projection screens--one for each room.

6. Two-speed record and transcription player--one for each room.

7. Radio--one for each room.

8. Kit for making lantern slides--as needed.[35]

The preceding list might not seem too impressive, but when one considers that the equipment mentioned was to be housed in each county school it would appear quite impressive.

Another reference is the Audio-Visual Commission on Public Information. It developed a list of basic equipment in answer to requests from many schools and school systems throughout the country. The list is as follows:

1. 16 mm sound projectors--1 per 300 students or major fraction thereof.

2. Filmstrip and 2 x 2 projector--1 per 200 students or major fraction thereof.

3. Opaque projector--1 per building.

4. Record player (3 speed) 1 per kindergarten class or, if no kindergarten, per first grade. 1 per 5 other classrooms. At least 2 per building.

5. Am-Fm radio receivers--1 per 5 classrooms. At least 1 per building.

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[35]Committee on Audio-Visual Aids in Education of the California School Supervisors' Association, California Journal of Education, Vol. 14, No. 3, Feb., 1946, p. 163.

6. Overhead projector (7" x 7" or larger) one per building.

7. Screen (60" x 60" or larger) 1 per each 2 classrooms.

8. TV receivers (all channel) at least 1 per building where appropriate program materials are available.[36]

Such other references as Kinder,[37] Schuller,[38] McKown and Roberts,[39] and Sands,[40] all refer to the equipment standards as suggested by Seaton in 1944 as basic requirements. These standards are:

1. One 16 mm. sound projector for every 200 students.*

2. One filmstrip projector for every 200 students.*

3. One 2 x 2 projector for every 400 students.*

4. One 3 1/4 x 4 projector for every 400 students.*

5. One set of 35 stereoscopes for every 400 students (elementary schools only).

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.*

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[36] Ely, "op. cit.," p. 222.

[37] Kinder, "op. cit.," p. 544.

[38] Schuller, "op. cit.," pp. 250-251.

[39] McKown and Roberts, "op. cit.," p. 21.

[40] Sands, "op. cit.," p. 517.

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 the number specified).[41]

Seaton obtained the standards for minimum audio-visual needs from a Committee on Visual Aids of the American Council on Education.[42]

Since the publication of the preceding report the following additions to these basic equipment needs have come to be accepted standards.

1. A tape recorder for every 200 students.

2. A set of duplicating materials for every three classrooms.

3. A (slide) camera available to teachers in every school.

4. A TV receiver for each school building.[43]

Although it is desirable to have fixed standards of equipment from an administrative point of view, the administrator must never lose sight of the main consideration of equipment needs--the extent to which pupil and teacher needs are to be met. These individuals are the subjects for whom the audio-visual program exists, and their

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[41]Seaton, "op. cit.," pp. 36-37.

[42]Kinder, "op. cit.," p. 544.

[43]Sands, "op. cit.," p. 517.

demands will largely determine what and how much equipment a school should have.

In Table III a general survey of frequencies of pieces of equipment, as recommended by the preceding authors, will be found.

TABLE III. FREQUENCY OF MENTION OF AUDIO-VISUAL EQUIPMENT PER SCHOOL OR PUPIL NUMBER

Equipment standards	Frequency of Mention
16 mm. sound motion picture projector--one per 200 students	8
35 mm. filmstrip and 2 x 2 inch projector--one per 200 pupils	8
Suitable projection screens--one for each classroom or per every two classrooms	8
Record player--one for each classroom	8
Radio--one for each room or one per 5 rooms	8
Projector for 3 1/4 x 4 inch slides--one for 400 pupils	7
Opaque projector--one per building	7
TV receivers--one per building	7
Tape recorder--one per 200 pupils	6
Set of duplicating materials for every three classrooms	6
Overhead projector--one per building	1

Summary

A review of each main division in this chapter, "Problems in Administration of an Audio-Visual Program", "Financing the Audio-Visual Program", and "Equipment", is treated individually in this Summary, the first of these, "Problems in Administration of an Audio-

Visual Program" will follow.

Problems in administration of an audio-visual program. The superintendent should be concerned with four specific problems in administration of an audio-visual program, they are: (1) supervision of the program, (2) qualifications of the director, (3) duties of the director, and (4) time allotment for the director.

