

AN ABSTRACT OF THE THESIS OF

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Title THE ROLE OF THE AUDIOVISUAL BUILDING

COORDINATOR: OPINION VS PRACTICE
Abstract approved: **Redacted for privacy**
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Purpose

The purpose of the study was to determine the current status of provisions being made to provide for appropriate utilization of the increasing quantities of audiovisual equipment and materials available in the public schools of Oregon. The ultimate objective of the study was to identify activities and programs essential to improve instruction in Oregon public schools through optimum employment of the new technological devices. To achieve this objective, it was necessary to sample (a) expert opinion as to what should be done; (b) determine what actually was being done in public schools (current practice); (c) specify deficiencies; and (d) identify activities and training programs required to assure attainment of the ultimate objective.

Procedure

The first task in the study was the development of an instrument to survey existing practices. A questionnaire was developed around ten major categories which appeared to include all potential activities of the audiovisual building coordinator. These ten categories embraced 117 specific items. The questionnaire was revised to elicit prescriptive responses from audiovisual authorities in Oregon.

Eighty-seven and three-tenths per cent (1118) of the individuals selected by the school administrator returned the instrument. Ninety-six and one-tenth per cent (1074) of the returned questionnaires met established completion criteria and were used in the analysis. These returns represented audiovisual building coordinators servicing 92.5 per cent of the teachers in the state of Oregon.

A review of the literature revealed that there were no established criteria to determine desirable audiovisual building coordinator practice for schools of various sizes. To fulfill this need, a panel was gathered of twenty-four Oregon experts with professional training, practical experience, and a theoretical frame of reference. The opinions of this group became the criteria for establishing desirable audiovisual building coordinator practices in schools of various sizes.

Findings

A discrepancy was found to exist between criteria formulated by experts and actual field practices by coordinators in Oregon public schools. The areas of greatest discrepancy were: (a) coordinator professional audiovisual preparation; (b) coordinator-teacher in-service training functions; (c) time allotments; (d) production practices; (e) evaluative processes; (f) supervisory functions; (g) professional consultation; (h) organizing functions; (i) scheduling procedures; (j) professional interests; (k) maintenance procedures; and (l) public relations functions.

Areas of least discrepancy were found in the following: (a) period of professional educational training; (b) major and minor repair of audiovisual equipment and materials; and (c) distribute, store, and inventory audiovisual equipment, materials, and textbooks.

Recommendations

The discrepancies between opinion and practice suggest that the Oregon State Department of Education should establish certification standards for media personnel at the building level; engage specialists to work closely with district and county administrative personnel for the implementation and improvement of audiovisual building programs and coordinator duties; establish criteria affecting the number, description, and job analysis of the duties and

responsibilities of the audiovisual building coordinator and para-professional personnel; and determine realistic time allotments for the audiovisual building coordinator to carry out professional responsibilities.

School systems should establish clearly defined policies and procedures to govern administrative and board action as related to educational media (particularly on the building level). Building coordinators should be given in-service training pertaining to their role of administering and supervising the building audiovisual program. The specialized and differentiated skills of librarian and audiovisual building coordinator assignments should be recognized. The practice of selecting non-certified personnel for the position of audiovisual building coordinator should be discontinued.

Educational training institutions should develop a graduate program of instruction in educational media to prepare individuals for the positions of audiovisual building coordinator, media consultant, and director of instructional materials centers.

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THE ROLE OF THE AUDIOVISUAL BUILDING COORDINATOR: OPINION VS PRACTICE

I. INTRODUCTION

The purpose of this study was to determine the current status of provisions being made to provide for appropriate utilization of the increasing quantities of audiovisual equipment and materials available in the public schools of Oregon as the result of Federal legislation, and to determine what provisions experienced audiovisual administrators believe should be made for such equipment and materials. Differences between present practices and expert opinion should be useful in identifying where changes in present practices are necessary. It was hoped that information produced by the study would help modify existing practices and would serve to clarify goals for those exercising leadership and formulating policy and procedures for school audiovisual programs.

The Problem

There has been a dramatic expansion in the amount and kinds of audiovisual "hardware" available in the public schools of the nation. While there has been a noticeable change in the quantities of such equipment since World War II, the greatest increment has occurred since P.L. 85-864 the National Defense Education Act 1958

(as amended). This act has provided expenditures for audiovisual equipment in the state of Oregon alone from 1958 to 1967, totaling \$5,496,584.09 (Appendix A). Matching funds brings these expenditures to a total of \$10,993,168.18.

The prevalent thinking of educational administrators appears to be that if we merely provide more audiovisual equipment for classroom utilization, instruction will be improved. There is little evidence to substantiate this belief. Available evidence indicates that audiovisual equipment is available but is not being used (11; 18; 49, p. 112).

In 1956, Edgar Dale wrote:

When schools changed from stoves in each classroom to some form of central heating, we needed persons who would be responsible for taking care of the heating equipment. When schools buy and operate busses, arrangements must be made for their repair and upkeep. It follows, too, that when phonographs, projectors, recorders, playbacks, mimeographs, public address equipment are bought, plans must be made to keep them in repair (8; p. 4).

While Dale cited only the need for "repair" of audiovisual equipment, it is obvious to any informed observer that the quantity of instructional equipment and materials available in the typical school requires not only provisions for repair but also requires provisions for organizing, cataloging, selecting, scheduling, distributing, producing, training of students and staff for appropriate utilization, and general administering of the ever increasing variety of instructional

equipment and materials. It is becoming increasingly clear that if audiovisual tools are to be effectively used, the supply of specialized professional assistance at the building using level is going to have to be increased many times.

