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The Development of an 8mm Single-Concept Film on the Dewey Decimal System

Glinda C. Mason
Central Washington University

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THE DEVELOPMENT OF AN 8mm SINGLE-CONCEPT FILM ON THE DEWEY DECIMAL SYSTEM

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Glinda C. Mason

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APPROVED FOR THE GRADUATE FACULTY

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Helen D. Patton, COMMITTEE CHAIRMAN

_____

William J. Bohanan

_____

Malcolm D. Alexander

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CHAPTER I

INTRODUCTION

Educational theory has been considered on the move from its old ties to finding new approaches to knowledge and new ways of transmitting knowledge (32:81). Educators were stressing the value of independent study. Libraries in which the new educational concepts, technological media and learning materials were integrated had an environment that was expected to encourage learning rather than resist it, to offer a wide range of information rather than ration it and to appeal to the reluctant learner as well as the avid one (31:1). The good school library program reflected the philosophy of the school and therefore enriched all parts of the educational program (2:1).

Due, in part, to the changing methods of teaching and the expansion of the curriculum, the school library has become an instructional materials center (31:1). This instructional materials center had not only books, but magazines, pamphlets, charts, pictures, posters, models, kits, films, filmstrips, sound filmstrips, tapes, eight millimeter cartridge films, records, maps, and other materials. The purpose of the instructional materials center has continued to provide resources for students and teachers to use in the educational process. This library has become a place where the student can pursue knowledge beyond the classroom, his

textbooks, and even his teacher. These things surpassed the four walls of the library and helped the school fulfill its function of education. The resource center had a vital part in educating the youth of today to live in tomorrow's world (13:118). The library should meet the two fundamental requirements of a good school: (1) to provide the school with a wide range of books and other materials for the acquisition of sound ideas and information, and (2) to educate young people in ways of interpreting, evaluating, and using books and other materials of communication (16:264).

The library instructional materials center has become a place of discovery where the student learned to exercise his own judgment in selection and used a wide variety of reading materials, developed the habit of independent study and broadened his cultural horizons. Students involved in the actual learning process showed high potential in this process when they used technology (3:52). This involvement was as members of a group or as individuals. Since there has been greater emphasis on "individual" needs and greater attention given to material and methods, the student has been able to proceed at his own readiness pace (3:52).

Within the range of this technology and equipment the eight millimeter cartridge films, sometimes referred to as the eight millimeter single-concept film, have been developed. These cartridges provided continuous viewing and were well suited for individual students, for small

groups and for individualized learning (27:45). The aspects of the eight millimeter cartridge films that made them especially suitable for school use were: (1) the eight millimeter cartridge films were compact, easy to use, inexpensive, and practical; (2) the eight millimeter cartridge could be custom-made to the individualized teaching situation (41:81).

Students used the resource center more effectively when they had the knowledge of library skills. Most librarians agreed that the teaching of these skills should be begun with elementary school students. It has been generally accepted by librarians that one important part of library skills was the knowledge of the basic concept of the Dewey Decimal classification system. Teaching materials in this area were limited and the purchase of such commercial materials as were available were costly. This study was undertaken to prepare and produce 8mm cartridge films useable by both teachers and students in learning the ten divisions of the Dewey Decimal classification.

STATEMENT OF THE PROBLEM

It was the purpose of this study to develop a visual approach to be used in teaching the main Dewey Decimal classification divisions to elementary school students. This was done through the technical aspects of making two eight millimeter cartridge films showing generalities of the Dewey Decimal division.

DEFINITIONS OF TERMS USED

Dewey Decimal Classification

A system developed by Melvil Dewey of arranging all knowledge within ten "classes" or divisions numbered 0, 1, 2, through 9 (6:7). Each division was divided into ten subclasses, with each subclass also divided into ten sections. Each book in the library was assigned to one of the divisions or subclasses.

Library Skills

A term used to designate the knowledge required to understand how to use special tools of the library (44:5).

8mm

An abbreviation which has been the accepted usage of eight millimeter film.

16mm

An abbreviation which has been the accepted usage of sixteen millimeter film.

8mm Cartridge Film

"An eight millimeter film loop permanently encased in a plastic cartridge that is merely inserted into a slot in the projector for viewing" (36:80).

8mm Loop Film

Another term for the eight millimeter cartridge film.

8mm Loop Media

Another term for the eight millimeter cartridge film.

Single Concept Film

"This name stands for a short segment of film of limited scope with a small, discrete and describable instructional content" (35:2). Commercially, the best known examples have been the four minute closed-loop Technicolor cartridges that were available for purchase on many different topics (35:2).

Film Editing

The selecting, arranging and shortening (cutting) of scenes so that the final result satisfied the purpose that was established originally (20:139).

ORGANIZATION AND SCOPE OF THE STUDY

This study was concerned with technical aspects of making the 8mm cartridge film on the main Dewey Decimal classification to be used at the elementary school level.

Chapter I of this thesis served as an introduction, with a statement of purpose, definitions of terms and an outline of the scope of study. Chapter II provided a background of the literature on the commercial development of the 8mm cartridge film and how it has been used in education. Chapter III reported the actual preparation and production of the 8mm cartridge films by this writer.