The authorities in the field of audio-visual education highly recommend that one person be employed for the purpose of supervising and co-ordinating the program, and that this person must have the broadest of educational backgrounds. To substantiate their belief in a good educational background for the director, the authorities list the following as major qualifications:

1. Successful teaching experience.
2. Specific training in the field of audio-visual materials.
3. Organizational and administrative ability.
4. Knowledge of curriculum construction and textbook developments.
5. A well-balanced and dynamic personality and a wholesome philosophy of life.
6. Skill in operation and simple maintenance of audio-visual equipment.
7. Skill in selecting and using audio-visual materials in accordance with classroom needs.
8. Ability to demonstrate audio-visual theories, plans, and techniques.

9. Possess qualities of leadership.

A person able to meet such rigid qualifications must be put in a position so as to make full use of them. The authorities list the following major duties as standards for the audio-visual director:

1. Organizing a department or center of audio-visual materials.

2. Preparing and supervising the expenditure of a budget.

3. Promoting public relations involving working with community groups and preparing publicity.

4. Reporting to the superintendent of schools.

5. Promoting an in-service teacher education program.

6. Consulting with teachers regarding utilization of materials.

7. Issuing bulletins, newsletters, and information on availability and utilization of materials.

8. Selecting and purchasing audio-visual equipment.

9. Circulating materials.

10. Keeping records and setting up evaluative criteria of the program.

11. Producing materials such as slides, filmstrips, motion pictures, charts, models, flat pictures, exhibits, and records.

To perform the duties the director is charged with will take time, and although the authorities do not have too much to say regarding time allotment for the director they do recommend a part-time director for cities with a population of less than 10,000 and a full-time

director for cities of 10,000 or more in population. Some authorities feel that the time allotment should be left to the discretion of the superintendent.

Financing the audio-visual program. The review of the literature revealed seven methods to finance an audio-visual program, they were: (1) cost per pupil, (2) per pupil in average daily attendance or average number belonging, (3) per building unit, (4) per teacher, (5) a fixed percent of the school budget, (6) the same amount that is spent annually on textbooks, and (7) state aid.

A one percent figure, based on the annual per pupil budget, as recommended by the Audio-Visual Commission on Public Information,[44] appeared to be the most satisfactory method of financing an audio-visual program. This method would minimize the necessity of the audio-visual director meeting with the administration for added monies to meet the increasing demands for audio-visual aids by the teachers as well as increase in enrollment, teachers, and plant size.

Equipment. To meet the needs of utilizing audio-visual materials in the classroom, basic standards of equipment were recommended by the authorities, the standards are as follows:

1. 16 mm. sound motion picture projector--one per 200 pupils.
2. Combination 35 mm. filmstrip and 2 x 2 slide projector--one per 200 pupils.
3. Projector for 3 1/4 x 4 inch slides--one per 400 pupils.
4. Suitable projection screens--one for each classroom or

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[44] Schuller, "op. cit.," p. 367.

per every two classrooms.

5. Kit for making lantern slides--as needed.
6. Record player--one for each classroom.
7. Radio--one per five classrooms.
8. Opaque projector--one per building.
9. Overhead projector--one per building.
10. TV receivers--one per building.
11. Tape recorder--one per 200 pupils.
12. Set of duplicating materials for every three classrooms.

In the next chapter definite standards are arrived at as they pertain to administration, using material presented in this chapter and ideas that the writer feels are important to include, as they apply to the audio-visual department in the Bozeman City School System.

CHAPTER III

SUGGESTED STANDARDS FOR ADMINISTRATION OF AN AUDIO-VISUAL PROGRAM

Suggested standards for the administration of an audio-visual program discussed in this chapter are taken from the investigations revealed in the Review of the Literature as well as those of the author. The standards that are treated deal with the department head and his title, qualifications of the department head, duties of the department head, and time allotment for the department head. The department head and his title will be discussed in the following section.

Department Head and His Title

When establishing a department in a school system, one of the first considerations should be to determine whether there should be a person to head the department, and if so, what should be his title. The Bozeman City School System has established a head of the department of audio-visual education and has given him the title of consultant.

The assigning of an individual to head the department is extremely important, for only in this way, according to Kinder[1] and

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[1]Kinder, James S., Audio-Visual Materials and Techniques, American Book Co., New York, N.Y., 1950, p. 540.

Schuller,[2] can there be a planned and organized program which can go on to serve the teacher and child to optimum capacity..