There is a consensus among authorities in the audiovisual field that there is a need for a professional person at the building level who can coordinate the appropriate use of the new technology (4, p. 44; 7, p. 16; 9, p. 118; 25; 28, p. 522; 31; 32, p. 3; 34; 36; 42, p. 36; 48). Too frequently, however, this emerging position, known under such titles as audiovisual supervisor, audiovisual building representative, or audiovisual building coordinator (14, p. 44; 41, p. 36), is considered to be clerical or custodial in nature (2; 5; 11, p. 100; 16, p. 2; 21, p. 7; 27, p. 57; 38, p. 232). To further complicate matters, available professional (certified) personnel are frequently inadequately trained to be consultants to the classroom teacher in the effective utilization of such equipment (16, p. 144; 19; 27, p. 57; 33; 51). There are few formal training programs either to prepare building coordinators or to inform administrators of the vast potentialities for professionally trained audiovisual building coordinators (1, p. 27; 4, p. 44; 30, p. 67; 41, p. 291-304; 48). Yet there are those who feel that: "...there is a greater need for the audiovisual building coordinator in the building than for actual audiovisual directors of schools systems" (24, p. 126).

Significance of the Problem

In 1967 there were approximately 104,015 public school buildings in the United States (35, p. 109), 1,280 of which were located in Oregon. The size and significance of the problem of making more adequate provisions for the administration of audiovisual programs at the local school level is noted in a proposal of the Division of Continuing Education of the Oregon State System of Higher Education for an educational media institute for six Western states. The following statement is found in that proposal:

The need to train educational media specialists for service in Oregon has grown commensurately with the state-wide attention to new media in the schools and an emphasis on instructional and organizational patterns which recommend extended use of recent developments in educational media... If full utilization of films, television, and programmed learning, and other audiovisual experiences is to become commonplace, trained persons are needed to assist the classroom teacher in making use of instructional materials. Thus, the planning committee of media specialists for the Division's institute proposal believes that the training of media specialists for individual buildings is the most important step towards achieving optimum utilization of educational media in the classrooms of the State (39, p. 4).

The specialized training program of the Oregon State System of Higher Education, which is almost unique in the nation, over a period of three years has only produced 140 specialists and 84 of these have come from within the State of Oregon. Upon completion of their training, however, some of these building coordinators have been placed in positions for which they were not properly trained--

that of directors of county or school district centers, and not back in the school building--the position for which they had been prepared. Training programs presently being conducted during summer sessions clearly are inadequate to provide sufficient professional personnel for the number of positions available.

In summary, there is a great quantity of audiovisual equipment and materials being accumulated in our schools which is not being used appropriately. If this audiovisual equipment and materials are going to be used, and used properly, a specialist at the building level is considered essential by authorities in the audiovisual field (7, p. 13). The position of audiovisual building coordinator, is emerging at the public school level, but very few people are presently qualified to fill such positions and relatively few are being trained (39). From this situation the following questions arise: What provisions are currently being made to provide for the utilization of audiovisual materials and equipment by whatever personnel are available in the public schools, and what differences exist between what is currently being done and what experts in the field think should be done if equipment and materials are to be used appropriately? This study seeks to provide evidence relating to these questions.

Nature of the Study

It was evident from professional literature on the role of audio-visual building coordinators that the "opinion" of "experts" does not reflect present "practice" in the schools of Oregon. Thus a study of the role of the currently practicing audiovisual building coordinator in Oregon was deemed necessary to determine specifically where discrepancies existed between existing practices and the opinions of experts who were knowledgeable of requirements in Oregon schools.

The method employed in bringing this investigation of opinion vs practice to completion followed generally acknowledged procedures (43). Present and past literature relating to the problem was reviewed. This included books, pamphlets, periodicals, theses, and related studies. A four page normative-survey instrument was prepared and refined (Appendix A), through consultation with various staff and faculty members of Oregon State University, audiovisual consultants, directors of Instructional Materials Centers, and Oregon State Department of Public Instruction personnel. Following initial revision, the questionnaire was administered to currently practicing audiovisual building coordinators not located within the state of Oregon, to obtain reactions and clarify and further refine the instrument. Final revision of the questionnaire was made with the assistance of the chairman and members of the doctoral

committee. Copies of the survey instrument were mailed to all public elementary, junior high and senior high schools identified in the Oregon School Directory (37), issued by the State Department of Education for the school year 1966-1967.

Two cover letters (Appendix B) were sent with the survey instrument to each principal. These indicated the purpose and importance of the investigation. Prompt completion and return were encouraged. Upon return of the survey instrument, the returns were divided into three groups according to size of the school: small (1-199), medium (200-499), and large (500-+). A follow-up letter (Appendix B), was sent out to those schools that did not respond to the initial distribution. Participating schools that requested it, were promised a summary of the results of the study.

Need for the Study

A considerable number of status surveys and miscellaneous studies by such organizations as the Department of Audiovisual Instruction, National Education Association, the Bureau of Social Science Research, Inc., and the Educational Media Institute Evaluation Project, have been undertaken for the purpose of determining the status of educational media in the schools of the nation. There has been no research aimed exclusively at determining the role of audiovisual building coordinators. Thus an investigation designed to

discover the actual responsibilities performed by the audiovisual building coordinator in relation to those which experts in the field indicated should be performed appears to be justified on the following basis:

1. The State Department of Public Instruction of the State of Oregon has a requirement to develop a statement of "guidelines" for the role of the audiovisual building coordinator.
2. Directors of instructional materials centers on city, district, and county levels have indicated a need for the information which this study was designed to gather in planning their in-service training programs for the improvement of instruction within their respective districts.
3. Colleges and universities providing pre-service and in-service instruction for teachers will be able to utilize the information collected to better plan training for media personnel.
4. Information from the study will be of value to the various state organizations such as the Oregon Instructional Media Association, and the Library Association of Oregon, for the express purpose of helping them develop standards and recommendations for the initiation of audiovisual programs within the state of Oregon.

