A Study of Teacher Constructed Audio-Visual Aids

Marvin Joseph Schroeder

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A STUDY OF TEACHER CONSTRUCTED AUDIO-VISUAL AIDS

by

Marvin Joseph Schroeder

A thesis submitted in partial fulfillment of the requirements for the degree of Master of Education, in the Graduate School of the Central Washington College of Education

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APPROVED FOR THE GRADUATE FACULTY

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The writer is indebted to Professor Charles W. Saale for guidance and direction in this study.

Special acknowledgments are gratefully accorded to Professor A. J. Foy Cross for his assistance in selecting the problem, and to Associate Professor Crum for his suggestions and assistance.
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Chapter I

INTRODUCTION

Children, at the present time, need to learn more than they have ever comprehended previously in history. Man's environment has been extended from the community beyond continental limits into an active world society. This extended environment has dictated the need for a larger number of learning experiences by our children. The one room school with simple educational objectives is being replaced by larger educational plants that must provide a complex aggregation of learning experiences for the learner. The needs of children being prepared to participate in a secular environment molded by imposing social forces and advancements of science, can no longer be satisfied by rote learning of the three R's. These same forces which aided in forming the complex nature of our environment have helped provide teachers with more effective tools for learning. Some of these new tools have been classified as audio-visual aids to learning.

Much of the educational value claimed for audio-visual materials has been determined by research. A bulletin prepared by the Pasadena City Schools\(^1\) summarizes many of the specific values of audio-visual

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materials as shown by educational research. These values are claimed to be:

1. Audio-visual materials serve as an effective means of presenting all kinds of factual materials.
2. Audio-visual materials make learning more permanent.
3. Audio-visual materials have a definite effect on attitudes and behavior responses.
4. Audio-visual materials stimulate thinking and can be used to teach the ability to think.
5. Audio-visual materials are powerful means of gaining and holding the interest of the learner and of compelling attention.
6. Audio-visual materials can be of help in the development of habits and skills.
7. Audio-visual materials are a means of bridging inequalities of pupil experiences and to a limited extent, pupil ability.
8. Audio-visual materials in certain subjects can effectively teach large groups of learners at the same time.
9. Audio-visual materials in the long run are less expensive than many other kinds of instructional materials.
10. Audio-visual materials increase the amount of voluntary reading.

The values of audio-visual materials received further emphasis by Wendt\(^1\) who states, "... many experimenters have proven the very real contribution which all types of audio-visual materials make to learning."

The use of audio-visual materials as aids to learning extends far back into the beginnings of recorded history. Carroll\(^2\) briefly

\[\text{References:}\]


summarized the historical background of the use of audio-visual materials. Pictographs and clay baked picture inscriptions are mentioned as being among the earliest audio-visual aids. He states that the use of similar materials to assist verbal instruction was later justified by the intellectual leaders of the day, notably Cicero, (B.C. 106-43), Seneca (B.C. 4-A.D. 65) and Quintilian, (A.D. 35-100). "During the Middle Ages the church used frescoes, statues, carvings and marionettes to teach its religious lessons to the people."1 In the seventeenth century, the work of Comenius, who so strongly urged the use of concrete aids to learning, provided the well illustrated textbook, The Orbis Pictus, to support his contentions. Commenting upon the writings of Comenius in the preface to The Orbis Pictus, Dale2 remarks: "Comenius' preface contains statements as modern as anything that could be said about Life, Look or Building America." Educators such as Pestalozzie, Rousseau, Frobel and Herbart gave additional impetus to the use of audio-visual aids through their writings. The use of the stereoptican in teaching was defended in 1890. During the first part of the twentieth century, numerous research studies on various phases of audio-visual aids have been conducted. The majority of these studies has been associated

with educational films as audio-visual aids. So much emphasis has been placed upon the audio-visual aids that require mechanical devices for use, that some writers in this field make only brief reference to, or do not consider at all, the broader viewpoint of audio-visual teaching materials. Such a viewpoint would recognize a wide variety of audio-visual materials including both the projected and non-projected types. The non-projected audio-visual aids would not be excluded by implication or neglect. Carroll\(^1\) points out that with the advent of the sound picture, "School people were asked to consider it as a new means and method of education and, by implication if by no stronger means, the others of the visual aids were consigned to minor roles."

This narrow point of emphasis has contributed to the development of some misconceptions regarding the construction and utilization of audio-visual materials. Educational films and audio-visual aids are not synonymous terms. There exists a wide variety of audio-visual materials that are capable of making real contributions to more effective learning. A number of these do not require elaborate and expensive projection equipment nor is it necessary that they be commercial productions. Teachers have for many years found methods of helping the learner to obtain the needed basic experience essential to understanding. Terrain models constructed from flour,

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salt, and water have helped pupils understand physiographic concepts, teacher constructed models and symbols of Indian villages have given more meaning to studies of Indian life, and a square glass box has been effectively utilized in teaching perspective drawing in drafting classes.

A complete list of such examples would be practically endless. These materials are audio-visual materials. They fulfill a real need. They should be as much a part of the total teaching program as textbooks, films and other more frequently mentioned learning materials. A study that determines which teacher constructed audio-visual aids are valuable for classroom use would be of significance in improving instruction.

Nature of the Problem:

Definitions of audio-visual aids to learning have varied considerably and the writer would like to briefly develop the connotation for audio-visual aids ascribed to this study. The Dictionary of Education defines audio-visual aids as "any device by means of which the learning process may be encouraged or carried on through the senses of hearing and sight simultaneously." Some authors have defined audio-visual aids in terms of their function, and have given

to such functions the term visual education. Carroll,\(^1\) in his study "Teacher Education and Visual Education for the Modern School," states, "For the purpose of this study visual education is defined so the major emphasis is placed upon the concrete aids that function for the most part through the audio-visual-sensory channels." Monroe\(^2\) develops this concept further and says,

The term "visual education" usually applies to the changes in behavior which result from the school utilization of such materials as the following: (a) motion pictures, silent and sound; (b) school journeys (also popularly labeled, "field trips" and "excursions"); (c) still pictures, which may be viewed directly or projected in the form of film slides, film strips, or glass slides; (d) museum materials, models and exhibits; (e) charts, maps and graphs. The term "visual education," while psychologically a misnomer, is used in the meaning of the integration of sense experiences on the basis of visual material. Wheeler and Perking say on this point, the ear alone does not determine what the nature of an auditory experience will be. The meaning of an object will not be apprehended until it is perceived in the light of a total situation with the aid of other senses."

Several writers in this field have defined audio-visual aids in terms of the ability of the materials to present auditory and visual experiences in varying degrees of concreteness. Dale\(^3\) visualizes this concept with his cone of experience. At the base of the cone are the direct first hand experiences with reality. At the apex of

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1. Carroll, John S., *op. cit.*, 41


the cone are placed the materials appealing to the most abstract type of learning. Dale\(^1\) states, "As you study the cone, you recognize that each division represents a stage between the two extremes—between direct experience and pure abstraction." Similar expressions of this concept are presented by Hoban\(^2\) and Olson.\(^2\) For the purpose of this study, the investigator suggests the following definition: Audio-visual aids are those materials that implement learning, by presenting through the visual and auditory senses, experiences, either real or vicarious.

The special type of audio-visual materials considered in this research can now be further differentiated as being those constructed by the classroom teacher. At the outset, it should be recognized that many of these aids can be constructed by pupils under the guidance of the teacher. This procedure may provide excellent learning experiences for the pupil, as well as the development of useful aids to learning. The responsibility for the production of the aid, however, rests with the teacher. All materials considered as teacher constructed audio-visual aids will include those produced in the

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classroom by or under the direction of the teacher.

The use of audio-visual aids in the classroom has not taken place without justifiable criticism of these learning materials. Monroe\(^1\) points out that frequent administrative criticisms are: (a) they are too expensive and (b) they are too difficult to obtain and distribute. A brief analysis of these two criticisms will provide a background for the development of the problem considered in this study.

According to Hoban,\(^2\) the relatively high retail price of audio-visual materials is partly due to production costs and partially due to the small market resulting from limited scope and degree of applicability of these materials. Commercially produced audio-visual aids need to have a high distributive market value to amortize the production costs and maintain an acceptable sales price. To find an extensive market, such materials necessarily must be general in scope or meet a widely prevalent need. On such a basis, commercially produced materials cannot meet all of the classroom needs for audio-visual aids.

Audio-visual aids are most effective if they are used when the learner is psychologically ready for the experiences the aids present.

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Maximum availability of audio-visual aids is essential for effective utilization of these materials. Hoban concludes that although availability of materials alone does not insure effective use of these materials, effective use is obviously impossible if the materials are not available. The problem of availability may be considered to be one of distribution, only if such materials are available for distribution. Smith comments on this point and says, "School systems have not, as yet, approached the stage where all the needed materials can be found on hand for distribution to the classroom teacher. Hoban has pointed out that this inadequacy is a common characteristic in some schools.

Sufficient quantities of audio-visual materials may not be available to meet all of the needs of the classroom teacher. Some of the material that is available may not be readily adaptable to the specific learning objectives the teacher has developed with the class. Can some of these needs for audio-visual aids be fulfilled by utilizing materials constructed by the classroom teacher?

During World War II, notable examples of affirmative answers to the above question were in evidence.

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Miles and Spain report,

In the early days of the war, instructors had few resources for and little assistance in, illustrating and implementing the generally brief statement of objectives, methods, and content of official courses of study. Yet it was the accepted doctrine to prepare, explain, and demonstrate and there were usually few textbooks to use as a last resort. Hence, everything from gunny sack to salvaged wood and metal was used by instructors in improvising crude devices to visualize instruction.

Exton,\(^2\) writes about the difficulties encountered by navy instructors during the first part of World War II. He points out that many of these instructors frequently constructed their own audio-visual aids to meet specific teaching needs. "... 'primatives,' crude charts drawn on wrapping paper, and crude models were manufactured from any material at hand." He concluded, "Many a navy man would have gone to sea with less knowledge if these crude training aids had not been provided."

In discussing the development of audio-visual aids for classroom use, McCafferty\(^3\) states, "A substantial part of the army program has developed around photographs, charts, diagrams, graphs, and pictographs. These can be made effectively in the classroom and for an


2. Exton, William, Audiovisual Aids to Instruction. (New York, 1947), 4-5.

amazingly small cost in dollars and cents."