Some doubt, however, can be raised as to the correctness of the word consultant as the title for the department head. Webster's Collegiate Dictionary defines consultant as: "One who gives professional advice or services."[3] The person heading the department of audio-visual education has numerous duties other than giving advice or services; therefore consultant does not appear to be a title broad enough in definition to describe him. Authors in the audio-visual field usually refer to the department head of audio-visual education as the director. McKown and Roberts have written that, "The very nature of the program is such that a director is needed---."[4] As early as 1939 Dent[5] encouraged a director to head the department. In view of the stand taken by these authorities there would seem to be ample justification in giving the title of director to the head of the department of audio-visual education.

Once standards are set to employ a director, the qualifications that he must have must be established. Determining the quali-

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[2]Schuller, Charles F., The School Administrator and His Audio-Visual Program, Dept. of Audio-Visual Instruction, N.E.A., Washington, D.C., 1954, p. 25.

[3]Webster's Collegiate Dictionary, Fifth Edition, G. & C. Merriam Co., Springfield, Mass., 1944, p. 218.

[4]McKown and Roberts, Audio-Visual Aids to Instruction, McGraw-Hill Book Co., New York, N.Y., 1949, p. 532.

[5]Dent, Ellsworth Co., The Audio-Visual Handbook, The Society for Visual Education, Inc., Chicago, Ill., 1939, p. 181.

fications of the department head, then, becomes an important step.

Qualifications of the Department Head

Once the school board and superintendent have agreed upon the inception of an audio-visual department, a department head, and the department head's title, much attention should be given to the qualifications expected of the director. It should be kept in mind that the audio-visual director, to be most effective, must be a combination of outstanding teacher, curriculum worker, subject supervisor, and general administrator.

To determine the specific qualifications which the director should possess, a composite list of qualifications most frequently used in the works of McKown and Roberts,[6] Wittich and Schuller,[7] California State Department of Education,[8] Noel,[9] and Kinder,[10] as listed in Chapter II, Review of the Literature, has been used to arrive at the following:

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[6]McKown and Roberts, "op. cit.," pp. 533-534.

[7]Wittich and Schuller, Audio-Visual Materials, Their Nature and Use, Harper and Bros., New York, N.Y., 1953, pp. 522-524.

[8]California State Department of Education, "Developing Standards of Teacher Competency in Audio-Visual Education," California Schools, Vol. 18, Jan., 1947, pp. 3-9.

[9]Noel, Francis, "Principles of Administering Audio-Visual Programs," Audio-Visual Materials of Instruction, Forty-Eighth Yearbook, Part I. National Society for the Study of Education, Chicago: University of Chicago Press, 1949, p. 195

[10]Kinder, "op. cit.," p. 541.

1. Specific training in the field of audio-visual education, with emphasis in administration, methods, and supervision.

2. A wholesome and dynamic personality. A personality that gains respect as it shows authority.

3. Should be familiar with the techniques and procedures for utilizing audio-visual aids as a regular part of the instructional program.

4. He should be an experienced and successful teacher, preferably in both the elementary and secondary schools.

5. A wholesome philosophy of life and education.

6. Interest and enthusiasm in audio-visual education.

7. Should be thoroughly familiar with the curriculum content of grades kindergarten through twelve.

8. Ability to demonstrate audio-visual theories, plans, and techniques.

9. He should be able to interpret the program to the administration, teachers, and public.

10. Have skill in the operation and maintenance of audio-visual equipment.

It would be difficult to find the person to meet the qualifications as listed, but it is far more advisable to follow such criteria in selection than for just anyone filling the position as director of audio-visual education. The director will hold a very important position in the school system and, therefore, should be selected with careful scrutiny. The field of audio-visual education is no longer in

its infancy. Just as a child matures to adulthood, so also does audio-visual education mature with each passing year and with its maturity are coming personnel definitely trained for the position.

The rigid qualifications that are expected of the director indicate clearly that the duties should be both varied and challenging.

Duties of the Head of the Department

The duties that are expected of the audio-visual director are almost endless and for this very reason some set of standards must be established so that there can be a clear understanding between the administrator and director and also between the director and the staff as to what can be expected from him. There are general duties that can be applied to almost any school system and those that can be more useful to only a particular school system. The duties that will be listed are a combination of both in as much as they should be applied in the Bozeman City Schools. Recommendations have been taken from such authors as Dale,[11] Kinder,[12] Schuller,[13] Wittich and Schuller,[14] McKown and Roberts,[15] and Kinder and McClusky,[16] and have been

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[11]Dale, Edgar, Audio-Visual Methods in Teaching, Dryden Press, New York, N.Y., 1946, pp. 485-486.

[12]Kinder, "op. cit.," pp. 542-543.

