

1969

# Audio-Visual Program Lewis and Clark Junior High School Yakima, Washington

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AUDIO-VISUAL PROGRAM  
LEWIS AND CLARK JUNIOR HIGH SCHOOL  
YAKIMA, WASHINGTON



A Thesis  
Presented to  
the Graduate Faculty  
Central Washington State College



In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education



by  
Wesley Clay Crago, Jr.  
July 1969

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## CHAPTER I

### INTRODUCTION AND STATEMENT OF THE PROBLEM

An audio-visual program in a school must enhance and enrich the total curriculum. The aim of such a program is to facilitate learning of students by improving the instruction and thereby the learning environment (28:488-89). This is done chiefly through the classroom teacher. Active participation by each teacher is necessary to the success of an effective audio-visual program (1:656-57).

In establishing an audio-visual program teachers must feel that the program is aimed at helping them to deal more effectively with instructional problems. Teachers should not feel that they are being pressured into using audio-visual equipment and materials (29:595). It is necessary that all teachers be involved by their desires to improve teaching methods and materials (31:6). Teachers can become involved directly and indirectly in the program by assisting in the administration and operation of the audio-visual program (39:584).

Teachers will be more apt to use equipment and materials if they know they do not have to contend with problems that waste valuable teaching time (13:584). Teachers will react positively to audio-visual programs that eliminate time consuming chores and conflicts by using equipment and materials (13:585).



## I. THE PROBLEM

Statement of the problem. The purpose of this study is (1) to consider and identify the problems related to establishing an effective audio-visual program; (2) to establish the audio-visual requirements for students and teachers; (3) to define the duties and responsibilities of a building audio-visual coordinator; and (4) to develop a specific program for administering audio-visual equipment and materials in Lewis and Clark Junior High School.

Importance of the study. It is a necessity for schools to establish and maintain audio-visual programs that are effective in administering and utilizing equipment and materials (12:3). Audio-visual programs improve instruction by assisting teachers in exploring every possible approach to effective teaching. They provide instructional and educational materials that make learning experiences more meaningful to students. Audio-visual media not only contribute to understanding, but are essential in providing a learning environment designed to meet individual differences inherent in any school population (31:506). This study will aid in the development of an effective audio-visual program for Lewis and Clark Junior High School, Yakima, Washington.

Limitations of the study. This study will be limited to the policies, practices, procedures, equipment, and materials available or used within Lewis and Clark Junior High School and the Yakima Public Schools (35:1-17).

Plan of study. The plan of study is (1) to ascertain from the review of the literature, problems related to developing, establishing, and administering audio-visual programs; (2) to develop plans for an effective audio-visual program for Lewis and Clark Junior High School; (3) to prepare an audio-visual handbook for the Lewis and Clark Junior High School faculty; and (4) to make specific recommendations regarding the audio-visual program of Lewis and Clark Junior High School.

## II. DEFINITIONS OF TERMS USED

Audio-visual coordinator. The audio-visual coordinator is a person professionally prepared in the use of audio-visual equipment and materials, is knowledgeable in the areas of curriculum development, teaching methods and techniques, learning theory, and has the ability to organize and administer an audio-visual program.

Audio-visual equipment. The term "audio-visual equipment" and/or "equipment" will refer to devices, machines and instruments by which materials are presented or exhibited to the learner.

. Audio-visual materials. The term "audio-visual materials" and/or "materials" will refer to requisite items that educators use to implement instruction and are presented to students as non-print stimuli to convey instructional meaning.

Audio-visual program. The audio-visual program in a school facilitates learning by the improvement of quality instruction through effective use, by teachers and students, of equipment and materials. Such a program will provide teachers with equipment and materials needed with a minimum of effort on their part.

## CHAPTER II

### REVIEW OF LITERATURE

#### I. INTRODUCTION

The present day teacher is now facing the greatest challenges ever presented to education (5:370). These challenges have been brought about in part by rapid changes in transportation, mass media, technological development, living standards, and other factors (11:360). The learner must form greater knowledge earlier and at a faster pace. To meet these demands educators must be equipped with the materials and methods of communication necessary to guide and assist students (10:24-27).

In accepting this new challenge Harvey W. Marks recently stated (19:330-31):

Yes, these new machines and media are wonderful and there are more wonderful things to still come. They should be used wisely and well. Then every new development will be an enrichment of what has been used before. And teachers as well as students will profit from a new ease, a new facility in the process of communication.

The use of available services and resources can help the teacher to meet the demands upon education. This can be accomplished with the effective use of audio-visual equipment and materials (27:4). If educators will combine the use of equipment and materials in conjunction with the re-evaluation of their educational aims, methods, objectives, and attitudes, the challenges to education can be met (14:119).

## II. LITERATURE PERTAINING TO THE PROBLEMS IN ESTABLISHING AN EFFECTIVE AUDIO-VISUAL PROGRAM

Educators commonly agree that most schools can have an effective audio-visual program if they so desire (1:656-57). Such a program will include an appropriate budget, inservice education, availability of equipment and materials, and provisions for carrying out the services (18:616-17). Teacher involvement is critical for an effective program (1:656). Present day school boards and administrators are well aware of the latest in equipment and materials that are available for their schools. School boards are not prone, however, to budget and purchase audio-visual items unless they are convinced that teachers will use materials and equipment and that educational gains by students will result from this use (31:8).

The main problem to be encountered in establishing an audio-visual program is the teacher's attitude toward audio-visual equipment and materials to be used in instruction (14:119).

Gaylen B. Kelley, in a 1960 study, stated (14:119-121):

The attitude that the teacher holds regarding the use of audio-visual materials will greatly affect the success of any audio-visual program.

The results of Kelley's study indicate that teacher attitudes may be more important in determining the use of audio-visual equipment and materials than either knowledge or the skill in their use (14:121).

One of the reasons for negative attitudes and non-participation in the use of audio-visual equipment and materials by teachers is that often these items are unavailable or inaccessible (13:585). Teachers will often forego the use of equipment and materials rather than trying to overcome the problems associated with procuring them. Negative attitudes will also result from having to use low quality materials, inadequate production areas and malfunctioning equipment (13:585). The combination of these situations, together with the lack of proper facilities and inservice education programs foster greater negativism on the part of the teacher (3:73; 24:33).

### III. LITERATURE PERTAINING TO THE NEEDS OF AN EFFECTIVE AUDIO-VISUAL PROGRAM

The educational needs of teachers and pupils are many. Some of these needs can be met by a program that makes adequate materials and equipment easily available (10:24-27). The criteria for an effective audio-visual program will be based on basic needs pertaining to all levels of instruction. An audio-visual program will provide for the basic needs of the students, the teachers, and the learning environment (12:3).

An audio-visual program can help meet certain student needs for a limited number of students by providing them with challenges and opportunities to gain knowledge and to

develop practical and theoretical skills in the use of equipment and materials (26:7). This can be done through audio-visual classes or school operators' clubs. During either of these activities students will have the responsibilities of scheduling, delivering, setting up, operating, returning, and servicing equipment and materials (32:718). Students in a basic course in audio-visual education can provide a source of potential audio-visual personnel for the future (20:278). Combine this student program with a curriculum enriched due to the materials being used within their individual classes, and educational needs can be more fully met (34:10-11).

The necessary professional background of the teacher will have to be provided through preparation in college, individual study, and inservice education programs (24:32-36). Teachers will also require the assistance of the building audio-visual coordinator, the district resource center, and the district coordinator in meeting their needs.

Wesley C. Meierhenry in a recent article noted that (23:22-23):

As the level of teacher preparation increases, as additional opportunities for inservice work become more visible through television, programmed instruction, and other media, the teachers will be capable of operating at a much greater professional level. This new professional level will include the classroom teacher as the one who applies theory to teaching.

Owen R. Bliven in a past article on the subject of teacher re-training stated (4:268-69):

Teachers have to be inspired and retrained to use the newer, more effective materials. Programs must illustrate the type of job to be done by the teacher and how the array of new technology of machines, programmed instruction, and the accompanying colorful media augments instruction.

