

Eastern Illinois University

The Keep

Plan B Papers

Student Theses & Publications

1-1-1967

A Survey of the Instructional Media Program in Elementary School District #111 South Stickney, Illinois

Joseph F. Vizza

Follow this and additional works at: https://thekeep.eiu.edu/plan_b

Recommended Citation

Vizza, Joseph F., "A Survey of the Instructional Media Program in Elementary School District #111 South Stickney, Illinois" (1967). *Plan B Papers*. 551.

https://thekeep.eiu.edu/plan_b/551

This Dissertation/Thesis is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Plan B Papers by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

A SURVEY OF THE INSTRUCTIONAL MEDIA PROGRAM IN
ELEMENTARY SCHOOL DISTRICT #111
SOUTH STICKNEY, ILLINOIS
(TITLE)

BY

JOSEPH F. VIZZA

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.

March 29, 1967
DATE

ADVISER

3/29/67
DATE

DEPARTMENT HEAD

ACKNOWLEDGMENTS

The writer would like to express his thanks to the Superintendent, Mr. Virgil R. Wheatley, and the Board of Education of School District #111, South Stickney, Illinois, for granting him a sabbatical leave to complete his Master of Science in Education Degree.

The writer would like to express his appreciation to the following people for their assistance in the completion of this paper: Dr. Verne Stockman, Dr. Curtis Garner, Mr. Richard J. Riffel, and Mr. Raymond J. Crotty.

The writer would like to include a special note of gratitude to Dr. Robert C. Wiseman for his continued guidance and cooperation throughout the completion of this paper.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS.....	iii
LIST OF TABLES.....	v
LIST OF APPENDIX.....	vi
Chapter	
I. Introduction.....	1
Statement of the Problem	
Purpose of the Study	
Scope of the Study	
Method of the Study and Treatment of Data	
II. Related Research.....	4
III. Criteria Used to Evaluate the Instructional Media Program.....	6
Administration	
Physical Facilities	
Materials and Equipment	
Production Services	
In-Service Programs	
Budget	
IV. Present Instructional Media Program in School District #111.....	13
Administration	
Physical Facilities	
Materials and Equipment	
Production Services	
In-Service Programs	
Budget	
V. Findings of Questionnaires.....	19
The Administrative Questionnaire	
The Teachers' Questionnaire	
Equipment, Materials and Services	
VI.	
VI. Summary Conclusions and Recommendations.....	35
Summary and Conclusions	
Recommendations	

LIST OF TABLES

Table	Page
1. Present Equipment, Recommended Equipment, and Equipment Needed to Meet DAVI Standards by Schools.....	20
2. Availability of Materials by Schools.....	23
3. Availability of Services by Schools.....	24
4. Availability of Budget by Schools.....	25
5. Availability of Facilities for Audio-Visual Use by Schools.....	26
6. Percent of Response by Teachers in District #111 to the Following Questions.....	28
7. Percent of Teacher Response by District in Regard to the Following Questions (Equipment).....	30
8. Percent of Teacher Response by District in Regard to the Following Questions (Materials).....	32
9. Percent of Teacher Response by District in Regard to the Following Questions (Services).....	34

LIST OF APPENDIX

	Page
Appendix A.....	38
Appendix B.....	40
Appendix C.....	42
Appendix D.....	44
Appendix E.....	48
Appendix F.....	50
Bibliography.....	54

CHAPTER I

INTRODUCTION

In keeping with the ever-widening scope of knowledge, the increasing demands upon modern education, and the tremendous advances in technology, no single medium of communication will suffice for the classroom needs of today's instructional program. An abundance of instructional materials of all kinds, printed and audio-visual, is essential in every school.¹ For this reason, an evaluation of the Instructional Media Program is necessary.

School District #111, South Stickney, Illinois had not evaluated its Instructional Media Program. Therefore, it was necessary to make such an evaluation so that School District #111 could profit from the knowledge of the present status and made aware of any program deficiencies.

Statement of the Problem

District #111 had not evaluated its Instructional Media Program. The status of its program was not likely to be known without such an evaluation. It was therefore assumed that District #111 could profit from the knowledge of its present program in order to provide for future improvements.

¹Illinois Curriculum Program, Instructional Materials, Springfield Office of the Superintendent of Public Instruction, 1963, p. 97.

Purpose of the Study

The purpose of this study was to evaluate the present Instructional Media Program of District #111. It was hoped that this evaluation would give to the administration of District #111 an awareness of any program deficiencies and encourage improvement where needed.

Scope of the Study

The study consisted of a survey of the ten schools in District #111. Three of the schools were kindergarten through the sixth grade. The other seven were kindergarten through the eighth grade. The ten schools had a collective enrollment of approximately 6,000 students and a faculty of 214. The survey was limited to an inventory of the audio-visual services, equipment, materials, facilities and to a compilation of teacher opinion concerning the audio-visual resources.

Method of the Study and Treatment of Data

The evaluation of the Instructional Media Program of District #111 was made by means of a survey. The survey was conducted through the use of two questionnaires, one was sent to the administrators and one to the members of the faculty. The questionnaires were delivered to the Assistant Superintendent of District #111 who distributed them to the appropriate administrator or faculty member. They were then returned to him and finally forwarded to the writer. The purpose of the questionnaires was to determine whether the administration and faculty of District #111 believed that the available audio-visual equipment, materials, facilities, and services were adequate, and if not, in what areas they were lacking.

A number of different criteria have been developed in evaluating Instructional Media Programs. However, in this study the Standards Recommended by the Department of Audio-Visual Instruction of the National Education Association were used. (See Appendix F.)

The data from the questionnaires was tabulated and reported in appropriate statistical fashion.

CHAPTER II

Related Research

In a review of related research, three studies were found that have a relationship to this study. One was conducted by David B. Boyd in 1961. The purpose of his study was to evaluate the Audio-Visual Program of the Community School System in Rochester, Indiana. His study was conducted by means of a survey using the State recommendations for Audio-Visual Programs in Indiana as criteria for evaluation.²

The second related study was conducted by Theodore V. Rohr in 1965, when he evaluated the Audio-Visual Program in the Danville Public Schools in Danville, Illinois. The criteria used for evaluation in his study were the Audio-Visual Standards listed in the Instructional Materials Bulletin of the Illinois Curriculum Program.³

The third study was conducted by Micheal D. Peterson in 1966. He evaluated the Audio-Visual Program at Community High School District #155 in Crystal Lake, Illinois. The criteria used for evaluation in his study were: (1) Standards recommended by the committee on Professional Audio-Visual Standards, Department of Audio-Visual Instruction, National Education Association; (2) Recent Literature Relevant to the Audio-Visual Field; (3) Instructional Needs

²David B. Boyd, "A Survey of the Audio-Visual Program for the Community Schools of Rochester, Indiana," (unpublished Master's Thesis, Audio-Visual Education, Eastern Illinois University, 1961), p. 1.