[13]Schuller, "op. cit.," p. 36.

[14]Wittich and Schuller, "op. cit.," p. 524.

[15]McKown and Roberts, "op. cit.," p. 534.

[16]Kinder and McClusky, The Audio-Visual Reader, Wm. C. Brown, Co., Dubuque, Iowa, 1954, pp. 273-274.

added to those the writer has felt are pertinent to the Bozeman Schools.

1. General organization and administration of the department.

2. Budget making.

3. Preparation of bulletins, catalogs, and lesson units on the techniques and uses of audio-visual materials.

4. Search for sources: examination, evaluation, and acquisition of audio-visual materials.

5. Promoting public relations involving working with community groups and preparing publicity.

6. Promoting an in-service teacher education program in the use of equipment and types of audio-visual materials.

7. Consulting with teachers regarding material needs.

8. Selecting and purchasing machines, films, slides, filmstrips, etc. that pertain to audio-visual education.

9. Repair and maintain materials.

10. School visitations to determine needs.

11. Making periodic reports to the administration on the state of affairs in the audio-visual department.

12. Coordination of audio-visual materials in the course of study.

13. To assist teachers in defining problems of instruction and in discovering ways of meeting them through audio-visual materials and techniques.

14. Attend district, state, and national conventions, and similiar meetings, at school expense.

15. Setting up evaluative criteria to determine the needs and results of the program.

16. Serving as a consultant in arranging the necessary physical plant facilities for adequate use of audio-visual materials.

17. Maintaining a library file on all of the visual aids available to the staff.

18. To set policy concerning the use of audio-visual equipment by individuals and organizations outside of the school jurisdiction.

19. Take pictures of school activities to show at PTA meetings or public gatherings where interested groups would like to view them.

20. To perform the necessary maintenance on the audio-visual equipment so that it is in optimum condition at all times.

21. Deliver audio-visual materials to each school when requested by the teacher.

22. Pick up audio-visual request slips and other material in the out-baskets in the principal's office at least once every two days.

23. To make out a schedule for all schools, except the high school, as to when they can expect to get the Orthro-Rater.

24. To check the Orthro-Rater cards that are to be sent to the County Health Office so that a year by year record can be kept as to the number of referrals being made from each school.

25. Deliver material from the main office to all the schools in the district when requested.

It is understandable that not all of the duties of the audio-visual director can be listed in any one paper, nor should the major ones that have been listed be followed without some flexibility. It is necessary that periodic examination and continual scrutiny of the duties be encouraged and suggested changes made where necessary.

From the preceding list of duties it is understandable that time allotment to perform them is a major item, and for this reason the next section will present standards of time allotment for the department head.

Time Allotment for the Department Head

In Chapter II it was pointed out that the amount of time the director would be given to perform his duties would be dependent largely upon the judgment of the superintendent. Due to this situation, it is more important than ever that the superintendent be kept informed on objectives of a well-developed audio-visual program, what it has done, what it can do, and what it will do so long as sufficient monies, time, and qualified personnel are made available.

The audio-visual director, like any other director in a school system, should have his time allotment determined by the duties that are expected of him. As his duties are increased, so also should his time allotment. In the past six years the Bozeman City Schools have not given additional time to the audio-visual director, however, this

cannot be said about duties. The following major duties have been added to the audio-visual program in this six-year period:

1. A 16 mm educational film purchasing plan
    a. Films must be located and requisitioned
    b. Films must be previewed
    c. Arrangements made to purchase or return the film
2. Orthro-Rater program
    a. Setting up a schedule for machine use
    b. Re-checking all referral cards before they are sent to the County Health Office
    c. Arranging meetings with the eye doctors in town to re-evaluate the testing program
3. One-thousand filmstrips
4. Three-hundred records
5. An expanded elementary school
6. Eighteen additional elementary teachers
7. A high school with about thirty-five teachers and 650 students.

One very important factor is evident from the preceding outline of added duties. If the department provided a half-time director before all of the new duties were attached to the audio-visual program, it is reasonable to expect that there is greater need for additional time to carry on the expanded program.

It is a herculean task to do a superior job in teaching and to continue directing an audio-visual program that has broadened to such

proportions. There is considerable danger that a teacher-director may direct emphasis in only one of the two responsibilities that he was employed to do. The teaching part of the position might get the major emphasis and the directorship of the audio-visual program allowed to drift along, or the directorship of the audio-visual program may get the major emphasis and the teaching allowed to drift along. In either case, the situation is bad. The possibility that the administration can get a person who will do a superior job in both positions is rather remote because interest in either the teaching or directing will tend to favor one over the other until eventually a situation as previously mentioned will result. It seems that human nature has an unexplainable way of selection and that selection will depend largely upon interest and amount of knowledge the individual has in his two positions. There will never be a perfect balance between them.