Most teachers are aware of the new dimensions that can be added to their teaching units by resources beyond the textbook (30:21). In many instances these resources exist in abundance. But, the important questions often asked are: Where are they located? How do I find them? When will I have time to look for them (3:73)? This, then, is one of the primary needs to be met by the audio-visual services provided in the school. Teachers and students need to know what is available, where to find it, how to get it, and how to use it (18:616-17).

Proper learning environment helps to satisfy teacher and student needs (8:227). Satisfaction of such needs will depend on the administration and operation of the total school program (9:207-08). In providing the proper learning environment, schools must implement innovative programs that provide teachers with the necessary principles of understanding, practicing, and utilizing of media (21:435-588; 22:5).

#### IV. LITERATURE PERTAINING TO THE DUTIES AND RESPONSIBILITIES OF THE AUDIO-VISUAL BUILDING COORDINATOR

The building audio-visual coordinator should be a media specialist whose duties and responsibilities are to



organize and administer an audio-visual service program in the building (12:3). The coordinator guides the development and promotion of effective utilization of materials (28:488-89). The building coordinator should have adequate time scheduled for the administration of the program. The time provided for the program should be in relation to size, use and value.

Marie McMahan stated (17:419).

The job of the media coordinator should be full time in buildings whose programs justify the services of a full time coordinator.

The building audio-visual coordinator in the administration and operation of an audio-visual program will provide professional, clerical, and technical services to teachers and students (16:662-65).

Barry Morris, in an article pertaining to the function of audio-visual coordinators and media in schools, stated (25:12):

The media specialist's highest call is to leadership in the application of technology to appropriate ends and under favorable circumstances. This leadership requires competence with respect to materials, machines, and pupils. It demands creative planning and administrative skills necessary to develop new systems of instruction and appropriate patterns of organization.

The building audio-visual coordinator can use the following necessary activities to fulfill his leadership roll in meeting the objectives of an audio-visual program (18:616-17; 25:12):

1. Establish a favorable climate for application and development of materials and equipment in the instructional program.
2. Lead the community and the educational staff to recognize the potential of instructional materials for improved learning and increased productivity.
3. Develop among teachers a concept of instructional technology as the coordination of the elements of environment, staff, methods, equipment and materials to educational goals.
4. Participate in the development and implementation of the curriculum.
5. Influence the selection of materials and methods in relation to curricular goals.
6. Help to plan for allocation space, time and financial resources.
7. Facilitate the detailed application of instructional technology in specific learning areas and situations.
8. Promote and assess experimentation and innovation in the use of instructional materials.
9. Evaluate and up-grade the applications of instructional technology leading, where appropriate, to system design.
10. Provide services which facilitate the effective

use of instructional technology.

11. Design and produce new materials.
12. Provide ready availability of equipment and materials to teachers and students.
13. Affect, procure, maintain, and operate the necessary equipment.
14. Provide technological support for research, public interpretation, and administration of the program.

The building coordinator should carry out assigned duties in a professional manner (16:662-65). His role should not be that of an undesirable representative from another pressure group concerned only about gaining recognition for self, instead of helping the teacher to deal more effectively with instructional problems (29:595). The coordinator should have a flexible program that will allow for assisting students and teachers during the school day. These services should be available whenever such assistance is desired (18:17).

## CHAPTER III

### DEVELOPMENT OF THE PROGRAM AND THE TEACHER'S HANDBOOK

#### I. OVERVIEW OF LEWIS AND CLARK JUNIOR HIGH SCHOOL

Lewis and Clark Junior High School is located in the southwest section of the city of Yakima, Washington. It is a part of the Yakima Public Schools. The school was opened for use in the school year 1967-68.

The school consists of approximately 540 students in grades seven, eight, and nine. The certified staff consists of sixteen teachers, a librarian, two counselors, a vice-principal, and a principal.

#### II. PHYSICAL FACILITIES

The building has sixteen teaching stations and is built around a central courtyard (Appendix A). The audio-visual storage and production room is located next to the library and is accessible from the courtyard or through the library. Equipment moving from this room must travel outside under the cover of walkways to the classrooms. Each teaching station contains a permanently mounted wall screen for projection and adequate electrical outlets for present needs. Blinds or curtains are installed to control outside light. The shop and the gymnasium are the only rooms in the building that have provisions for the control of light

that can be used with overhead projectors. Lights in all other rooms are controlled with a single on-off switch. Walkways are rough and cause excessive vibration of equipment being moved on carts or rollers. Doorways have high sills making entry with the carts difficult. There are five rooms in the building that contain moveable walls that would lend themselves to team teaching or large group instruction; however, this has not been undertaken due to the schedule of classes and teachers. The present library is considered a learning resource center, not a teaching station. It has the facilities for storing, scheduling, cataloging, and circulating all educational media in the building. Services are provided for students as well as the staff. The professional library for the district is also located in the library. It contains numerous up-to-date books, pamphlets, and publications pertaining to all phases of education including an excellent portion devoted to the field of audio-visual. Future plans call for expansion of the school in 1970-71.

### III. EQUIPMENT FOR THE PROGRAM

Equipment that is presently available or on order for the audio-visual service program is as follows:

- 4 - 16mm motion picture projectors
- 6 - overhead projectors
- 4 - tape recorders

- 1 - television set, 21 inch.
- 7 - combination filmstrip and slide projectors
- 2 - filmstrip previewers
- 1 - standard 8mm loop projector
- 1 - super 8mm loop projector
- 1 - opaque projector
- 1 - overhead controlled reader
- 1 - filmstrip controlled reader
- 1 - tachistoscope for filmstrips and slide projectors
- 4 - record players
- 7 - projection carts
- 2 - portable screens
- 1 - rear projection screen
- 16 - wall screens
  - 1 - primary typewriter
  - 1 - schedule board for films and filmstrips
  - 1 - schedule board for tape recorders, record players, overhead projectors, and other equipment
  - 1 - paper cutter
  - 2 - micro-projectors
  - 1 - heat press and tacking iron
  - 1 - copying machine, thermo process
  - 1 - audio truck (cart) consisting of:
    - 2 - tape recorders
    - 1 - amplifier unit
    - 1 - transmitter

- 36 - receivers (listening stations)
- 36 - headsets
- 1 - portable public address system
- 1 - spirit duplicator
- 1 - mimeograph duplicator
- 450 - single filmstrips (some complete with records, tapes and guides)

Assorted - primary, intermediate, and advanced foreign language tapes, records, and programmed materials.

The equipment in the building is new and each item is amply supplied with various accessories. The building is also well stocked with supplies for local production. Equipment is maintained by the students, the building coordinator, and personnel from the District Resource Center. New equipment and materials are included in the school budget and are ordered as new needs arise and as utilization increases. Additional equipment and materials can be obtained from the Yakima School District Instruction Resource Center on a loan basis (35:1-17).

#### IV. PROGRAM OF SERVICES PROVIDED

The building audio-visual coordinator and the school librarian coordinate their efforts and skills to provide for the maximum utilization of all facilities, equipment and materials. The present librarian is scheduled full time in

the resource center. The building coordinator, at this date, has no released time for the program but future plans include provisions for released time. These two resource persons make their services available to the faculty and students. Information pertaining to the services and materials provided are contained in the "Audio-Visual Handbook" for teachers of Lewis and Clark Junior High School (Appendix B).

Students may elect a class in audio-visual education and services during their ninth grade. They are allowed to enroll in six separate classes composed of three to four students per period. Students in these classes are under the supervision and training of the building coordinator. Training is accomplished during activity periods and after school for those students that have been selected by the counselors and the building coordinator. Selection is based upon individual ability to work independently, to adapt to new situations, skills in using equipment and materials, and their ability to accept responsibility. The students receive course work in audio-visual utilization and training in the techniques of using equipment and materials. Participating students receive grades and graduation points toward high school graduation. Students assist with the scheduling, ordering, producing, cataloging, delivering, operating, and maintaining of equipment and materials. Students that are unable to enroll in the audio-visual classes are allowed to



use all equipment and materials after receiving training during activity periods. These students are incorporated into the program by allowing them to participate during activities not scheduled during the regular day. For this participation they receive student body points toward various school service awards. All students are allowed to use equipment and materials for study and for class presentation of reports.