5. The findings of this study can provide the prospective audiovisual building coordinator with guidelines whereby he may plan his preparatory education.
6. Administrators in the public schools of Oregon can be provided with information and findings which can be of value in the selection of personnel for audiovisual positions.
7. The information provided by this study can assist the State Department of Public Instruction in making recommendations for certification of personnel in the media field.
8. Since no previous investigation within this specific area has been conducted in the nation, the information may contribute significantly to general knowledge of interest to educational scholars. A review of the literature indicated only five related studies were of an empirical nature (Denno, 1950; DeBernardis, 1951; Exter, 1954; Scuorozo, 1961; Dralle, 1963), in the audiovisual field. These studies did not cover the area of the present investigation in either purpose or method. Other studies reviewed were primarily subjective in nature.
9. More and more people have been and are being assigned to the position of audiovisual building coordinator who are

not aware of the role which might be expected of them. This study should provide information that will assist such persons in being more effective in their position.

Limitations of the Study

The study was restricted to the public elementary, junior high, and senior high schools in the state of Oregon during the 1966-1967 school year. It was also restricted to those schools listed in the Oregon School Directory published by the Oregon State Department of Education for 1966-1967 (37). Excluded were those schools controlled by private organizations, and those schools that were operated by the State of Oregon, e. g. , Woodburn, School for the Blind, and state penal institutions. Information used in the study was based on data collected from two special questionnaires and from unstructured comments volunteered by experts. It was not the express purpose of the study to generate recommendations for college curricula content in the media field, nor was this study intended to provide an exhaustive list of prescribed duties and practices for the audiovisual building coordinator.

II. RELATED LITERATURE

The status of audiovisual programs has been surveyed and reported on local, state, and national levels beginning with an unpublished survey conducted in 1923 by F. Dean McClusky (45). These studies and surveys have analyzed various aspects of the audiovisual program namely: instructional materials programs in general (38, 41); current and desirable responsibilities of the person in charge of a system-wide materials program (23); audiovisual duties of the administrative staff of 15 vocational and adult education programs in vocational schools (3); evaluation of the instructional staff, organization, instruction, materials, utility, and physical facilities of an instructional materials program of a city (18), or a county (6; 13); extent and nature of the audiovisual program on a state-wide basis (10; 17; 46); equipment and materials available and extensiveness of use on the national scene (22); role of the full-time district audiovisual coordinator as evidenced by opinions expressed by selected audiovisual coordinators, their administrators, teachers, and the authors of selected literature in the field (16); analysis of the position of the audiovisual building coordinator in selected public elementary schools (47).

The above research studies, regardless of how broad or restrictive they were, relate only in part to the nature of the present

investigation. There are, however, numerous articles and position papers, speculative in nature, dealing directly with the role of the audiovisual building coordinator. There is also considerable disagreement existing among writers regarding the role, qualifications, and competencies deemed necessary for the audiovisual building coordinator. The role of the building coordinator recommended by a Department of Audiovisual Instruction (NEA) committee (48), conflicted with the duties expected by the system director of an audiovisual center as described by McMahan (31).

It has been suggested that some one person in each building must assume the responsibility of coordinating the activities related to the audiovisual program (9, p. 118; 40; 45, p. 27). Although administrators may indicate the need for and the importance of the building coordinator in the individual school program (8, p. 4; 12, p. 193; 26; 32; 36; 52), in actual practice a coordinator is usually a competent, experienced teacher who, in addition to a full teaching load and with no released time, performs an unrealistic set of duties with no extra compensation (20; 27, p. 57; 32; 50; 51). How then may one expect an audiovisual program to become established in the individual school with such conflicting concepts as to the duties and responsibilities of the audiovisual building coordinator?

Studies of a Similar Nature

In 1950, Denno (15) in an unpublished survey of the school audiovisual building representative in San Diego, County, attempted to identify those responsibilities and problems encountered by the building representative.

The purpose of the study was to help the building representative perform more efficiently and effectively his responsibilities. A summary of the results of personal interviews with the 18 building representatives from rural, elementary, junior and senior high schools of varying populations, indicated the following:

1. Only one representative had volunteered for the position.
2. Fifty-five and five-tenths per cent received no released time for performance of duties.
3. Eighty and three-tenths per cent received no extra pay for performance of duties.
4. All were responsible for administering the building audiovisual program.
5. Two-thirds were cleaning, oiling, and performing preventative maintenance on equipment.
6. Eighty-eight and eight-tenths per cent were not performing demonstrations of audiovisual equipment and materials for faculty or P. T. A. organizations.

7. Eighty-three and four-tenths per cent were not encouraging production of instructional materials.
8. Seventy-seven and seven-tenths per cent did not belong to any professional organization.

Those recommendations based upon findings of the study pertinent to the present investigation were: (1) principals should lend status to the position of audiovisual building representatives; (2) an audiovisual faculty committee should be appointed to help the representative develop a cooperative building audiovisual program; (3) and released time should be provided building representatives for job performance.

The unpublished study by Denno can be used as a reference point to establish the typical duties of the audiovisual building coordinator in 1950.

A study by DeBernardis was conducted to determine the extent and nature of the audiovisual programs in the public schools of the state of Oregon (11). This study is of importance to the present investigation as it establishes the extent of the program as it existed in 1951. It thereby provides a basis for comparison of expansion or lack of expansion of audiovisual programs in Oregon. A summary of the results of returns pertinent to the present investigation and representing 43 per cent of the school districts, 67 per cent of the pupils, and 71 per cent of the teachers in the state, indicated the

following:

Persons responsible for supervising the audiovisual program in the schools of Oregon, 84 per cent reporting (11, p. 97).

	<u>Persons Responsible</u>	<u>Per cent**</u>
a.	Principal	42
b.	Teacher coordinator	24
c.	A. V. Director	13
d.	Superintendent	11
e.	No One	11
f.	Librarian	5
g.	Other*	4

*Includes supervisor of elementary education, secretary of visual aids, students, P. T. A. committee, general supervisor.