³Theodore V. Rohr, "A Survey of the Audio-Visual Program in the Danville Public Schools, Danville, Illinois," (unpublished Master's Thesis, Audio-Visual Education, Eastern Illinois University, 1965), p. 2.

as Perceived by the Teachers of District #155.⁴

All three studies found the audio-visual programs to be deficient in four areas. The areas being personnel, physical facilities, audio-visual equipment, and materials.

⁴Micheal D. Peterson, "An Evaluation of the Audio-Visual Program at the Community High School District #155 in Crystal Lake, Illinois," (unpublished Master's Thesis, Audio-Visual Education, Eastern Illinois University, 1966), p. 3.

CHAPTER III

CRITERIA USED TO EVALUATE THE INSTRUCTIONAL MEDIA PROGRAM

An Instructional Media Program must have certain fundamental elements relevant to effective and efficient operation. These elements are, (1) administration, (2) physical facilities, (3) materials and equipment, (4) production services, (5) in-service programs, and (6) budget.

Administrators of Instructional Media Programs have recognized that the lack of nationally established standards has been a major deterrent to an adequate supply of properly utilized materials, services, and equipment.

Although the Department of Audio-Visual Instruction, National Education Association, has developed a set of standards outlining the minimum amount of equipment, it should be realized that such standards have certain inherent problems. Dr. Anna L. Hyer, Executive Secretary of the Department of Audio-Visual Instruction of the National Education Association mentioned some of the difficulties involved in setting up standards when she wrote the following in Audiovisual Instruction:

Setting quantitative standards is somewhat dangerous. In the eyes of many administrators, minimum standards tend to become maximum ones. Furthermore, (sic) basic standards need to be adapted to local conditions. It is quite possible that a minimum standard in one school may be fairly adequate for another, and likewise, what is considered ample for one district is substandard for another.⁵

⁵Anna L. Hyer, "Setting Quantitative Standards," Audiovisual Instruction, December, 1961, p. 560.

Administration

The audio-visual director of a school should be competent in a number of areas. The Instructional Materials Bulletin of the Illinois Curriculum Program has listed selected competencies for audio-visual personnel. It indicates that the audio-visual person should be a qualified teacher, preferably with teaching experience, have leadership ability, and the ability to assist teachers and students in the use of various types of audio-visual materials and equipment. In order to best carry out his duties, the audio-visual director must also be familiar with the goals of the instructional program of the school and know and understand the process of curriculum development. He must have a broad knowledge of and a familiarity with audio-visual materials including sources for their procurement and varied methods for their utilization. He must be able to select and evaluate materials and know how to catalogue, classify, and process them.⁶

The administrative duties of the audio-visual director include organizing the operation of the materials program within the schools and administering this program. The director must also determine the need for equipment and materials and select and purchase these with the help of teacher committees and teacher assistance. It is also the duty of the audio-visual director to keep reports and records of materials and equipment and to make reports to the school administration concerning the operation and needs of the program.⁷

The advisory duties of the audio-visual director include conferring with

⁶Illinois Curriculum Program, Instructional Materials, Springfield Office of the Superintendent of Public Instruction, 1963, pp. 126-127.

⁷Carleton Erickson, Administering Audio-Visual Services, New York: Macmillan Company, 1965, p. 14.

administrators in the planning for the use of school facilities. The director should also assist the curriculum specialist in the selection and use of equipment and materials. The technical duties of the audio-visual director include repairing and maintaining equipment and materials and producing or supervising production of materials.⁸

The amount of time given to the audio-visual director to perform these duties usually depends upon the size of the school system. The Department of Audio-Visual Instruction, of the National Education Association, lists the following personnel for elementary education:

In schools with 15 teachers or less . . . 1/2 time audio-visual specialist.

In schools with 16 to 30 teachers . . . 1 fulltime audio-visual specialist.

Add one audio-visual specialist for each additional 40 teachers or major fraction thereof.

One semi-professional assistant (technician, graphic artist, clerk, photographer, etc.) for each 30 teachers.⁹

Physical Facilities

Adequate physical facilities for an instructional media program requires analysis of (1) educational objectives, (2) grade levels, and (3) the teaching-learning activities. Each influences decisions concerning the specialized physical environment in which such instruction and learning are to occur.¹⁰

Regardless of the type or size of the teaching-learning facility consideration must be given to:

Controlling and varying light, both artificial and natural, in the teaching-learning area.

⁸Ibid., pp. 14-16.

⁹Department of Audio-Visual Instruction, Quantitative Standards for Audio-Visual Personnel, Equipment, and Materials, a report prepared by DAVI, Washington, D. C., 1966, p. 5.

¹⁰James W. Brown and Kenneth D. Norberg, Administering Educational Media, McGraw-Hill Inc., 1965, pp. 34-35.

Providing electrical power in sufficient amperage and voltage with convenience and safety.

Controlling sound to eliminate reverberation.

Providing screens on which to reflect projected still and motion picture images.

Ventilating and heating.

Seating to provide comfort.

Displaying instructional materials and products throughout the period of instruction.

Storing physical equipment, materials needed by students and teachers.¹¹

The primary goal in school design has been to provide a pleasant, healthful, and convenient physical environment in which to arrange for student groupings and for the use of a variety of instructional materials in order to achieve the educational goals of the school.

Materials and Equipment

The job of the audio-visual director is to select the best materials and equipment best suited for his program. Due to the many types and brands on the market some criteria should be established for their selection. Any determination of criteria to guide the selection of instructional media should begin with the ultimate goals of the instructional program to which they are intended to contribute.

Brown and Norberg list the following factors to be taken in consideration for equipment.

1. Usefulness--Will it be used with sufficient frequency to justify its purchase?
2. Operability--Is the item simple and relatively foolproof in its operation?
3. Performance--Will the item perform as necessary in accordance with accepted standards?

¹¹Ibid., p. 58.