Services to teachers are provided by the building audio-visual coordinator, trained students, and the school librarian. These services consist of providing catalogs for the ordering of films, tapes, filmstrips, records, and other materials necessary to augment their individual needs, as well as assistance in the ordering and scheduling of equipment and materials. Ordering and scheduling is done on an hourly, daily, weekly, monthly, and yearly basis. Services are flexible enough so that if a teacher should need an item during the day and is not scheduled for it, the item, if at all possible, is provided. Most of the services are confined to film orders, tapes, records, equipment and the production of materials. Equipment and materials are usually scheduled on a weekly basis. Teachers sign up on a schedule board for their needs during the week. Scheduling can, however, be modified to meet teacher needs as they arise. Materials ordered from outside the building are scheduled for the teacher, or, if they desire,

teachers may schedule the materials themselves. All teachers are informed of materials and equipment that are temporarily in the building and are allowed to use them in their classes, if at all possible. Student operators are provided for the operation, delivery, and pick-up of equipment and materials in the building. It is never necessary for a teacher to search, locate, carry, or operate audio-visual equipment or materials. The service program is designed to promote the effective utilization of audio-visual equipment and materials.

#### V. DEVELOPMENT OF THE HANDBOOK

The "Audio-Visual Handbook" (Appendix B) is based upon the present physical facilities of the building, departmental budgets, materials and equipment available, released time allowed for the building coordinator, size of the student body, types of classes offered, number of staff, and two years of experience in developing the program.

The purpose of the handbook is to explain the philosophy, the purpose, the services available, and the policies of the building audio-visual program. It is designed to provide information to teachers regarding the location and types of equipment and materials that are available to them.

## CHAPTER IV

### SUMMARY AND RECOMMENDATIONS

#### I. SUMMARY

This study was undertaken (1) to identify and state the problems related to establishing an audio-visual program; (2) to identify problems in relation to teacher attitudes; (3) to develop an audio-visual service program; (4) to define the duties and responsibilities of the building audio-visual coordinator; (5) to prepare an audio-visual handbook; and (6) to make recommendations for the administration of the audio-visual service program at Lewis and Clark Junior High School.

The literature pertaining to the establishing of audio-visual programs was reviewed in Chapter II. The first factor that must be considered is the purpose and the philosophy of the program. The primary functions of the program are to meet the needs of students and teachers by improving the learning environment. In meeting these needs the program is aimed at, as an end result, producing positive attitudes of teachers towards the utilization of audio-visual equipment and materials. Positive attitudes on the part of teachers can contribute to the advancement of an effective audio-visual program, which can further the educational gains of students.

Literature concerning the duties and responsibilities of the building audio-visual coordinator was reviewed. It was found that the coordinator should be a media specialist with both the training and ability to organize and administer an audio-visual program that will provide teachers and students with professional, clerical, and technical audio-visual services.

## II. RECOMMENDATIONS

The recommendations of this study are based upon the findings in the review of literature. Within the confines of this study it is recommended that:

1. A study be conducted each year with emphasis on the problems related to student and teacher needs within the building. This study will furnish the coordinator with data that will enable him to organize a program that will more nearly meet these needs.
2. At least two periods per day of released time for the building coordinator be provided for the administration of the program.
3. A definite building policy and philosophy pertaining to the audio-visual program be established and disseminated to all staff members.
4. The Yakima School District combine its audio-visual offerings and services with that of Yakima

County. This would offer teachers additional equipment and materials, and would reduce the time necessary for ordering and receiving of materials, etc.

5. The facilities in existing buildings be upgraded to adequately provide for environmental factors pertaining to the utilization of audio-visual equipment and materials.
6. The Yakima School District implement immediately plans to meet state standards for programs of learning resources (Appendix C).
7. Audio-visual personnel be consulted and allowed to assist in the planning of future and the expansion of present buildings.
8. Greater experimentation, investigation, and innovation of audio-visual equipment and materials be encouraged within the Yakima School District.
9. The district and building audio-visual coordinators conduct more inservice education programs to familiarize teachers with audio-visual materials and equipment.
10. The Yakima School District Instructional Resource Center's program be expanded (1) by acquisition of new equipment and materials; (2) by speeding up of services and transportation of equipment

and materials; (3) by providing listings of all available equipment within the district; and (4) by providing more audio-visual services.

11. The facilities for local production in each building be expanded to meet instructional needs of teachers.
12. Teachers be encouraged to become directly involved in building and district audio-visual programs.
13. Information pertaining to the latest developments in areas pertaining to audio-visual equipment, materials, and methods of utilizing such be made available and distributed to all teachers.

These recommendations are based on the program now currently in effect and with regard for the policies set forth by the Yakima School District. They are recommended to stimulate and promote planning towards established standards for effective audio-visual programs.

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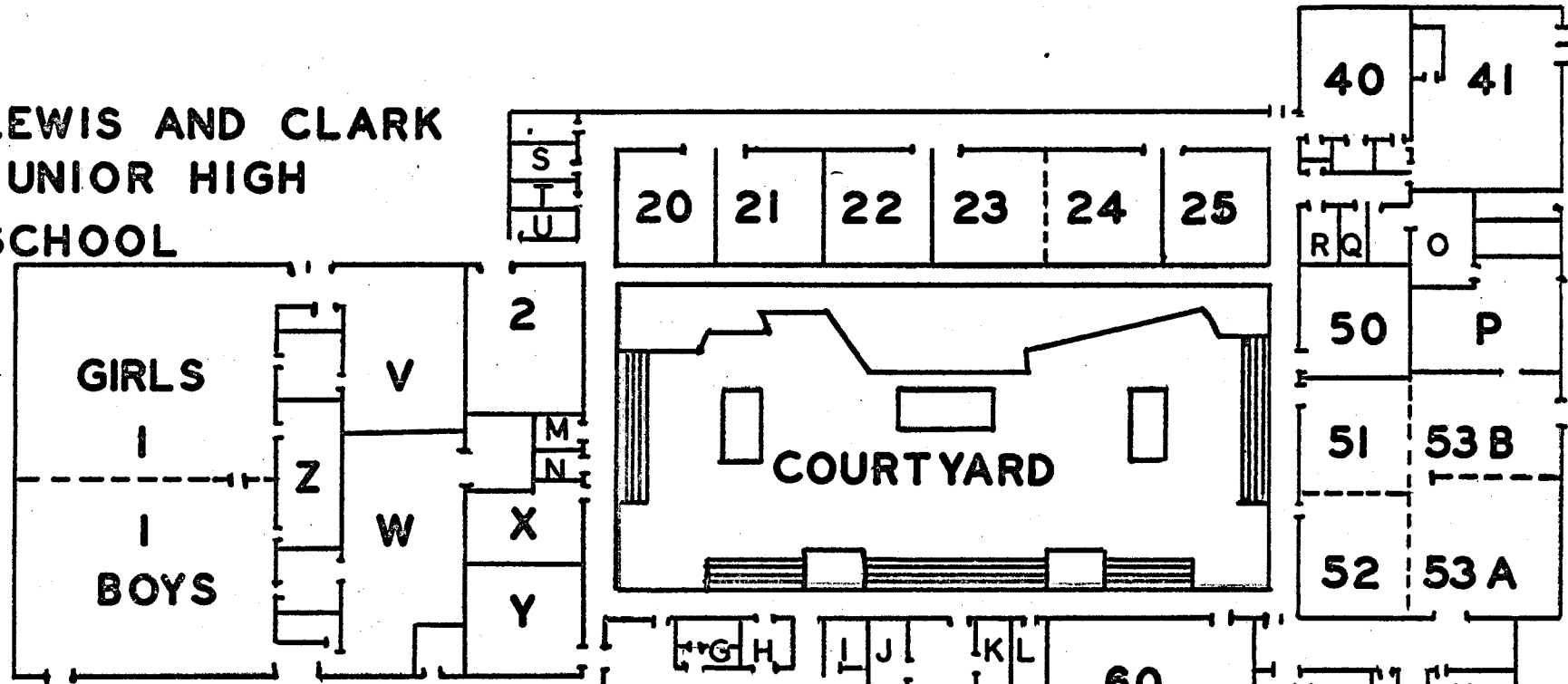
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## APPENDICES

