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THE AUDIO-VISUAL PROGRAM OF THE
EASTERN ILLINOIS DEVELOPMENT AND SERVICE UNIT
(TITLE)

BY

JAMES JAY REYNOLDS

PLAN B PAPER

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

EDUCATION 589

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

1967

YEAR

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

August 4, 1967
DATE

[REDACTED]

ADVISER

4 August 1967
DATE

[REDACTED]

DEPARTMENT HEAD

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CHAPTER I
INTRODUCTION

On April 11, 1965 President Lyndon B. Johnson signed the Morse-Perkins Act of 1965, designating it Public Law 89-10. Better known as the Elementary and Secondary Education Act of 1965, this legislation caused quite a stir in education circles. Comments such as "The Elementary and Secondary Education Act of 1965 was the first major legislation of national significance to be enacted by the 89th Congress"¹ could be found in many periodicals. According to the N.E.A. Journal, "Robert E. McKay, 1964-65 Chairman of the N.E.A. Legislative Commission, described the President's message to Congress as 'one of the strongest commitments to meeting the urgent needs of the public schools ever to come from the White House.' "² Senator Wayne E. Morse, in delivering an address at the concluding session of the 1965 DAVI Convention in Milwaukee said, "We have just crossed the threshold of significant federal financial assistance to our schools."³ At the local school district level, many man hours of school administrators' time had been and were being spent in discussing this Act and its implications.

Before taking a closer look at Public Law 89-10 and its ramifications, one should examine in a very brief manner, prior legislation along these lines.

¹"The Elementary and Secondary Education Act of 1965", (June/July) 1965, Product Information for Schools, p. 10.

²"We've Got It Started", NEA Journal, Sept., 1965, p. 35.

³Wayne E. Morse, "The Role of Government in Educational Change", Audio-visual Instruction, Oct., 1965, p. 616.

The idea of federal aid to education is not a new one. The man known as the father of the country, George Washington, said, "In a country like this . . . if there cannot be money found to answer the common purpose of education, there is something amiss in the ruling political power which requires a steady, regulating, and energetic hand to correct and control it."⁴ In 1785, the Continental Congress adopted an ordinance that stipulated that "there shall be reserved the lot number 16 of every township for the maintenance of public schools within said township."⁵ Some of our major universities of today owe their start to federal aid in the form of the Morrill Land Grant Act of 1862. A few other acts are the Smith-Hughes Act of 1917, the National Defense Education Act of 1958, and the Economic Opportunity Act of 1964.

Congress has passed almost two hundred (200) federal aid-to-education laws since 1785.⁶ Today it has been estimated that under ten (10) of the more prominent aid-to-education laws there are two and one-half billion dollars (\$2,500,000,000) in federal aid available annually to the schools of our nation.⁷

⁴"It's Older Than the Constitution", The National Education Assoc., Oct., 1965.

⁵Ibid.

⁶Ibid.

⁷Address by Dr. Don Thomas at Wheeling High School, Wheeling, Illinois, Oct. 16, 1965.

Purpose of the study:

The purpose of this study is to follow the formation of the audio-visual program of the Eastern Illinois Development and Service Unit.

Reasons for doing the study:

This report of the study will serve as a historical record of the formation of a non-taxing educational organization founded by voluntary cooperation of the educational leaders of public school districts. The study may prove to be of value as a source for dissemination of information about the formation of the Eastern Illinois Development and Service Unit and as a source of data for evaluation of the Unit.

Scope of the study:

The study was of a historical nature beginning with the Elementary and Secondary Education Act of 1965 and ending with the official beginning of the Eastern Illinois Development and Service Unit on July 1, 1967.

The study was concerned with the formation of the Audio-Visual Program of the Eastern Illinois Development and Service Unit.

Delimitation:

It is recognized that all of the factors relative to the formation of the Audio-Visual Program are not known. Of the many that are known, only a few are pertinent. In reporting the results of this study, those factors considered to have an insignificant effect in the study were eliminated.

CHAPTER II

The Elementary and Secondary Education Act

Late in the summer of 1964, President Johnson began to gather ideas about how this nation could invest each educational dollar so that it would do the most good. It was decided to give priority to helping the schools that serve the children who come from families in the lowest income groups. The proposed legislation, House Bill 89-10, was sponsored in the House of Representatives by Representative Carl D. Perkins, a Democrat from Kentucky, and in the Senate by Senator Wayne Morse, a Democrat from Oregon. It was passed in the House on March 26, by a vote of 263 to 153, and in the Senate on April 9, by a vote of 73 to 18. On April 11, 1965, President Johnson signed the bill into law. This officially established the intent of the Johnson administration in the field of education. Legislation required for appropriating the necessary money followed later in the summer.