4. Safety--Is the item safe?
5. Compatibility--Does the item "fit" with others in stock?
6. Sturdiness--Is the item well built of sufficiently strong material?
7. Repairability--Is the item capable of being repaired without undue expense?
8. Portability--Is the item sufficiently light to be lifted by users if necessary?
9. Reputation--Does the make of the item have an established reputation for quality and utility?
10. Cost--Is the price in line with those of competitive makes of the same type or quality?
11. Warranty--What is the warranty with respect to the number of months of free service?
12. Service--What additional service (beyond warranty) is offered?¹²

Some other basic factors are listed by Erickson as follows:

1. What teachers want and need in terms of present and the hoped-for curriculum.
2. Nature of previous local experiences.
3. Status of school facilities.
4. Cost and financial support; present and estimated for the future.
5. Present and future supply for purchase.
6. Predicted service difficulties to be surmounted.
7. Scope of staff coverage.
8. Nature of the roles that the materials will play in meeting instructional needs.¹³

Standards for the elementary schools in regard to the amount of equipment and materials recommended by the Department of Audio-Visual Instruction of the National Education Association will be found in Appendix F.

Production Services

Production services plan an intergal part in the curriculum. A teacher needs to develop a good sense of "visuality", that is, he must have the experience and intellectual maturity to translate abstractions and generalizations

¹²Brown and Norberg, op. cit., pp. 104-105.

¹³Carleton Erickson, op. cit., p. 136.

into a "picture" that can be read, understood, and compared quickly.¹⁴ The curriculum should determine the types of instructional materials needed for effective teaching. To accomplish a specific learning objective teachers often rely upon instructional materials which they prepare locally.¹⁵ It is the job of the audio-visual director to encourage and supervise the production of these materials.

In-Service Program

Today's teachers need to know how to use the tools of their profession. Although many are competent to do so when they begin to teach, others are prepared poorly or not at all. The in-service program is not a substitute for adequate preparation, but it can be an important compensating factor. It can also make a vital contribution to better utilization of the media by upgrading and updating the instructional practices of experienced teachers.¹⁶

To make an in-service program effective Ned A. Flanders has suggested that:

Proposed ideas about teaching and learning must be organized into concepts which have meaning in terms of overt behavior.

Concepts about teaching and learning become useful to the extent that they can be applied and personally related to the teachers own behavior, his own pupils, and his own classroom.

Insight into principles of effective teaching comes about through personal inquiry.

Teachers should have the opportunities to practice or try out techniques or procedures during the in-service program.

¹⁴ Illinois Curriculum Program, op. cit., p. 84.

¹⁵ Ibid., p. 83.

¹⁶ Brown and Norberg, op. cit., pp. 168-169.

Emphasis should be placed on resources that enable teachers to implement the trail of new concepts and methods.

Teachers participation in the in-service program should be voluntary.

Teachers should have ample opportunity to evaluate the in-service program.¹⁷

Budget

An audio-visual director in order to carry out his job must have financial support. Part of his job is that of submitting a budget. Some things that should be considered in formulating a budget are:

1. Having needs, goals, and costs in mind.
2. Minimum standards information is useful.
3. Adequate records of service rendered are useful.
4. Being clear on who should pay is essential.¹⁸

While having and using such information will strengthen his hand, the director ought to take a penetrating look at local conditions and mobilize his own pertinent information, based upon long-term cost, to reach predetermined levels of operational efficiency.¹⁹

¹⁷Ned A. Flanders, "Teacher Behavior and In-Service Program," Educational Leadership, Vol. 21, October, 1963, pp. 25-29.

¹⁸Erickson, op. cit., pp. 341-344.

¹⁹Ibid., p. 344.

CHAPTER IV

Present Instructional Media Program in School District #111

School District #111 is located in unincorporated South Stickney, Illinois. It covered an area of approximately seven square miles. The main Administration building was located at Seventy-Ninth and State Road, Oak Lawn, Illinois.

South Stickney had a population of approximately 28,500. The school enrollment for all ten schools was approximately 6,000 students in grades kindergarten through eighth. It had a faculty of 214 and an administrative staff of sixteen.

School District #111 had ten schools namely the Majorie Owens, Frances B. McCord, Nottingham, Jacquelin B. Kennedy, Edward J. Tobin, Luther Burbank, Rosa Maddock, Harry E. Fry, John Foster Dulles, and Richard E. Byrd. Three schools, Nottingham, McCord, and Owens are kindergarten through sixth grade. The other seven, Kennedy, Tobin, Burbank, Maddock, Fry, Byrd, and Dulles are kindergarten through eighth grade.

Administration

In the Teachers' Guide to Audio-Visual Instruction, Richard J. Riffel, Assistant Superintendent wrote:

In District #111, we provide the teacher with the audio-visual equipment, materials and services they need to develop diversified classroom programs to reach the abilities of the individual child.²⁰

At the time of this study there was no full time audio-visual director in School #111. Each building had a teacher in-charge of distributing the audio-visual equipment. Teachers ordered films and filmstrips from the Central Film Library on an individual basis. The administration of the program was as follows:

School District #111 maintains an Audio-Visual Library in the Burbank Library Processing, 83rd and Linder.

I. Purpose of the Guide

- A. To encourage correct utilization of the audio-visual materials.
- B. To develop the audio-visual library.

II. Services of the Department

- A. Previewing new educational films.
- B. Purchasing.
- C. Instructing.
 1. To provide individual or group instruction.
 2. To encourage in-service education and training by holding audio-visual workshops.
- D. Maintaining Files.
 1. To maintain an audio-visual catalogue.
 2. To maintain a file of sources of audio-visual materials.

III. Procedures in Using the Services of the Department

- A. Borrowing films and filmstrips from the audio-visual library.
 1. Fill out our District #111 requisition form. Please show the title and number as shown in the annotation. The films should have an advanced booking, that is, the order should be made to coincide with the particular marking period.
 2. Only order those films for your particular grade level.

²⁰Richard J. Riffel, Assistant Superintendent of School District #111, "Teachers' Guide to Audio-Visual Instruction," School District #111, South Stickney, Illinois, September, 1965-66, p. iii.

III. Procedures in Using the Services of the Department Continued

- A. Borrowing films and filmstrips from the audio-visual library continued.
3. Films ordered by one teacher are not to be given to other staff members unless approved by the principal.
 4. Orders will be booked for future delivery and deliveries will be made each morning.