APPENDIX A

# LEWIS AND CLARK JUNIOR HIGH SCHOOL



- |                      |                             |                       |                         |
|----------------------|-----------------------------|-----------------------|-------------------------|
| 1 - GYMNASIUM        | 60 - HOME ARTS              | M - GIRL'S LAVATORY   | U - BOOKSTORE           |
| 2 - MUSIC            | 71 - LIBRARY                | N - BOY'S LAVATORY    | V - GIRLS DRESSING ROOM |
| 20 - CLASS ROOM      | A - PRINCIPAL'S OFFICE      | O - STAFF DINING ROOM | W - BOYS DRESSING ROOM  |
| 21 - " "             | B - VICE PRINCIPAL'S OFFICE | P - KITCHEN           | X - HEATING             |
| 22 - " "             | C - BOY'S CLINIC            | Q - LADIES LAVATORY   | Y - GENERAL STORAGE     |
| 23 - " "             | D - GIRL'S CLINIC           | R - MENS LAVATORY     | Z - P E EQUIPMENT       |
| 24 - " "             | E - COUNSELOR               | S - GIRLS LAVATORY    |                         |
| 25 - " "             | F - COUNSELOR               | T - BOYS LAVATORY     |                         |
| 40 - ART ROOM        | G - SUPPLY ROOM             |                       |                         |
| 41 - INDUSTRIAL ARTS | H - STAFF WORK ROOM         |                       |                         |
| 50 - CLASS ROOM      | I - COUNSELOR               |                       |                         |
| 51 - MPR CLASS ROOM  | J - LIBRARY OFFICE          |                       |                         |
| 52 - MPR CLASS ROOM  | K - PROFESSIONAL LIBRARY    |                       |                         |
| 53 - MPR CLASS ROOM  | L - AUDIO-VISUAL ROOM       |                       |                         |

APPENDIX B

TEACHER'S HANDBOOK  
AUDIO-VISUAL DEPARTMENT  
GUIDE TO POLICY AND PRACTICE

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LEWIS AND CLARK JUNIOR HIGH SCHOOL

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Mr. Earl Knuth - Principal  
Mr. Wesley Crago - Building Coordinator

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Yakima School District No. 7  
Yakima, Washington

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## AUDIO-VISUAL PROGRAM

LEWIS AND CLARK JUNIOR HIGH SCHOOL

PHILOSOPHY AND PURPOSE

Learning, if it is to be effective, must provide for individual meaning and relevance. Various types of instructional materials can provide for different channels of communication between the teacher and the student. The audio-visual program is organized as an instructional service to assist teachers by providing them with the necessary equipment and materials to meet the various individual needs of their students.

The function of the program is to supplement, enrich, and improve instruction for students. This is accomplished by a service program that aids teachers in the selecting, ordering, procuring, preparing, distributing, operating, and utilizing of instructional materials and equipment.

## PRINCIPLES OF EFFECTIVE UTILIZATION OF AUDIO-VISUAL MATERIALS

Lewis and Clark Junior High School's audio-visual program is dedicated to the development, guidance, promotion and utilization of materials and equipment within the building. Effective utilization is:

1. Selecting of educational methods and materials to meet specific needs.
2. Planning in advance on how the equipment or material selected is going to provide for the motivational orientation of the class.
3. Developing follow-up activities that will re-enforce and strengthen the learning processes.
4. Evaluating the methods and materials used.

### THE BUILDING AUDIO-VISUAL COORDINATOR

The building audio-visual coordinator is a resource person in matters concerning instructional materials and utilization. The primary purpose of the audio-visual coordinator is to provide students and teachers with equipment, materials and information with a minimum of time and effort on their part. Services are carried out by students who work under the direct supervision of the coordinator.

### SOURCES OF AUDIO-VISUAL MATERIALS

There are numerous sources for suitable instructional materials. School policy and information regarding some of the more common are presented under the following headings:

Lewis and Clark Junior High School

Yakima School District

Rented Materials

Sponsored Materials

LEWIS AND CLARK JUNIOR HIGH SCHOOL

The library is the resource center for the building. The librarian is responsible for cataloging, storing, and distributing all materials assigned to the building. This is done with the approval and cooperation of all departments. The building audio-visual coordinator is responsible for the scheduling of equipment and materials.

The librarian maintains a collection of the following materials:

1. Maps, charts and globes.
2. Models and exhibits.
3. Flat pictures and photographs.
4. Filmstrips and transparencies.
5. Disc and tape recordings.

A complete listing of all materials available is published each school year by the librarian and is distributed to each staff member. Listings are also in the Card Catalog.

A workroom for teachers is located in the office area. It is well equipped with materials and equipment for the local production of transparencies, duplication services, mounting, and lamination of materials. The building audio-visual coordinator conducts inservice programs in the use of equipment and materials. Complete instructions are posted for each process and/or machine.

YAKIMA SCHOOL DISTRICT

The school district maintains a growing library of instructional materials at the administration building. Each year additions are made to the collection through purchases, gifts, rental, and extended loans. These materials are distributed by the Instructional Resource Center and include films, filmstrips, slide sets, models, exhibits, disc and tape recordings. Alphabetical lists of titles for these materials are furnished each teacher in September. A Card Catalog is available in the Lewis and Clark Junior High School library giving short descriptions of films available.

There is also a district workroom at the Instructional Resource Center that is equipped with larger and more extensive facilities for local production work. Teachers are invited to make full use of these facilities.

### RENTED MATERIALS

In addition to materials available within the building and from the school district each department in the school also receives a budget for the purpose of renting materials. Materials can be rented from commercial film rental sources, colleges, and universities. Catalogs pertaining to these sources are located in the audio-visual room. Additional catalogs are available from the district on a loan basis.

### SPONSORED MATERIALS (free)

The expense of rented materials dictates that most materials be ordered from companies and agencies that provide materials without fees. A wide selection of sponsored materials are available and can be had for the asking if applied for far enough in advance. Long range plans must be made for utilizing sponsored materials as most are ordered in May for the following year. Complete listings of confirmed materials orders are distributed by the building coordinator.

Distributors of sponsored materials usually require reports of usage and audience attendance. Yakima School District also has the policy that when materials are used for the first time within the district a sponsored film report must be completed by the teacher and the building coordinator (A-V Form 1).

Information and catalog listings of sponsored materials from the more common sources are on file in the library. Additional sources are also available from the district.

### PROCEDURES FOR ORDERING EQUIPMENT AND MATERIALS

The building audio-visual coordinator is the person to contact in the ordering of equipment and materials. The coordinator will provide the necessary information, catalogs,

order blanks (A-V Form 2), and assist in the placing of orders. Completed forms are forwarded to the District Instructional Resource Center for processing.

The following information is necessary when ordering materials:

1. The title, name, or description of material.
2. The source and address of the supplier.
3. The desired and alternate dates for use.
4. The rental fee, if any.
5. Type of class material is to be used for.

Equipment and materials within the building and district are available on a first-come first-served basis. If it is necessary to order media for immediate use during the day, contact the building coordinator. The district will accept phone orders and it is possible that the building coordinator or a representative can go directly to the Instructional Resource Center for the desired materials or equipment.

Order forms are available from the office and the building coordinator. Completed forms are forwarded through the building coordinator. Teachers ordering materials directly from sources will be responsible for postage and other fees. When ordering materials it is the policy to order them for a three-day period of use.

Circulation controls on materials and equipment are the responsibility of the building coordinator. All items are logged in and out. Equipment and materials are received and sent out during the sixth period each day. This is accomplished by the district delivery truck on its daily circuit of schools.