**Percentages add up to more than 100 per cent due to position duplications among those reporting.

The figures from DeBernardis's study clearly indicate there is no consensus as to who should be responsible for implementation of the audiovisual program in Oregon. The figures further indicate that the principal or superintendent may assume direct responsibilities for all phases of the audiovisual program even though he may have appointed building coordinators to supervise specific activities.

Amount of released time allowed the person responsible for the audiovisual program, 82 per cent reporting (11, p. 98).

	<u>Time</u>	<u>Per cent</u>
a.	Full time	2
b.	3/4 time	0
c.	1/2 time	3
d.	Less than 1/4 time	20
e.	No released time	73
f.	Indefinite amount	2
g.	Average amount of working time allowed	8

The data from DeBernardis indicates that frequently time is not allowed for the building coordinator to function properly in his position. DeBernardis' figures also indicated that the administrator, often already overburdened to a point where he cannot devote sufficient time for general audiovisual duties, takes over direct operating responsibilities for the audiovisual program in the building in which he has his office.

Although most of the school districts in the state of Oregon allowed no released time to the person responsible for the audiovisual program in the schools, the activities performed by these people is impressive. The following list indicates, in rank order by coordinator, duties performed by the person responsible for the audiovisual program in the schools:

Activities performed by the person responsible for the audiovisual program (11, p. 100).

<u>Activities</u>	<u>Per cent</u>
a. Order films	78
b. Assist teachers with materials	69
c. Train student and teacher operators	67
d. Show films to community	43
e. Select & purchase equipment	42
f. Arrange in-service training	32
g. Select proper materials	32
h. Prepare bulletins	29
i. Distribute books	28
j. Repair equipment	26
k. Conduct field trips	20
l. Develop local materials	18
m. Plan radio programs	16
n. Supervise radio production	13
o. Take pictures for visual aids	11

p. Take pictures for annual	10
q. Camera club adviser	7
r. Others*	6

*Includes inviting speakers, making copies of large pictures, other administrative duties.

The activities that ranked highest had to do with helping teachers select and use audiovisual equipment and materials. It is also interesting to note one activity which does not deal with classroom use of aids, showing films to the community, is in the first five rankings.

DeBernardis also found production of audiovisual aids was not being developed in Oregon to any extent. He indicated more money was being expended for audiovisual aids in the secondary schools than in the elementary schools. "The greatest obstacles to the expanding use of audiovisual aids," according to DeBernardis, "was reported to be (1) training teachers to use equipment, (2) obtaining adequate materials, (3) obtaining adequate budget, and (4) getting teachers to use materials properly." (11, p. 141).

DeBernardis indicated there was a need for an expanded in-service training program to assist teachers in learning how to use audiovisual equipment and materials. He further indicated a wide discrepancy in the degree of the use of audiovisual materials, but not because teachers do not realize their value or are unwilling to bring them into practice. He believed, however, that the State

Department of Education should develop minimum standards for audiovisual facilities which should be included in new school buildings and, where feasible, in existing buildings. DeBernardis further indicated: "Some system should be devised so that smaller schools can have access to audiovisual materials and equipment. Regional instructional materials centers strategically located over the state might be one solution." (11, p. 142).

A survey in the form of a questionnaire conducted and analyzed by Exter in 1954, attempted to determine the services delegated to and the practices utilized by eight of the twelve audiovisual building coordinators in the secondary schools of the city of San Diego (18). Exter sought to determine from teachers, principals, building coordinators, and the Director of Instructional Aids, their attitudes concerning the extent and variety of the widely varying practices of the building coordinator.

A summarization of Exter's findings that are pertinent to the problems involving building coordinators includes the following:

1. A majority of the responding teachers indicated a need for services greater than those provided by existing audiovisual building coordinators.
2. All coordinators but one indicated they felt it a desirable practice to assume the responsibility of a routine program for the maintenance of school owned audiovisual equipment.

3. It was felt by the respondents that the building coordinator would provide service of great value if he would administer an in-service training program for teachers and selected students in the use of school-owned audiovisual equipment.
4. Further liaison with the central office would be provided if the building coordinator ordered the audiovisual equipment requested by teachers.
5. All groups, teachers, coordinators, principals, and the Director of Instructional Aids, favored programs for keeping teachers informed about materials and methods concerning audiovisual education.
6. The assistant supervisor of audiovisual aids and the building coordinators were the only respondents favoring a public relations program with the community, promulgated by the audiovisual building coordinator.
7. In addition to desiring to perform more services than they were presently performing, the building coordinators felt that they should have released time in order to perform their duties.
8. The majority of the principals were opposed to allowing released time for the building coordinators to perform their duties.

A summary of the recommendations that Exter believed the building coordinator should perform were as follows:

1. Use of equipment and materials should be scheduled through the building coordinator.
2. Check and deliver equipment and materials that came from the audiovisual center.
3. Provide forms to be used in scheduling and maintaining of equipment and materials.
4. Disseminate audiovisual information received through the central office and other sources.
5. Supervise the audiovisual workroom used by coordinator and teachers alike.
6. Produce instructional materials within his capabilities and coordinate teacher production and utilization of instructional materials.
7. Maintain a file of materials previewed and pre-heard in the school.
8. Manage the central storage space for delivery and pick-up of materials convenient to delivery trucks.
9. Contact resource persons in the community and arrange for field trips.
10. Operate a simple ordering procedure set-up so teachers may order equipment and materials through the coordinator

if desired.

11. Administer in-service training program for teachers and selected students in use of school owned audiovisual equipment.
12. Encourage teachers to keep abreast of the audiovisual field.
13. Demonstrate utilization techniques.
14. Experiment with utilization of audiovisual materials in classroom situations.
15. Allow one period of released time per day for the performance of duties.

The audiovisual specialist will note that a number of the responsibilities Exter allocated to the building coordinator are custodial or clerical in nature. The amount of released time allotted to perform these responsibilities indicates actual administrative view of the importance of the building coordinator. This is in contrast to what teachers desire. Teachers have indicated a need for greater services than those commonly provided. There is an apparent lack of awareness on the part of many school administrators of the expressed need by teachers for a school audiovisual program and of the time that is requisite to the performance of such duties.