IV. Publications

- A. Audio-Visual Catalogue, September, 1965.
- B. Film Guides.²¹

Physical Facilities

District #111 was comprised of ten school structures and one central Administration building. Construction of the buildings dated from 1938 to 1966.²²

Light Control

Typical classroom artificial lighting was from lighting fixtures housing 4'0" 40 watt cool white fluorescent tubes. Natural light was subdued and controlled for audio-visual education application. This was achieved with the use of either venetian blinds or draw drapes.²³

Ventilation

Ventilation in most of the schools was by air exchange, for example, outside air is tempered and distributed by forced mechanical means. This held true for structures which were air conditioned.²⁴

Mounted Projection Screens

Glass bead screens were mounted on the wall where practical. Larger screens in large areas such as the all purpose rooms were being experimented

²¹"Teachers' Guide to Audio-Visual Instruction," School District #111, South Stickney, Illinois, September, 1965-66, p. iv.

²²Letter from Raymond J. Crotty, Director of Buildings and Grounds, School District #111, South Stickney, Illinois, December 1, 1966.

²³Ibid.

²⁴Ibid.

upon. In lieu of a portable screen, a highly reflective paint with a matt finish was being applied to the rear wall of the stage and bordered with a 6" soft (smoke) black outline.²⁵

Speakers - Public Address Systems

The two new schools, the Kennedy and McCord, built in 1966, set the pace for a sound audio-visual program. Every classroom was equipped to receive and transmit programs via the main console which was located in the principal's office. This offered administrative control, as well as a choice of music through selection of radio, tape, and records. It served as a means for individual room communication. It was to be used in audio-visual projects, public speaking, debating contest, and practical newscasting. This system could be used for both oral and written test utilizing one teacher.²⁶

Wiring

In District #111, electrical wiring had been brought up to maximum operative performance. Sound jacks were placed at vantage points in all classrooms so as to facilitate audio-visual projectors.²⁷

Acoustics

Acoustics had been somewhat ignored by designing architects in the past but fortunately it could be remedied by simple application of absorbing materials, or the installation of "bounce" partitions to induce or reduce reverberation to required degrees.²⁸

²⁵Ibid.

²⁶Ibid.

²⁷Ibid.

²⁸Ibid.

Display Facilities - Project or Special Activity Area

The two newest schools, Kennedy and McCord, built in 1966, provided adequate areas for displaying projects and special activities. Each classroom, which is curtain wall (window wall) designed, has on the outside wall a panel of different colors which aesthetically enhances the building design. Internally, these panels were tack boards thus affording an entire run of the length of the classroom for display purposes.²⁹

Materials and Equipment

Most schools had a minimum of two motion picture projectors and two film-strip projectors. The larger schools had three or four. All audio-visual equipment was kept in a centralized place near the principal's office and checked out on a weekly basis by the individual faculty members. All audio-visual materials such as films and filmstrips were kept in a centralized area. They were distributed on a two day advanced notice. Teachers may keep the films and filmstrips for a minimum of three days.³⁰

Production Services

This was the first year that much emphasis was given to the overhead projector and the production of overlays by the individual teacher or a committee of teachers within the respective buildings.³¹

In-Service Program

In-service programs were offered to all new teachers during the orientation

²⁹ Ibid.

³⁰ Letter from Richard J. Riffel, Assistant Superintendent of School District #111, South Stickney, Illinois, November 22, 1966.

³¹ Ibid.

period prior to the first day of school. In-service programs were organized by the individual principals within his building.³²

Budget

The budget for the purchase of audio-visual materials was approximately fifty cents per student. This did not include the purchase of audio-visual equipment. Approximately another fifty cents was added to this for the purchase of audio-visual equipment. Plans for the future budget in this area depended greatly upon sources of revenue. The Federal National Defense Education Act Title III Program through the State of Illinois, had not been approved for this year. In the past this program enabled District #111 to double their audio-visual budget for materials and equipment.³³

³²Ibid.

³³Ibid.

CHAPTER V

FINDINGS OF QUESTIONNAIRES

The purpose of this study was to determine the status of the Instructional Media Program of District #111. In order to determine the status two questionnaires were developed for the study. One questionnaire was sent to the administrators (See Appendix B) and the other to the classroom teachers (See Appendix C). The administrative questionnaire was filled in by the principals in the ten schools of the district. The principals in the schools handed out the teachers' questionnaires. Of the 214 questionnaires distributed, 135 questionnaires or 60% were returned.

The Administrative Questionnaire

The first part of the administrative questionnaire consisted of questions on the amount of and type of equipment located in the schools. The tabulation of equipment was made and the necessary recommendations were applied to bring each school up to the minimum standards set by the Department of Audio-Visual Instruction (DAVI), of the National Education Association. (See Table 1).

The second part of the questionnaire was concerned with the availability of materials. On the whole, the materials were generally available but were kept in the District library. One kind of material that was not available at many of the schools was dry mount tissue. Copy materials and Spirit masters

Table 1

PRESENT EQUIPMENT, RECOMMENDED EQUIPMENT, AND EQUIPMENT
NEEDED TO MEET DAVI STANDARDS BY SCHOOLS

SCHOOLS	16 MM Proj.	Film Strip Proj.	Slide Projector	T - V Rec.	Overhead Proj.	Opaque Proj.	Dry Mount Press	Record Player	Tape Recorder	Copy Machine	Micro projector	Cameras	Duplicator	Screens
Burbank (K-8)														
Present Equip.	3	2	0	1	1	1	0	6	2	0	1	0	1	2
Equip. Recomm.	3	10	1	*	7	1	1	18	6	1	1	1	1	30
Needed Equip.	0	8	1		6	0	1	12	4	1	0	1	0	28
Byrd (K-8)														
Present Equip.	2	2	0	1	3	1	0	4	1	1	1	0	2	3
Equip. Recomm.	2	3	1	*	4	1	1	13	3	1	1	1	1	18
Needed Equip.	0	1	1		1	0	1	9	2	0	0	1	0	15
Dulles (K-8)														
Present Equip.	4	2	2	1	2	1	0	4	1	1	1	0	1	2
Equip. Recomm.	2	7	1	*	5	1	1	16	4	1	1	1	1	21
Needed Equip.	0	5	0		3	0	1	12	3	0	0	1	0	19
Fry (K-8)														
Present Equip.	2	2	1	1	2	1	0	5	1	2	1	1	1	2
Equip. Recomm.	3	9	1	*	7	1	1	19	6	1	1	1	1	28
Needed Equip.	1	7	0		5	0	1	14	5	0	0	0	0	26
Owens (K-6)														
Present Equip.	2	2	0	1	1	0	0	2	1	0	0	0	1	1
Equip. Recomm.	1	4	1	*	3	1	1	10	2	1	1	1	1	12
Needed Equip.	0	2	1		2	1	1	8	1	1	1	1	0	11

* 1 per class per TV channel at the grade level having the greatest number of sections -- if programs are available.