### SCHEDULING OF EQUIPMENT AND MATERIALS

Scheduling of equipment and materials is supervised or is the responsibility of the building audio-visual coordinator and is assisted by students. Scheduling takes place after confirmed orders are received by the building coordinator. These confirmations are then distributed to

the teacher who ordered the material or equipment. Materials received from outside of the building are scheduled on a weekly basis. Equipment and materials from within the building are on a period, daily, and/or weekly basis. The procedure is as follows:

1. Teachers are issued an audio-visual form confirming their material orders (A-V Form 3); by filling out and returning this form to the coordinator the teacher schedules materials and equipment as desired.
2. Teachers are issued a form that confirms and schedules materials and equipment that has been previously ordered (A-V Form 4).
3. Teachers have the option of using either and/or a combination of the two previous methods by informing the coordinator.
4. Teachers may schedule local materials and equipment available within the building by signing up on a plastic overlay board in Room 41. This can be done in person or by sending a note or student to inform the building coordinator of equipment or material needs.

Equipment and materials are scheduled upon a large plastic overlay board in Room 41. This board is used to inform assigned students of their assignments in delivering and operating equipment and materials. Students are also issued from the information on the schedule a work order (A-V Form 5) that informs them of the needs of the teacher and the disposition of materials and equipment.

#### LOCATION OF EQUIPMENT AND MATERIALS

Equipment and materials are stored in several areas of the building. This is necessary due to size limitations of room, control of expendable items, environment control of heat sensitive materials, and the location of equipment and materials for their effective utilization. The following is a list of the storage areas and the items stored there:

RESOURCE CENTER (Audio-Visual Room and Library)

- 4 - 16mm motion picture projectors
- 7 - filmstrip and slide projectors
- 4 - tape recorders
- 6 - overhead projectors
- 2 - filmstrip previewers
- 1 - regular 8mm single concept loop projector
- 1 - super 8mm single concept loop projector
- 1 - opaque projector
- 1 - slide previewer
- 4 - record players
- 6 - projection carts
- 2 - portable screen
- 1 - audio truck
- 1 - overhead controlled reader
- 1 - filmstrip controlled reader
- 1 - Tachistoscope

All filmstrips, recordings, maps, charts, globes, etc., card catalogs, rental catalogs, sponsored catalogs, and listings of all materials available within the building.

TEACHER WORKROOM

- 1 - paper cutter
- 1 - dry mount press and tacking iron
- 1 - primary typewriter
- 3 - pica typewriters
- 1 - thermal type copying machine



- 1 - spirit duplicator
- 1 - mimeograph duplicator
- 1 - 21-inch television set with cart

Assorted supplies are also available for the reproduction and production of materials. Supplies to facilitate the production of transparencies, lamination of films, etc., backing for charts and graphs, duplication of media, and other local production.

#### OFFICE STOREROOM

Recording tapes and reels of various sizes.

Transparency materials.

Masking tape, Scotch tape, pins, pencils, inks and other extra production supplies.

All material that is heat sensitive.

#### AUDIO-VISUAL COORDINATOR'S ROOM 41

Film rewinders and splicers.

Testing equipment for the repair of equipment.

Extra parts and supplies for equipment.

#### ADDITIONAL SERVICES AVAILABLE

Inservice Programs. The building audio-visual coordinator and the district coordinator conduct several inservice programs each semester. The content of the programs are varied to meet the needs and suggestions of teachers. The programs are usually held after school hours and on released days. In addition to the local inservice programs, Central Washington State College offers extension classes in audio-visual utilization of materials and equipment.

Professional publications. The Lewis and Clark Junior High School library contains the district professional library. Included in this library is a large selection of magazines, books, journals, and other periodicals pertaining to the field of audio-visual instruction and utilization.

Resource personnel. Many fine local resource persons are available to teachers along with supplementary materials that they can supply. Local industries and businesses can supply information and details pertaining to qualifications and types of individuals available. Teachers should check with the principal as to school policies.

Educational television. Yakima School District is also an affiliate subscriber to the services of the Educational Television Station KYVE, Channel 47, Yakima, Washington. During the day educational programs and series are televised for classroom use. In the evenings adult education programs are presented along with some teacher in-service education programs. Teacher's guides to classroom viewing, secondary and primary editions, are on file in the school library.

## THE STUDENT PROGRAM

The total program is aimed at the goal of assisting teachers in helping students to achieve greater educational gains. The program is designed to provide exploratory experiences for ninth grade students. Students that are interested in audio-visual materials, equipment and its operation enroll for a class entitled "Audio-Visual Education." Parent approval is required, as for other elective classes. The group meets as a class during activity periods and after school. Students are scheduled during the day to classes consisting of three to four students per period.

The content of their course of study is selected to include their needs and the needs of the school. The course is designed to challenge understanding of materials and equipment. The course also offers students insight into why teachers use audio-visual aids and provides them with opportunities to develop skills in operating equipment.

Selection of students for the program is the responsibility of the counselors and the building coordinator. Screening applicants is done in regards to the best interest of the students, the program, and the monetary value of materials and equipment involved in the program.

Those students who cannot enroll in the class during the day are allowed to participate by being projectionists for after school functions and activities.

After proper training each student in Lewis and Clark Junior High School is encouraged to use all materials, equipment, and facilities available. Students are allowed to do this in conjunction with their classes, individual study programs, and for motivational purposes.

Students are involved in all phases to the program. They assist in scheduling, ordering, delivering, operating, setting up, storing, cataloging, and utilization of all materials and equipment in the building. As a result of their class work and for services rendered to the school, each student receives points and grades towards high school graduation requirements. Those not enrolled in regular classes receive student body points towards individual awards.

**AUDIO-VISUAL FORMS**

# Sponsored

# Instructional Resource Evaluation

Send the Completed Report to the Instructional Resources Center

1. It will help to build a more reliable listing of tested and approved curriculum resources.
2. It will relieve you and other future users of the assigned responsibility for repeated preview before use.
3. It provides you with the opportunity to suggest to other staff members possible uses for this resource.
4. It provides you with the support of at least one other staff member in the event the suitability of the material for instruction should ever be challenged.

Title or Description \_\_\_\_\_

Sponsor \_\_\_\_\_

Producer \_\_\_\_\_

Source \_\_\_\_\_

1. Is this material free from obtrusive or objectionable advertising? \_\_\_\_\_
2. Does it promote or support the point of view of a special interest group? \_\_\_\_\_
3. If the response to 2 is "Yes" are classroom materials available to present other points of view? \_\_\_\_\_
4. In your judgment is the content accurate? \_\_\_\_\_
5. Do you believe this material can be used without obligating the school in anyway to any individual or group? \_\_\_\_\_
6. Is this material helpful in achieving the goals set up for a particular unit or course? \_\_\_\_\_
7. Do the learnings expected from the use of this material adequately offset the time spent on portions unrelated to the particular unit or course for which it is being considered? \_\_\_\_\_

(Elaboration of your answers to 6 and 7 could be helpful to future potential users of this material. You may use the back of this form for that purpose if you wish.)

Evaluating the material on the basis of the above criteria, do you favor its acceptance for classroom use?

Preview date \_\_\_\_\_ Signatures:

Teacher \_\_\_\_\_

Principal or  
designated representative \_\_\_\_\_

## A-V FORM I



To all teachers of \_\_\_\_\_:

The (film, filmstrip, slides, recording, tape, display and/or, etc.) entitled: " \_\_\_\_\_ "

has been confirmed for your use on \_\_\_\_\_ to \_\_\_\_\_.

Running time of this media is \_\_\_\_\_ minutes. Source of media is \_\_\_\_\_.

Please fill out the appropriate boxes below, making sure not to create conflicts.

TEACHER	ROOM	DATE	PERIOD	DO YOU DESIRE AN OPERATOR?	SPECIAL INSTRUCTIONS

(Mr. - Mrs. - Miss) \_\_\_\_\_

The following film(s) has/have been scheduled for you on  
the following days:

DATE	PERIOD	TITLE	ROOM	RUN TIME



\_\_\_\_\_ DATE \_\_\_\_\_ PERIOD \_\_\_\_\_  
 (Name of student)

\_\_\_ FILM      \_\_\_ RECORD      TITLE: \_\_\_\_\_

\_\_\_ TAPE      \_\_\_ FILMSTRIP      ROOM NO. \_\_\_\_\_ TEACHER \_\_\_\_\_

\_\_\_ SLIDES      \_\_\_ OTHER, SEE BELOW

YOU WILL FIND

YOU SHOULD LEAVE

\_\_\_ EQUIP. SET UP WITH FILM READY.