The act, the purpose of which is to strengthen and improve educational quality and opportunity, consists of five titles. The purpose of Titles I and II was to serve schools in areas having a concentration of culturally deprived students. Title III was to provide special services not already available to schools and to establish demonstration centers. Title IV was to be used for experimentation and research; and, Title V was designed to improve leadership at the state level.

TITLE I - FINANCIAL ASSISTANCE TO LOCAL EDUCATIONAL AGENCIES FOR THE EDUCATION OF CHILDREN OF LOW-INCOME FAMILIES. Title I of the act was

an amendment and extension of Public Law 874.⁸ The close relationship between poverty and the lack of educational development and poor academic performance⁹ was the target of this Title. "Money granted under Title I was to be used to broaden and strengthen public school programs where there were concentrations of educationally or culturally disadvantaged children. The actual type of program for which this money was to be used was left to the "local educational agency."¹⁰

TITLE II - SCHOOL LIBRARY RESOURCES, TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS.¹¹ This part of the Act was directed toward fulfilling the need for instructional materials. Phillips and Loreny state, "Nearly 30% of all pupils over the nation lack access to a school library."¹² Title II dollars were to be used to alleviate this condition and to prepare for situations of the type that Francis S. Chase of the University of Chicago describes as " . . . the school composed chiefly of classrooms is obsolete. In schools of the future, upwards of half of a student's time may be spent in the library, in science laboratories, or in other workrooms where he can search for knowledge, analyze data, reflect upon the ideas which he is encountering, and put his hunches and conclusions in writing."

⁸A copy of Public Law 89-10, P. 1. 89th Congress H. R. 2362.

⁹"The first Work of These Times," American Education, Office of Education, April, 1965.

¹⁰A copy of Public Law 89-10, P. 1., 89th Congress H. R. 2362.

¹¹Ibid.

¹²Title II, Harry L. Phillips and John Loreny, Audiovisual Instruction, P. 672, Oct. 1965.

Title II, permissive in nature, allowed the state agencies to prepare and administer a state plan. "The State Plan shall set forth the criteria to be used in the allocation of school library resources, textbooks, and other printed and published instructional material provided under Title II of the Act, among the children and teachers in the elementary and secondary schools of the state,"13

TITLE III - SUPPLEMENTARY EDUCATIONAL CENTERS AND SERVICES.

This part of the Act has a two-fold purpose. First, it was intended that grants under this Title be used to provide needed educational services not available in sufficient quantity or quality. Second, it was intended to establish demonstration centers of "exemplary" educational programs. In the words of Raymond J. Standley, of the U. S. Office of Education, "Title III of the Elementary and Secondary Education Act of 1965 is designed to make a substantial start toward closing that quality gap"14

Grants from this part of the Act were not administered by the state as are Titles I and II, but instead, by local public educational agencies. The Act stressed that local districts should band together to organize a proposal under Title III.¹⁵ It was urged that persons "broadly representative of the cultural and educational resources of the area"¹⁶ participate in the planning and the execution of these programs. Proposals were sent, simultaneously, to the U. S. Office of Education

¹³Federal Register, September 15, 1965, P. 11819.

¹⁴"Title III" by Raymond J. Standley, Audiovisual Instruction, P. 631, Oct., 1965.

¹⁵Federal Register, Vol. 30, No. 200, Oct. 15, 1965.

¹⁶A copy of Public Law 89-10, P. 14, 89th Congress, H. R. 2362.

and to the State Office of Education. Although the final decision on such proposals was officially made in the Washington Office, it was made only after the State Office had reviewed the proposal and made its recommendations to the Federal Office.

TITLE IV - EDUCATIONAL RESEARCH AND TRAINING. Section One of this part of the Act states, "The purpose of this act is to enable the Office of Education more effectively to accomplish the purposes and to perform the duties for which it was originally established."¹⁷ Title IV was intended to provide funds for such things as Regional Centers for Research, research training, and demonstration and dissemination at the state level. However, the wording of the act indicated that research grants could be given to any individual or organization if there was promise of securing productive results.