Table 1 Continued

PRESENT EQUIPMENT, RECOMMENDED EQUIPMENT, AND EQUIPMENT
NEEDED TO MEET DAVI STANDARDS BY SCHOOLS

SCHOOLS	16 MM Proj.	Film Strip Proj.	Slide Proj.	T - V Rec.	Overhead Proj.	Opaque Proj.	Dry Mount Press	Record Player	Tape Recorder	Copy Machine	Micro Projector	Cameras	Duplicator	Screens
Maddock (K-8)														
Present Equip.	4	2	2	1	2	1	0	3	0	1	1	1	1	5
Equip. Recomm.	3	9	1	*	7	1	1	16	6	1	1	1	1	28
Needed Equip.	0	7	0		5	0	1	13	6	0	0	0	0	23
McCord (K-6)														
Present Equip.	2	2	1	1	1	1	0	3	0	0	1	0	1	3
Equip. Recomm.	2	6	1	*	5	1	1	13	4	1	1	1	1	19
Needed Equip.	0	4	0		4	0	1	10	4	1	0	1	0	16
Kennedy (K-8)														
Present Equip.	2	2	2	1	1	1	0	2	1	0	1	0	1	3
Equip. Recomm.	2	7	1	*	5	1	1	13	4	1	1	1	1	21
Needed Equip.	0	5	0		4	0	1	11	3	1	0	1	0	18
Tobin (K-8)														
Present Equip.	3	4	4	1	1	1	0	5	2	1	1	0	1	3
Equip. Recomm.	2	7	1	*	5	1	1	13	4	1	1	1	1	21
Needed Equip.	1	3	0		4	0	1	8	2	0	0	1	0	18
Nottingham (K-6)														
Present Equip.	2	1	1	1	1	0	0	3	0	0	1	0	1	1
Equip. Recomm.	1	3	1	*	2	1	1	9	2	1	1	1	1	9
Needed Equip.	0	2	0		1	1	1	6	2	1	0	1	0	8

*1 per class per TV channel at the grade level having the greatest number of sections -- if programs are available.

were available in each school. (See Table 2)

The third part was concerned with the services available in the district. It was found that the public address system, transparency production, film ordering, and in-service training were generally available in the district. However, tape dubbing was not generally available. (See Table 3)

The fourth part was concerned with the audio-visual budget. It was found that the budget was on the district level rather than on an individual school basis. (See Table 4)

The fifth part of the questionnaire was concerned with facilities for audio-visual use. It was found that on the whole there was no available space for a darkroom, an office, a preview room, a listening booth, a production room or a graphics room. (See Table 5)

Table 2

AVAILABILITY OF MATERIALS BY SCHOOLS

SCHOOL	16 MM Films	Film Strips	Slides 2 x 2	Transparencies	Pictures	Dry Mount Tissue	Records	Tapes	Copy Materials	Spirit Masters
Burbank	*	*	*	A	A	NA	*	*	A	A
Byrd	*	*	*	NA	A	NA	*	*	A	A
Dulles	*	*	*	A	A	NA	*	*	A	A
Fry	*	*	*	A	A	NA	*	*	A	A
Owens	*	*	*	NA	A	NA	*	*	A	A
Maddock	*	*	*	NA	A	NA	*	*	A	A
McCord	*	*	*	NA	A	NA	*	*	A	A
Kennedy	*	*	*	NA	A	NA	*	*	A	A
Tobin	*	*	*	A	A	NA	*	*	A	A
Nottingham	*	*	*	NA	A	NA	*	*	A	A

*District Availability

A - Available by school

NA - Not available

Table 3

AVAILABILITY OF SERVICES BY SCHOOLS

SCHOOL	Public Address	Transparency Production	Tape Dubbing	Film Ordering	In-Service Program
Burbank	A	NA	NA	A	A
Byrd	A	A	NA	A	A
Dulles	NA	NA	NA	A	A
Fry	A	A	NA	A	A
Owens	A	NA	NA	A	A
Maddock	A	NA	NA	A	A
McCord	A	NA	NA	A	A
Kennedy	A	A	NA	A	A
Tobin	A	A	NA	A	A
Nottingham	A	NA	NA	A	A

A - Available
 NA - Not Available

Table 4

AVAILABILITY OF BUDGET BY SCHOOLS

SCHOOLS	Film Rental	Film Purchase	Equipment Purchase	Material Purchase	Personnel	Repair
Burbank	*	*	*	*	NA	*
Byrd	*	*	*	*	NA	*
Dulles	*	*	*	*	NA	*
Fry	*	*	*	*	NA	*
Owens	*	*	*	*	NA	*
Maddock	*	*	*	*	NA	*
McCord	*	*	*	*	NA	*
Kennedy	*	*	*	*	NA	*
Tobin	*	*	*	*	NA	*
Nottingham	*	*	*	*	NA	*

*-District Availability
A-Available by schools
NA-Not available

Table 5

AVAILABILITY OF FACILITIES FOR AUDIO-VISUAL USE BY SCHOOLS

SCHOOLS	Darkroom	Office Space	Preview Room	Listening Booth	Production Area	Graphics Area
Burbank	A	A	A	NA	NA	A
Byrd	NA	A	NA	NA	NA	NA
Dulles	NA	NA	NA	NA	NA	NA
Fry	NA	NA	NA	NA	NA	NA
Owens	NA	NA	A	NA	NA	NA
Maddock	NA	NA	NA	NA	NA	NA
McCord	NA	A	A	NA	NA	NA
Kennedy	A	NA	A	NA	NA	NA
Tobin	NA	NA	NA	NA	NA	NA
Nottingham	NA	NA	NA	NA	NA	NA

*-District availability
A-Available by schools
NA-Not available

The Teachers' Questionnaire

The first part of the teachers' questionnaire consisted of twelve questions concerned with services and facilities, Table 6 shows the results of this part of the questionnaire.

When asked if teachers were systematically informed about new materials 44.4% of the teachers responded no and 54.8% responded yes.

When asked if facilities were provided other than your classroom for previewing 66.7% of the teachers' responded no and 33.3% responded yes.

The teachers' response to the question is your classroom equipped with wall screens, 91.1% responded no and 8.9% responded yes.

When asked if their classroom was equipped with darkening drapes or shades, 40.0% of the teachers' responded no and 60.6% responded yes.

Two questions were concerned with instruction. When asked have you been instructed in the use of audio-visual equipment, 80.7% of the teachers' responded yes and 19.3% responded no. When questioned about the value of instruction in the use of audio-visual equipment, 82.2% responded yes and 17.8% responded no.