Other writers in this field have made reference to the efficacy of teacher constructed audio-visual materials. March\(^1\) discusses several types of teacher and pupil constructed audio-visual aids and concludes, "Years of experience have proved them to be practical and effective aids to teaching." Hart\(^2\) writes that materials produced in the classroom can be tailor made to meet local needs. Chandler and Cypher\(^3\) assert that many of the most valuable and effective teaching aids are those which have been made either by the teachers themselves, by the students, or by the teachers and students working together after formal classroom time. Clark\(^4\) states, "Pupil made visual aids, when intelligently utilized make rich contributions to learning."

Classroom utilization of audio-visual aids need not function solely within limits established by the availability of commercially produced learning aids. Small amounts of inexpensive materials can

\begin{enumerate}
\item Hart, W. C., "What Visual Aids Are Schools Producing?", Educational Screen, 20:154-55, April, 1941.
\end{enumerate}
be converted into useful audio-visual aids by the resourceful teacher.

Zehr\(^1\) concludes, "The use of visual aids is limited only by the ingenuity of teachers and pupil. We mean by this that the resourceful class will not lack for suitable visual aids to stimulate and develop its thinking."

Since teacher constructed audio-visual aids can make worthwhile contributions to the learning environment, information concerning the various types of aids now being used in public schools should be available to school teachers and administrators. Additional information related to the construction and utilization of these materials would also seem to be of value.

The purpose of this study is to determine which teacher constructed audio-visual aids, as evaluated by a sample of audio-visual coordinators, are considered to be the most valuable for classroom use and which materials and equipment are needed for the construction and utilization of these aids.

\(^{1}\) Zehr, W. M., "Classroom Built Visual Aids," *Scholastic*, 47:51, Jan., 14, 1946.
Chapter II

REVIEW OF RELATED WRITINGS

This review of related writings presents selected material on topics related to teacher constructed audio-visual aids. The topics are considered in the following order: research in audio-visual education, general writings about teacher constructed audio-visual aids, and important remarks about special types of teacher constructed audio-visual aids.

Considerable research has been done in the area of audio-visual teaching materials, however, the major part of the research and writings has been devoted to motion pictures in education. Few studies have been made in the specific area of teacher constructed audio-visual aids.

Kinder \(^1\) summarizes the amount of research devoted to the audio-visual field prior to 1938. Of the two hundred and thirty-six studies reported during this period, one hundred and eight were related to motion pictures; ninety-six were concerned with general audio-visual aids and instruction; twenty-one were related to flat pictures and other illustrative material; seven were associated with

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slides and the use of the stereoptican, and four were classified as miscellaneous studies.

A recent survey of research in the audio-visual field is presented by Dale, and others.\(^1\) Of the one hundred and sixty-three studies summarized, only three were directly related to the area of teacher constructed audio-visual aids. The authors\(^2\) reported a study by Powell who recommended, "The schools must eventually develop their own visual agencies which will produce materials and work cooperatively with existing museums." Zyve\(^3\) reveals the relative effectiveness of lantern slides as an aid for teaching arithmetic combinations, as compared with the blackboard. She concluded, "Two days of teaching arithmetic combinations with the lantern slides gave approximately the same results that three days teaching gave when using blackboard presentations." A study by Vauter\(^4\) is cited as indicating significant value for hand made lantern slides.


2. Ibid., 281.


It should be noted that research related to the development and use of teacher constructed audio-visual aids is not limited to educational institutions or problems. A Department of Agriculture\textsuperscript{1} publication reports a study by McClintock that claims the present use of visual aids in extension work, and the seeming trend in the use of such aids indicate that the would-be successful extension worker might well acquaint himself or herself with the use of a 35mm. camera for producing colored slides.

Moore, Embry, and Benson\textsuperscript{2} suggest materials and procedures which may be utilized by teachers for the construction of relief maps in studies of communities. The need for teacher constructed teaching materials was introduced by the authors who claimed:

Regardless of how well any classroom may be equipped with commercially produced materials, there is a point at which the teacher has the responsibility for bringing in visual evidences of what is happening in the pupils' own local community environment. Obviously it is not always economically feasible for commercial groups to produce materials about every local community, yet this is the point at which the teacher's responsibility for local production must take over. How can she bring into the classroom a tangible, vivid, graphic evidence of, for example the terrain in which the local community is situated? One way of accomplishing this is the production of a terrain model.

The teaching aid developed as the result of a positive need based on research...


upon experience, is usually a good one. Weaver and Bollinger have written extensively about the construction and use of teacher constructed visual aids. The authors state, "The most effective and useful visual aids are those specifically designed to satisfy special needs." They assert that those who wish to teach both effectively and efficiently must anticipate the need and expect to produce many of their own visual aids designed for their particular problem. Numerous examples of teacher constructed aids, including lists of materials needed, and specific directions for the construction and use of these materials, are presented by the writers.

The Eighteenth Yearbook of National Council of Teachers of Mathematics includes numerous references to teacher constructed audiovisual aids. The use of materials such as cardboard, sticks, string, pictures, posters, plastic, blackboard drawing equipment, colored chalk, and crayons is discussed. Special attention is given to the construction of aids for teaching plane and solid geometry and geographical representation of complex roots, the preparation and use of homemade instruments for indirect measurement, and the development of models and other teaching aids for general mathematics.


A research study on the value of still pictures in the teaching of fourth grade history by Mehnert\(^1\) utilized materials compiled by teachers and pupils. The writer concluded that still pictures are valuable in the presentation of historical subject-matter to the fourth grade children when they are used to assist either oral or silent-reading instruction.

Smith\(^2\) has described the preparation and use of photographs by the classroom teacher. A variety of practical applications to classroom teaching situations are suggested. The writer indicates that the production of this type of material provides the teacher with a number of opportunities to obtain visual materials. He asserts, "Teachers are prone to think of visual materials as something-to-be-sent-away-for. They shrink from the annoyance of obtaining them. But, for the most part, they are overlooking the possibility of producing photographic prints and slides tailored to their own specifications and needs."

Power\(^3\) writes about the production by teachers and pupils of

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leaf prints for use as a method of demonstrating to pupils of biology or of general science, the different venations found in various types of leaves and grasses. Leaf prints are made by placing a pressed leaf on sensitized photographic paper and exposing the leaf and paper to light. The paper is processed in regular photographic developing solutions.

Taylor suggests that opaque projection materials may be used with any curriculum and he claims the following advantages for this type of visual aid:

1. Materials made by both teacher and pupil can be used. These may be filed away for future use, relieving the teacher of unnecessary work.
2. Use of still pictures allows ample time for discussions of any projected material so that every advantage can be taken of the motivation provided.
3. The teacher has an almost unlimited range of pictures and other matter from which to choose.
4. A common experience is afforded the group to supplement the individual study of each pupil.
5. Both the device and the materials for use with it are inexpensive.

Dubats discusses the use of teacher constructed materials in the opaque projector for teaching shorthand. He states that any teacher, as he progresses through the beginning steps in the study of shorthand, can quickly and simply type projection plates by limiting the copy

area to a six-inch square or the capacity of the opaque projector.

Givler relates how a science teacher employing the opaque projector utilizes pictures from current magazines. The value of projecting flat picture material to supply common visual experiences for the entire class is emphasized. The writer suggests several techniques that teachers can use to prepare flat picture material for opaque projection, and concludes, "We have gone far enough, however, in collecting, mounting, classifying, and in the projection of the kinds of pictures described, to know that nearly all are good, and, if displayed to students at opportune times, will go far in helping to clarify a subject and give it vital interest."

Several writers have indicated that various types of teacher produced slides may make valuable contributions to learning. Jardine describes a study of comparative methods of teaching reading. One method used the pre-primer and primer as basic texts with the addition of any supplementary materials they might need, exclusive of visual aids. The other method utilized teacher made slides to present the reading material. The purpose of the experiment was to determine whether two groups of children each beginning to read, one group taught by the formal method and the other taught by a so-called visual


method would show any appreciable difference in achievement at the end of one semester. The investigator concludes:

This experiment in reading with visual aids suggests that considerable improvement may be expected when this method replaces the more formal procedure. It indicates that the greatest improvement may be made with the slower children. It involves a great amount of work on the part of the teacher but permits an adaption of reading matter on the child's level to the work of the classroom and is not restricted to the formal stereotyped matter found in the usual text.

1 Myers claims that more effective use of blackboards may be obtained by utilizing the negative type slide. Directions for the construction and use of these aids by the teacher are presented. It is recommended that contact prints be made on sensitized lantern slide plates. The processed slides can be projected on the blackboard.

A survey of experiences with two-by-two inch slides in agricultural extension work in Pennsylvania is reported by Johnson2 who concludes:

The two-by-two slide has influenced our visual education effort in the following directions: It has given impetus to the production of visual aids locally because this type of slide is relatively inexpensive and easily made when original subject matter is readily available; it has popularized visual aids of the lantern slide type because it takes full advantage of natural color photography.

The construction of a large classroom globe by pupils is


mentioned by Sternig. Wood and wire were used to form the framework for the globe, and paper mache was used to form the surface features. In addition to the production of a valuable classroom aid, the construction activities were regarded as being important for helping the pupils gain a more meaningful concept of the world as a globe.

Emmert says, "Recent experiences in supervising elementary science, as well as conducting a course in descriptive astronomy, have brought forcefully to my mind the necessity of making and using simple mechanical aids to assist the pupils in gaining correct understandings of some of the many abstract concepts encountered in courses which deal with terrestrial and celestial relationships." The Coelosphere, Inverse Square Model, Comparative Size Model and the Altitude-Latitude Calculator are recommended as teacher-pupil constructed audio-visual aids for teaching astronomy, geography and mathematics.