TITLE V - GRANTS TO STRENGTHEN STATE DEPARTMENTS OF EDUCATION. The wording contained herein was also self-explanatory. The philosophy of Congress in relation to this Title seemed to be that a stronger State Department of Education was a necessary ingredient to high-quality education. This Title de-emphasized the idea of federal control and indicated that a stronger State Department would aid and strengthen local school districts without controlling them.

¹⁷Ibid.

EAST CENTRAL ILLINOIS EDUCATIONAL CENTER

During the summer of 1965 there was considerable confusion and disagreement about the implications of Title III of the Elementary and Secondary Education Act. It was believed by some educators that this Title was to provide funds for the construction of facilities. This was evidenced by a statement in A Schoolman's Guide to Federal Aid, Part II. The author wrote, "Phoenix Schoolmen, like many others throughout the nation, were surprised to discover that they had been laboring under a misconception. Title III funds are not to be used for constructing special facilities. At least not this year."¹⁸ This was but one example of the confusion that existed. As federal guidelines came out, a little of the speculation subsided as schoolmen began gathering information requested on the application format.

Educational leaders in East Central Illinois were particularly interested in this legislation. They had shown that they could work together to solve a common problem by cooperating. Having experienced success in one cooperative program, local school superintendents were receptive to the idea of cooperating to establish a service center. Title III of the Elementary and Secondary Act showed promise of financial help. An organization to be known as the East Central Illinois Educational Center was formed. Gail Richardson was hired as its part-time director.

Among the services that the center might provide to the member schools were help with the writing of state and federal proposals, data processing for financial and pupil accounting purposes, and the services of an instructional materials center. The latter seemed to

¹⁸ Frank Mason, School Management, Dec., 1965, P. 130.

be most predominate in the minds of the school superintendents.

On September 29, a steering committee consisting of the County Superintendent of Schools and one public school superintendent from each county with representatives from Eastern Illinois University was established.¹⁹ Gail Richardson, a Doctoral Degree candidate at Indiana University, was hired as the part-time director. This committee held its first meeting on October 4, 1965. It recommended that an intern executive committee be elected, that a survey team be selected, and that a method of financing the operation be found. This action was taken by the group on October 8, 1965.²⁰ At this meeting, a proposal committee was appointed. A survey team from Indiana University was selected to study the organizational possibilities and make a recommendation.

A Planning Grant Proposal under Title III of the Elementary and Secondary Education Act was prepared mainly by Gail Richardson and submitted to the United States Office of Education on November 10, 1965. The result of the study conducted by the Indiana University Survey Team was presented to the organization on November 10, 1965.²¹

The first Planning Grant Proposal was given a "resubmit" rating by the Washington Office of Education. It was resubmitted on January 26, 1966. This proposal was approved and the East Central Illinois Educational Center became actively functional on July 1, 1966. As a result of this organization's activities during the fiscal school year 1966-67, the Area Cooperative Film Library and the Eastern Illinois Development and Service Unit was formed.

¹⁹Notes by James J. Reynolds, Sept. 29, 1965 (on file at Audio-visual Center, Eastern Illinois University).

²⁰Ibid.

²¹"Guidelines for the Operation of the East Central Ill. Educational Center" Prepared by Dr. Jordan and Dr. Dean Berkley, Ind. Univ.

CHAPTER III
THE FORMATION OF THE UNIT

After President Johnson signed the Elementary and Secondary Education Act into law on April 11, 1965, the United States Office of Education began to establish guidelines and criteria for implementing its various provisions. By the month of August, 1965 some information had reached local educational leaders. It was about this time that a number of interested educators in the Charleston-Mattoon, Illinois area began meeting for the purpose of exploring ways in which the provisions of the Act might be utilized.

The following dates represent meetings held by these people. Included with each date is a summary of the meeting.

September 8, 1965:

County Superintendents, representatives of Eastern Illinois University, and public school superintendents from four counties, met to discuss their educational problems and means for achieving solutions to them through cooperative efforts. At this initial meeting, it was decided that representation from a larger area would be needed if a comprehensive program were to be developed.²²

September 22, 1965:

Educational leaders from Clark, Coles, Cumberland, Douglas, Edgar, Effingham, Moultrie, and Fayette counties met in dining rooms A and B of the Eastern Illinois University Union with representatives.

²²Notes by James J. Reynolds, Sept. 29, 1965, (on file at Audio-Visual Center, Eastern Illinois University).

Eastern Illinois University. Information was recieved that leaders from Shelby County were interested in this project but were unable to attend the meeting.