Teachers were asked if they were furnished with a catalogue of materials and equipment the results revealed that 68.6% responded yes and 31.8% responded no.

When questioned about the accessibility of materials to all teachers, 62.2% responded that it was available and 37.8% responded that it was not.

The final question of part one was concerned with facilities for duplication of printed materials, 82.2% of the teachers' responded that facilities were available and 17.8% responded that facilities were not available. (See Table 6)

Table 6

PERCENT OF RESPONSE BY TEACHERS IN DISTRICT #111
TO THE FOLLOWING QUESTIONS

	Yes	No
Have you been instructed in the use of audio-visual equipment?	80.7	19.3
Would instruction in the use of audio-visual equipment be of value?	82.2	17.8
Are teachers systematically made aware of new materials?	54.8	44.4
Are all materials readily accessible to all teachers?	62.2	37.8
Do teachers take part in the selection of materials and equipment?	48.9	51.1
Are facilities provided other than your classroom for pre-viewing?	33.3	66.7
Is your classroom equipped with darkening drapes or shades?	60	40
Is your classroom equipped with wall screens?	8.9	91.1
Is there a workroom to prepare instructional materials?	18.5	81.5
Are you furnished with a catalogue of available material?	77.0	23
Are you furnished with a catalogue of available equipment?	62.2	37.8
Are there facilities for the duplication of printed materials?	82.2	17.8

Equipment, Materials and Services

The second part of the teachers' questionnaire was concerned with the use and availability of equipment. This part consisted of a listing of various equipment along with seven response columns. The first five columns were used to ascertain the responses to the following question, Do you use the following equipment, often, sometimes, seldom, do not use, or unfamiliar. The sixth and seventh columns were used to ascertain the response to the following question, Is the equipment generally available, yes or no.

It was found that in the use of equipment the 16 mm projector, the duplicator, the copy machine, the record player, and the filmstrip projector were most often used. The respective percentage figures indicating use of the equipment were 48.9% for the 16 mm projector, 54.8% for the duplicator, 31.1% for the copy machine, 25.2% for the record player, and 22.9% for the filmstrip projector. The tape recorder, the slide projector, the overhead projector, the microprojector, the opaque projector, and the camera were the least often used. Their respective percentage figures indicating use were 3.7% for the tape recorder, 3.7% for the slide projector, 5.2% for the overhead projector, 5.2% for the microprojector, 9.6% for the opaque projector, and 2.9% for the camera. As to availability, the teachers found these pieces of equipment to be generally available. The dry mount press was found to be the most unfamiliar piece of equipment. Approximately 52% of the teachers indicated that they knew nothing of the dry mount press. The use of the screens coordinated well with the use of the 16 mm projectors. (See Table 7)

Table 7

PERCENT OF TEACHER RESPONSE BY DISTRICT IN
REGARD TO THE FOLLOWING QUESTIONS

EQUIPMENT	DO YOU USE THE FOLLOWING						ARE THESE GENERALLY AVAILABLE		
	Often	Sometimes	Seldom	Do Not Use	Unfamiliar	Did Not Respond	Yes	No	Did Not Respond
16 mm Projector	48.9	27.4	10.4	11.9	.74	.74	92.6	3.7	3.7
Filmstrip Proj.	22.9	40.7	21.6	13.3	.00	1.5	94.8	2.2	2.9
Slide Proj.	3.7	17.8	17.0	54.8	4.4	2.2	60	27.4	12.6
T - V Rec.	9.6	20.7	17.8	42.2	7.4	2.2	70.4	16.3	13.3
Overhead Proj.	5.2	17.0	21.5	49.6	4.4	2.2	74.8	14.8	10.4
Opaque Proj.	9.6	18.5	22.9	42.2	4.4	2.2	68.9	20	11.1
Dry Mount Press	.00	2.2	2.2	37.8	51.9	5.9	10.37	62.2	27.4
Record Player	25.2	41.5	12.8	14.8	.00	.74	90.4	8.2	1.5
Tape Recorder	3.7	17.0	11.9	60	4.4	2.9	54.8	31.9	13.3
Copy Machine	31.1	22.2	9.6	33.7	9.6	3.7	60.7	28.9	10.4
Microprojector	5.2	1.5	5.2	48.9	34.8	4.4	33.3	41.5	25.2
Camera	2.9	6.7	5.9	66.7	12.6	5.2	14.8	62.2	22.9
Duplicator	54.8	20	7.4	14.1	2.2	1.5	82.9	9.6	7.4
Screens	48.2	35.6	7.4	7.4	1.5		94.8	3.7	1.5

The third part of the teachers' questionnaire was concerned with the use and availability of materials and services. This part also consisted of a listing of various materials and services along with seven response columns. The first five columns were used to ascertain responses to the following question, Do you use the following materials and services, often, sometimes, seldom, do not use, unfamiliar. The sixth and seventh columns were used to ascertain the response to the following question, Are the materials and services generally available, yes or no.

It was found that 16 mm films, spirit masters, copy materials, pictures, records, and filmstrips were the most often used. Their respective percentages were 46.7% for 16 mm films, 39.3% for spirit masters, 29.6% for copy materials, 35.6% for pictures, 21.5% for records, and 17.8% for filmstrips. It was found that tapes, 2 x 2 slides, overhead transparencies and dry mount tissue were the least often used. The respective percentages were as follows: 2.3% for tapes, 1.5% for 2 x 2 slides, 1.5% for overhead transparencies, and 0% for dry mount tissue. However, with the exception of dry mount tissue, teachers found that these materials were generally available. (See Table 8)

Table 8

PERCENT OF TEACHER RESPONSE BY DISTRICT IN
REGARD TO THE FOLLOWING QUESTIONS

MATERIALS	DO YOU USE THE FOLLOWING?						ARE THESE GENERALLY AVAILABLE		
	Often	Sometimes	Seldom	Do Not Use	Unfamiliar	Did Not Respond	Yes	No	Did Not Respond
16 mm Films	46.7	27.4	12.6	11.1	.74	1.5	88.2	8.2	3.7
Film Strips	17.8	40	27.4	14.1	.74		90.4	5.9	3.7
2 x 2 Slides	1.5	8.2	16.3	59.3	11.1	3.7	28.2	52.6	19.3
Transparencies	1.5	8.9	19.3	50.4	16.3	3.7	37.0	42.9	20
Pictures	35.6	32.6	10.4	12.6	3.7	5.2	60.7	28.9	10.4
Dry Mount Tissue	.00	2.9	5.2	33.3	53.3	5.2	8.2	65.8	25.9
Records	21.5	35.6	23.7	17.8	.74	.74	71.9	21.5	6.7
Tapes	2.3	13.3	13.3	61.5	5.2	4.4	29.6	48.2	22.2
Copy Materials	29.6	20.7	13.3	20.7	11.9	3.7	57.0	28.9	14.1
Spirit Masters	39.3	19.3	8.2	15.6	16.3	1.5	62.9	24.4	12.6