In 1961, Scuoro analyzed the position of the audiovisual building coordinator as it existed in 2.6 per cent of the urban,

suburban, or rural, public elementary schools of the state of New Jersey. The study was conducted by using a questionnaire (47). In addition to identifying the educational needs which school administrators felt were the reasons why coordinators were appointed or should be appointed, the investigator's stated purpose was to determine whether the actual duties performed by the audiovisual building coordinators were in support of stated educational needs and whether the coordinators were prepared by reason of background and education, to meet these needs. A panel of expert judges (five) suggested course areas for optimum educational requirements as "essential" or "desirable" for coordinator academic preparation. The status of coordinators was compared with the educational needs of the school and with the stated requirements of the judges. The major areas of weakness in educational preparation of the coordinators were identified and measures were proposed whereby the deficiencies could be rectified.

Several areas of weakness were identified by Scuorozo that are related to the present investigation. Scuorozo found no building coordinators had been assigned by administrators in nearly half of the schools comprising the sample population. He clearly indicated that 33.8 per cent of the coordinators gave insufficient assistance to teachers in the use and understanding of new instructional media. He found that coordinators failed to engage in curriculum analysis designed

to determine the suitability of various instructional materials for use in the school curriculum (73.3 per cent reported no responsibility for such activity). Scuoroza also noted the lack of faculty participation in evaluating and selecting audiovisual equipment and materials. Yet he noted that 43 per cent of the coordinators seem to give disproportionate attention to clerical and custodial functions, as compared to the professional aspects of their position. He found coordinators generally have not engaged in local production of instructional materials sufficient enough to give assistance to teachers in this area (15.9 per cent do engage in, 84.1 per cent do not). Of special interest to Scuoroza, were deficiencies that existed in the formal education of coordinators in all of the following areas of professional audiovisual preparation: (1) use of audiovisual materials; (2) selection of audiovisual materials; (3) preparation of audiovisual materials; (4) cataloging of audiovisual materials; (5) administration and supervision of audiovisual programs; (6) evaluation of instructional materials; (7) mass communications; (8) graphic arts; (9) photography; (10) television and radio in education.

Scuoroza's recommendations indicated a need for the establishment of professional audiovisual education courses. These courses, designed for building coordinator positions, would help correct the deficiencies identified in the study. He further recommended the establishment of state certification standards for the

position of audiovisual building coordinator. Of great need is a vigorous program to familiarize school administrators with the proper role of the audiovisual building coordinator.

Scurozo's study is the first to establish criteria for the professional education of audiovisual building coordinators. Scurozo did not attempt to evaluate the differences of field practice among building coordinators and the standards set by the panel of judges.

During the 1963-1964 school year, Dralle investigated the audiovisual programs of the public senior high schools in the state of Indiana to determine the status of and to make recommendations for the improvement of these audiovisual programs (17). On the basis of responses to a questionnaire sent to all senior high schools in the state, ten schools were selected for further study by visitation. Answers were sought to questions concerning the size, location, staff, and organizational pattern of each school visited; the system used for administering the audiovisual program; facilities and equipment available for use in the schools; the size of the audiovisual budget and how it was determined; methods and personnel used in evaluating and selecting materials and equipment; the position and duties of the audiovisual building coordinator and other personnel; the distribution system used to circulate materials and equipment within the school; method of obtaining materials; evaluation methods used; and plans for future development of the audiovisual program.

In findings that are pertinent to the present investigation, Dralle indicated that 68 per cent of the senior high school audiovisual building coordinators were responsible for the entire school system audiovisual program in addition to that of their own school. He further noted that many building coordinators received no released time (56 per cent), others received only one hour per day released time (29 per cent), yet many devote more hours to their audiovisual responsibilities than is provided by their released time. Few (11 per cent) receive pay for the extra responsibilities they assume in the audiovisual program. He found that 85 per cent of the coordinators spent less than ten hours per week on audiovisual duties, and that 14 per cent of the coordinators work period exceeded the normal school year. It is interesting to note that Dralle found the administrators in the ten schools selected did not view the building coordinator position as supervisory but identified it as primarily technical and clerical in nature. Dralle further indicated the building coordinators felt it was necessary to have administrative support if the audiovisual program were to be successful.

Dralle concluded it was essential that standards be developed to insure that coordinators receive adequate released time for fulfilling the duties assigned to them, and that it is necessary to develop an in-service education workshop for those coordinators presently working to up-date or raise their qualifications and

promote interest in the school audiovisual program. He also concluded that the clerical duties presently performed by the coordinators take time which could be used more advantageously in consultation with teachers. Dralle's study did not establish any prescribed duties or professional standards for the audiovisual building coordinator.

General Summary

Administrators must become more fully aware of the importance of the position of the building coordinator in the audiovisual program, if they want and expect teachers to adequately and appropriately use the greatly expanding audiovisual resources made available in the schools through the massive Federal support programs.

The studies reported have looked at audiovisual practices, but have not established a theoretical professional position that would ameliorate a present problem (inadequate utilization of resources) based upon expressed objectives for an audiovisual program. Without knowing the purpose for which a program is established, it logically follows that the duties of the audiovisual building coordinator cannot be clearly defined. This study may serve to clarify deficiencies in present practices in terms of effective audiovisual programs as identified by noted educational authorities in this specialized field.

It is apparent from the amount of time provided and duties performed, coordinators have had little time for anything other than clerical or custodial functions in the audiovisual building program. With the amount of equipment in the schools now, the audiovisual building coordinator, without sufficient released time or clerical support, can do little other than clerical functions.