There is also the consideration of town size which will help in determining the duties of the director. The larger the town the larger the school population, and the larger the school population the greater the need for an expanded audio-visual program. It will naturally follow that because of an expanded program, the duties of the director will increase. Because town size and duties of the director seem to be proportional to one another with regard to time allotment, Wittich and Schuller[17] appeared to have come very close to a reason-

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[17]Wittich and Schuller, "op. cit.," p. 511.

able standard when they recommended a full-time audio-visual director for cities over 10,000 population.

The Bozeman City School System has allowed one-half of the teaching day for supervision of the audio-visual department and the other half has been assigned to teaching in the grades. In view of the preceding statements on how to determine standards for time allotment for the director, that is (1) duties, (2) town size and population, and (3) interest that may appear in a teacher-director set-up that might allow emphasis on only one of the two responsibilities that the individual was employed to perform, it is recommended that the system employ a full-time audio-visual director. In this way the department can offer adequate services to the teacher and continue expansion to meet growing school needs.

In order to gather the facts explained in this chapter, the following section is a summary on standards for administration of an audio-visual education department.

Summary

One of the first standards that the administrator should establish for his audio-visual program is that of leadership. According to such audio-visual specialists as Kinder,[18] Schuller,[19] and McKown

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[18]Kinder, "op. cit.," p. 540.

[19]Schuller, "op. cit.," p. 25.

and Roberts[20] a director of the department is the only way whereby audio-visual services can be rendered to the teachers and students in a planned and organized manner.

Before employing a director, the superintendent should have set standards of qualifications. Such authorities as Wittich and Schuller,[21] Noel,[22] and California State Department of Education,[23] to name a few, urge the following as standards:

1. Specific training in the field of audio-visual education, with emphasis in administration, methods, and supervision.

2. A wholesome and dynamic personality. A personality that gains respect as it shows authority.

3. Should be familiar with the techniques and procedures for utilizing audio-visual aids as a regular part of the instructional program.

4. He should be an experienced and successful teacher, preferably in both the elementary and secondary schools.

5. A wholesome philosophy of life and education.

6. Interest and enthusiasm in audio-visual education.

7. Should be thoroughly familiar with the curriculum content of grades kindergarten through twelve.

8. Ability to demonstrate audio-visual theories, plans, and

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[20] McKown and Roberts, "op. cit.," p. 532.

[21] Wittich and Schuller, "op. cit., pp. 522-524.

[22] Noel, "op. cit.," p. 195.

[23] California State Department of Education, "op. cit.," pp. 3-9.

techniques.

9. He should be able to interpret the program to the administration, teachers, and public.

10. Have skill in the operation and maintenance of audio-visual equipment.

The qualifications of the director should fit with the duties that are expected of him. Dale,[24] Kinder,[25] and other authorities in the audio-visual field, as well as the author, mention the following duties as standards for the director.

1. General organization and administration of the department.

2. Budget making.

3. Preparation of bulletins, catalogs, and lesson units on the techniques and uses of audio-visual materials.

4. Search for sources: examination, evaluation, and acquisition of audio-visual materials.

5. Promoting public relations involving working with community groups and preparing publicity.

6. Promoting an in-service teacher education program in the use of equipment and types of audio-visual materials.

7. Consulting with teachers regarding material needs.

8. Selecting and purchasing machines, films, slides, film-

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[24]Dale, "op. cit.," pp. 485-486.

[25]Kinder, "op. cit.," pp. 542-543.

strips, etc. that pertain to audio-visual education.

9. Repair and maintain materials.

10. School visitations to determine needs.

11. Making periodic reports to the administration on the state of affairs in the audio-visual department.

12. Coordination of audio-visual materials in the course of study.

13. To assist teachers in defining problems of instruction and in discovering ways of meeting them through audio-visual materials and techniques.

14. Attend district, state, and national conventions, and similiar meetings, at school expense.

15. Setting up evaluative criteria to determine the needs and results of the program.

16. Serving as a consultant in arranging the necessary physical plant facilities for adequate use of audio-visual materials.