Chapter IV provided the results of using the films with elementary school students. Chapter V gave recommendations for making future films, and of technical changes when making these films. Other recommendations and a short summary of this project were also found in this chapter.

CHAPTER II

REVIEW OF THE LITERATURE

The literature found on the 8mm cartridge film was limited in quantity and scope. Most of the writings in this field were found in periodicals, pamphlets, and bulletins from companies dealing in audiovisual equipment, films, and other related materials. Since the 8mm cartridge film was rather recent at the time of this writing, the literature about it has been limited to the past ten years.

> Serious attention to the uses of 8mm film for non-theatrical professional purposes began around 1960. The first gut level excitement came when Technicolor introduced a small, inexpensive 8mm cartridge-loading projector. Nothing quite like it had been seen in the history of film. A plastic cartridge holding up to four minutes of silent film could be plugged into the projector by 'anybody,' and the projector sold for less than $100 (10:9).

The literature had many predictions for the future of the 8mm cartridge film.

A Versatile Media

The eight millimeter cartridge film broadened the perimeter of the motion picture industry much as paperbacks affected the field of publishing (10:4).

> Of course every film library should be experimenting with 8mm projectors and films now, but with the clear understanding that the state of things--projectors and films--today may have only a species resemblance to tomorrow's product (10:11).

The 8mm cartridge film offered great opportunities as a learning resource for individual study, as a less expensive, easily operated sound or silent film medium, and as a realization of the much needed single-concept approach to instructional materials (40:123). The 8mm cartridge film offered the simplicity of projection equipment with ease of storage. As compared with 16mm film, the 8mm cartridge film had a lower cost, with 8mm cartridges costing approximately $20 to $25, while 16mm films run $125 up. Projectors for 8mm cartridges cost under $100, while 16mm projectors cost twice that much (36:81). To the user, the 8mm cartridge has become available everywhere, was easy to use and could be seen in a large or small group or used individually (9:128).

Types of Film

Dr. Herbert E. Scuorzo suggested six types of film subjects that lent themselves well to 8mm loop media. They included the following: (1) limited documentaries--to show people and culture, (2) "how-to-do it"--to show a particular task being done, (3) explanation--to show a process, (4) repetition--to repeat material, (5) open-end loop--to leave out the end of the film for students to fill, and (6) information--to show ideas (36:129).

Joan Forsdale further broke down and listed these general film types for 8mm cartridge films: (1) moving illustrations--in actuality or animation, (2) documentaries--phenomena of nature, (3) process films--step by step, (4)

skill films--models, (5) context films--visual information based on broad settings which enhanced its meaning, (6) visualized abstractions--anologies or examples which described or clarified, (7) induction or deduction films--raw visual data presented by exploration, (8) story films--a short narrative, either a story for its own sake or to embody facts, and (9) hybrid still/motion pictures--combination of still pictures and text which could be adapted for "programming" (8:11). These film types were mentioned here to show the variety of uses of the 8mm cartridge film. Any one of these types could be used for locally produced 8mm cartridge film. Local production of films permitted the student to see a record of his own performance as an athlete, student teacher or actor (8:7), or as a record of an important event. Other possibilities of using 8mm film would be for locally produced films by the students, for local public relations, or for research in education (9:127).

Communication

One of the problems in the school has been communication--to find ways to teach more, to teach better and to teach faster. To make teaching and learning both effective and widespread one needed to find better ways to communicate ideas (4:8).

> When you transmit an idea to someone who understands it, you are communicating. Your message can be verbal. It can have sound but no words, such as a grunt, sigh, or cry. It may also be visual. If so, it can take many

> forms; as gesture, smirk, or smile; a single printed or projected picture; or a movie sequence. Your communication may combine several or all of these means of transmission. When you transmit an idea by visual means only, you are 'talking' visually--without words (4:3).

Film, photo-visuals, has formed the basis for much such visual language today. Photo-visuals, used singly or in sequence, functioned as a language when they were properly designed and arranged to convey a particular statement. A typical visual communication may have several photographs arranged in a meaningful sequence (4:3).

Audiovisual expression can be a key to clear, interesting and positive communication. If used properly, audiovisuals have increased understanding, added interest, lengthened retention time, taught a skill effectively, contributed to desirable attitudes, stimulated people to action, offered experience not obtained in other ways, increased instructional efficiency and increased learning efficiency of the audience (20:3).

Communication has taken place only when the message has been received (9:12). If the message in education is to be received, it must be available to the learner and adapted to his requirements, his state of readiness, his context and his capacity (9:12). Education was never something that happened to people en masse, it happened to them individually, one by one (9:13). The 8mm cartridge film has made a broad scale approach adaptable to individual

needs, and can be made to meet local situations and specific requirements (36:130).

Advantages of 8mm

There were several important advantages in the use of 8mm cartridge film over other educational films. They have been so simple to operate that even a young child can use them. The 8mm cartridge film may be densely packed with information because they may be used repeatedly or may be broken into segments. They have been economical, in comparison to other film media, short and to the point, with only a few seconds required to change films. By pressing a button on the top of the machine, the viewer may stop or hold the film. The "stop-motion" of the projection allowed the viewer to observe the needed points more clearly and precisely.