\_\_\_ EQUIP. & FILM SET UP.  
 REWIND FILM.

\_\_\_ EQUIP. SET UP/FILM IN A-V ROOM.

\_\_\_ REWIND FILM. RETURN  
 ALL TO A-V ROOM.

\_\_\_ EQUIP. NOT SET UP/FILM IN  
 A-V ROOM.

\_\_\_ DO NOT REWIND FILM.  
 RETURN TO A-V ROOM.

\_\_\_ OTHER, SEE BELOW

\_\_\_ OTHER, SEE BELOW

\_\_\_\_\_  
 SPECIAL INSTRUCTIONS  
 \_\_\_\_\_

**APPENDIX C**

PROGRAM FOR THE LEARNING RESOURCES CENTER

STANDARDS FOR INTEGRATING SCHOOL LIBRARY AND MEDIA SERVICES

Prepared by the Joint WSASL-WDAVI Standards Committee  
together with the  
Washington State Association for Supervision and Curriculum Development  
and in cooperation with the  
Office of the Superintendent of Public Instruction  
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1969

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These Standards have been approved by the Washington State Board of Education as "standards designed for the improvement of instruction, encouragement of programs of learning resources services and as a basis for continual evaluation of these programs." The State Board of Education "issues a strong recommendation that school districts constantly strive to attain these desirable goals."

## FOREWORD

The standards which follow represent the work over a five-year period of many members of the Washington State Association of School Librarians (WSASL) and the Washington Department of Audiovisual Instruction (WDAVI). Direction was first given to the standards committees of these associations by the Standards Advisory Committee in 1962. Mr. Louis Bruno, State Superintendent of Public Instruction, appointed this committee to work with Dr. Chester Babcock, Assistant Superintendent of Curriculum and Instruction, Miss Eleanor Ahlers, Supervisor of Library Services, and Mr. James Hardie, Supervisor of Audiovisual Services. This Advisory Committee representing numerous educational groups met several times, recommended policies to be followed by the standards committees of the professional associations, and reviewed the first tentative drafts as presented.

It was decided to consider the national school library and educational media standards in the preparation of these state standards, and to present the quantitative standards in phases for minimum, good and excellent learning resources programs in the elementary and secondary schools of the state.

The two committees worked somewhat independently from 1962 until the fall of 1966. At their first joint leadership conference with the Washington State Association for Supervision and Curriculum Development (WSASCD), a Joint Standards Committee was formed and began work under the leadership of Mr. Boyd Bolvin. Eight meetings were held during the next six months and the final draft was submitted to the WSASL and WDAVI membership at their joint state conference held in Spokane in March, 1967. Subsequently, the standards received the support of the WSASCD.

Although many others served on the WSASL Standards Committee, under the chairmanship of Miss Patricia Foster (1962-65), and on the WDAVI Standards Committee, under the chairmanship of Mr. Wayne Bitterman (1963-64) and Mr. Don Riecks (1964-66), those listed below were members of the Joint Standards Committee which is primarily responsible for the standards as they appear on the pages that follow. Mrs. Bea Warfield also served as the representative from WSASCD. The State Office of Public Instruction was represented by Miss Eleanor Ahlers, Supervisor of Library Services (1961-66) and Mr. James Hardie, Supervisor of Audiovisual Services (1962-66). It is currently represented by Mrs. Jean Badten Wieman and Mr. Thomas P. Hannan, Supervisors of Learning Resources Services, and Miss Nancy Motomatsu, Associate Supervisor of Learning Resources Services.

PROGRAM FOR THE LEARNING RESOURCES CENTERStandards for Integrating School  
Library and Media ServicesINTRODUCTION

Learning, if it is to be effective, must have relevance and meaning for the individual. Verbal, auditory and visual forms of communication enable schools to provide experiences which allow each individual to approach his potential. Growth in student understanding, development of positive attitudes and modification of behavior demand a wide variety of teaching and learning materials in all areas of the curriculum.

The possibility of reaching desirable learning outcomes is dependent upon a certain minimum program that can be described quantitatively. Providing the staff, facilities, budget, equipment and materials is not enough. Each district should develop a learning resources program consistent with its own educational objectives. Librarians and media specialists, with the teachers, should be co-directors of learning; together they should provide an environment rich in ideas, information and values.

These standards are offered in three phases to assist educators in improving the learning environment needed for students to achieve their goals.

CENTRALIZED PROCESSING

Centralized processing of all learning resources is necessary for every program--minimum, good and excellent. Centralized processing is defined as purchasing, cataloging and classification, technical processing, maintenance and distribution of materials. Centralized processing may be established at the district level, or may be accomplished by contracting with a larger service unit or by utilizing commercial sources.

## Centralized processing:

Releases professional personnel in the learning resources center to work with teachers and students.

Eliminates costly duplication of professional and nonprofessional staff.

Provides uniformity and continuity in classification and subject headings throughout the service unit.

Utilizes the professional skills of the cataloger and the skills of clerical staff economically and efficiently.

Eliminates costly duplication of bibliographic tools and reduces unit cost of cataloging.

Professional Staff

Professional personnel are those media and library specialists who have a teaching certificate and a breadth and depth of knowledge and judgment based on the same general educational backgrounds as teachers.

Professionally prepared personnel are essential to the development of a comprehensive learning resources program at all levels: building, district and intermediate. The professional person in charge of this program should be a media generalist with competencies in both the library and audiovisual areas as well as in the fields of learning theory, communication, curriculum and instruction, administration and research. This person, whether at the building or larger service unit level, should be a media specialist with additional preparation in library areas or a librarian with additional preparation in audiovisual areas.

Additional professional staff members should be added when the enrollments increase or there is desire to improve the quality of the program.

In addition to library and audiovisual preparation, there may be need for specialization in subject areas or at grade levels and for new positions based on rapid growth in technology and communications. Classroom teaching experience is essential for learning resources center personnel at all levels.

The learning resources specialist should work with other teachers as a team to provide the best possible experiences for learners at the building level. He should assist students and teachers in becoming intelligent users of learning resources in the center and in auxiliary areas. He should administer the program and direct the activities of other members of the learning resources staff.

Specialists in acquisition, production, cataloging and processing of materials should be employed at the district and larger service unit level. Directors and supervisors qualified in the area of learning resources should administer the over-all program and direct inservice education. In addition, they should serve on planning committees for new school construction, curriculum development, selection of textbooks and other learning materials. They should have basic preparation equivalent to that of the learning resources specialist at the building level and the additional preparation required for other directors and supervisors at their service unit level.

A job description is imperative for each position.

Professional Preparation for the Learning Resources Specialist at the Building Level

	<u>Minimum</u>	<u>Good</u>	<u>Excellent</u>
	Teaching Certificate	Teaching Certificate	Teaching Certificate
Elementary	18 quarter hours	24 quarter hours	Master's Degree
Secondary	24 quarter hours	36 quarter hours	Master's Degree

1. For minimum, good and excellent programs, professional personnel must have course work in their major area of responsibility, which includes competencies in media (print and nonprint) selection, cataloging, reference, media utilization and production, curriculum and administration.
2. For minimum and good programs, professional personnel must have specialized preparation in library and media from an accredited institution; for an excellent program, all professional personnel must have advanced degrees with a major in educational media from an accredited institution.

### Supportive Staff

Supportive staff members are those clerks, technicians and aides who work under professional personnel and who have skills acquired on the job in high school or in college.

Adequate salaried supportive staff should be provided at building, district and service unit levels. It is not economical or efficient to use professional staff for these duties. All supportive staff members should work under supervision of professional personnel and should perform most of the clerical and technical tasks necessary for organizing, processing and circulating learning resources.