In regard to the services offered by school district #111, it was found that 40.3% of the teachers' used the film ordering service often while only 11.2% did not use the service. Approximately 60% of the teachers did not use the public address system. However, 59% said it was generally available. Tape dubbing service and transparency production were very rarely used. Fifty-three percent of the teachers indicated that in-service training was available; however, it was used by only 31% of the teachers. (See Table 9)

Table 9

PERCENT OF TEACHER RESPONSE BY DISTRICT
IN REGARD TO THE FOLLOWING QUESTIONS

SERVICES	DO YOU USE THE FOLLOWING						ARE THESE GENERALLY AVAILABLE		
	Often	Sometimes	Seldom	Do Not Use	Unfamiliar	Did Not Respond	Yes	No	Did Not Respond
Public Address	4.5	11.2	9.7	60.5	11.2	2.9	58.9	21.6	19.4
Transparency Production	.00	6.7	7.5	38.1	43.3	4.5	18.7	50.0	31.3
Tape Dubbing	.00	1.5	2.2	46.3	46.3	3.7	9.7	58.9	31.3
Film Ordering	40.3	28.4	13.4	11.2	4.5	2.2	78.4	10.5	11.2
In-Service Program	5.9	31.3	20.2	16.4	15.7	10.5	52.9	26.9	20.2

CHAPTER VI

Summary, Conclusions and Recommendations

Summary and Conclusions

The primary purpose of an Instructional Media Program is to help in the improvement of instruction. In order to carry out this purpose, Instructional Media Programs must contain fundamental elements conducive to efficient and effective operation. The purpose of this study was to evaluate the Instructional Media Program of School District #111 South Stickney, Illinois.

After a comparison with the criteria the following conclusions were made concerning the Instructional Media Program of School District #111.

1. School District had no full-time audio-visual director.
2. District #111 did not have an adequate number of audio-visual personnel.
3. Approximately 86% of the teaching stations were not equipped with wall screens.
4. According to the standards set by the Department of Audio-Visual Instruction, of the National Education Association, District #111 was lacking the following items of equipment for a basic program. Namely, they were forty-four film-strip projectors, three slide projectors, thirty-five overhead projectors, two opaque projectors, one hundred and three record players, one microprojector, thirty-two tape recorders and one hundred and eighty-two wall screens.
5. District #111 was lacking in the supply of the following basic equipment items for local production services, namely they were

5. Continued
dry mount presses, dry mount tissue, darkroom equipment, and cameras.
6. The Instructional Media Program of District #111 did not have a process of periodic evaluation.
7. The findings of the teachers' questionnaires revealed the majority of the teachers considered the instructional materials and equipment to be readily available.
8. Various percentages of the teachers reporting on the teachers' questionnaire found the instructional media program to be lacking in some areas. The extent to which attention is to be given to these areas will have to be decided by the administration of District #111. In situations where a comparatively small number of teachers used an item of equipment or material or found it to be inadequately supplied, the administration will have to decide whether this situation warrants a change.

Recommendations

Based upon the findings of this study, the following recommendations were made for the improvement of the Instructional Media Program of School District #111.

1. School District #111 should hire one full-time audio-visual director, two additional staff members as professional audio-visual personnel and one semi-professional audio-visual assistant for each thirty teachers in order to meet the standards set by DAVI.
2. Provisions should be made for the purchasing of needed equipment to meet with the standards set by DAVI.
3. Provisions should be made for the purchasing of needed basic production equipment.
4. District #111 should initiate an annual process of formal evaluation for the Instructional Media Program.
5. School District #111 should make provisions for budget funds other than those monies received under federal grants.

APPENDIX A

Cover Letter for Administrative Questionnaire



Eastern Illinois University

Charleston, Illinois 61920

November 1, 1966

Dear Administrator:

Mr. Virgil Wheatley, Superintendent of School District #111, has granted permission to pass out to you the enclosed questionnaire. The purpose of this questionnaire is to develop, in cooperation with you and the faculty, a plan for an instructional media program in the district.

Please complete the attached questionnaire and return it to the Assistant Superintendent's Office no later than November 15, 1966.

Thank you for your cooperation in assisting me in this study.

Respectfully,

A solid black rectangular box redacting the signature area of the letter.

Joseph F. Vizza

JFV/jkr

Enclosure

APPENDIX B

Administrative Questionnaire

The purpose of this questionnaire is to determine the amount of equipment, materials, and facilities that are available to the teachers of district #111.

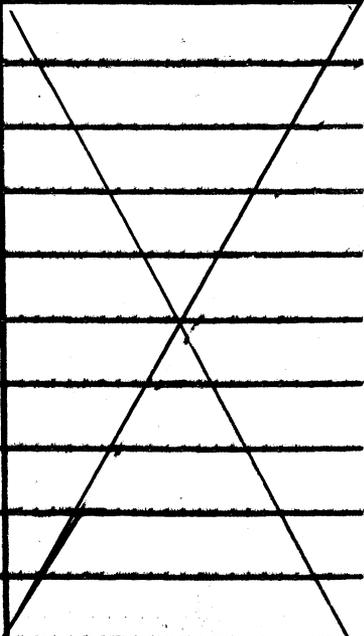
Name of school _____

Number of teachers _____

Number of rooms _____

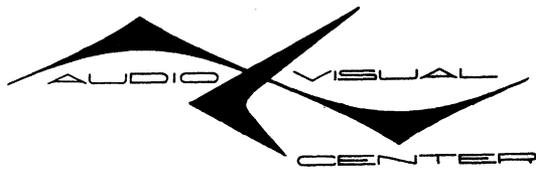
Number of students _____

EQUIPMENT	AVAILABLE	NOT AVAILABLE	APPROXIMATE NUMBER
16mm Projectors			
Filmstrip Projectors			
Slide Projectors			
Television Receivers			
Overhead Projectors			
Opaque Projectors			
Dry Mount Press			
Record Players			
Tape Recorders			
Copymachines			
Microprojectors			
Cameras			
Duplicators			
Screens			
Transparency Makers			
MATERIALS			
16mm Films			
Filmstrips			
Slides 2 X 2			
Transparencies			
Pictures			
Dry Mount Tissue			
Records			
Tapes			
Copy Material			
Spirit Masters			



APPENDIX C

Cover Letter for Teacher Questionnaire



Eastern Illinois University

Charleston, Illinois 61920

November 1, 1966

Dear Teacher:

Mr. Virgil Wheatley, Superintendent of School District #111, has granted permission to pass out to you the enclosed material. You will find that this package contains a letter from your superintendent, a questionnaire consisting of three single IBM data processing sheets and one pencil. Please return only the three IBM sheets. Instructions for filling out the IBM sheets are printed on the sheets themselves.