Another advancement in the use of the cartridge film over other educational film has been its use as a "programmed" text (11:922). In this type of cartridge film, a responsive action was required of the viewer at various points in the presentation. At appropriate intervals, the word "stop" was flashed on the screen. The viewer then stopped the projector and performed the action he had just seen. After the viewer completed the action, he turned on the projector and continued to the next "stop" frame (11: 921). In group showings, the "stop" intervals were used for discussion or question times. Another type of

"programmed" film would have a manual to accompany each film. The "stop" interval in this case directed the viewer to the manual for specific instruction to supplement the prepared action, which the learner performed before starting the film again (29:127).

These responses, action required of the student, have been a vital part of learning which has been neglected or has been impossible with educational films now in general use in teaching library skills (11:922). The 16mm equipment has been too large and too long to be used as "programmed" instruction with "stop" action intervals (21:344).

In addition to making it easier for the student, the 8mm loop media has become a versatile tool for the teacher; it has freed him of tedious tasks such as repeated demonstrations and permitted him to add a creative dimension to his teaching (41:128). Teachers have been able to make long range plans which incorporated film use, knowing that they would have each film when it was needed. Perhaps more teachers will have the time to try creative uses of films, such as: to introduce a unit, to present a problem, to motivate interest, to illustrate a single concept, to review information, and to summarize (1:2). With the simplicity of use of the 8mm cartridge film, the teacher can take advantage of the "teachable moments" that present themselves unexpectedly.

> A botany teacher is leading a class discussion on the subject of chlorophyl. A student asks a rather penetrating question. The teacher can refer to the student a later chapter or ask him to wait, but he has an alternate possibility which he used because this is the teachable moment; now is the time when he has the motivation.
>
> He goes to the index on the film cabinet. He selects a film on chlorophyl and places it in the ready to go cartridge projector and turns it on. After the film showing the teacher immediately takes up the discussion. The film has become an integral part of the classroom procedure (8:116).

These films can be used to speed up orientation of late enrollees or to help students make up missed classwork. The 8mm cartridge films made it possible for students, individually or in small groups, to re-run demonstrations as often as their individual needs required, and for the rapid student, added reference material (32:834).

Individual student use of silent film loops often described as "embodying single concepts" has become one of the foremost contributions of the 8mm cartridge film in the classroom (40:123). It has long been apparent that many processes were understood only by actual observation of moving pictures. When coupled with simple 8mm projectors which allowed a student to operate equipment and to view material as many times as he wished, a notable breakthrough in individualizing instruction has been achieved (40:123). The rapid growth of materials in this area has been a testimonial to the satisfaction of this need (32:833).

Library Skill Use

To aid in better communication, thus in better learning, the student needed to be able to have the library skills necessary to take care of himself in the library; in other words, to have the skills to aid him in finding and learning what he needed.

> A new type of program may be needed which cannot always be carried out by the librarian alone or within a library only, or with one communication medium. The most effective for a specific need is selected, the program is carried on wherever needed, with personnel including individuals with special competencies required within or without the library profession (35:46).

A more flexible program of library skills needed to be developed. Every possible means and media needed to be employed to carry out this communication. Jean Lowrie, in her book, Elementary School Libraries, said, "It is to be remembered that acquisition of skill in use of the library is a gradual and continuous process and repetition is necessary" (26:103). Library skills needed to be integrated into subject matter, since the student needed library skills to complete class assignments and for independent study. The teacher and the librarian needed to work together. Library skills taught by the librarian in isolation or as a separate activity from classwork was less significant for the students (37:1).

The Oak Park Study Skill Charts in library skills showed various steps for knowing the function and use of the Dewey Decimal classification. In kindergarten through

second grade, the student should know that the primary fiction books were marked E and were shelved alphabetically by the last name of the author. The student should know that general fiction books were shelved alphabetically by the author. This student should have been able to browse to satisfy his individual interests and to enjoy simple "location" games in the library. In third and fourth grade, the chart suggested that student knew that story collections had special marks above the author's letter and books were shelved alphabetically, and that the student knew biography was shelved with the biographer's letter beneath B, alphabetically within the classification. This student examined the placement of books on specific subjects as the need occurred. In fifth and sixth grade, the student knew the ten divisions of the Dewey Decimal classification with key numbers and understood the purpose of the classification. He could explain the system to younger boys and girls and showed self-reliance in locating books on shelves by call number. By the time the seventh and eighth grade was reached, it was expected that the student had mastered the use of the Dewey Decimal system and could use this skill in community libraries. The student could also discuss the classification numbers and perhaps was aware of other cataloging systems such as the Library of Congress (43: 71).