Even the smallest school (under 200 in size) should have supportive service of at least ten hours per week for a minimum program. In larger schools, this supportive staff should increase both in number and variety of competencies in proportion to increases in the professional staff. If volunteer workers (adult and student) are utilized in other areas of the school, they also should be trained to work under professional personnel in the learning resources center.

Clerks should be assigned specific routines and procedures related to typical functions of the learning resources center. These tasks should include clerical and secretarial work of a general office nature, circulation procedures, physical preparation and production of materials, minor repair and scheduling of equipment.

Technicians include graphic artists and specialists in electronics, photography, electro-mechanics and television. The number of technicians required at the building and district level should be determined by the size of the school system and the organization of the learning resources program.

Aides should provide services which are varied in nature and require different competencies. Aides should be qualified adult and student personnel employed and paid by the local district. Their duties should be determined by job descriptions based on qualifications and responsibilities, and they should work under the direction of qualified professional personnel. Adults, either teacher certificated or with at least some preparation at the higher education level, may by means of an inservice training program serve in resource centers and assist professional staff in their work with students and teachers.

A job description is imperative for each position.

<u>Profes- sional</u>	<u>Non- professional</u>	<u>Minimum</u>	<u>Good</u>	<u>Excellent</u>
$\frac{1}{2}$	10 hrs. per wk.	Up to 200	Up to 150	.....
1	20 hrs. per wk.	When school enrollment reaches 400	When school enrollment reaches 300	Up to 200 students
$1\frac{1}{2}$	40 hrs. per wk.	" 800	" 600	When school enrollment reaches 400
2	60 hrs. per wk.	" 1200	" 900	" 600
$2\frac{1}{2}$	80 hrs. per wk.	" 1800	" 1200	" 900
3	100 hrs. per wk.	" 2400	" 1800	" 1200
4	120 hrs. per wk.	.....	" 2400	" 1600
5	140 hrs. per wk.	.....	.....	" 2000

## FACILITIES

The learning resources center should be located to provide maximum accessibility to students and teachers, with consideration given to the possibility of future expansion and to the possibilities for extended hours of service.

The learning resources center should provide:

1. Areas for reading
2. Areas for viewing
3. Areas for listening
4. Areas for instruction
5. Individual study carrels (some equipped for listening and viewing)
6. Space for storage and shelving of materials
7. Processing of print and nonprint materials
8. Production of materials
9. Offices for personnel

Adequate space should include provision for the expansion of all collections of materials, for additional equipment, and for the services offered to students and teachers. These services should include dial-access information retrieval systems (DAIRS), computer-assisted instruction (CAI) or other new technological devices designed to facilitate individual learning.

The quarters of the learning resources center should be functional in design and arrangement, comfortably furnished and provided with features for noise control, adequate light control for reading and effective utilization of projection equipment. Harmonious colors and attractive arrangements should be used in order to produce a welcoming atmosphere.



Standards

	<u>Minimum</u>	<u>Good</u>	<u>Excellent</u>
<b>ELEMENTARY</b>			
Under 100	Centralized collection	Learning resources center room plus storage area	Learning resources center room seating largest class plus 10, plus storage area
100-200	Learning resources center room plus storage space	Learning resources center room plus storage area	Learning resources center room seating largest class plus 10, plus storage area
201 and above	Learning resources center seating minimum of 40 plus 5% of enrollment, equipped for listening and viewing. In addition there should be conference, storage, work and office areas.	Learning resources center seating minimum of 40 plus 8% of enrollment, equipped for listening and viewing. In addition there should be conference, storage, work and office areas.	Learning resources center seating minimum of 40 plus 10% of the enrollment (some seating in carrels), equipped for listening and viewing, plus flexible instruction area. In addition, there should be storage, work, office and conference areas.
<b>SECONDARY</b>			
	Learning resources center seating minimum of 50 plus 5% of school enrollment (including individual study carrels), equipped for listening and viewing. In addition, there should be offices, work and storage areas, plus flexible instruction and conference areas.	Learning resources center seating minimum of 50 plus 10% of school enrollment (including carrels for at least 1/4 of the total seating), equipped for listening and viewing, plus flexible instruction and conference areas. In addition, there should be storage, work and office areas.	Learning resources center seating minimum of 50 plus 15% of school enrollment (including carrels for at least 1/3 of the total seating), equipped for listening and viewing, plus flexible instruction and conference areas. In addition, there should be storage, work and office areas.

MATERIALS COLLECTIONBasic Policy and Standards

Education today demands carefully selected, up-to-date materials (both print and nonprint) which meet the needs of the individual learner and the curriculum. These

materials should be centrally organized, properly maintained, readily available and easily accessible to students and teachers. Meeting the quantitative standards alone is no assurance of an adequate materials collection.

Balance, suitability and quality in the collection are essential to meet the varied needs, abilities and interest levels of the individual. Recognized sources should be used in the selection and evaluation of materials. Weeding of obsolete and worn-out materials should be a continual process. Collections should be evaluated periodically in terms of changes in curriculum and in teaching and learning strategies.

Within the limitations of budget and facilities, it is important to house both print and nonprint materials as close to the users as possible. It is not always possible, for example, to house 16mm films in an individual school. However, the other types of nonprint materials listed below should be organized within and circulated from the learning resources center in the school building. The building learning resources center should maintain a complete catalog and inventory of print and nonprint materials, whether they are located in the learning resources center or in other areas convenient for student and teacher use.

	<u>Minimum</u>	<u>Good</u>	<u>Excellent</u>
<b>BOOKS<sup>1/</sup></b>			
Elementary (K-6)	1500 or 10 per pupil, whichever is larger	3000 or 12 per pupil, whichever is larger	6000 or 15 per pupil, whichever is larger
Secondary (7-12)	2500 or 10 per pupil, whichever is larger	5000 or 15 per pupil, whichever is larger	10,000 or 20 per pupil, whichever is larger
<b>PERIODICALS</b>			
<u>Magazines</u>			
Elementary <sup>2/</sup> (K-6)	10	15	20
Secondary	35--junior high 50--senior high	70--junior high 100--senior high	100--junior high 150--senior high
<u>General</u> <u>Professional</u>			
Either level	5	10	15
<u>Newspapers</u>			
Elementary <sup>2/</sup> (K-6)	.....	1 local daily	1 local daily

<sup>1/</sup> All book numbers mean volumes including duplicates, but exclusive of texts and supplementary texts.

<sup>2/</sup> Standards applicable to elementary schools with eight grades.

MinimumGoodExcellent

Secondary

1 local daily--junior high

1 local daily and  
1 daily metropolitan--  
junior high1 local daily and  
1 daily metropolitan--  
junior high3 representing local,  
metropolitan, national  
and international  
coverage--senior high4 representing local,  
metropolitan, national  
and international  
coverage--senior high5 representing local,  
metropolitan, national  
and international  
coverage--senior highOther

Vertical file collections (pamphlets, pictures and folded maps), art reproductions and study prints

AUDIOVISUAL  
MATERIALSFilmstrip  
and/or  
Slide SetsElementary  
and  
Secondary200 plus 10 per 100  
students (to include  
duplicates as needed)400 plus 20 per 100  
students (to include  
duplicates as needed)600 plus 30 per 100  
students (to include  
duplicates as needed)

Filmstrip and slide sets should be circulated from the building learning resources center to students and teachers in that school.

Records  
and/or  
TapesElementary  
and  
Secondary300 plus 10 per 100  
students (to include  
duplicates as needed)600 plus 20 per 100  
students (to include  
duplicates as needed)900 plus 30 per 100  
students (to include  
duplicates as needed)

Records and tapes should be circulated from the building learning resources center to students and teachers in that school.

The indicated number of records and tapes is in addition to those used for foreign language instruction and those used as text materials for drill purposes.

OtherElementary  
and  
Secondary

A wide variety and sufficient quantity of nonprint materials such as 8mm films, 2" x 2" slides, transparencies and transparency masters, study prints, maps, globes, dioramas, models, kits and realia should be readily available and easily accessible to both students and teachers through the building learning resources center.