III. OBJECTIVES AND PROCEDURES

The ultimate objectives of the study were to contribute new knowledge essential to the development of functioning audiovisual instructional systems, and to the design of training programs for audiovisual building coordinators. It was reasoned that if deficiencies in present activities of such personnel could be identified, then it would be possible to design curricula that would assure optimum utilization of the vast quantities of audiovisual equipment made available to schools through new federal programs and in the process, hopefully, improve use of audiovisual equipment and materials in instructional practices. A feasible approach seemed to be to determine, through expert opinion, what the activities of audiovisual building coordinators should be, and then ascertain what their activities actually are--differences, if any, could suggest possible additional competencies needed by such personnel. The specific objectives of the present study, therefore, were to:

1. Identify opinions of acknowledged specialists in the field as to how school audiovisual programs should be conducted in public schools of varying sizes and levels, including essential qualifications of school audiovisual personnel;
2. Construct a valid description of school audiovisual programs in the public schools of Oregon by surveying (By

audiovisual program, we do not mean the actual classroom use of the equipment and materials, but those functions and purposes directly involved in the role of the audiovisual building coordinator);

- a. Survey actual practices of the audiovisual building coordinators in Oregon
 - b. Identify current practices of selecting personnel for the position of audiovisual building coordinator to determine how many unqualified (educationally) people have responsibilities for carrying out audiovisual building coordinator duties
 - c. Identify the amount of time allocated for performing duties of the audiovisual building coordinator and time actually spent by the audiovisual building coordinator in carrying out such duties;
3. Identify specific differences existing between what expert opinion suggested should be the qualifications, duties and working conditions of school audiovisual building coordinators and actual practices in Oregon at the present time;
 4. Suggest specific practices and educational programs that might be established to ameliorate the present situation in the public schools of Oregon relative to audiovisual equipment utilization.

Procedures

In order to attain stated objectives, it was obvious that instruments would have to be designed and constructed that would obtain desired data both from the schools and the acknowledged experts in the audiovisual field. Once the instruments were completed and validated they would have to be administered to appropriate groups. This raised questions related to sample selection, size of sample and methods of administration. After necessary data were obtained many decisions would be required to resolve issues in analyses that would produce desired new knowledge in a form that would assure attainment of the ultimate objective.

Instrument Design

The construction of instruments used in the study was initiated in January 1966. An extensive investigation of the literature revealed that no single questionnaire was compatible with the needs of the study. The first task, therefore, was to identify all the major categories of activities involving audiovisual building coordinators. The following categories were identified: (1) General Categorical Information; (2) Background and Experiences; (3) Administration of the Audiovisual Program; (4) Organizing and Cataloging Equipment and Materials; (5) Selecting Equipment and Materials; (6) Scheduling

and Distributing Equipment and Materials; (7) Maintaining Equipment and Materials; (8) Producing Materials; (9) Training of Staff and Students; (10) Public Relations.

Information obtained under the above headings was judged to be exhaustive and included all data needed for the study of the functions deemed necessary for a well organized audiovisual program in a public school building. An extensive survey of coordinators activities resulted in a screened pool of 117 questionnaire items. The items, organized under the ten categories, constituted the first draft of the instrument used to describe the role of the audiovisual building coordinator.

The instrument was refined in the following manner after consultation with staff and faculty members of Oregon State University, audiovisual consultants, directors of instructional materials centers, and Oregon State Department of Public Instruction personnel.

1. The first draft of the questionnaire was submitted to measurement experts to obtain suggestions for clarity of directions, content, completeness, format, and elimination of duplication of questions.
2. To achieve ease of scoring, the questionnaire was designed so that respondents needed only to check those items which pertained to their duties or complete blanks.
3. The first draft was also sent to 23 selected full or

part-time out-of-state audiovisual building coordinators who had completed the Educational Media Institute for building coordinators at Oregon State University during the summers of 1964 or 1965. These coordinators were encouraged to make comments and suggestions for clarity since the instrument would be administered by mail.

4. All respondents were asked to record the time necessary to complete the rough draft. Average time reported by respondents was found to be 47 minutes.
5. The instrument was revised on the basis of data collected in the various reviews. It was then scrutinized by the computer staff at Oregon State University for the purpose of obtaining a format that would reconcile ease of marking by respondents with ease of processing.
6. Final revision of the questionnaire was made with the assistance of the chairman and members of the doctoral committee. The final questionnaire, consisting of 117 items, was printed by multilith and stamped with identifying code numbers. The questionnaire is enclosed as Appendix A.

Distribution of Survey Instrument

One of the major concerns of the investigator was to obtain the

cooperation of school authorities in completing the questionnaire. In order to help assure cooperation, letters of endorsement (Appendix B) were obtained from the Curriculum and Instruction branch of the Oregon State Department of Education and from The School of Education, Oregon State University (Appendix B). For additional public relations support with building administrators and audiovisual building coordinators, further endorsement was received from various district and county directors of instructional materials centers who also assisted in the distribution of the survey instrument (Appendix B).

Stamped envelopes were organized for the distribution and return of the questionnaire. Three sets of pre-addressed IBM labels of the schools listed in the Oregon School Directory (37) were obtained from the Oregon State Department of Public Education. One set of numbered labels was used as a master list for the purpose of checking returns. Another set with an identifying code number corresponding to the enclosed questionnaire was affixed to the return envelope. The third set was used as a sending address on the return envelopes. Appropriate procedures were devised for the distribution and return of the instrument.

The questionnaires were distributed to the schools, by direct mail, through the various district and county instructional materials center directors.

Follow-Up Procedures

An initial deadline of four weeks was set for return of questionnaires. At the end of this time, 60 per cent had been returned. A follow-up letter (Appendix B) was composed and, a duplicate questionnaire with an "A" added to its code number, along with the letters of endorsement, a return envelope and a follow-up letter, was mailed to those schools which had not sent in returns by the established deadline date.

The investigator also contacted numerous city, district, and county school superintendents by telephone, in person, or by letter (Appendix B), in the interest of greater cooperation in the project.