This flexible program of library skills and of effective

communication had major emphasis on pupil involvement in the use of films, filmstrips and other non-book media. Pupils had been encouraged to borrow films and filmstrips for previewing, for individual interests, and for small group assignments or class use (18:47). Through the use of films the non-reader and slow achievers were greatly rewarded when they were able to learn unhampered by a reading vocabulary too difficult for their comprehension (32:833). Students from impoverished environments obtained vital, stimulating experiences that helped fill in the gaps in their cultural background. In turn, their ability to learn from all sources was increased as they gained a better basis for thinking and understanding. Students who were slow learners, or poor readers, gained confidence when they discovered they could learn successfully from means other than by reading (32:834). It has been the experience of this writer that these particular students "craved" the non-book media and were constantly using it. Similarly, the more capable students found a wealth of enrichment material for independent study. Students' attitudes toward learning changed. More of them discovered that they enjoyed learning from media. They liked the "almost real" experiences and the impact of learning from sight and sound simultaneously (16:56).

> The first object of any act of learning, over and beyond the pleasure it may give is that it should serve us in the future. Learning should not only take us somewhere, it should allow us later to go farther more easily (17:266).

CHAPTER III

DEVELOPMENT OF THE SINGLE CONCEPT FILM

Ultimate success in making an 8mm cartridge film was directly related to the planning of the project; thus, planning became a most important stage. Adequate planning saved time and helped assure that all necessary details were included. The planning and production of the 8mm cartridge film followed a logical sequence of these main steps: first, the idea was chosen; second, the specifications were listed; third, a filming guide was prepared; fourth, the actual filming was done; fifth, the film was edited; and sixth, captions and titles were added as needed.

Idea Chosen

The basic idea for the 8mm cartridge film was to be the ten main divisions of the Dewey Decimal classification. This was chosen because of the difficulty students seem to have in learning this basic library skill. The 8mm cartridge film was planned in such a way that it could be used by both teachers and students.

Specifications

Many details were set before the actual filming began. Because the equipment for using this film at Parker Heights Grade School was silent 8mm, it was decided to make the 8mm cartridge silent and about forty-five to fifty feet in length

to fit into the cartridge case. The only reading matter to be found in the film would consist of the captions of the main title and the main Dewey Decimal division titles. The facilities to be used in shooting the film were the school library, outside of the school building and the desirable background of the family room of the writer's home.

For equipment, many items were needed. They included an 8mm camera, a tripod, a four-light movie light bar with four three hundred watt bulbs, an 8mm splicer, editing equipment, an 8mm projector, a screen, a box of stick letters and numbers for the titles, and a tripod for holding the title boards.

A knowledge of photography was found helpful in shooting the film. The writer's only previous experience was using outdoor 8mm film for family entertainment. The technicalities of using indoor film and lighting techniques had to be learned prior to filming scenes for this 8mm film. The entire editing process, discussed later in this chapter, was learned through reading Kemp's Planning and Producing Audiovisual Materials (20:139-142), and actual experimentation by the writer in editing the film.

The film was processed at a local film and camera store in Yakima. For duplicating and printing the extra copies, the film was sent to Rochester, New York, to the Kodak Processing Plant. The Yakima County Instructional Materials Department put the finished film into the cartridge cases.

Another detail decided upon was a completion date for filming. This was set for April 15, 1969, so the film could actually be used in the classroom as a teaching aid.

Filming Guide

Before filming, a sequence of scenes was written out; the guide listed actual subjects to be filmed. The scenes shown in the film are listed in the appendix. One roll of film was used in shooting scenes outdoors and three rolls of film were used in shooting scenes indoors. Several types of activities, as described later, were arranged and filmed for each main Dewey Decimal division. The number of activities varied depending on the Dewey Decimal division. To help the student viewer identify with the subject content in the film, and to avoid the added difficulty of parental permission for any other persons that might be used in the film, the writer's children were used to display material and act out scenes. Kemp gave an example of a permission slip in his book if it had been necessary to use it (20:23).

The scenes were divided into the ten main Dewey Decimal divisions, as previously stated. In the first division of general works (Dewey 000-099) were found books that contained general information on many topics. The scenes for this division were taken with the children reading and working with encyclopedias, magazines and newspapers. The encyclopedias used were Britannica Junior and The Golden

Book of Encyclopedia because these were popular and used by the elementary school student. The magazines included Ranger Rick, Golden Magazine, Jack and Jill, Children's Digest, National Geographic, Boy's Life and National Geographic School Bulletin, all found in the school library. The local papers, the Wapato Independent and the Yakima Herald, were the newspapers used.

Books concerning truth and principals of knowledge were classed in the second division, philosophy (Dewey 100-199). Scenes of the statue of Rodin's Thinker were taken indoors, then the children assumed a pose like that of the Thinker to complete the scenes.

The third division, religion (Dewey 200-299), included all religious subjects as well as books on mythology. Outdoor scenes were taken of two churches, one a local Episcopal church and the other a replica of a church built during the settlement of the West. People dressed in religious costumes representing the time of Christ were also taken outside for a scene for this division. Indoors, pictures from the book, The World's Great Religions by Life magazine were used to show items in the Jewish religion.

The fourth division, social science (Dewey 300-399), contained many subjects, all of which dealt with people and their relation to each other. In one indoor scene, the children wore play army equipment. In another, they displayed folklore books and holiday materials. Several major

holidays--Christmas, Easter and Halloween--were picked for the holiday display. One of the children was shown reading the Legend of the Palm Tree, a South American folk tale, for another scene. In the outdoor scene, a train was filmed for the subject of transportation.