	<u>Minimum</u>	<u>Good</u>	<u>Excellent</u>
<u>16mm Films</u>			
Elementary and Secondary	250 titles, plus 1 additional film per teacher in the service unit (to include duplicates)	500 titles, plus 1 additional film per teacher in the service unit (to include duplicates)	1000 titles, plus 1 additional film per teacher in the service unit (to include duplicates)

The films should be owned by the service unit or readily available through rental sources to the schools involved. This means that the service unit must have 250 titles plus one additional film (new title or duplicate) for each teacher in that service unit. For example, if the school district is the service unit and there are twelve schools in the district, each of which has twenty teachers (for a total of 240 teachers), the service unit needs 490 films (250 individual titles plus one new title or duplicate per teacher) in order to meet minimum standards. This means, too, that each of these twelve schools served by this service unit meets minimum standards.

Where a rental source is a substitute for membership in a service unit, then adequate funds should be budgeted annually to provide for the rental of a minimum of 12 films per teacher.

## MATERIALS BUDGET

### Basic Policy and Standards

Personnel with professional preparation in library and media should be consultants in the planning of budget allocations.

Professional personnel (librarians, media specialists) should administer the budget for their areas of responsibility.

The 50% division between print and nonprint materials is approximate and may vary from year to year according to needs.

The dollar amounts listed below are exclusive of Federal funds (which vary from year to year).

Funds in addition to these budgeted amounts listed below should be allocated for the following:

- replacement of 16mm films if a district owns its own collection
- materials for the professional library, whether in district or individual building levels
- textbooks and supplementary texts such as readers

Flexibility should be encouraged within budget categories for the learning resource program.

There should be freedom to purchase throughout the year.

Basic materials collections should be provided for new buildings from capital funds

	<u>Minimum</u>	<u>Good</u>	<u>Excellent</u>
ELEMENTARY (K-6) (K-8)	\$1200 per building, \$1400 per building or \$8 per pupil, which- ever larger	\$2400 per building, \$2800 per building or \$12 per pupil, which- ever larger	\$3600 per building, \$4200 per building or \$16 per pupil, which- ever larger
SECONDARY	\$2000 per building or \$10 per pupil, which- ever larger	\$4000 per building or \$15 per pupil which- ever larger	\$6000 per building or \$20 per pupil, which- ever larger

Approximately 50% of each of the budget figures listed above should be used for print items, including library books, periodicals, encyclopedias, and expenditures for book repair, library supplies and other resource materials as listed under collections. The actual percentage should depend upon extent of holdings and demonstrated needs of students and teachers.

Approximately 50% of each of the budget figures listed above should be used for nonprint materials, including films, filmstrips, slides, maps, globes, models, kits records, tapes, transparencies, and expenditures for television service (exclusive of district-owned television station operation), film rentals and repair of materials. The actual percentage depends upon extent of holdings and demonstrated needs of students and teachers.

## AUDIOVISUAL EQUIPMENT

### Basic Policy and Standards

Quantitative standards are practical for materials collections and essential for a minimal equipment program. However, the amounts of equipment recommended for an advanced program necessarily would differ from school to school depending upon a number of factors:

- existing facilities
- availability of materials
- variety of materials
- specific interests of individual faculty members
- sophistication of faculty in the use of instructional media
- quality of audiovisual leadership in the school
- emphasis given media because of specific interests of audiovisual personnel
- existence of (and effectiveness of) inservice programs
- availability (and extent) of dial-access retrieval and RF (television) distribution systems
- philosophy and commitment to the use of media and materials by the administration

The advanced equipment program for any school should be determined by continuous self-evaluation by the faculty and administrators of the school. After achieving a minimal equipment program, each school should set its own flexible standards and

work toward an advanced program by the continuous evaluation and upgrading of its program in terms of teacher and student utilization and demand. During the evaluative process consultative help may be sought from the Office of the State Superintendent of Public Instruction, colleges and universities, and professional organizations. The results of the evaluation process should form the basis for future efforts toward program improvement.

	<u>Minimum</u>	<u>Advanced</u>
<b>ELEMENTARY</b>		
16mm sound projector	1 per 8 classrooms	Sufficient quantity to insure that requests for use can be met
8mm silent projector (cartridge-type)	1 per 10 classrooms	"
Filmstrip, slide, or combination filmstrip slide projector, or sound filmstrip projector	1 per 4 classrooms	"
Micro-projector	1 per school	"
Overhead projector (10 x 10 classroom type)	1 per 4 classrooms	1 per classroom
Overhead projector (auditorium type)	1 per building	Appropriate number for large-group instruction
Opaque projector	1 per building	Sufficient quantity to insure that requests for use can be met
Projection screens	1 wall-mounted screen per room; large portable screen for auditorium or large-group instructional area	"
Projection carts	As needed	As needed
Filmstrip viewer	1 per classroom	Sufficient quantity to insure that requests for use can be met
TV receivers	1 per class at the level having the greatest number of sections, plus 1, where programs are available. Minimum of 1 where programs are not available.	1 per classroom (if programs are available)

	<u>Minimum</u>	<u>Advanced</u>
Radio receivers (battery-operated)	1 per school	Sufficient quantity to insure that requests for use can be met
Record players	1 per classroom K-3 1 per grade level 4-6	"
Tape recorders	1 per 5 classrooms; 1 set of earphones per tape recorder (where listening stations are utilized 6-10 earphones should be provided)	"
Video-tape recorders	May be desirable for pilot programs. This field is in a state of change and no specific recommendations at this time.	
<b>SECONDARY</b>		
16mm sound projector	1 per 8 teaching stations	Sufficient quantity to insure that requests for use can be met
8mm silent projector (cartridge-type)	1 per 8 teaching stations	"
Filmstrip, slide or combination filmstrip-slide projector or sound filmstrip projector	1 per 4 teaching stations	"
Micro-projector	1 per school	"
Overhead projector (10 x 10 classroom type)	1 per 4 teaching stations	1 per teaching station
Overhead projector (auditorium type)	1 per building	Appropriate number for large-group instruction
Opaque projector	1 per building	Sufficient quantity to insure that requests for use can be met
Projection screens	1 wall-mounted screen per room with keystone eliminator bracket. In mounting screen, consideration should be given to height and viewing angle. Large portable screen for auditorium or large-group instructional area.	"

	<u>Minimum</u>	<u>Advanced</u>
Projection carts	As needed	As needed
Filmstrip viewer	1 per teaching station	Sufficient quantity to insure that requests for use can be met
Television receivers	1 per department where programs are available. Minimum of 1 per building where programs are not available.	1 per teaching station where programs are available.
Radio receivers (battery-operated)	1 per building.	Sufficient quantity to insure that requests for use can be met. These could be either battery-operated or plug-in type, as long as one is battery-operated.
Record players and/or tape recorders (battery-operated)	1 per building	Sufficient quantity to insure that requests for use can be met.
Video-tape recorders	May be desirable for pilot programs. This field is in a state of change and no specific recommendations at this time.	

#### ELEMENTARY AND SECONDARY

Examples of production equipment which should be available:

In the learning resources center--

- paper cutter
- transparency production equipment
- spirit duplicator
- primary typewriter

In the service unit--

- dry mount press and tacking iron
- Polaroid-type camera
- 35mm camera and accessories as needed
- film rewind
- film splicer (8-16mm)
- tape splicer

Add to this minimum list as new developments take place and/or demonstrated needs of teachers warrant.



## EQUIPMENT BUDGET

An adequate budget should be developed to provide for the purchase of equipment so that the above standards can be met. This budget should include sufficient funds for equipment maintenance and replacement in order that no teacher or student is denied the efficient use of any equipment item because of malfunction or obsolescence. The basic collection of equipment for any new building should meet minimum standards and be financed through capital funds.

## CLOSED-CIRCUIT TELEVISION

Every classroom should have a television antenna outlet fed by a distribution system. Each district should have available for its use television equipment which would allow the origination, display and storage of televised information when needed to support the instructional program.

## LIGHT CONTROL

Every classroom should have adequate light control. Adequate implies the availability of facilities to control light to the extent that all types of projected media can be utilized effectively.