The possibility of applying for a grant, under Public Law 89-10, for the establishment of a supplementary service center was discussed. Six possible names for the not-yet-existing center were offered. They were:

- 1.) Eastern Illinois Center for Educational Services
- 2.) East Central Illinois Supplementary Education Center
- 3.) Eastern Illinois Materials Center
- 4.) Eastern Illinois Education Center
- 5.) East Central Illinois Education Center
- 6.) Eastern Illinois Education Developmental Center

None of these names was chosen; however, a name similar to number five was chosen. The name was "East Central Illinois Educational Center".²³

September 29, 1965:

A steering committee was established. It was moved by Gerald Dunn, Coles County Superintendent, that Gail Richardson, a Graduate student at Indiana University, be hired as the part-time director.²⁴ At this point, the center had a name and a part-time director. The organization, as yet, had not structure and no formal records or minutes had been kept, nor did the organization have any funds.

²³Notes by James J. Reynolds, Sept. 22, 1965 (on file at Audio Visual Center, Eastern Illinois University).

²⁴Ibid., Sept. 29, 1965.

October 4, 1965:

The steering committee met and recommended that an executive committee be elected for the purpose of guiding the organization until July 1, 1966, that a survey team be select for the purpose of determining a workable organizational structure, and that a method of financing the initial operation be found. A suggestion was made that county superintendents donate funds to get the project started.²⁵

October 8, 1965:

The recommendations of the part-time director and the steering committee were agreed upon at this meeting. Marvin Rice, Sullivan School Superintendent, was elected President, and G. W. Dunn, Coles County Superintendent, Treasurer. A team of consultants from Indiana University was employed to conduct a survey to determine the educational needs and an appropriate organizational structure. The county superintendents pledged varying amounts of money to finance the initial cost of operation. A committee was established to work with the director to develop a proposal to be submitted under Title III Public Law 89-10, better known as the Elementary and Secondary Education Act.²⁶

November 1, 1965:

The committee met for the purpose of hearing a preliminary survey report by the consultants from Indiana University. After discussion and suggestions, the committee requested that the

²⁵Ibid., Oct. 4, 1965.

²⁶Ibid., Oct. 8, 1965.

survey team prepare a final draft for presentation to the Representative Assembly, which consisted of all the Superintendents of the participating schools. This was done at a meeting on November 10, 1965, at the Ramada Inn in Effingham, Illinois.²⁷

November 5, 1965:

A planning grant application for \$30,000 was submitted to the United States Office of Education under Title III of the Elementary and Secondary Education Act.

November 10, 1965:

The final draft of the survey and recommended organizational structure was presented. It included an outline of the need for \$.50 per pupil to cover the initial expenses in the development of the unit. It was explained that school boards would need to pass a resolution indicating their desire to participate in the cooperative organization. December 15, 1965, was established as the cut-off date for the acceptance of school districts into the organization.²⁸

December 10, 1965:

The first newsletter concerning the organization's activities was distributed. The cut-off date for schools to join was extended to January 15, 1966. The election of new officers was set for January 19, 1966.²⁹

²⁷ Ibid., November 1.

²⁸ Audio Tape of the Nov. 10 meeting (on file Audio-Visual Center, Eastern Illinois University).

²⁹ Minutes of the East Central Illinois Educational Center meeting, Dec. 10, 1965.

December 16, 1965:

The interim executive committee met with Royce Marble of the Charleston School District, which had been designated as the official administrating district. Particulars about what could and could not be done relative to the payments of bills and establishment of deadlines were discussed.³⁰

January 19, 1966:

The East Central Illinois Educational Center became an official entity with newly elected officers whose duty was to carry out policy development until July 1, 1966. It was decided that a meeting be held on the first Thursday of each month.³¹

February 3, 1966:

By this date, thirty-five school districts had joined the organization. The director informed the group that the Planning Grant had been given a "re-submit" rating by the United States Office of Education. The decision was made to rewrite and resubmit the proposal.³²

March 3, 1966:

The Title III proposal had been resubmitted with a pilot project added, and it now requested \$89,000.³³

April 1, 1966:

Although the group was waiting for official word on the approval of the Title III application, a contract committee was appointed to hire a full-time director for the year beginning July 1, 1966.³⁴

³⁰Ibid., December 16, 1965.

³¹Ibid., Jan. 19, 1966.

³²Ibid., February 3, 1966.