Language (Dewey 400-499), the fifth division, had books pertaining to several languages. Different dictionaries were filmed, both outdoors and indoors for this area. The dictionaries used were the new Random House Dictionary of the English Language, Cat in the Hat Beginning Book Dictionary, and Webster's Elementary Dictionary. These were chosen because of their use by the elementary school students at Parker Heights School.

Pure science (Dewey 500-599), the sixth division, had books of the study of nature in any form--things man did not make. Subjects filmed indoors included the children showing a collection of igneous, sedimentary and metamorphic rocks, and of marine bivalve shell from the Washington State beaches. Models of dinosaurs, including the Brontosaurus, Triceratops and Tyrannosaurus rex, with the book Dinosaurs and Other Prehistoric Animals by Darlene Geis were shown in another scene. The children were filmed indoors using a microscope to study areas in the science division.

For the applied science division (Dewey 600-699) were books pertaining to what man learned from nature and used to invent other things. Indoor scenes included the children

cooking with Betty Crocker's New Boys' and Girls' Cook Book and showing models of cars and airplanes. In other indoor scenes, the children wore their play space helmets and showed a model of the Mercury space capsule, displayed a model called The Visible Man of human body bones and organs, and held a Silver Tabby cat and showed a German Shepard dog for the subject of domestic pets. Outdoors, a picture of horses was also taken for this subject.

Books about things that were enjoyed or used in free time were found in the fine arts (Dewey 700-799), the eighth division. For the subject of art, indoor scenes showed the children painting a mountain scene picture, a picture of the Clam Diggers by Northwest artist Elton Bennett, and a small sculpture and pottery display. Items included in this display were an English Toby Mug, a Mexican sculpture, Bulgarian wood carving and sculpture and a pottery mask. For the subject of music, the children were filmed playing the guitar and rhythm band instruments. Since sports were also in this division, an outdoor scene of the children playing baseball completed it.

In literature (Dewey 800-899), the ninth division, were found all forms of writing. The scenes shot outside and inside had stacks of books displayed so some of the titles could be seen. Titles included were Paul Revere's Ride, I Met a Man, Casey at the Bat, Night Before Christmas, Read Me a Poem, The Golden Treasury of Poetry compiled by

Louis Untermeyer, and The Book of Short Verse.

History (Dewey 900-999), the tenth and last main division, contained books that record man's progress through time. Indoors, for the subject of biography, the children showed pictures of famous people displayed on the covers of Time magazine. Because of student interest in pirates, one of the children was filmed wearing pirate regalia. The children also looked at a Rand McNally World Portrait Globe to represent geography for this division. Outdoors, scenes for travel, Northwest history and Indians were taken of parade floats to represent these areas. The float for travel depicted Hawaii, while the float for Indians had Yakima Indians dressed in native costume. To complete this division, a picture of a parade float showing a covered wagon was taken for Northwest history.

One other item that was planned at this time was the title and captions shots. It was decided to have the main title say Dewey Decimal because it was shorter and easier for elementary students to read than Dewey Decimal Classification. The captions included each name and set of numbers of the ten main Dewey Decimal divisions as mentioned in the preceding section, for example, 000-099 General Works. The background for these captions will be discussed later.

Filming

Throughout the filming, the guide was followed as

the scenes were set up and shot. As was mentioned previously, one roll of outdoor film was used and three rolls of indoor. For the indoor shots, it was decided to use the light background of the painted brick in the writer's family room. The furniture of the room was removed, and the movie equipment set up. This involved setting up the tripod, the movie light bar with lights and the camera. The movie light bar screwed onto the tripod and the camera screwed on top of the light bar for stability. This light bar was used for portability.

Once this was set up, the props for each scene were gathered and the actors instructed as each scene was taken. A log sheet was kept of all the scenes taken. Most scenes were taken at a distance of nine to ten feet, measured from the lens to the subject, with all four three hundred watt lamps at a f/5.6 setting on the camera. The titles were taken at a distance of six feet with three lamps at a f/5.6 setting. The camera used was a Kodak 8mm magazine with a 1.9 lens. The film used was one-Kodachrome II color outdoor magazine and three-Kodachrome II color Flood magazines, each consisting of fifty feet for a total of 200 feet of exposed film. Kodachrome II color film was chosen because of the quality of the film and the fast service for development with the use of prepaid mailers.

When the film was received from the processor, it was previewed to insure that all scenes were acceptable and to

discover if any sections needed to be re-done. With the film for this project, when the first roll was received from the processor, half of it, 25 feet, was blacked out; the film had to be re-done and the scenes shot again.

Here were some hints on filming that this writer found helpful: (1) give each scene just enough time to insure maximum clarity of communication; (2) almost everything seen through the view finder will be photographed so watch for light reflections and shadows; (3) start shooting before the action begins and continue a few seconds after it ends. This makes it easier for editing; (4) don't hesitate to re-shoot a scene; (5) watch for jewelry or other distracting articles on the actors in the film; (6) be sure all the properties are gathered for a scene before the shooting begins; and (7) be sure to keep a log of the "shot" scenes in case they have to be re-done.