The need for including experiences in the production of audio-visual materials as a part of the pre-service training for teachers, has been recognized by some writers. Genung comments on the laboratory approach to pre-service training of teachers in the use of

audio-visual aids and says, "There has developed in the laboratory an exchange of ideas, not only in the techniques of using visual aids, but in the production of visual aids. Surprising accomplishments have been achieved in districts where no visual education distributing centers have been provided, but where teachers, realizing the need for such, have resorted to building their own visual aids libraries."
Chapter III
PROCEDURE AND ORGANIZATION OF DATA

To obtain the data for this study, questionnaires were sent to four hundred and thirty-one audio-visual coordinators in the United States and the Territory of Hawaii. The coordinators were asked for answers to the following questions:

I. What are two of the most valuable teacher constructed audio-visual aids utilized in the classroom of your schools?

II. Are illustrations or examples of these aids available?

III. What tools and supplies are necessary for the production of the above audio-visual aids?

IV. What special equipment is needed to utilize these audio-visual aids in the classroom?

Audio-visual coordinators were selected as cooperators in this study because the term teacher constructed audio-visual aids is not a part of the common vocabulary of educational personnel. It was assumed that specialists in the audio-visual field have a broader background for interpreting the above concept and therefore would be more likely to return the desired data. Audio-visual coordinators frequently work with large numbers of teachers and have at their disposal a variety of experiences with teacher constructed audio-visual aids from which to select the two most valuable asked for in the questionnaire.
One hundred and eighty-four of the one hundred and ninety-two questionnaires were returned with acceptable data.

The data have been classified into three major sections. The first section includes Table I which lists all of the suggested teacher constructed audio-visual aids and the frequency with which they were reported. This section also includes Table II which gives the general classifications of teacher constructed audio-visual aids and the frequency for each classification. The second section is concerned with the materials needed for the construction of the aids included in the general classifications listed in Table II. The data listed in Group A of this section were obtained from the returned questionnaires. The data included in Group B of this section were obtained from indicated reference sources. Tables III to XVI are included in this section. The third section of the data contains the suggestions of the special equipment needed to utilize the teacher constructed audio-visual aids, as reported by the cooperating audio-visual coordinators. Table XVII presents this data.
Table I presents the various desirable teacher constructed audio-visual aids and their frequency as suggested by the coordinators.

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<thead>
<tr>
<th>Suggested Teacher Constructed Audio-Visual Aids</th>
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<td>Hand made lantern slides</td>
<td>67</td>
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<td>2&quot; x 2&quot; slides</td>
<td>51</td>
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<tr>
<td>Charts</td>
<td>33</td>
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<td>Models</td>
<td>33</td>
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<td>35mm. filmstrips</td>
<td>20</td>
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<td>Flat picture collections</td>
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<td>Models for science classes</td>
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<tr>
<td>Wire recordings</td>
<td>5</td>
</tr>
<tr>
<td>Dioramas</td>
<td>4</td>
</tr>
<tr>
<td>Graphs</td>
<td>4</td>
</tr>
<tr>
<td>Model projects such as Indian villages, farms, etc.</td>
<td>3</td>
</tr>
<tr>
<td>Materials enlarged by using the opaque projector</td>
<td>3</td>
</tr>
<tr>
<td>Blackboard diagrams</td>
<td>3</td>
</tr>
<tr>
<td>Drawings for the opaque projector</td>
<td>3</td>
</tr>
<tr>
<td>Roller movie box</td>
<td>3</td>
</tr>
<tr>
<td>Bulletins and pamphlets</td>
<td>3</td>
</tr>
<tr>
<td>Disc recordings</td>
<td>2</td>
</tr>
<tr>
<td>Relief maps</td>
<td>2</td>
</tr>
<tr>
<td>Suggested Teacher Constructed Audio-Visual Aids</td>
<td>Frequency</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Silhouette designs</td>
<td>2</td>
</tr>
<tr>
<td>Fraction boards</td>
<td>2</td>
</tr>
<tr>
<td>Portable bulletin boards</td>
<td>2</td>
</tr>
<tr>
<td>Electric maps</td>
<td>2</td>
</tr>
<tr>
<td>Experience charts</td>
<td>2</td>
</tr>
<tr>
<td>Electronics experiment apparatus</td>
<td>2</td>
</tr>
<tr>
<td>Puppets and marionettes</td>
<td>1</td>
</tr>
<tr>
<td>Electric arithmetic drill board</td>
<td>1</td>
</tr>
<tr>
<td>Combination of 16mm. movies (silent) and tape recorded narration</td>
<td>1</td>
</tr>
<tr>
<td>Museum material</td>
<td>1</td>
</tr>
<tr>
<td>Number thermometer</td>
<td>1</td>
</tr>
<tr>
<td>Flipboard easel with accompanying diagrams and charts</td>
<td>1</td>
</tr>
<tr>
<td>Arithmetic counting aids</td>
<td>1</td>
</tr>
<tr>
<td>Sand tables</td>
<td>1</td>
</tr>
<tr>
<td>Material for Vu-Graph overhead projector</td>
<td>1</td>
</tr>
<tr>
<td>Blackboard (general)</td>
<td></td>
</tr>
<tr>
<td>Picture maps made on white window shades</td>
<td>1</td>
</tr>
<tr>
<td>Outline maps</td>
<td>1</td>
</tr>
<tr>
<td>Flannel graph</td>
<td>1</td>
</tr>
<tr>
<td>Copying stand</td>
<td>1</td>
</tr>
<tr>
<td>Panoramas</td>
<td>1</td>
</tr>
<tr>
<td>Mimeographed teaching aids (charts, maps, outline drawings)</td>
<td>1</td>
</tr>
<tr>
<td>Asbestos relief maps</td>
<td>1</td>
</tr>
<tr>
<td>Blackboard maps</td>
<td>1</td>
</tr>
<tr>
<td>Number combination charts</td>
<td>1</td>
</tr>
<tr>
<td>Three dimensional bulletin boards</td>
<td>1</td>
</tr>
<tr>
<td>Giant picture book for reading readiness</td>
<td>1</td>
</tr>
<tr>
<td>Display boards</td>
<td>1</td>
</tr>
<tr>
<td>Number wheels</td>
<td>1</td>
</tr>
<tr>
<td>Lighted typing drill board</td>
<td>1</td>
</tr>
<tr>
<td>Terraria</td>
<td>1</td>
</tr>
<tr>
<td>Crepe paper balls</td>
<td>1</td>
</tr>
<tr>
<td>Opaque projection materials</td>
<td>1</td>
</tr>
<tr>
<td>Workboard</td>
<td>1</td>
</tr>
<tr>
<td>Picture enlargements by opaque projection</td>
<td>1</td>
</tr>
<tr>
<td>Combination of tape recordings and photographs of class activity</td>
<td>1</td>
</tr>
</tbody>
</table>
The suggested teacher constructed audio-visual aids have been classified into general types for the convenience of the reader. These classifications are listed in Table II.

**TABLE II**

<table>
<thead>
<tr>
<th>General Types of Suggested Teacher Constructed Audio-Visual Aids</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand made lantern slides</td>
<td>67</td>
</tr>
<tr>
<td>Models and Mock-ups</td>
<td>61</td>
</tr>
<tr>
<td>2&quot; x 2&quot; slides</td>
<td>51</td>
</tr>
<tr>
<td>Charts and posters</td>
<td>47</td>
</tr>
<tr>
<td>Flat pictures</td>
<td>24</td>
</tr>
<tr>
<td>Mounted material for the opaque projector</td>
<td>23</td>
</tr>
<tr>
<td>Bulletin boards</td>
<td>21</td>
</tr>
<tr>
<td>35mm. filmstrips</td>
<td>20</td>
</tr>
<tr>
<td>Recordings</td>
<td>20</td>
</tr>
<tr>
<td>Maps</td>
<td>19</td>
</tr>
<tr>
<td>Exhibits</td>
<td>17</td>
</tr>
<tr>
<td>Friezes and murals</td>
<td>7</td>
</tr>
<tr>
<td>Flannel board</td>
<td>7</td>
</tr>
<tr>
<td>Chalkboard</td>
<td>5</td>
</tr>
</tbody>
</table>
The data relating to materials recommended for construction of the suggested teacher constructed audio-visual aids were obtained from two sources. The questionnaires returned by cooperating audio-visual coordinators included suggestions of needed materials and these are included in Group A of Tables III to XVI inclusive. The investigator did not consider the data obtained by this method to provide adequate information regarding materials needed for the construction of teacher constructed audio-visual aids. To supplement the data obtained by means of the questionnaire, the writer reviewed the works of outstanding authors in this field and obtained additional data on materials needed for the construction of these aids. These data are cited in Group B of Tables III to XVI inclusive.
### TABLE III

**Materials Suggested for Constructing Hand Made Lantern Slides**

**Group A: Suggested in the returned questionnaires**

- $3\frac{1}{4}'' \times 4''$ plain lantern slide glass
- $3\frac{1}{4}'' \times 4''$ etched lantern slide glass
- $3\frac{1}{4}'' \times 4''$ etched plastic slide material
- Lantern slide crayons (assorted colors)
- Lantern slide ink (assorted colors)
- Lantern slide ink solvent
- Medium soft lead pencil
- Hard lead pencil
- Amber colored lantern slide cellophane
- Red lantern slide carbon paper
- Lantern slide binding tape
- Cardboard holder for making lantern slides
- Cooking or photographic gelatine
- Ruler with raised edge
- Ruling pen
- Translucent paper
- Fine pointed pen
- Water color brushes (size oo)
- India ink
- Opaque paper for silhouette work
- Copying stand lighted from below
- Wax pencils

**Group B: Suggested by the indicated reference sources**

Hamilton\(^1\) suggests the ball point pen for applying lantern slide ink and the use of sheets of colored cellophane for adding color to hand made lantern slides.

Haas and Packer\(^2\) also suggest the use of Lumarith celluloid for the construction of hand made lantern slides.