³³Ibid., March 3, 1966.

³⁴Ibid., April 1, 1966.

May 5, 1966:

The application for a Title III Grant was now in the negotiating stage. This meant that it was approved subject to agreement on the actual amount of money. A committee was appointed to meet with U.S.O.E. officials on May 12, to work out the details of approving the submitted proposal. Gail Richardson was hired as full-time director for the 1966-67 year.³⁵

June 2, 1966:

By June 2, thirty-seven member districts had paid their dues, and a nominating committee was appointed to select officers for the first full year of operation which would begin July 1, 1966.³⁶

June 7, 1966:

The new officers elected at this meeting were:

Robert Webb, Shelbyville Superintendent, Chairman,
Marvin Rice, Sullivan Superintendent, Vice-Chairman,
Paul Seitsinger, Charleston Superintendent, Treasurer,
Fred Dale, Casey Superintendent, Secretary.

The hiring of two part-time audio-visual coordinators and two secretaries was recommended.³⁷

August 4, 1966:

Details concerning administrative matters centering around budgetary procedures were discussed.³⁸

September 1, 1966:

A program for gifted pupils, with money to be reimbursed by the state for approved expenditures, was discussed. Bill Flottmann

³⁵Ibid., May 5, 1966.

³⁶Ibid., June 2, 1966.

³⁷Ibid., June 7, 1966.

³⁸Ibid., August 4, 1966.

was employed as director of this program. The possibility of developing an educational and recreation campsite was mentioned.³⁹

October 6, 1966:

The membership chose its executive committee to serve as the planning committee in the preparation of an Operational Proposal under Title III of the Elementary and Secondary Education Act. Time was taken to discuss the establishment of a maintenance service for audio-visual equipment.⁴⁰

November 3, 1966:

The entire meeting time was used to discuss various parts of the proposed Title III application. Areas considered were an audio-visual specialist program, a graphics program, a television program, a technical planning program, a library services program, a reading readiness program, an in-service training program, a dial access program, and a data processing program.⁴¹

December 1, 1966:

It was reported that the operational proposal would soon be in the hands of the printer and should be ready for submitting to the proper officials by January 15, 1967. Committees were appointed to study the possibilities of combining the Eastern Illinois Special Education Program with the East Central Illinois Educational Center. There was a discussion of possible local support for a cooperative film library. It was reported that work was being done on a vocational proposal.⁴²

³⁹Ibid., September 1, 1966.

⁴⁰Ibid., October 6, 1966.

⁴¹Ibid., November 3, 1966.

⁴²Ibid., December 1, 1966.

January 5, 1967:

Reports were presented concerning the possible combination of the Eastern Illinois Special Education group with the Center. The Vocational Program and the proposed Area Cooperative Film Library were considered.⁴³

February 2, 1967:

It was reported that a proposal for a vocational administrative unit had been submitted to the state office. Mr. Gerald Dunn, Coles County Superintendent of Schools, presented a comprehensive report concerning the Area Cooperative Film Library.⁴⁴

March 2, 1967:

Approval of both a summer institute and a demonstration cluster by the Department for Gifted Children of the State of Illinois was announced. Discussion about the possibility of combining the East Central Illinois Educational Program with the Center was continued.⁴⁵

April 6, 1967:

Dr. Gail Richardson, Director, reported at this meeting that good progress was being made for a Vocational Education Program for schools in the area. Denson Sprouse, of Shelbyville, reported that a meeting had been held in St. Louis with Colonel Edwin Decker, of the Army Corp of Engineers, to consider the development of an out-door educational center.⁴⁶

⁴³Ibid., January 5, 1967.

⁴⁴Ibid., February 2, 1967.

⁴⁵Ibid., March 2, 1967.

⁴⁶Ibid., April 6, 1967.

May 4, 1967:

It was proposed by the committee on out-door education that a not-for-profit corporation be developed as a part of the Title III Program. The corporation would then apply for a federal grant for operating an out-door educational project near the Shelbyville Lake. Programs to be operative during the summer of '67 were announced. These included a workshop in Charleston for teachers of the gifted, a Fine Arts Program for high school students in Sullivan, an out-door educational program in Shelbyville, and a Vocational and Commercial Arts Program in Vandalia. Contracts were awarded to Darrell Biggs, Jim Andrews, Leon Elliott and Charles Joley of the vocational program. It was voted that Fred Osburn should be offered a contract to serve as demonstration center director of the gifted cluster. It was announced that negotiations for the Title III proposal would be held in Chicago on May 8, 1967.⁴⁷

June 1, 1967:

Personnel for teaching in the summer institute were considered. Contracts for various other positions were approved on the strength of a verbal approval of the Title III operational proposal, and the verbal go-ahead from government negotiation officials for contracting center employees.