Editing

After shooting the film and getting it processed commercially, the editing process began. This editing process was necessary to put the film together in the organized sequence of the filming guide. It was also necessary to cut out scenes of poor quality or of excessive length.

The 8mm viewer and splicer were set up with other editing equipment nearby. This equipment consisted of a projector, flashlight, a film scraper (a paring knife), a

bottle of film cement, a small soft cloth, cotton gloves, extra reels and a scene filing box for film clips. Since the writer had no experience in film editing, the process was learned as the work progressed. Jerrold Kemp (20:141) gave a general procedure for editing in his book. He listed three stages of editing. The first stage was called the "string-out." This was to cut all scenes apart, cut out unusable film and then put the film back together in order. The film was then viewed. For stage two, called "rough-cut," the film was returned to the viewer and the scenes were shortened to a good length. At this point, Mr. Kemp suggested going over the script. In stage three, called "fine-cut," the film was refined until it was exactly as wanted.

This process was followed in the editing of the film for this project. All the film was viewed to decide where to cut the film into film clips. Next the film was cut apart into film clips, or short pieces of film. These were sorted into topics as listed on the guide. The scenes that were poor in quality were eliminated. Then the film was spliced together in the right sequential order. To splice the film together, it was decided to use liquid film cement after trying both it and the prepared press tape splices. The press tape splices left a big black smudge on the film. Later it was found that the procedure used was a good choice because the film must be spliced with film cement to be able

to be copied for prints.

After the film splicing was completed, the film was checked for proper order and run several times to decide where the scenes should be cut further. The film scenes were then re-edited. However, a very important lesson was learned during the continuous viewing and editing process. The film should be cut and edited with care, but it was not necessary to have a great deal of film footage to put the message across to the viewer. The finished film contained about fifty-five to sixty-five splices. After this final editing, it was found that the film was about ninety-five feet long. Since an 8mm cartridge cannot be over fifty feet long and fifty feet would not convey the concept of the Dewey Decimal classifications adequately in the opinion of this writer, it was decided to split the film into two parts, each part about forty-five feet, making two 8mm cartridge films. This became the final form.

Completion of the Project

The title and captions for the films had been taken when the rest of the scenes were shot. For the background of the titles, a cut-paper collage of actual subjects within each Dewey Decimal division was made for each of the ten divisions. Letters and Dewey numbers were then superimposed over this collage for the filming of each title. These collages consisted of pictures, glued with rubber cement on

24 inch by 36 inch tagboard. These will be useful later in the library to be used as guides, bulletin board items or displays. They could also be used as a teaching device.

After the final editing of the film, the film was sent to the professional Kodak processing laboratory in Rochester, New York, for copies. When these copies returned, they were taken to the Yakima County Instructional Materials Department of the County Superintendent's office. Here the film was put into cartridges. Once this was done, the films were ready to be used. A label was made for each cartridge and cartridge case.

The compiled list of costs of producing these films is found in the appendix.

It was hoped that a tape recorded narration could be made to go with the film. This presented problems, the main one being the problem of synchronization of the film and the tape. The tape seemed always to run slower or faster than the film. This experience was found to be a technical problem, not one that was due to this writer's inexperience. Jerrold Kemp and Richard Szumski substantiated this in their article, "So You Want to Make an 8mm Movie!", when they said, "The sound and picture do not remain synchronized when the tape and film are run on separate machines. Some of the most successful uses of 8mm films are the short single-concept silent films" (21:342). Another problem was that the projector made so much noise that it drowned out the speaker

doing the narration. Finally, the idea of having a tape to go with the films had to be dropped. A script of suggested narration to use with the films can be found in the appendix.

The success of the filming and the final completion of these films was due in great part to the preplanning and to writing of the guide. These were an immense help in the final editing and shaping of the films.

CHAPTER IV

USE AND RESULTS OF THE SINGLE-CONCEPT FILM

These 8mm single-concept cartridge films on the ten main Dewey Decimal classifications were made to be used with third, fourth, and fifth grade elementary school students at Parker Heights Grade School, Wapato Public School, Wapato, Washington. The films were presented to the third and fourth grades at this school library in the spring of 1969. They were incorporated as part of a library skills lesson on the main divisions of the Dewey Decimal divisions. The films were presented to one grade at a time, with preparation and follow-up activities. The same procedure for showing the films was done for all groups of students.

Use of the Material

Before this lesson could be presented, many things were checked. The room was checked for lighting, ventilation and seating arrangements. The chairs were moved so the screen could be seen by the students. The portable screen and projector were set up and arranged for use. The film was put into the machine and checked to see if it worked. Then materials needed after the films for follow-up activities were put in an available place.

After the class came to the library and were seated, a brief introduction of the film was given. It was explained

briefly to the students how and why the film was made and what they would see generally. The students were asked to look for one item in each main Dewey Decimal division. For example, in the science division the students looked for the models of the dinosaurs. Next the film was shown. When the film ended, many comments were heard:

"Did you make the film?"

"How did you do it?"

"Who were the children in the film?"

"Wasn't that the school shown in the film?"

"I liked the film; can we see it again?"

"I saw the dinosaurs model in the science section."

"I liked the children playing ball; what section was that?"