17. Maintaining a library file on all of the visual aids available to the staff.

18. To set policy concerning the use of audio-visual equipment by individuals and organizations outside of the school jurisdiction.

19. Take pictures of school activities to show at PTA meetings or public gatherings where interested groups would like to view them.

20. To perform the necessary maintenance on the audio-visual equipment so that it is in optimum condition at all times.

21. Deliver audio-visual materials to each school when re-

quested by the teacher.

22. Pick up audio-visual request slips and other material in the out-baskets in the principal's office at least once every two days.

23. To make out a schedule for all schools, except the high school, as to when they can expect to get the Orthro-Rater.

24. To check the Orthro-Rater cards that are to be sent to the County Health Office so that a year by year record can be kept as to the number of referrals being made from each school.

25. Deliver material from the main office to all the schools in the district when requested.

To carry out the duties listed the director must be given sufficient time allotment. In determining the time allotment for the director there are three major points to consider, (1) duties, (2) size of city and population, and (3) interest of a teacher-director combination. After considering the preceding points, it is proposed that a full-time director be employed for the Bozeman City School System.

In the next chapter budgeting for the audio-visual program will be discussed.

CHAPTER IV

A PLAN FOR FINANCING THE AUDIO-VISUAL PROGRAM

Listed in the Review of the Literature were seven methods of financing an audio-visual program, they were: (1) cost per pupil, (2) per pupil in average daily attendance or average number belonging, (3) per building unit, (4) per teacher, (5) a fixed percent of the school budget, (6) the same amount that is spent annually on textbooks, and (7) state aid. In this chapter only one of the seven suggested methods will be discussed as a proposed standard for the audio-visual education department of the Bozeman City School System.

Method of Financing

Some of the advantages and disadvantages of the various methods of financing an audio-visual program have already been discussed in detail, and at this point a final recommendation should be proposed. It would not be a wise decision to attempt each of the aforementioned methods before determining the one which will best fit the needs of the Bozeman City Schools. Therefore, it is perhaps to the School's advantage to chose one similiar to that which is being recommended by the leading authorities in the field of audio-visual education. The

Audio-Visual Commission on Public Information,[1] a group representing eight national audio-visual organizations, believed that the minimum cost of the local school program should be one percent of the school's instructional budget used to provide all materials of instruction except textbooks; and exclusive of all salaries. In the Bozeman School System such a formula would provide $ 862.00 in the high school audio-visual budget and $ 1165.00 in the elementary audio-visual budget for the year 1958-'59. Naturally, this figure would vary from one year to the next just as the total school instructional budget would vary.

The most important aspect in a budget extablished on a percent basis is that the audio-visual budget would remain constant with increase or decrease in tax returns for monies available on the instructional level. This would certainly aid in alleviating a situation which has developed in the Bozeman Schools during the past two years regarding increasing numbers of requests for films, filmstrips, projectors, phonographs, and other audio-visual aids. This demand for visual aids is wonderful, but it is so great that it has exceeded the supply and monies available to the visual aid's department. There is no easy solution to the situation; more financial aid is needed to keep up with the increased enrollment and rising costs. Putting audio-visual aids on a special levy is certainly not the answer. The decision

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[1] Schuller, C.F., "The Audio-Visual Commission on Public Information," Educational Screen and Audio-Visual Guide, July, 1957, p. 367.

as to what should go into the school curriculum should be left to the administration for it knows the needs of the schools.

In view of the preceding facts, it is recommended that the Bozeman City Schools adopt the suggestion of the Audio-Visual Commission on Public Information, on budgeting for an audio-visual program, that, "The minimum cost of the local school program should be one percent of the school's instructional budget; used to provide all materials of instruction except textbooks; and exclusive of all salaries."[2] It is felt that such a plan would help to alleviate the financial problem that the department is presently facing.

Whenever a school board and superintendent establish a new department in a school system some provision should be made, budget wise, for the expansion that will eventually result. The school board and administrator are much like the gardner who plants a very hearty flower to find that it has reproduced beyond all expectations and is in need of more room and nourishment to keep it healthy. The gardner is faced with the alternative of getting rid of it, and therefore preventing further growth, or deciding that it is worth additional ground and nourishment so that it may be allowed to develop and grow in its proper perspective.

Operating an audio-visual department with adequate funds to purchase films and equipment is not only of assistance to the teacher, but a great boost to the intellectual development of the child. It is the

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[2] Schuller, "op. cit.," p. 367.

teacher's best method of bringing the world into the classroom. As more teachers come into the profession with training in the techniques of teaching with audio-visual aids even heavier demands will be made upon the audio-visual department.