It was announced that a new building to be leased would soon be under construction. The possibility of an international education exchange program was discussed.⁴⁸

⁴⁷ Ibid., May 4, 1967.

⁴⁸ Ibid., June 1, 1967.

CHAPTER IV

THE AUDIO-VISUAL PROGRAM

The subject of this study is the Audio-Visual Program of the Eastern Illinois Development and Service Unit. From the first meeting on September 8, 1965, there was considerable interest in some kind of an instructional materials center. When the first proposal was prepared requesting funds for a planning grant, it was felt that an extensive study should be made of the feasibility of an area instructional materials center. The first proposal was returned with a "re-submit" rating. During the time between the receiving of the "re-submit" rating and the deadline for re-submission, a pilot project was added to the proposal. It proposed that the problems of distributing films in a wide area be studied. Funds were requested for the leasing of films, and the leasing of inspection equipment and a delivery van. The area of the study included forty-four school districts in 10 counties.

The role of the Audio-Visual Program during the early stages of the Center is exemplified in a paragraph in the first newsletter, issued on December 10, 1965.

"One of the immediate projects of the Center would be to request federal funds for the establishment of an Instructional Materials Center under Title III of the Elementary and Secondary Education Act of 1965. When this is accomplished, it will be able to provide you with assistance in the problems and situations of your own AV program."⁴⁹

Along with the interest in the Instructional Materials Center concept, was an interest in an in-service program. Several educational leaders were interested in in-service programs for better utilization

⁴⁹ East Central Illinois Educational Newsletter #1, December 10, 1965.

of audio-visual materials in the classroom. They felt that one of the important services of the center would be to provide materials and help in in-service programs.

The first concern was the logistics of acquiring films, obtaining inspection and delivery equipment. A delivery plan to select schools was considered. The selection of the films to be used in the pilot project was paramount since film orders had to be placed at an early date in order to get them before school opened.

On July 15, 1966, the staff met with Dr. Forbis Jordan, from Indiana University, who had previously served the Center as a consultant. At this meeting, extensive consideration was given to the pilot project's objectives, goals, and plan of action. Discussion centered around whether the pilot project could select individual school districts to participate and still maintain feelings of unity among the rest of the schools in the ten-county area. It was decided that the objective of the pilot project was to discover problems of film distribution and possible solutions.

On July 27, 1966, fourteen people representing fourteen grade school buildings in fourteen school districts met at the Center to select 309 films that were to be leased. The fourteen school districts represented were selected because of their geographic location and size. It was believed that a cross-section of schools in the ten counties were represented by these fourteen districts. The elementary schools selected to participate in the first phase of the pilot project were chosen by each superintendent of the fourteen school districts.

Representatives from the fourteen school districts selected the films. These films were ordered, and lease arrangements were entered into

Representatives from the fourteen school districts selected the films. These films were ordered, and lease arrangements were entered into with Coronet Films and Encyclopaedia Britannica Films. A simple catalogue listing was prepared to be used by the fourteen schools during the planning grant year.

By the third week of September, 1966, the film distribution feasibility study had been started. Film catalogues, request forms, and instructions had been given to the principals of the fourteen schools. Three schools ordered films by telephone which were delivered daily. Five schools mailed their request forms to the center. Their films were delivered bi-weekly. The last six schools gave the request forms to the truck driver as he delivered their films weekly.

By October 30, it was discovered that the weekly type of delivery system was the most often used. The daily and bi-weekly bookings were so seldom used that they did not merit continuation. Teachers and administrators found it most convenient to return the request cards for film booking with the driver of the distribution van. By October 30, the decision was made to test the U.S. Postal system as a system for the distribution of films. Member schools of the East Central Illinois Educational Center in Jasper County were selected and contacted. Films to be used by these schools were to be mailed directly to the school and then returned to the Center by mail. The termination date of Phase I of the Pilot Project was December 16, 1966.