---


TABLE IV

Materials Suggested for Constructing Mock-ups and Models

<table>
<thead>
<tr>
<th>Group A: Suggested in the returned questionnaires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexiglass, cellophane</td>
</tr>
<tr>
<td>Plastic cement</td>
</tr>
<tr>
<td>Cardboard and tagboard</td>
</tr>
<tr>
<td>Construction paper</td>
</tr>
<tr>
<td>Rubber cement</td>
</tr>
<tr>
<td>Modeling clay, plaster of paris</td>
</tr>
<tr>
<td>Cloth, burlap, string, cotton</td>
</tr>
<tr>
<td>Sheet metal, heavy meshed wire</td>
</tr>
<tr>
<td>Copper wire</td>
</tr>
<tr>
<td>Plywood</td>
</tr>
<tr>
<td>Soft wood lumber</td>
</tr>
<tr>
<td>Nails, pins, tacks, knitting needles</td>
</tr>
<tr>
<td>Glass, glass tubing</td>
</tr>
<tr>
<td>Masking tape, Scotch tape, adhesive tape</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group B: Suggested by the indicated reference sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Several compounds for molding materials were suggested in the questionnaire data. The suggestions, however, did not delineate the basic contents of these compounds. Examples of formulas for preparing molding compounds similar to the compounds suggested in the questionnaire data are cited below from the United States Office of Education Bulletin, Navexos P-296.</td>
</tr>
</tbody>
</table>

| No. | 1 | pint sawdust (ordinary) |
|     | 1 | pint plaster            |
|     | 4 | pint school library paste |
| Dissolve paste in water just enough to thin.  |  |
| Add plaster. Add sawdust; knead until the consistency of tough dough. |
| Test: Texture very good.                      |
| Setting time: 15 minutes (a little too fast for large areas). |

TABLE IV (continued)

Materials Suggested for Constructing Mock-ups and Models

<table>
<thead>
<tr>
<th>No.</th>
<th>Materials and Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1 pint sawdust&lt;br&gt;3/4 pint plaster&lt;br&gt;1/4 pint school library paste&lt;br&gt;3 drops LePage's glue&lt;br&gt;Dissolve paste in water, mix this slightly. Add glue; add plaster; add sawdust; knead to consistency of tough dough. Test: Setting time: 8 hours.</td>
</tr>
<tr>
<td>3</td>
<td>2 pints newspaper (wet)&lt;br&gt;1 pint plaster&lt;br&gt;1 teaspoon LePage's glue&lt;br&gt;1/2 pint water&lt;br&gt;Soak newspaper (torn into small pieces) overnight. Rub wet paper between palms until ground to pulp. Add glue to water; add plaster; add newspaper pulp; knead until consistency of heavy dough. Test: Setting time: 3 hours.</td>
</tr>
<tr>
<td>4</td>
<td>2 pints newspaper pulp (wet)&lt;br&gt;2 pints plaster&lt;br&gt;1 teaspoon LePage's glue&lt;br&gt;1/2 pint water&lt;br&gt;Same procedure as No. 3. Test: Setting time: 1/2 hour.</td>
</tr>
<tr>
<td>5</td>
<td>1/4 pint newspaper pulp (wet)&lt;br&gt;1/2 pint dry clay, powdered (sifted through ordinary window screening)&lt;br&gt;1 teaspoon LePage's glue&lt;br&gt;Add dry clay to glue water solution; add paper pulp and knead to consistency of dough. Test: Setting time: 12 hours.</td>
</tr>
</tbody>
</table>
TABLE V

Materials Suggested for the Production of 2" x 2" Slides

Group A: Suggested in the returned questionnaires

- 35mm. positive color film, daylight type
- 35mm. positive color film, tungsten type
- 35mm. direct positive black and white film
- 35mm. camera with lens in a focusing mount and with a copy attachment. Cameras suggested are Argus C-3, Leica, Exacta and Eastman Reflex.

- Camera tripod
- Copying stand with lights
- Flash attachments for the 35mm. camera
- Photo-electric exposure meter
- Masking tape and paper labels
- Ruler or measuring tape
- 2" x 2" slide mounts

Group B: Suggested by the indicated reference sources

Goetting \(^1\) lists additional materials needed if the processing of black and white film is to be undertaken by the teacher:
- Developing solutions
- Developing pans
- Contact printer
- Thermometer
- Scissors
- Negative film
- 35mm. positive film, two dozen pieces, two inches long. (These must be kept in light tight container).

- Masks
- Cover glasses
- Binding tape.

---

TABLE VI
Materials Suggested for Constructing Charts and Posters

Group A: Suggested in the returned questionnaires

- Pastel crayons
- Colored construction paper
- Scissors
- Rubber cement
- Protractors
- Ruler
- Lettering stencils
- Multi-colored drawing pencils
- Newsprint
- Silk screen equipment and materials
- Brush pen, flow pen, lettering pen
- India ink
- Kaleomine
- Water color brush
- Tag board

Group B: Suggested by the indicated reference sources

In their chapter on Designed Materials, Heiss, Osborn and Hoffman,¹ suggest the following equipment for the construction of charts, posters and graphs:

- Wrapping paper for rough or temporary use
- Bristol board, 22" x 26", in all colors
- Muslin or sign painters cloth
- Ball-pointed or spoon-bill pens
- Paint brushes, size numbers 5, 7, and 11, for all colors
- Rubber stamps (one inch) for lettering or figures
- Drawing instruments, small size
- Showcard paints, crayons and chalk of all colors.
- Stencils for frequently reproduced items.

¹ Heiss, Elwood D., Osburn, Ellsworth O., and Hoffman, C. Wesley, Modern Methods and Materials for Teaching Science. (New York, 1940), 212.
TABLE VI (continued)

Materials Suggested for Constructing Charts and Posters

Emmert\(^1\) recommends the use of lettering templates such as Wrico, Normograph and Leroy, for producing accurate lettering on charts, posters and graphs.

Weaver and Bollinger\(^2\) mention the following additional materials for use in constructing charts.

- Paper board, solid
- News board, pasted
- News board, lined
- Poster board
- Tag board
- Showcard and display board
- Mat board
- Stencil board (oiled)
- Bristols
- Blanks
- Railroad board
- Sign cloth
- Sign painter's oil cloth
- Roll window shades
- Wall boards
- Flexible ruler
- French curve
- Proportional dividers
- Pantograph
- Opaque projector for making enlargements
- Inking pen
- Striping tools
- Hallcraft display letters
- Redikut letters
- Gummed-paper letters and figures
- Laquers and enamels
- Casein colors
- Aniline dyes

---


2. Weaver, Gilbert George, and Bollinger, Elroy W., op. cit., 118-78.
### TABLE VII

**Materials Suggested for Preparing Flat Picture Material**

<table>
<thead>
<tr>
<th>Group A: Suggested in the returned questionnaires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filing case for flat pictures</td>
</tr>
<tr>
<td>Filing dividers</td>
</tr>
<tr>
<td>Labels</td>
</tr>
<tr>
<td>Dry mounting tissue</td>
</tr>
<tr>
<td>Mounting press</td>
</tr>
<tr>
<td>Rubber cement</td>
</tr>
<tr>
<td>Tag board</td>
</tr>
</tbody>
</table>

**Materials suggested for producing flat pictures photographically:**
- Press type camera and accessories including flash gun and film
- Direct positive paper
- Lighting equipment
- Copying board
- Tripod and equipment
- Photoflood lights
- Chemicals for processing

<table>
<thead>
<tr>
<th>Group B: Suggested by the indicated reference sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dent(^1) mentions the use of cellophane to cover mounted flat pictures for protection against finger marks and dirt.</td>
</tr>
<tr>
<td>Haas and Packer(^2) suggest mounting flat pictures on colored construction paper.</td>
</tr>
</tbody>
</table>

---

TABLE VIII

Materials Suggested for Preparing Mounted Materials for the Opaque Projector

Group A: Suggested in the returned questionnaires

- Pictures from magazines, books, and bulletins
- Shelf paper
- Card board
- Aluminum slip guide for the opaque projector
- Rubber cement
- Scissors
- Ruler
- Masking tape and Scotch tape
- Rubber bands for holding book pages in place while projecting.
## TABLE IX

**Materials Suggested for Preparing Bulletin Boards**

### Group A: Suggested in the returned questionnaires

- Best-Test paper cement
- Colored construction paper
- Tag board, Bristol board
- Colored tacks
- Exacto knife set
- Scissors
- Flex-O-Wax
- Celotex board, cork board
- Redikut paper letters

### Group B: Suggested by the indicated reference sources

- Kinney and Dresden mention the following materials for preparing the display area:
  - Padded canvas
  - Monks cloth or Indian Head cloth
  - Wall board, green label board or beaver board
  - Wood blocks covered with wall board, Celotex
- They also suggest the following for displaying current materials:
  - Steel pins, T. pins
  - Claw hammer, pin hammer
  - Assorted nails and brads, thumbtacks
  - String, wire, cloth
  - Wall hooks, pliers, scissors, cutting knife
  - Library paste, glue paste, rubber cement

- Buice indicates that burlap makes a satisfactory covering for the bulletin board and that a "Stapler with a release, which permits the base to swing out of normal position, can be used to attach materials to the board."

---


### TABLE I

**Materials Suggested for the Production of 35mm. Filmstrips**

**Group A:** Suggested in the returned questionnaires

- 35mm. positive color film, daylight type
- 35mm. positive color film, tungsten type
- 35mm. direct positive black and white film
- 35mm. camera with lens in a focusing mount and with a copy attachment. Cameras suggested are the Argus C-3, Leica, Exacta and Eastman Reflex.
- Camera tripod
- Copying stand with lights
- Flash attachments for the 35mm. camera
- Photo-electric exposure meter
- Masking tape and paper
- Ruler or measuring tape

**Group B:** Suggested by the indicated reference sources

Goetting\(^1\) suggests the need for developing materials and equipment, and a film strip printer if the strip is to be processed by the teacher.

---

### TABLE XI

**Materials Suggested for the Production of Recordings**

**Group A:** Suggested in the returned questionnaires

- Wire recorder and recording wire
- Tape recorder and recording tape
- Scotch tape
- Empty 8mm. film reels for use in filing recorded tape or wire
- Disc recorder and recording disc
- Labels
- Radio
- Scissors
TABLE XII

Materials Suggested for the Production of Maps

<table>
<thead>
<tr>
<th>Group A: Suggested in the returned questionnaires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salt, water and flour</td>
</tr>
<tr>
<td>Cardboard</td>
</tr>
<tr>
<td>Asbestos, water colors</td>
</tr>
<tr>
<td>Wrapping paper</td>
</tr>
<tr>
<td>Slide projector and opaque projector for enlarging maps</td>
</tr>
<tr>
<td>Pantograph</td>
</tr>
<tr>
<td>Plastic ruler</td>
</tr>
<tr>
<td>Materials for constructing an electric map:</td>
</tr>
<tr>
<td>Plywood</td>
</tr>
<tr>
<td>Fine copper wire</td>
</tr>
<tr>
<td>Two dry cell batteries</td>
</tr>
<tr>
<td>Small flashlight bulbs and sockets</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group B: Suggested by the indicated reference sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moore, Emby and Benson indicate that the following materials are needed for the preparation of relief maps of the local community:</td>
</tr>
<tr>
<td>1. Tracing paper</td>
</tr>
<tr>
<td>2. Local map, secured from the county courthouse. A map of this type is available for all sections of the United States.</td>
</tr>
<tr>
<td>3. Carbon paper</td>
</tr>
<tr>
<td>4. 1 beaver board, ( \frac{1}{2} ) inch thick, usually about 2' x 2' in area.</td>
</tr>
<tr>
<td>5. 1 quart or less of library paste</td>
</tr>
<tr>
<td>6. Wood pulp</td>
</tr>
<tr>
<td>7. Scissors, foot rule, pencil, etc.</td>
</tr>
<tr>
<td>8. 1 small can shellac</td>
</tr>
<tr>
<td>9. 1 bristle brush, ( \frac{1}{2} ) inch wide</td>
</tr>
<tr>
<td>10. Mixing dishes</td>
</tr>
<tr>
<td>11. 1 pound plaster of paris</td>
</tr>
<tr>
<td>12. 6 sheets corrugated cardboard, 2' x 2', ( \frac{1}{8} ) inch or more in thickness</td>
</tr>
</tbody>
</table>

---

13. Small amounts of 'map' oil paint in colors: brown, blue, green, yellow, etc. These colors should coincide with the colors used on commercially made, physical-feature maps, since the object of this terrain map is to correlate the regular symbols and color values used on the commercially produced maps with the terrain model study.