As with other operations of the school program, there is a direct relationship between the over-all effectiveness of an audio-visual program and the financial support which it receives. If the department is to reply favorably to the additional requests, it may necessitate an increase over and above the one percent minimum recommendation as recommended in this paper.

The next section will be a summary of the standards of financing the audio-visual program.

Summary

Until the audio-visual program can be based upon sound budget procedures, the full potential of such a department can never be fully exploited. The often heard remarks that, "It isn't available right now," or, "There just isn't enough money in the budget to even think of it," are discouraging to the teacher who wants to use visual aids in her classroom. Because proper financing is the backbone of the audio-visual program, the administrator and school board should make certain that sufficient funds are put at the director's disposal to properly run the department. It is reasonable to expect that the one

percent figure of the instructional budget, as recommended by the Audio-Visual Commission on Public Information,[3] will do this.

[3]Schuller, "op. cit.," p. 367.

CHAPTER V

STANDARDS FOR AUDIO-VISUAL EQUIPMENT

Standards for audio-visual equipment are just as necessary as standards in administration and financing because they establish a criteria which the superintendent can use as a guide post in his audio-visual program. In this chapter are proposed equipment standards as recommended by the authorities in the field of audio-visual education, and listed in the Review of the Literature, as well as those the author feels are essential for the Bozeman City Schools.

General Considerations

The amount and kinds of audio-visual equipment that should be provided for any one school will depend upon the following important factors: (1) interest by the teachers for the use of audio-visual materials, (2) the grade level of the students, and (3) the number of students in the building.

Where teacher interest in visual aids is low, very little use will be made of equipment; consequently, the chance of two teachers wishing the same machine at the same time will be minimized. On the other hand, if there is great enthusiasm shown in the use of audio-visual aids the probability of two or more teachers requesting the same machines is raised considerably. As a result, there will be greater need for duplicates of those pieces of equipment most used.

The grade level of a school determines, in some instances, the kind and number of machines a school should use. There is very little need for a micro-projector in an elementary school, but in a junior and senior high school the need becomes more pressing. In most cases, the high school would require an even greater number than would the junior high school. A phonograph, however, usually has a greater demand in the elementary school than either the junior or senior high school; therefore, a greater number of them, along with records, should be provided in the elementary school.

The number of students in any one building aids in determining the number of machines for that building due to the potential of use. A larger student body in most cases spells a larger faculty, and this in turn raises the ratio in possible conflicts in machine usage.

Suggested Equipment Standards for the Bozeman City Schools

In arriving at standards of equipment for the Bozeman City Schools, the following factors have been used in determining the kinds and amount that should be supplied to each school:

1. Grade level of students in the building.
2. Interest by the teachers for the use of audio-visual materials.
3. Number of students in a building.
4. Personal experience of the audio-visual director in understanding the needs of the schools.

5. Recommendations by Ely,[1] McKown and Roberts,[2] Kinder,[3] Sands,[4] Schuller,[5] Seaton,[6] and the Audio-Visual Commission on Public Information.[7]

From the preceding five points standards for equipment for the Bozeman City Schools are suggested as follows:

1. 16 mm sound motion picture projector--one per 200 students or major fraction therof: at least one per building.

2. Combination 35 mm filmstrip and 2 x 2 inch projector--one per 200 students or major fraction therof: at least one for each building.

3. Record player (4 speed) one per kindergarten and one per five other classrooms: at least three for each building.

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[1]Ely, Donald P., "Budget Based on Needs," Audio-Visual Instruction, Dept. of Audio-Visual Instruction, N.E.A., Oct., 1957, p. 204.

[2]McKown and Roberts, Audio-Visual Aids to Instruction, McGraw-Hill Book Co., New York, N.Y., 1949, p. 21.

[3]Kinder, James S., Audio-Visual Materials and Techniques, American Book Co., New York, N.Y., 1950, p. 544.

[4]Sands, Lester, Audio-Visual Procedures in Teaching, The Ronald Press Co., New York, N.Y., 1956, p. 21.

[5]Schuller, Charles F., The School Administrator and His Audio-Visual Program, Dept. of Audio-Visual Instruction, N.E.A., Washington, D.C., 1954, pp. 250-251.

[6]Seaton, Helen H., A Measure for Audio-Visual Programs in Schools, American Council on Education, Washington, D.C., 1944, pp. 36-37.