At the December 1, 1966 Board Meeting, the possibility of forming a permanent cooperative film library was discussed. The members of the East Central Illinois Educational Center represented at the December 1,

1966 Board Meeting indicated an interest in studying the forming of a cooperative film library using funds from as many sources as were available. After the December 1 meeting, the county superintendents met to discuss such a cooperative library. Gerald Dunn, Coles County Superintendent, was appointed to Chairman of a committee to study the proposed cooperative film library.

The committee reported that six counties showed interest in a Title III-supported Area Cooperative Film Library. Two counties indicated that they did not at that time want to participate, and two other counties indicated that they would decide at a later date.

On January 16, 1967, Phase II of the project was initiated. This involved the re-establishment of the Phase I route, with minor alterations, and the adding of a second route. The alterations were the addition of Neoga and the changing of Jasper County from distribution of films by mail to distribution of films by the van to a central point. The stop at Jasper county was at the County School Superintendent's office in Newton. The films were left there for the various schools in that county. The purpose was to test the feasibility of using existing distribution patterns.

The second route phase II consisted of was initiated in early February. This route was designed to test night-time delivery of films. The Westfield Grade School, the Kansas Grade School, the Villa Grove Grade School, one elementary school in Arthur, and one elementary school in Arcola, constituted Route II. Arrangements were made with district superintendents and principals of these grade schools to deliver films on Sunday afternoon and then pick them up the following Friday night.

The purpose of Phase II of the Pilot Project was to discover the problems of delivering films under conditions like those expected

during the 1967-68 school year, and to determine the minimum number of vehicles needed for distributing films to the schools in the entire 10-county area. The development of an automated scheduling system was started at the time Phase II was started.

At the February 2 Board Meeting, Mr Dunn reported on the study done by the area county superintendents. This report included the amount being spent by area schools for renting films. A possible structure for cooperation in a film library was presented. At the conclusion of Mr. Dunn's report, Mr. Charles L. Joley moved that the executive committee be authorized to act as the Area Cooperative Film Library Committee. This committee served as the advisory board for the Area Cooperative Film Library that replaced the pilot project.

By February 27, the computer scheduling program was completed and was being tested for errors. For about three weeks, scheduling was done both manually and automatically for the purpose of checking the computer program.

The advisory committee developed a set of by-laws and a resolution to be signed by member school districts if they wanted to participate during the 1966-67 school year.

On March 6, 1966, St. Elmo was selected as the first school to begin submitting film requests on "mark sense" IBM cards for the final test period of computer film scheduling. By April 28, the manual system of scheduling had been discontinued. When requests came to the central office on standard request forms, they were transferred by a secretary or by the film library manager, Mrs. Jean Rankin, to IBM cards. Then they were run through the computer.

During the month of April, schools that had indicated an interest in cooperating in the film venture, were contacted for the purpose of filing a joint application for cooperative funds under Title II of the Elementary and Secondary Education Act. On May 26, a grant under this Title in the amount of \$9,763.20 was awarded by the Office of the Illinois Superintendent of Schools to the organization. The entire amount was used for the purchase of films. A proposal requesting \$20,040.00 worth of films was submitted on June 1, 1967 under Title III, of the National Defense Education Act. Approval was received June 29, 1967 for reimbursement at a thirty per cent level. The other seventy per cent would come from local school resources. The schools in Clark County voted to present their collection of films to the library in lieu of part of their share of financial support. Two of the three schools in Coles County and all of the schools in Fayette County joined the cooperative in a similar manner.

Three other counties--Edgar, Effingham, and Moultrie Counties--chose to operate their libraries themselves and not to join the cooperative. The remaining counties had no collections of films.

It was recognized that a film library would be useless without an in-service training program in the member schools. Therefore, an important part of the audio-visual program of the East Central Illinois Educational Center was the experiment with in-service training of teachers in the use of audio-visual equipment and materials. By late July and early August of 1966, various types of instructional materials workshops were scheduled throughout the 10-county area. Meetings were held to plan each workshop. Various questionnaires were developed to determine information about existing audio-visual programs in the schools.

About fifteen audio-visual workshops were scheduled by September 30, 1966 for the months of October and November. These varied in length, from a couple of hours to three days; and in the number of teachers involved, from 1 at a time, to 200 in one session. A regular monthly visit to schools had been established. There was close coordination between the East Central Illinois Educational Center and the Audio-Visual Center at Eastern Illinois University in conducting the in-service workshops. Staff members and graduate assistants from the University assisted in these workshops.

The only type of workshop that seemed to be successful, as measured by increased use of equipment and materials, were the ones dealing with small groups or with individual teachers. Even these did not seem successful except when the teachers already perceived a need for this training or could be convinced of that need.