Even though many of these questions were answered in the presentation of the film, they were answered again. Then the question asked before the film, "Who could name an item in one of the Dewey Decimal divisions?", was repeated. There was a good response with about all the children's hands raised to answer the questions. The discussion proceeded to go through each Dewey Decimal division, with children naming things they saw in the film for each division. For example, in the Fine Arts division, the painting, playing the guitar and playing baseball were mentioned. When the discussion of the film came to a close, the students were given a follow-up activity to reinforce what was seen in the film. In

this case, they were each given a tag board card with a certain book title or subject on it. Then each student placed his card in the appropriate main Dewey Decimal division on the shelves. These were checked by the teacher and the librarian. It should be mentioned here that the fourth grade class had had previous introduction to the Dewey Decimal divisions through a filmstrip and working once with the follow-up cards. The only introduction the third graders had had was in a verbal lesson on general areas in the library. More will be mentioned about this in the results.

When the class had left the library, a short evaluation was written on the film presentation. This was done by this writer to be used when the film was shown again for pointers in presentation and follow-up. The film stimulated many questions and much interest, and this interest carried over into the follow-up activity and even into the selection of books for individual reading. The students seemed particularly to enjoy the children in the film being in their own peer group. They liked the pictures of the outside of the school, and the use of books from the school library that they had used and were familiar with. For example, in social science, the South American folk tale, Legend of the Palm Tree, was shown in the film. Some of the students had read this story and were pleased to see it. In the literature division, Paul Revere's Ride was another book

mentioned. For the division of language, the school library edition of the Random House Dictionary used in the film, was mentioned by many students.

Results

Certain results began to be seen after the use of these films. There was an increase in the students' use of the library skills in their own work. This was seen when more students came into the library and found materials on their own using their library skills. There was an increase in the use of library books, models, study prints, recordings, filmstrips and other materials as students sought to learn more about the concepts they had viewed. There was parental interest in the materials found in the library as students were exploring these library materials to prepare their lessons. Several parents came in to visit the library and see the materials, and some borrowed items from the library to use at home or for youth activities. Some of the teachers mentioned the increase in student interest in selecting materials for use in the classroom or for their own use in classwork. These students were able to find materials in the library with less help from the librarian than previously. When the students actually began to find items they needed in the library, then the library became the first place they would go to look for needed information. The library became a place where the students found what they needed to

meet their specific needs and interests.

All the previously mentioned results will become more evident as this film is used next year in both group and individual work. With all the interest the films stimulated, it was indeed worth the entire effort and expense to produce these films.

CHAPTER V

RECOMMENDATIONS AND SUMMARY

Recommendations

After the completion of developing the 8mm cartridge films on the Dewey Decimal classifications divisions, the writer wishes to offer certain recommendations. First, it is recommended that the study be carried further to develop an entire series of 8mm single-concept films for use in teaching library skills. A complete series could be developed on the Dewey Decimal classification system, with one film pertaining to each main division; for example, one 8mm single concept film would explore the science division. Other topics in library skills that might lend themselves well to this media are lessons on the card catalog, instruction on taking care of books, and a guide to the usage of a dictionary or an encyclopedia.

Secondly, the writer offers several technical recommendations. If a number of duplicate films is required, the writer recommends the use of 16mm Commercial Ektachrome film because of the poor color and contrast quality found in the duplicate 8mm film prints.

> This is one of the problems with 8mm. Duplicate copies can be made from the original but the quality is often disappointing. The copy is somewhat grainy, colors are not often true and there is too much contrast, meaning that lighter colors become whiter and darker colors go black.

> If a number of duplicates of a film can be anticipated, it may be preferable to do the original filming on 16mm Commercial Ektachrome film. This film is a professional type, designed for reproduction purposes. The original film costs are higher ($13 per roll versus $6) but any number of good quality 8mm prints can be made (21:344).

Another technical recommendation would be the use of Super 8 camera and film. Super 8 is becomming more commonly used in many schools because it gives larger and more brilliant pictures. Standard 8mm equipment was used for this study because of its availability. The trend in the United States is definitely to Super 8, which provides a fifty per cent larger film image with smaller sprocket holes (40:134). One more technical recommendation would be to use more floodlights for cross lighting to avoid shadows during filming.

> A second light can soften the shadows created by the single light and allows you greater freedom of camera movement. The second (or fill) light is positioned so that it lights the shadow side of the subject. It is often placed at the lens height (or just slightly above); near the camera; on the opposite side of the camera from the main light; and a little farther away from the subject than the main light (4:8).

A third recommendation is that related activities be made to go with these films. These related activities would be used to reinforce the content shown in the film. The related activities might be transparencies of subjects found in each Dewey Decimal division, mounted book jackets of books from each division and/or Dewey "games" similar to the one used by the writer as a follow-up activity.

The writer's fourth recommendation is that the actual

process of making an 8mm single-concept cartridge film be a teaching tool in itself. The making of the film could be initiated as a class activity, with the entire class planning, shooting and editing the film. The subject content of the film could evolve from the course curriculum and be of student interest.

> Films produced locally may be very useful because they can be made especially pertinent to the specific problem and because they provide excellent training in planning, organizing, and evaluating instructional materials (22:128).