[7]Schuller, C.F., "The Audio-Visual Commission on Public Information," Educational Screen & Audio-Visual Guide, July, 1957, p. 367.

4. One tape recorder (3 3/4 and 7 1/2 ins) per 300 pupils or major fraction thereof; at least one for each building.

5. Radio receivers (AM) one per building.

6. Projection screen (60" x 60" or larger) one per each four classrooms; at least two per building.

7. One opaque projector for each school.

8. One ditto machine for every fifteen teachers; at least one per building.

9. Overhead projector (10" x 10" or larger) one per building.

10. Micro-projector--at least one in the junior high school and one in the senior high school.

Additional equipment, such as, public address system, reading accelerator, camera and flash equipment, tripod, and prcfessional tape recorder should be available for use by any teacher in the school system on request. It is advisable that this equipment be maintained in the director's office.

Summary

There is no one set of equipment standards that a school system can pick up and use. Each school differs slightly from the others and for this reason it is only possible to estimate what a particular school needs. It is up to the director to make a personal visit to each of his schools to determine the exact needs. However, there is every

reason to believe that the standards set down in this chapter will do a satisfactory job of meeting the essential requirements of the teaching staff.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The problem of this investigation was to establish standards of administration, financing, and equipment for the audio-visual department for the Bozeman City Schools. From the suggestions given in the review of the literature and from experience of the writer standards were determined.

The first standards to be developed in the investigation were those in administration. From the review of the literature it was determined that one of the first tasks to accomplish in setting up an audio-visual department was to employ a director to supervise a planned program. The director was to be employed on the basis of specific qualifications of which teaching experience, professional training in the audio-visual field, and administrative ability, to name a few, were mandatory.

In order to substantiate the many and varied qualifications the director must have, standards of duties were developed to challenge him and to provide a continually expanding program. Some of the duties set as standards were: (1) preparing and supervising the expenditure of a budget, (2) promoting an in-service teacher education program, and (3) consulting with teachers regarding utilization of materials.

Due to the magnitude of the position of the audio-visual director, time allotment was shown to be of considerable importance. Suggestions that were used in determining the amount of time allotment were: (1) size of city population, (2) duties, (3) judgment by the superintendent. Using the preceding points as a criteria in judging time allotment it was recommended that a full-time audio-visual director be employed in the Bozeman City Schools.

The next major division in the investigation established a standard of financing the audio-visual program. Seven commonly used methods of financing were explained with regard to their advantages and disadvantages. Following the suggestion of the authorities in the field, it was proposed that a standard based on one percent of the total instructional budget be adopted for the Bozeman School System. It was felt that this percent would give sufficient monies to the department for proper maintenance of equipment as well as to carry on an expanding program.

The last part in the investigation recommended standards of equipment. In establishing the standards, five factors were considered, some of which were: (1) grade level of students, (2) interest by the teachers, and (3) eight authorities in the audio-visual field. From the preceding points a set of equipment standards was proposed for the System.

Conclusions

From the study of review of the literature, the following con-

clusions, regarding standards of administration, financing, and equipment for the Bozeman City School Audio-Visual Department, have been drawn.

1. A director is needed to supervise and co-ordinate the audio-visual program.

2. Due to the responsibilities the director must assume, specific qualifications must be established. It was felt that not just anyone should be employed for the position. The director should qualify himself just as a teacher must qualify himself academically for a particular position.

3. So that there will be a continually organized and planned development of the program, and so that audio-visual services can be rendered to the teacher in a competent manner, a definite set of standards of duties should be set up in a school system.

4. Time allotment for the director is almost entirely dependent upon the decisions of the superintendent. His faith in the merits and value of audio-visual education will be the primary factor as to how much time the director will be given to perform his duties. The superintendent should establish a suitable amount of time to allow the director to perform his duties.

5. The director should insist upon a fair share of the school tax dollar to run his department. The goal should approximate one percent of the instructional budget.

6. Such machines as 16 mm. sound film projector, combination 35 mm. filmstrip and 2 x 2 inch projector, and record players

are essential items in schools where there is a planned audio-visual program that is to function successfully.

7. Since 1945 audio-visual education has been gaining recognition in more and more schools and it has also been gaining increased financial provision in those schools where it has been established.

Recommendations

It is recommended that a study be made of setting up an audio-visual budget. From the total audio-visual budget what percent should be spent on film, filmstrips, new machines, maintenance, and miscellaneous audio-visual aids.

APPENDIX I

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