CHAPTER V
SUMMARY AND RECOMMENDATIONS

Summary:

The Elementary and Secondary Education Act, signed by President Johnson in 1965, brought about a situation conducive to the establishment of a cooperative organization in East Central Illinois. The educational leaders of the 10-county area cooperated to hire a staff to make possible the preparation of a planning grant proposal which was to be submitted under Title III of the Act.

The first proposal was given a "re-submit" rating by the U.S. Office of Education. This proposal was re-written with a pilot project added. The revised planning grant proposal was approved. It provided \$90,000 for studying the needs of the member schools. The fiscal year of 1966-67 was spent in studying the feasibility of a Central Film Library and a means of distributing films to the schools in the 10-county area.

Various kinds of in-service workshops were conducted. As a result of these workshops, it was learned that in-service programs should be conducted in small groups or on an individual basis and that traditional approaches needed to be modified. During the time that the Center was supported by the planning grant, an operational proposal was formulated. It was submitted on January 15, 1967, and subsequently, approved by the U. S. Office of Education. On July 1, 1967 the East Central Illinois Educational Center became the Eastern Illinois Development and Service Unit.

Recommendations:

This study was concerned with only the Audio-Visual Program of

the East Central Illinois Educational Center. The following recommendations and comments will be confined to the audio-visual part of the operation. It will not include recommendations or comments about the administrative structure or other programs of the new Eastern Illinois Development and Service Unit.

I. It is recommended that the staggering task of incorporating new films into the area Cooperative Film Library both from existing county collections and from commercial vendors be started. There are tremendous details involved in providing a bookkeeping system for inventory purposes, and for coding films so that the computer scheduling system can be successfully used.

II. It is recommended that the catalogues and instructing teachers in their use be done before September 1, 1967.

III. It is recommended that once the Area Cooperative Film Library is in operation in September, 1967, attention be turned toward improving techniques for determining methods of securing duplicate prints. A few possible solutions appear to be: the purchase of more duplicate prints; the attempt to secure the rights for video taping those films most in demand and distributing the tapes to the appropriate school districts; and, the attempt to work out an arrangement whereby the Area Cooperative Film Library would rent films from major rental libraries, to fulfill the need for duplicate prints.

IV. It is recommended that attention be given to adopting the national code established by the Division of Audio-Visual Instruction.

V. It is recommended that improved techniques of distributing the message carried on the film from the central collection to the class-

room where it is used by electronic means rather than having to deliver the film itself be studied. Effort should be given to the study of new and different techniques for receiving the request from the teacher and for distributing the message to her classroom.

VI. It is recommended that some materials be maintained at the school-room level, some at the school building level, some at the district level, some at the county level, and some materials at the multi-county level. Therefore, an extensive study needs to be done to determine the extent and types of materials that should be kept at each place.

VII. It is recommended that with the introduction of electronic or other types of distribution in communication systems should come the development of a system whereby the teacher can electronically reach all of the above mentioned resources from her desk.

VIII. It is recommended that in addition to new means of distribution or access to learning resources, bold new approaches to in-service training be attempted. The teacher's self-image influences her ability to adapt to new and better techniques of teaching and her desire to improve current methods of instruction. Whatever the nature of the workshop or the in-service training, it should be carried on in small groups, or on an individual basis. It would be impossible to work with each individual's self-image in a large group. Factual information, however, can be presented in large groups in in-service situations.

IX. It is recommended that the Audio-Visual in-service work of the Eastern Illinois Development and Service Unit be closely tied to the new in-service ventures that are currently being considered by the staff of the Eastern Illinois Development and Service Unit. These include "sensitivity" studies, and a new approach to strengthening the principal as the

in-service leader of his school. With new approaches to in-service training being used in conjunction with large amounts of audio-visual equipment and materials, significant changes in instructional techniques may result. Increased awareness by school administrators of the need to do better jobs of communications and increased funds from Federal or other sources will make it possible to secure adequate materials and equipment. In-service training programs are needed to provide motivation, knowledge, and leadership to school personnel.

X. It is recommended that an intern program whereby future in-service leaders can gain both theory and practice in the skills required to bring about change, be established in the area served by the Eastern Illinois Development and Service Unit. The program should be worked out whereby Eastern Illinois University can provide the theory and training and the Educational Unit can provide the experience for potential in-service training leaders in the use of communication skills.

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