<table>
<thead>
<tr>
<th>Materials Suggested for the Production of Maps</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Small amounts of 'map' oil paint in colors: brown, blue, green, yellow, etc. These colors should coincide with the colors used on commercially made, physical-feature maps, since the object of this terrain map is to correlate the regular symbols and color values used on the commercially produced maps with the terrain model study.</td>
</tr>
</tbody>
</table>
TABLE XIII

Materials Suggested for the Production of Exhibits

Group A: Suggested in the returned questionnaires

Materials from museums, art collections, traveling picture collections, commercial advertising collections, and local collections

Group B: Suggested by the indicated reference sources

A Department of Agriculture bulletin suggests that choice of materials for exhibits will depend on the subject to be presented, purpose, space allotted, audience, what material is easy to get, and funds. This same publication, however, includes the following materials among those suggested for use in preparing educational exhibits:

- Photographs, posters, charts, maps and graphs
- Models, mock-ups and objects
- Motion pictures, slide films and slides projected automatically
- Changing indirect lights
- Wall board, plywood
- Plastic sheets, glass
- Imitation glass, moss, sawdust
- Sponges and steel wool
- Plaster of paris, paper mache
- Balsa wood and plastic wood
- Display letters

### TABLE XIV

**Materials Suggested for the Production of Friezes and Murals**

**Group A: Suggested in the returned questionnaires**

- Long strips of muslin
- Manila paper or tag board
- Paints, colored chalk, crayons
- Scissors
- Butcher paper
- Poster paints
- Thumb tacks and steel pins
- Wire stapling equipment
- Scotch tape and masking tape
<table>
<thead>
<tr>
<th>Group A: Suggested in the returned questionnaires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cutting flannel</td>
</tr>
<tr>
<td>Cardboard</td>
</tr>
<tr>
<td>Board to provide base for flannel covering</td>
</tr>
<tr>
<td>Glue or paste</td>
</tr>
<tr>
<td>Flannel to place back of instructional</td>
</tr>
<tr>
<td>materials</td>
</tr>
<tr>
<td>No, 2 sandpaper</td>
</tr>
<tr>
<td>Wire stapling equipment</td>
</tr>
<tr>
<td>Scissors</td>
</tr>
<tr>
<td>Exacto knife set</td>
</tr>
<tr>
<td>Ruler</td>
</tr>
<tr>
<td>Redikut cardboard letters, 3 inch size</td>
</tr>
</tbody>
</table>
**TABLE XVI**

**Materials Suggested for the Production of Chalkboard Teaching Aids**

**Group A:** Suggested in the returned questionnaires

- Chalkboard compass
- Chalkboard pointer
- Chalkboard triangle, protractor and ruler
- Colored chalk
- Combination sponge rubber and chamois skin eraser
- Music scale liner
- Butcher paper for pounce patterns
- Tracing wheel and talc bag for making pounce patterns
- Slide projection and opaque projection equipment for projecting patterns in constructing chalkboard drawings
<table>
<thead>
<tr>
<th>Equipment Needed for Utilizing the Suggested Teacher Constructed Audio-Visual Aids</th>
</tr>
</thead>
</table>

| Equipment Needed | 3.5" x 4" Lantern Slides | 3.5" x 4" slide projector  
|------------------|--------------------------|--------------------------|
|                  | 2" x 2" Slides           | 2" x 2" slide projector  
|                  | Models and Mock-ups      | Display tables           |
|                  |                          | Demonstration tables     |
|                  |                          | Wall display area        |
|                  | Posters and Charts       | Bulletin boards          |
|                  |                          | Map rail with chart clips|
| Flat Pictures    | Bulletin boards          |                          |
|                  | Display tables           |                          |
| Mounted Material for the Opaque Projector | Opaque projector |                          |
| Bulletin Board Material | Bulletin Board (fixed or movable) |                          |
| 35mm. Filmstrips | 35mm. filmstrip projector |                          |
| Recordings       | Playback equipment (tape, wire and disc) |                          |
| Maps             | Wall display area        |                          |
|                  | Map rail                 |                          |
|                  | Map pointer              |                          |
| Exhibits         | Movable tables           |                          |
|                  | Movable bulletin boards  |                          |
| Friezes and Murals | Wall display area |                          |
TABLE XVII (continued)

<table>
<thead>
<tr>
<th>Equipment Needed for Utilizing the Suggested Teacher Constructed Audio-Visual Aids</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Equipment Needed</strong></td>
</tr>
<tr>
<td>Flannel Board</td>
</tr>
<tr>
<td>Chalkboard</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

A total of sixteen different kinds of equipment were suggested as being needed for utilizing the teacher constructed audio-visual aids mentioned in Table II.
Chapter IV

SUMMARY AND CONCLUSIONS

Purpose and Procedure

The purpose of this study was to discover which teacher constructed audio-visual aids are considered to be valuable for classroom use, and which materials and equipment are needed for the construction and the utilization of these aids. To obtain the data for this study, the investigator solicited information about teacher constructed audio-visual aids from audio-visual coordinators located in thirty-four states of the United States and the Territory of Hawaii. Four hundred and thirty-one questionnaires were sent to the coordinators. The questionnaires requested responses to the following questions:

I. What are two of the most valuable teacher constructed audio-visual aids utilized in the classrooms of your schools?

II. Are illustrations or examples of these aids available?

III. What tools and supplies are necessary for the construction of the above audio-visual aids?

IV. What special equipment is needed to utilize these audio-visual aids in the classroom?

Audio-visual coordinators were selected to cooperate in this study because it was assumed that specialists in the audio-visual area have a broader background of experience and information for
interpreting the questions included in the questionnaires; likewise, it was assumed they would be more likely to supply acceptable data.

A summary of the data gathered is presented in tabular form in the following tables:

A. Table Number I: Suggested Teacher Constructed Audio-Visual Aids. This table lists the sixty-eight recommended teacher constructed audio-visual aids which are mentioned with a frequency of four hundred and twenty-nine times.

B. Table Number II: General Types of Suggested Teacher Constructed Audio-Visual Aids. This table classifies the recommended teacher constructed audio-visual aids into fourteen general types. The frequencies mentioned for these classifications were three hundred and eighty-nine, which is 90% of the total number of responses.

C. The different types of materials and equipment needed to produce the teacher constructed audio-visual aids mentioned in Tables I and II are listed in the following tables:

Table III: Materials Suggested for Constructing Hand Made Lantern Slides

Table IV: Materials Suggested for Constructing Mock-ups and Models

Table V: Materials Suggested for the Production of 2" x 2" Slides

Table VI: Materials Suggested for Constructing Charts and Posters

Table VII: Materials Suggested for Preparing Flat Picture Material
Table VIII: Materials Suggested for Preparing Mounted Materials for the Opaque Projector

Table IX: Materials Suggested for Preparing Bulletin Boards

Table X: Materials Suggested for the Production of 35mm. Filmstrips

Table XI: Materials Suggested for the Production of Recordings

Table XII: Materials Suggested for the Production of Maps

Table XIII: Materials Suggested for the Production of Exhibits

Table XIV: Materials Suggested for the Production of Friezes and Murals

Table XV: Materials Suggested for the Production of Flannel Board Teaching Aids

Table XVI: Materials Suggested for the Construction of Chalkboard Teaching Aids.

The data in the above sixteen tables were obtained from two sources; namely, the returned questionnaires and various selected references. The investigator considered that the data obtained from the questionnaires provided inadequate information regarding materials needed for the production of teacher constructed audio-visual aids. To supplement the data obtained from the questionnaires, additional data were secured from selected references.
D. A summation table is provided to summarize the quantity of materials and equipment listed in Tables III through XVI.