All school superintendents contacted endorsed the research project, and indicated full support from their district would be obtained whenever possible. Several superintendents requested information by pre-determined date which schools within their respective systems had not sent in returns in order to lend their support in additional follow-up.

The investigator made trips to the larger cities in Oregon and telephoned directly to the principals of those buildings which were delinquent in sending returns. A total of 295 such calls were made to superintendents, principals, system audiovisual directors, and audiovisual building coordinators.

A total of 130 follow-up letters (Appendix B) were sent, of which 91 or 70.0 per cent were returned. Additional letters (34) were sent, to superintendents of city and county school systems requesting support of the investigation.

The period of time selected for the survey was between January 14, 1967, and March 13, 1967. It was thought this would be the time when the least inconvenience would be caused by a questionnaire being sent to the public schools and the period of time when the greatest returns might be obtained.

Non-valid returns were those that were not adequately reported through: (1) completely blank return (6); (2) indicated they had no equipment in the building (1); (3) indicated they had no audiovisual building coordinator assigned and left the instrument blank (26); (4) indicated they did not understand the questionnaire or its purpose and left it blank (1); and arrived after the cut-off date (10).

An important consideration in classifying questionnaires was the size of the school making the report. The classification system finally adopted was that employed by the Research Department of the Oregon Education Association--small (1-199); medium (200-499); large (500-+). Each administrator, upon receipt of the instrument, indicated the population of the particular school. If this information was missing, then the figures from the Oregon School Directory (37) for the current year 1966-67 were utilized.

Returns

The returns were processed as follows: (1) numbers on the envelopes were checked against the IBM mailing list provided by the State Department of Public Instruction; (2) a mark was placed on the IBM mailing list indicating when a school had made a return; (3) questionnaires were then checked for completeness (note comments on non-valid returns above); (4) the instrument was sent in batches of 50 or more to the key punch operations room where the information was punched on three IBM cards; (5) following punch card operation, the questionnaires were filed numerically.

Expert Questionnaire

In order to correlate the "opinions" of the experts with the actual "practices" of audiovisual building coordinators, items of the original questionnaire were revised to elicit prescriptive responses from the media experts and additional items were added regarding their professional background. Section I of the original questionnaire and items 3, 15, and 17, from Section II were eliminated. These specific items were not directly related to questions asked of the experts.

Space was allowed on the instrument for additional comments. To insure useful responses, the items were preceded by the following phrase; "Should the coordinator do the following". Few

instructions were given. It was the investigator's purpose to get the experts together, as a group, whenever possible to elicit a composite opinion regarding small, medium, or large school buildings. Prior experience had indicated that school size was a possibly significant factor in determining the functions of audiovisual building coordinators.

Selection of Experts

It was determined from literature reviewed that there were no established criteria to determine desirable practices for audiovisual building coordinators in schools of various sizes. To fulfill this need a panel of experts was gathered. Panel members by virtue of professional training, practical experience, and theoretical frame of reference, were considered able to make a valid recommendation as to standards of recommended performance. The combined opinions of this group--on a majority basis were utilized as criteria for determining desirable practices of what the audiovisual building coordinator should perform in schools of various sizes.

Before selecting the committee of "experts", the following set of qualifications for "expert" was arbitrarily established:

1. Had been or was currently an instructor in the teaching of basic or advanced audiovisual classes on the college or university level in Oregon.

2. Had held an administrative position as director, acting director, consultant, supervisor, of audiovisual aids in an instructional materials center in a public school system or on a college or university level for at least three years, or had been a director, consultant, or supervisor of instructional materials at the state department level for an equivalent period of time.
3. Was an active member of a professional audiovisual organization at the state or national level.
4. Had teaching experience at the elementary, junior high, senior high, or college or university level for at least five years.

Using the above criteria, 24 experts were tentatively selected. All members of the expert committee qualified on all criteria. All agreed to accept.

Distribution Procedure

The expert questionnaire was mailed with the suggestion that it be given detailed study to assure complete familiarity with it. It further indicated (letter) that respondents would be contacted two weeks later to make an appointment with a group if possible. Each expert was asked if he had a preference as to what specific size of school, small, medium, or large, he desired to evaluate. Those

who did not specify were assigned to an appropriate group. The investigator attempted to get experts in groups according to their area of interest, experience, and greatest competence. The purpose of these group meetings was to obtain as near a consensus as possible. Upon completion, questionnaires were collected by the investigator. These questionnaires also were sent to the key punch operation where information was transferred onto three IBM cards.

Data Processing

After the questionnaires had been transcribed onto the three IBM cards, they were taken to the computer center staff at Oregon State University where Fortran programming language and The Control Data Corporation 3300 computer were employed for processing.

The program was developed for analysis and compared the "opinions" of experts and the "practice" of audiovisual building coordinators in the various small, medium, or large size public schools in the state of Oregon.

With the exception of item 20 on the questionnaire, which used mean quarter hours, the basic program written for the computer gave resultant information in numbers, and percentages of those numbers.

Summary

The data collected during the 1966-67 school year, and limited geographically to the state of Oregon, were designed to survey and analyze the differences between the "opinions" of experts and the "practices" of audiovisual building coordinators in the public schools. The ultimate purpose of the data was to produce new knowledge essential to the development of functioning audiovisual instructional systems and for the design of new training programs for such personnel. Two separate procedures were employed in data collection: (1) questionnaires were sent to audiovisual building coordinators in public schools, and (2) the original questionnaires were revised to elicit prescriptive responses from selected experts professionally employed in the audiovisual field in Oregon.

The completed survey instrument with 117 items covering 10 major categories of activities involving the audiovisual building coordinator was designed for simple check mark and numerical responses.

The analysis and findings, based upon comparisons of the two questionnaires, are discussed in Chapter IV and V of this study.