Summary

The purpose of this project was to produce a teaching tool, 8mm single-concept cartridge films on the ten main Dewey Decimal classifications divisions. This project related verbal teaching of the Dewey Decimal divisions to visual concepts. It created motivation through use of visual media and furthered library skills through the presentation of a library classification system. Through the development of these library skills, students became more intelligent users of the print and non-print materials in the library; that the students were able to use the instructional materials center to find and use needed information.

However, one must remember that a locally produced film is just that--produced by amateurs with relatively inexpensive equipment on a limited budget. Local productions lack much of the polish and quality of commercially produced

films; but they serve a real purpose--to better educate students. Many educational opportunities can be made available by 8mm single concept cartridge films, which are inexpensive, practical and readily available.

Since librarians have long faced the problem of teaching students how to use the resource center, all types of media are required. These 8mm single concept cartridge films were one type. The 8mm single concept cartridge film carried out the use of individualized instruction and demonstrated the use of a new method.

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APPENDICES

APPENDIX A

APPENDIX A

DEWEY DECIMAL CLASSIFICATION SUMMARY

Ten Main Classes

000 General works

100 Philosophy

200 Religion

300 Social sciences

400 Language

500 Pure science

600 Applied sciences

700 Fine arts

800 Literature

900 History

DEWEY DECIMAL CLASSIFICATION SUMMARY

A Simplified Table

Class Number	
000	General works
020	Library work
030	Encyclopedias
050	Periodicals
070	Journalism
100	Philosophy
170	Conduct of life
200	Religion and mythology
220	Bible stories
290	Myths
300	Sociology
310	Yearbooks. Statistics
320	Government
333	Conservation
355	Military science
356	Army
359	Navy
370	Education
390	Customs
394	Holiday customs
398	Fairy tales. Fables. Folklore. Legends.
400	Language
500	Pure science
510	Mathematics
520	Astronomy
530	Physics
537	Electricity
540	Chemistry
550	The earth. Minerals.
560	Prehistoric life
570	Biology
580	Botany. Plants.
590	Zoology. Animals.
595	Insects
597	Fish
598	Birds

Class Number	
600	Applied science
610	Medicine
612	Human body
620	Machinery
630	Agriculture
641	Food. Cooking.
645	House decoration
646	Clothing. Sewing.
650	Business methods
700	Fine arts
730	Sculpture
750	Painting and drawing
770	Photography
780	Music
790	Sports
800	Literature
808	Prose and poetry - collections
812	Plays
900	History
910	Geography
912	Atlases
914	Europe
915	Asia
916	Africa
917	North America
918	South America
919	Oceania. Philippine Islands. Australia. Polar regions.
920	Biography - collective
921	Biography - individual
929.9	Flags
930	History
970	North America - history
970.1	Indian life. Indian legends.
973	United States - history
973.1	Discovery. Explorations.
973.2	Colonial times
973.3	Revolution
973.4	Middle period
973.7	Civil War
973.8	Our own times

APPENDIX B

APPENDIX B

SCRIPT

Part One

	Scenes	Narration
1.	Dewey Decimal title	This film shows the ten divisions of the Dewey Decimal system for non-fiction books.
2.	000-099 General	The first division is General works. This includes encyclopedias, general magazines, newspapers, and "books about books."
3.	100-199 Philosophy	Philosophy is man's thoughts about things. How man thinks. What you think about life.
4.	200-299 Religion	Religion includes the history of churches, the Bible, and Bible stories. Mythology is religion of ancient times.
5.	300-399 Social science	Social science includes armed forces such as the Army, holidays, folk tales, and transportation.
6.	400-499 Language	Language takes in dictionaries and books of different languages.

	Scenes		Narration
7.	500-599	Pure science	Pure science is things of nature, things man did not make. Animals and plants are found in this division. Others are rocks, shells, sea life, and dinosaurs.
8.	600-699	Applied science	Using your science. This takes in cooking and sewing, automobiles, planes, space travel, the human body, and pets such as dogs and cats, and horses.
9.	700-799	Fine arts	Fine arts include art, music, hobbies and sports. Here are paintings, "Do it yourself" ones, famous ones, sculpture and pottery. Music. Also sports and other hobbies.
10.	800-899	Literature	Literature is writings by people, such as stories and poems.
11.	900-999	History	The last division, history, includes biographies or stories about people's lives, geography and maps, travel of different countries, pirates, Indians, and Pacific Northwest history.

APPENDIX C

APPENDIX C

Cost Summary

4	8mm magazine film @ $3.76 . . . . . =	$15.04
4	magazines processed @ $1.76 . . . . . =	7.04
	postage . . . . . =	.48
6	copies (3 each of 2 films) 13½¢ a foot=	33.62
1	tripod. . . . . =	15.90
2	300-watt lights @ $1.19 . . . . . =	2.38
1	set letters . . . . . =	10.38
1	set numbers . . . . . =	.69
1	roll tape, 300 feet by ¼ inch magnetic=	3.00
1	book. . . . . =	2.00
6	plastic cases for cartridges @ 25¢. . =	1.50
12	labels for cartridges and cases . . . =	.12
	Total cost	$92.15