**TABLE XVIII**

Number of Materials and Equipment Suggested for the Production of the Indicated Teacher Constructed Audio-Visual Aids

<table>
<thead>
<tr>
<th>Table No.</th>
<th>Suggested by data from the questionnaires</th>
<th>Suggested by data from the selected references</th>
</tr>
</thead>
<tbody>
<tr>
<td>III.</td>
<td>Materials Suggested for Constructing Hand Made Lantern Slides</td>
<td>22</td>
</tr>
<tr>
<td>IV.</td>
<td>Materials Suggested for Constructing Mock-ups and Models</td>
<td>14</td>
</tr>
<tr>
<td>V.</td>
<td>Materials Suggested for the Production of 2&quot; x 2&quot; Slides</td>
<td>11</td>
</tr>
<tr>
<td>VI.</td>
<td>Materials Suggested for Constructing Charts and Posters</td>
<td>15</td>
</tr>
<tr>
<td>VII.</td>
<td>Materials Suggested for Preparing Flat Picture Material</td>
<td>14</td>
</tr>
<tr>
<td>VIII.</td>
<td>Materials Suggested for Preparing Mounted Material for the Opaque Projector</td>
<td>9</td>
</tr>
<tr>
<td>IX.</td>
<td>Materials Suggested for Preparing Bulletin Boards</td>
<td>9</td>
</tr>
<tr>
<td>X.</td>
<td>Materials Suggested for the Production of 35mm. Filmstrips</td>
<td>10</td>
</tr>
</tbody>
</table>
TABLE XVII (continued)

Number of Materials and Equipment Suggested for the Production of the Indicated Teacher Constructed Audio-Visual Aids

<table>
<thead>
<tr>
<th></th>
<th>Materials Suggested for the Production of</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>XI</td>
<td>Recordings 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>XII</td>
<td>Maps 11</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>XIII</td>
<td>Exhibits 5</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>XIV</td>
<td>Friezes and Murals 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>XV</td>
<td>Flannel Board Teaching Aids 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>XVI</td>
<td>Chalkboard Teaching Aids 10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E. Table Number XVII: Equipment Needed for Utilizing the Suggested Teacher Constructed Audio-Visual Aids. This table lists the special equipment recommended for utilizing the teacher constructed audio-visual aids mentioned in Tables I and II. These materials and equipment are: 3½" x 4" slide projector, overhead projector, projection screen, 2" x 2" slide projector, display tables, demonstration tables, wall display area, bulletin boards, map rail with chart clips, opaque projector with card holders, 35mm. filmstrip projector, playback equipment, map pointer, chalkboard and chalkboard pointer.
Conclusions

The conclusions formed from the interpretation of the data gathered are:

I. Numerous teacher constructed audio-visual aids are valuable materials for improving instruction. Some of the experiences supplied by this type of teaching material are not readily available from commercially produced audio-visual aids.

II. Some of the exceedingly valuable teacher constructed audio-visual aids include: hand made lantern slides, models and mock-ups, two by two inch slides, charts and posters, flat pictures, mounted materials for the opaque projector, bulletin boards, 35mm. filmstrips, recordings, maps, exhibits, friezes and murals, flannel boards and chalkboard materials.

III. An extensive variety of teacher constructed aids, in addition to those aids frequently reported in this study, are also valuable. These aids, designed to meet special needs for audio-visual experiences, were not as frequently reported as those teaching aids with general applicability.

IV. Teacher constructed audio-visual aids can frequently be constructed with small amounts of inexpensive equipment and materials.

V. A minimum of special materials and equipment is needed to utilize teacher constructed audio-visual aids.
Limitations

I. Since the concept 'teacher constructed audio-visual aid' is not common pedagogical vernacular, many aids which might have been included in this category may have been overlooked by some coordinators.

II. The determination of the two most valuable aids was subjective and was not based upon any common rating scale.

III. The data were collected during the summer months when some audio-visual coordinators were not in immediate contact with teaching personnel. This may have limited the objectivity of the evaluation of the teacher constructed aids reported.

Educational Implications and Recommendations

Materials, equipment, and facilities for the production and utilization of teacher constructed audio-visual aids should be made available by school districts for the classroom teacher. Rufsvold, in the American Library Association publication, *Audio-Visual School Library Service*, points out that the library workroom should provide facilities for the production, by the teacher and the pupils, of many audio-visual aids. Modern school plant planning includes specific recommendations that audio-visual aids be incorporated in the library as well as other instructional materials.

The persons responsible for the administration of the organization and co-ordination of the school audio-visual program, should
encourage the development and use of locally prepared audio-visual materials.

The results of this study indicate that more emphasis should be given to providing teachers with experiences in constructing audio-visual aids. The preceding statement is corroborated by the findings of De Kieffer in his study of "The Status of Teacher Training in Audio-Visual Education." He revealed that only about fifty-per cent of the introductory audio-visual courses included topics or units on teacher preparation of audio-visual aids.
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TABLE OF APPENDICES

Appendix A: Questionnaire, Related Correspondence and Distribution Map.

Appendix B: Complete List of Persons Submitting Data.

Appendix C: Comments by Persons Submitting Data.

Appendix D: Illustrations of Some Teacher Constructed Audio-Visual Aids.
APPENDIX A

In Appendix A the reader will find a sample of the questionnaire, letter of introduction to the questionnaire, and the card sent to coordinators who were late in returning their questionnaires. A distribution map indicating the location and number of the audio-visual coordinators who returned questionnaires with acceptable data, is also included in Appendix A.
WHAT ARE TWO OF THE MOST VALUABLE TEACHER CONSTRUCTED AUDIO-VISUAL AIDS UTILIZED IN THE CLASSROOMS OF YOUR SCHOOLS?

No. 1 ____________________________________________________________

No. 2 ____________________________________________________________

ARE ILLUSTRATIONS OR EXAMPLES OF THESE AIDS AVAILABLE?

No. 1 ___________________________ No. 2 ____________________________

WHAT TOOLS AND SUPPLIES ARE NECESSARY FOR THE PRODUCTION OF THE ABOVE AUDIO-VISUAL AIDS?

No. 1 ____________________________________________________________

No. 2 ____________________________________________________________

WHAT SPECIAL EQUIPMENT IS NEEDED TO UTILIZE THESE AUDIO-VISUAL AIDS IN THE CLASSROOM?

No. 1 ____________________________________________________________

No. 2 ____________________________________________________________

NAME ______________________________

POSITION __________________________

SCHOOL SYSTEM ______________________

DATE ___________________________ 1949

THANK YOU!

And please return to the following address by July 11, 1949

OFFICE OF VISUAL EDUCATION
CENTRAL WASHINGTON COLLEGE
ELLENSBURG, WASHINGTON
Dear Co-worker:

A cooperative project between the U.S. Office of Education and the U.S. Navy is being carried on through the Office of Visual Education at Central Washington College. The purpose of the project is to discover those teaching aids other than motion pictures, helpful to instructors and students in the classroom.

The results of this investigation will be utilized in the preparation, on a non-profit basis, of an instructors manual. The purpose of this manual will be to encourage instructors to develop their own audio-visual aids to training and to give practical advice and illustrated examples on how this may be accomplished.

To obtain the necessary information concerning these teacher constructed audio-visual aids, we are soliciting the assistance of several audio-visual coordinators and administrators throughout the United States. We feel that specialists in the field who closely associated with the work of teachers in this area, can give us the help we need.

We would like to have you consider the questions on the attached page, and send your recommendations to this office by means of the enclosed envelope.

The manner in which the cooperating personnel on this project have been selected, has made it impossible to write you a more personal letter. Please accept our assurance, however, that the research agencies will sincerely appreciate your contributions.

Cordially,

MARVIN J. SCHROEDER, Research Assistant, Joint U.S.O.E. and C.W.C.E. Research Project
The following card was sent to the audio-visual coordinators who had not returned their questionnaires by July 11, 1949.

July 12, 1949

In checking our returns of the questionnaires recently mailed to some of the audio-visual coordinators in the United States, we find that yours has not been received. Perhaps the questionnaire and the explanatory letter were late in reaching your summer address, however, we want to re-emphasize the importance of your professional opinion on this matter.

May we again solicit your cooperation and ask that your suggestions be forwarded to us just as soon as possible.

Gordially,

MARVIN J. SCHROEDER, Research Asst.
The geographic distribution of the audio-visual coordinators who participated in this study is indicated on the following map.
APPENDIX B

The names and addresses of the audio-visual coordinators who returned questionnaires with acceptable data are listed alphabetically by states in Appendix B.
Marvin Little, Coordinator of Audio-Visual Aids,
Troy City School, Troy, Alabama.

W. Mck. Wright, Supervisor of Audio-Visual Instruction
Jefferson County Schools, Birmingham, Alabama.

Vincent E. Alexander, Director of Audio-Visual Aids,
Kings County Schools, 1614 North Green Street,
Handford, California.

Mr. Charles Betts, Alhambra City School District,
1000 South Granada, Alhambra, California.

Miss Elsie Chambers, Director of Visual Education,
1502 Palm Avenue, Huntington Beach, California.

Mr. Raymond E. Denno, Coordinator of Audio-Visual Service
San Diego County Schools, 209 Civic Center, San Diego 1,
California.

Mrs. Margaret Divizia, Supervisor of Audio-Visual Aids,
Los Angeles City Schools, 1205 West Pico Boulevard,
Los Angeles 15, California.

Irma Doty, Director of Audio-Visual Education,
Colusa County Schools, Court House, Colusa, California.

Mrs. Fay Dyer, General Supervisor, Merced County Schools,
Office of County Superintendent of Schools,
Merced, California.

Mr. Walter Eagan, Director of Audio-Visual Education,
Healdsburg City Schools, Healdsburg, California.

Mr. O. L. Eckman, Director of Audio-Visual Education,
Monterey County Schools, 106 Lincoln Avenue,
Salinas, California.

Mr. John E. Getz, Supervisor of Visual Aids,
Yolo County Schools, Court House, Woodland, California.

Mrs. Martha Foley, Supervisor of Audio-Visual Services,
San Joaquin County Schools, 338 East Market Street,
Stockton 6, California.
Mr. Harold Francis, Director of Visual Education, Standish County Schools, P. O. Box 1038, Modesto, California.

Mr. Donald Newcomer, Burbank Unified School District, 245 East Magnolia Avenue, Burbank, California.

Mr. Charles F. Schower, Superintendent of Calaveras County Schools, San Andreas, California.

Mr. Elmer Stoll, Director of Audio-Visual Education, Monterey Union High School, Monterey, California.

Mr. Paul Walters, Director of Audio-Visual Education, Solano County Schools, Court House, Fairfield, California.

Kent Semborn, Superintendent of Schools, Longmont, Colorado.


Mr. C. Ray Bender, Director of Audio-Visual Education, Sacramento County Schools, Room 301, Court House, Sacramento, California.

Mr. Frank Cameron, Director of Audio-Visual Education, Humboldt County Schools, Court House, Eureka, California.

Mr. DeForest Hamilton, Director of Audio-Visual Education, Sonoma County Schools, Court House, Santa Rosa, California.

Mr. Ieland Harriman, Director of Audio-Visual Education, Gridley Schools, Wilson School, Gridley, California.

Mr. Gardner Hart, Director of Visual Education, Oakland Public Schools, 1025 Second Avenue, Oakland 10, California.

Mr. Harold F. Hughes, Director of Audio-Visual Education, Fresno City Schools, 2348 Mariposa Street, Fresno, California.

Mr. Ray W. Johnson, Director of Audio-Visual Education, Riverside County Schools, Riverside, California.
Mrs. Grace W. Jones, Librarian and Director of Audio-Visual Education, Santa Monica City Schools, 1333 Sixth Street, Santa Monica, California.