The purpose of this questionnaire is to determine whether the faculty of school district #111 believes that the available audio-visual equipment, materials, facilities, and services are adequate; and if not, how they may be improved. The materials and equipment listed may or may not be the property of school district #111.

It is hoped that with your cooperation and that of the school administration we may develop a plan for an instructional media program in the district.

Please return this package to the Assistant Superintendent's Office no later than November 30, 1966.

Thank you for your cooperation in this study.

Respectfully,

Joseph F. Vizza

JFV/jkr

Enclosure

APPENDIX D

Teacher Questionnaire

APPENDIX E

**Superintendent of School District #111 Letter
of Approval to Conduct a Survey of the
Instructional Media Program**

OFFICE OF THE SUPERINTENDENT

August 23, 1966

TO ALL ADMINISTRATORS
AND TEACHERS:

Mr. Joe Vizza was granted a sabbatical leave of absence to work on a Master's Degree in Audio-Visual Education at Eastern Illinois University.

Your cooperation in completing a questionnaire for Mr. Vizza will be of personal benefit to him and the results of his work will be of benefit to School District No. 111.

Your cooperation will be appreciated.

Sincerely yours,


Virgil R. Wheatley,
Superintendent

VRW:rmk

APPENDIX F

Basic Standards for Elementary Schools in regard
to material, equipment for Instructional Media
Program as suggested by the Department of
Audio-Visual Instruction, National Education Association

EQUIPMENT GUIDELINES
(ELEMENTARY EDUCATION)¹

	Basic	Advanced
16mm Sound Projector	1 per 10 teaching stations	1 per 5 teaching stations
2 x 2 Slide Projector	1 automatic per school	1 per 5 teaching stations
Filmstrip or Combination Filmstrip-Slide Proj.	1 per 3 teaching stations	1 per teaching station
3 1/4x4 Projector Overhead	1 per school district	1 per building
Filmstrip Viewer	1 per 3 teaching stations	1 per teaching station
Overhead Proj. (10x10) Classroom type	1 per 4 teaching stations	1 per teaching station
Opaque	1 per building	1 per 6 teaching stations
TV Receivers	1 per class per TV channel at the grade level having the greatest number of sections--if programs are available	1 per teaching station
Micro-projector	1 per school	1 per 2 grade levels
Record Players	1 per teaching station K-3 1 per grade level 4-6	1 per teaching station
Tape Recorders	1 per 5 teaching stations	1 per 2 teaching stations
Radio-Receivers	1 per school + one battery type for emergency pur- poses	1 or more per building
Projection Screens	1 permanently mounted per classroom, 70x70 or larger	Additional portable screens
Local Production Equip- ment Per Building	Dry Mount Press + Tacking Iron Paper cutter Transparency Production Equip- ment Spirit Duplicator Primary Typewriter	Add to basic list 8mm Camera Mechanical Lettering Copy Camera and Stand

¹Department of Audio-Visual Instruction, op. cit., pp. 11-13.

EQUIPMENT GUIDELINES CONTINUED

Local Production Equip-
ment Per Building
Continued

Polaroid Camera
35mm Camera and accessories
Film Rewind
Film Splicer
Tape Splicer

MATERIALS GUIDELINES
(ELEMENTARY EDUCATION)²

16 mm films	The films are to owned by the school system and readily available to the schools involved.	1000 titles plus one additional film per each teaching station over 1000-with duplicates as needed
	500 titles plus one additional film per teaching station over 500-with duplicates as needed	
	or	or
	An average of 6 film rental bookings per teaching station per school year	An average of 12 film rental bookings per teaching station per school year
Filmstrips	1 per student per ADA the preceding year	1 1/2 per student per ADA the preceding year
Recordings-Tapes and Discs exclusive of language lab materials	100 plus 2 per teaching station	300 plus 3 per teaching station

²Department of Audio-Visual Instruction, op. cit., p. 6.

BIBLIOGRAPHY

Books

- Brown, James W., and Kenneth D. Norberg. Administering Educational Media, New York: McGraw-Hill Book Company, 1965.
- Erickson, Carlton W. H. Administering Audio-Visual Services, New York: The Macmillan Company, 1964.
- Schuller, Charles F. (ed) The School Administrator and His Audio-Visual Program, Washington, D. C.: Department of Audio-Visual Instruction, National Education Association, 1954.

Periodicals

- Flanders, Ned A. "Teacher Behavior and In-service Programs," Educational Leadership, Vol. 21, October, 1963, pp. 25-29.
- Hyer, Anna L. "Setting Quantitative Standards," Audiovisual Instruction (December, 1961), p. 506-510.

Public Documents

- Department of Audio-Visual Instruction. Quantitative Standards for Audio-Visual Personnel, Equipment and Materials, a report prepared by DAVI, Washington, D. C., 1966.
- Illinois Curriculum Program. Instructional Materials, Bulletin A-3, 1963.

Unpublished Materials

- Boyd, David B. "A Survey of the Audio-Visual Program for the Community Schools of Rochester, Indiana," Unpublished Master's Thesis, Department of Education, Eastern Illinois University, 1961.
- Peterson, Micheal D. "An Evaluation Survey of the Audio-Visual Program at Community High School District #155 in Crystal Lake, Illinois," Unpublished Master's Thesis, Department of Education, Eastern Illinois University, 1966.

BIBLIOGRAPHY CONTINUED

Unpublished Materials Continued

Rohr, Theodore V. "A Survey of the Audio-Visual Program in the Danville Public Schools, Danville, Illinois," Unpublished Master's Thesis, Department of Education, Eastern Illinois University, 1965.

Others

Letter from Richard J. Riffel, Assistant Superintendent of School District #111, South Stickney, Illinois, November 22, 1966.

Letter from Raymond J. Crotty, Director of Buildings and Grounds, School District #111, South Stickney, Illinois, December 1, 1966.

"Teachers' Guide to Audio-Visual Instruction," School District #111, South Stickney, Illinois, September, 1965-66.