Miss Nina Jorstad, Supervisor of Audio-Visual Aids, 1514 K. Street, Bakersfield, California.

Mr. Paul Liebhart, Director of Audio-Visual Aids, Alameda Unified School District, Porter School, Alameda, California.

Mr. Robert D. Lovejoy, Audio-Visual Education Director, Pleasant Hill School, Concord, California.

Mr. Leon B. Marshall, Director of Audio-Visual Education, Glenn County Schools, Willows, California.

Mr. H. Barret Patton, Director of Audio-Visual Aids, Santa Clara County Schools, Hall of Records, San Jose, California.

Mr. Elmer H. Pelham, Director of Audio-Visual Education, Lake Mendocino County Schools, Court House, Ukiah, California.

Mr. Worthington Prince, Director of Audio-Visual Education, Grant Union High School and Technical College, Los Angeles 12, California.

Mrs. Genev Roberts, Director of Audio-Visual Education, Shasta County Schools, Box 189, Redding, California.

Mr. Lloyd Sweetman, Supervisor of Audio-Visual Aids, Sacramento City Unified School District, 1200-21st Street, Sacramento, California.

Mr. Lydon Vivrette, Director of Audio-Visual Aids, Berkeley Unified School District, 1414 Walnut Street, Berkeley, California.

Miss Mary Louise Zingheim, Director of Instructional Aids, San Jose Unified School District, San Jose 14, California.

Mrs. Helen Rachford, Director of Audio-Visual Education, Los Angeles County Schools, 808 North Spring Street, Los Angeles, 12 California.
Miss Doris Hein, Director of Visual Education, Meriden Public Schools, Meriden, Connecticut.

Mr. George E. Ingham, Director of Audio-Visual Education, Westport Public Schools, Westport, Connecticut.

Mr. Richard W. Morton, Director of Audio-Visual Education, West Hartford Public Schools, West Hartford, Connecticut.

Mr. Leo Rosenthal, Director of Audio-Visual Education, Fairfield Public Schools, Fairfield, Connecticut.

Mr. Royden Tripp, Director of Audio-Visual Education, New Britain Public Schools, Center Junior High School, New Britain, Connecticut.


Samuel Eff, Science Instructor, Ocala High School, Ocala, Florida.


Francis Hatfield, Supervisor of Instructional Materials, Broward County, Ft. Lauderdale, Florida.

Reed Holt, Supervisor of Multi-Sensory Aids, County of Polk, Bartow, Florida.

Nelle Still, Material Coordinator, Lyman Hall, Hall County, Gainesville, Florida.

Mary Edward Mitchell, Instructional Supervisor, Polk County Schools, Cedartown, Georgia.


L. C. Coederall, Superintendent of Ashland Public Schools, Ashland, Indiana.

Vernon McKown, City Director of Audio-Visual Instruction, New Albany, Indiana.

Clyde K. Miller, Supervisor of Audio-Visual Education, 524 Garfield Street, Gary, Indiana.

Amos L. Claybaugh, Coordinator of Audio-Visual Instruction, Davenport, Iowa.

Edward R. Lorenz, Director of Audio-Visual Education, Dubuque, Iowa.

Frank Bean, Principal, Daviess County, Kentucky.

Fithian S. Faries, Coordinator of the Department of Visual Education, Lexington Public Schools, Lexington, Kentucky.

Nelson C. Lelond, Principal of Forest Street School, Westbrook, Maine.

Emit J. Berger, Instructional Aids Department, St. Paul Public Schools, Monroe High School, St. Paul, Minnesota.


Dr. Paul R. Wendt, Director of Visual Education, University of Minnesota, Minneapolis 14, Minnesota.

C. W. Ballew, Audio-Visual Education, 23 Jesse Hall, University of Missouri, Columbia, Missouri.

Miss Virginia Edwards, 2717 S. Kings Highway, St. Louis, Missouri.
Cecil Floyd, Director of Audio-Visual Education, Joplin Public Schools, Joplin, Missouri.

Elizabeth Goltermann, Director of Audio-Visual Education, St. Louis Public Schools, 4466 Olive Street, St. Louis, Missouri.

Nelle Lee Jenkinson, In charge of Film Service 4466 Olive Street, St. Louis, Missouri.

L. A. Pinkney, Director of Audio-Visual Materials, Kansas City Public Schools, Kansas City, Missouri.


Alma B. Rogers, Director of St. Louis County Film Service, 6640 Washington, University City, Missouri.

Robert DeKieffer, Director of Audio-Visual Library, Stephens College, Columbia, Missouri.

M. C. Gallagher, Superintendent of Yellowstone County Schools, Billings, Montana.

Charles D. Dean, Assistant Superintendent of Yellowstone County Schools, Billings, Montana.

E. J. Norgaard, Superintendent of Deer Lodge County Schools, Anaconda, Montana.

C. S. Porter, Superintendent of Missoula County Schools, Missoula, Montana.

Arme E. Shannon, Director of Bureau of Teaching Aids, University of Omaha, Omaha, Nebraska.

Donald B. Grover, Head of Visual Education Department, Hanover, New Hampshire.

Lenore Vaughen Earves, Professor of English, State Teachers College, Newark, New Jersey.

Carl A. Roos, Elementary Principal, Director of Visual Education, Metuchen City Schools, Metuchen, New Jersey.
William Lewin, Chairman of English Department,
Wequahic High School, Newark, New Jersey.

Lyola C. Pedrick, Coordinator of Audio-Visual Aids,
Camden High School, 209 Haddon Avenue, Haddonfield, New Jersey.

William P. Cavies, Director of Audio-Visual Education,
Albuquerque, New Mexico.

Edward C. De Muth, Director of Special Activities,
Carlsbad, New Mexico.

Mr. Paul W. Masters, Director of Free Textbooks and Audio-Visual
Aids, State Department of Education, Santa Fe, New Mexico.

Mr. Harold E. Crandall, Office of Visual Aids, Department of
Education, 98 Oak Street, Binghamton, New York.

Samuel I. Hicks, Principal of High School, Pearl River,
New York.

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Mr. E. Carleton Moore, Director of Audio-Visual Instruction,
Hempstead Public Schools, Hempstead, New York.

Alan H. Nicol, Supervisor of Visual Education,
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Rochester 4, New York.

Dr. John N. Willmott, Garden City Public Schools,
Garden City, New York.

Kenneth M. McIntyre, Director of Utilization and Distribution,
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A. B. Holm, Director of Junior College Department,
State Teachers College, Mayville, North Dakota.

Walter M. Loomer, Coordinator, Elementary Education,
Grand Forks, North Dakota.
E. R. Manning, Director of Audio-Visual Aids, State Teachers College, Miscoit, North Dakota.

L. F. Bawman, Director of Audio-Visual Aids, Upper Arlington, Columbus, Ohio

Leslie E. Frye, Director of Audio-Visual Education, Cleveland, Ohio.

C. H. Gabler, Director of Audio-Visual Aids, Massillon, Ohio.

M. F. Seitz, Director of Audio-Visual Aids and Safety Education, 1003 W. Spring Street, Lima, Ohio.

Roy E. Wenger, Coordinator of Audio-Visual Education, Kent State University, Kent Ohio.

William Woeforth, Director of Visual Education, Canton City Schools, Canton, Ohio.


Gerald D. Holstine, Director of University School and Teacher Education, Norman, Oklahoma.

Ella Ortner, Coordinator, Audio-Visual Aids, Jay, Oklahoma.

Mr. Arthur Brachman, Director of Visual Instruction, Forest Grove Union High School, Forest Grove, Oregon.

Mr. Amo DeBernardis, Director of Visual Instruction, Portland Public Schools, Portland, Oregon.

Mr. C. W. Strong, Director of Visual Instruction, Springfield Public Schools, Springfield, Oregon.

Mr. R. W. Tavenner, Director of Visual Instruction, Salem Public Schools, Salem, Oregon.

Mrs. DeWitt Brunson, Director of Instruction, Ofangeburg City Schools, Ofangeburg, South Carolina.
W. H. Stroud, Director of Audio-Visual Program
Parker School District, Parker South Carolina.

Elsie Burrell, Supervisor of Blount County Schools,
Maryville, Tennessee.

Mr. E. C. Stimbert, Memphis City Schools, 317 Popular Avenue,
Memphis, Tennessee.

Miss Millee White, Supervising Teacher in Putnam County Schools,
Cookeville, Tennessee.

Agnes Justice, Supervisor of Audio-Visual Aids,
Nashville City Schools, Hume-Fogg Building,
Nashville 3, Tennessee.

H. W. Embry, Consultant in Visual Education,
Dallas Independent School District, Dallas, Texas.

Dr. W. W. Freeman, East Texas State Teachers College,
Commerce, Texas.

A. L. Long, Head of Education Department, Stephen F. Austin
State Teachers College, Nacogdoches, Texas.

John H. McKey, Audio-Visual Education, El Pasco Public Schools,
100 W. Rio Grande Street, El Pasco, Texas.

W. T. Powell, Director of Audio-Visual Aids,
Sul Ross State College, Alpine, Texas.

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Houston Independent School District, 1500 Louisiana Street,
Houston, Texas.

Elden A. Harding, Director of Visual Aids, Alpine School District
Lehi High School, Alpine, Utah.

Andrew J. Jones, Principal and Chairman of Audio-Visual
Committee, Box Elder, Utah.

Morris A. Shirts, Director of Audio-Visual Aids,
North Sanpute School District, Provo, Utah.
Orvil A. Watts, Director of Visual Aids, Dixon Junior High School, Provo, Utah.

Emmons N. Williams, Principal of Elementary Schools, Davis County, Utah.

Theodore Beers, Director of Audio-Visual Aids, Burr and Burton Seminary, Manchester, Vermont.

Lawrence Cramer, Director of Audio-Visual Materials, Bennington High School, Bennington, Vermont.

Paul Davis, Department of Science, Bellows Falls High Schools, Bellows Falls, Vermont.

Reginald Illingworth, Assistant Principal, Woodstock High School, Woodstock, Vermont.

James A. Keech, Instructor in Science, Audio-Visual Aids Director, Castleton Teachers College, Castleton, Vermont.

R. Curtis Laberton, Director of Visual Aids, Bradford Academy, Bradford, Vermont.

Everett Otis, Librarian, Director of Visual Education, Springfield, Vermont.

Harris C. Palmer, Director of Audio-Visual Education, Barre City, Vermont.

Paul Stockwell, Coordinator of Audio-Visual Aids, Brattleboro, Vermont.

Mrs. Elizabeth J. Clark, Supervisor of Audio-Visual Education, Lynchburg City, Virginia.

Mr. Hubert J. Davis, Norfolk County Teaching Aids Library, Portsmouth, Virginia.


Feliele Riddle, Librarian, Audio-Visual Aids, Martinsville City Schools, Martinsville, Virginia.
Dr. J. Alex Roer, Director of Teaching Materials, University of Virginia, Extension Division, Charlottesville, Virginia.

Mr. S. G. Stewart, Augusta County Teaching Materials Center, Fishersville, Virginia.

Mr. Russell Ainsworth, Visual Education Coordinator, Foster High School, 13812 Avenue South, Seattle, Washington.


Mr. Earl Baugh, Coordinator of Visual Education, Port Townsend High School, Port Townsend, Washington.

Mr. Raymond Beard, Coordinator of Visual Education, University Place School District, 2708 W. Grandview, Tacoma, Washington.


Miss Lois Dunn, Director of Instructional Aids, Wide Hollow School District, Route 4, Yakima, Washington.


Mr. David Hartl, Director of Visual Education, Omak School District, Omak, Washington.


Miss Murtle Larrabee, Grade 6, Omak, Washington.

Mr. Ernest Neuman, Visual Education Coordinator, Chehalis Junior High School, Chehalis, Washington.

Mr. Roy O'Neal, Visual Education Coordinator, Battle Ground District, Battle Ground, Washington.

Mr. Howard Roe, Director of Visual Aids, Elma Public Schools, Elma, Washington.


Sister Mary Consolata, Visual Aids Director, Visitation Villa School, Route 8, Box 665, South Tacoma, Washington.

Mrs. Maxine Swanson, Supervisor of Instructional Aids, Spokane County Court House, Spokane, Washington.

Mr. Tom Taylor, Director of Instructional Aids, Toppenish High School, Toppenish, Washington.

Mr. Joe Testa, Lester, Washington.

Mr. Edward J. Trimble, Director of Instructional Materials, Clover Park School District, 11023 Gravelly Lake Drive S.W., Tacoma 9, Washington.

Mr. Chester Ullin, Director of the Bureau of Instructional Materials, Kitsap County Schools, Bremerton, Washington.

H. B. Allen, Director of Audio-Visual Aids, State University, West Virginia.

Thomas D. Clemmens, Director of Audio-Visual Services, State Teachers College, Milwaukee, Wisconsin.

Merlin J. Lucia, Director of Audio-Visual Services, Green Bay Public Schools, Green Bay, Wisconsin.

Nicholas A. Magaro, Audio-Visual Chairman, Kenosha, Wisconsin.

Maurice C. McCanna, Director of Audio-Visual Aids, Racine, Wisconsin.


L. W. Wilson, Coordinator of Audio-Visual Aids, Janesville, Wisconsin.


Cecil K. Dotts, Director of Secondary Education, Department of Public Instruction, Honolulu, Territory of Hawaii.
APPENDIX C

The data submitted in the returned questionnaires included a number of comments by the audio-visual coordinators. The comments were not solicited, however, they furnished additional data that may be of value in determining the status of teacher constructed audio-visual aids. These comments have been included in Appendix C.
"Aside from some rather unique bulletin board materials used by one of our teachers in the teaching of Junior High School mathematics, all of the materials used in our rather ambitious audio-visual program are of the ready made varieties."

"I don't think we have any outstanding teacher constructed audio-visual aids."

"Teachers prepare many kinds of audio-visual materials. We don't know of any one particular kind that is used more than another. Such things as maps, science illustrative materials, scrap books, etc., are often developed."

"We don't produce much in the classroom except bulletin board displays and similar collections of illustrations."

"I am sure that many of our teachers make friezes, charts, collections of objects, etc., in organized form, etc."

"In supervision, I have made rather extensive use of the 35mm. camera for exchanging and recording ideas as to procedures, as well as materials. This year we plan to make recordings of a number of selections from literature and reading books, for use in the classroom in connection with the study of these selections. Our purpose will be to add interest, to improve interpretation
and enunciation—in short, to demonstrate and encourage effective reading."

"We use typewritten slides for auditorium projection, for music and etc. I make 2" x 2" slides from miniatures found in materials from Canada, Mexico and from books and magazines. We have a trained lithographer and photographer who plies his trade and makes 3½" x 4½" slides for city-wide use. He also makes pictures for the superintendent's annual, and copies pictures from Life and other magazines. Our teachers use every possible source for bulletin boards and notebooks. The librarian has displays of bookjackets, reference material, current events and other pertinent materials. Our English teachers use coordinated material done in the art department, with the record player and projection equipment. This is also done by language teachers. History, geography and commercial teachers collect pertinent material and mount it to be shown in a Baloptican. The athletic department and clubs make posters from magazine materials for teaching hygiene. Our distributive education department has a model store and display center constructed from materials secured from local stores. We have a mimeographed school newspaper, done by pupils with teachers assisting."

"Knowing well the great variety of chart and three dimensional
teaching materials that were produced and used so effectively by the armed services in their training program during the war, we have given considerable thought to the possibilities of encouraging the production and use of such materials by teachers in our school system. In our judgment, it is a wonderful idea, but too costly and too impractical for application in a school system such as ours. In the first place, regular teachers just do not have the time in their schedules for the production of such materials. Second, in a school system of fifteen hundred teachers, the supervision and administrative problems involved in setting up an extensive system of teacher made materials would seem too complex and costly to justify. Third, the cost of the materials, considering the waste and inefficiency that would result, would not be a small amount. This does not imply that some of our teachers do not make original audio-visual materials that they use in their own teaching. They do. But this is not done on any systematic or city-wide basis, and unfortunately we do not have centralized information about what has been done."

"Some of the most valuable work we have done is to use 3" x 4" slides, prepared by the children in class work. We also make use of these slides for background scenery for auditorium programs and find that they work beautifully. Several of our
teachers made relief maps in their classes. The children are given the experience of geographic relationships, as well as having an opportunity to manipulate the material. The art classes prepare slides in their work and then use them for discussion. Many of the teachers construct excellent posters and like material.

"Some of the primary teachers made a great deal of use of the 3" x 4" glass slides. The teachers developed the pictures and script, then combined the showing with the wire recorder."

"Generally, we believe that materials are most successful when they are made by students with assistance from instructors. In secondary schools, charts, graphs, maps, and slides are frequently made by committees of students with teacher guidance."

"The idea of assembling many kinds of teaching materials for use as a unit is not new. Such units of materials in Norfolk County are known as 'Teaching Kits.' These kits were developed cooperatively by pupils, teachers and the Norfolk County Teaching Aids Library. They are loaned to teachers from the library for a period of from three to six weeks. They are booked as units just as film, filmstrips or other audio-visual materials."
"Our teachers are well known for their extensive use of home made instructional materials, however, there is no great uniformity in the audio-visual aids they develop. Teachers here tend to develop their own aids for special needs."
APPENDIX D

Illustrations of some teacher constructed audio-visual aids are included in Appendix D.
A terrain model used to bring graphic evidence of the local terrain into the classroom.  

Constructing a globe is an effective means of helping the learner develop a concept of the world as a globe.¹

¹ Sternig, John, *op. cit.*, 34.
Leaf prints can be an effective aid in demonstrating to a class the different venations in leaves. These prints can be made by placing a pressed leaf on photographic paper, exposing them to light, and processing in photographic developing solutions.¹

¹ Power, Brother R. B. op. cit., 28.
The negative type slide results in a white on black image which can be projected directly on to the blackboard.¹

¹ Myers, Edward T., op. cit., 36.
"The opaque strip—a piece of paper six inches wide on which are mounted a series of pictures, is an effective aid to use with the opaque projector."¹

"This model, made in the manual training department, shows the difference in the value of money invested at simple interest as compared to compound interest. The first column at the extreme left represents $10 deposited in a bank. The front row shows the increase at simple interest; the back row, compound interest. From left to right each column shows the amount at five-year periods. As time passes, the difference which was not great at first becomes increasingly significant."¹

"A wooden box 2" deep is covered with glass. A raised partition divides the bottom of the box through the center. In one side is a depressed circle, in the other a depressed area composed of $3 \frac{1}{7}$ squares. The side of each square equals the length of the radius. The surface of the circle is completely covered with marbles which can be poured over to the other side and shaken down so that it exactly covers the surface of $3 \frac{1}{7}$ squares. This shows that the actual surface covered by the circle is equivalent to that covered by the squares.\(^1\)

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"The medians of a triangle meet at its "center of gravity." The model here shows how the triangle is in balance."¹

The geometric solids shown below were constructed by using heavy weight construction paper and cardboard. ¹

¹ National Council of Teachers of Mathematics, Eighteenth Yearbook, op. cit., 399.
A functional sextant can be made of plywood and inexpensive ten-cent-store mirrors.¹

A projection case can be constructed to show the relationship of different views in orthographic projection. The object to be drawn is placed inside the glass box and the respective views—top, plan and side views—are drawn on the glass sides of the box.

Patterns can be transferred to the blackboard by using the pounce method. A drawing is first placed on wrapping paper, then perforations are made with a tracing wheel along the lines of the pattern. The perforated pattern is placed on the blackboard and the lines are dusted with a bag of talc.¹

¹ Weaver, Gilbert G., and Bollinger, Elroy W., op. cit., 46.
The square method can be utilized for enlarging and transferring from a small original to the blackboard.¹

¹ Weaver, Gilbert G., and Bollinger, Elroy W., *op. cit.*, 43.
A fraction board to help pupils visualize the fractional parts of a whole, can be made of wood blocks.
Flannel board materials for use in studying fractions can be constructed by pupils. Outing flannel, dyed various colors, is attached to cardboard with rubber cement and cut into the desired patterns.
A teacher constructed aid for teaching arithmetic is shown below. The row of holes on the right represents units, the second row tens, the third row hundreds and the row on the left, thousands.
Various kinds of material, such as burlap, monks cloth and texture paper, add to the attractiveness of bulletin board displays and make it more effective as a teaching aid.¹

¹ Kinney, Lucien, and Dresden, Katharine, op. cit., 125.