IV. FINDINGS OF THE STUDY

As indicated in Chapter III, two sources of data were used for the study, questionnaires sent to audiovisual building coordinators in public schools in Oregon, and the original questionnaire revised and completed by expert audiovisual practitioners. The findings of the study are presented in ten major categories of activities involving the audiovisual building coordinator. The detailed analysis (actual numerical data) of information supplied by participants will be found in Appendix C. All 1280 schools listed in the Oregon School Directory (37) (74.7 per cent elementary, 8.1 per cent junior high, and 17.2 per cent senior high) received questionnaires (Table 1). Eighty-seven and three-tenths per cent (1118) of these schools made returns (Table 2). These returns represented 92.5 per cent of the teachers in the state of Oregon (Table 3).

Ninety-six and one-tenth per cent (1074) of the returned instruments were valid and were used in the analysis of the problem (Table 4). Breakdown of data shows 33.1 per cent (355) were from small, 40.6 per cent (436) were from medium, and 26.3 per cent (283) were from large schools (Table 5). Table 1 analyzes returns in terms of elementary, junior high, and senior high schools, in addition to small, medium, and large schools.

The success in receiving such a large proportion of returns

may be attributed to the cooperation received from administrative personnel, especially directors of instructional materials centers.

Table 1. Number and per cent of schools in survey*

Schools	Total# schools**	% Total schools
Elementary		
Small	393	30.7
Medium	409	31.9
Large	<u>154</u>	<u>12.1</u>
Subtotal	956	74.7
Junior High		
Small	5	0.4
Medium	34	2.7
Large	<u>64</u>	<u>5.0</u>
Subtotal	103	8.1
Senior High		
Small	70	5.4
Medium	65	5.1
Large	<u>86</u>	<u>6.7</u>
Subtotal	221	17.2
TOTAL	1280	100.0

* As listed in Oregon School Directory (37).

** Each school received a questionnaire.

Figures indicate actual numerical data.

Table 2. Total number of questionnaires sent and returned

Size	Total# sent*	Not# returned	Total# returned	% Not returned**	% Returned**
Small	468	85	383	6.6	29.9
Medium	508	60	448	4.7	35.0
Large	304	17	287	1.4	22.4
TOTAL	1280	162	1118	12.7	87.3

* Each school in Oregon School Directory (37) received questionnaire.

** Indicates per cent of total (1280) sent.

Figures indicate actual numerical data.

Table 3. Students and teachers in Oregon*

Students					
Covered in Survey	=	430,956	=	92.5%#	
Not in Survey ^x	=	35,996	=	7.5%	
TOTAL	=	465,952	=	100.0%	
Teachers ⁺					
Covered in Survey	=	19,395	=	92.5%#	
Not in Survey	=	1,569	=	7.5%	
TOTAL	=	20,964	=	100.0%	

* Oregon State Department of Education figures as of December 31, 1966.

Based on a state average of 22.3 pupils per class room load.

^x Total from Oregon School Directory (37).

⁺ Full time.

Table 4. Number and per cent of returns used in survey

Size	Returned**	Non- valid**	Valid**	% Non- valid*	% Valid*
Small	383	28	355	2.5	31.8
Medium	448	12	436	1.1	39.0
Large	287	4	283	0.3	25.3
TOTAL	1118	44	1074	3.9	96.1

* Indicates per cent of total (1118) returned.

** Figures indicate actual numerical data.

Table 5. Educator vs non-educator

Size	Valid returns#	No ans.#	Do have educ.#	Don't have educ.#	% No ans.	% Educ.	% None educ.	Total* %
Small	355	2	342	11	0.2	31.9	1.0	33.1
Medium	436	2	417	17	0.2	38.8	1.6	40.6
Large	283	2	256	25	0.2	23.8	2.3	26.3
TOTAL	1074	6	1015	53	0.6	94.5	4.9	100.0

* Indicates per cent valid (1074) returns.

Figures indicate actual numerical data.

Section I: Personnel

The first two questions were concerned with the incidence of certified professional personnel assigned to the role of audiovisual building coordinator. All 24 or 100 per cent of the experts indicated this position should be filled by certified personnel. Field practice by the coordinators shows of the 1074 schools used in the survey, 94.5 per cent (1015) do have certified educators, and 4.9 per cent (53) do not have certified personnel in this position (Table 5). This study will bear directly only upon the practices of those certified educators acting as audiovisual building coordinators in the public schools of Oregon. Further information relating to non-educators can be found in Table 4.

Section II. Audiovisual Building Coordinator Activities General Information

The general information section (items 1-14) collected data relative to school system policies involving the audiovisual building coordinator. This included such matters as: the responsibility for the audiovisual program, amount of time involved, extension of work period, pay for extra duties performed, staff and committees involved, evaluation of equipment and materials in the building or for an administrative unit, availability of equipment and materials,

consultant functions, as well as a statement indicating future intentions of the audiovisual building coordinator towards possible certification requirements. The specific questions asked and an analysis of the replies follows.

There is a considerable difference of opinion among the experts as to who should be in charge of the audiovisual program in the school system. The largest proportion of experts (33.3 per cent) believed small schools should have an audiovisual supervisor in charge of the school system audiovisual program. One expert further indicated "it depends upon how many small schools are in the district. If seven or eight buildings are involved there should be a supervisor at least on a half-time basis." All of the experts who replied agreed someone in the school district should be assigned responsibility for the audiovisual program, while in practice 3.5 per cent have no one assigned this responsibility. In small schools 42.5 per cent of the principals actually were in charge of the audiovisual program in the system. The experts did not consider the superintendent, librarian or teacher the appropriate person to be responsible for the audiovisual program in small school systems. However, replies indicated that people in these positions--10.1 per cent superintendent, 10.7 per cent librarian, and 12.4 per cent teachers were in charge of the audiovisual program in small school systems.

The superintendent, assistant superintendent, and principal

Table 6. Who in your school system is charged with the responsibility of administering and supervising the audiovisual program? (Figures indicate per cent replying to each choice.)

Person	<u>Opinion</u>				<u>Practice</u>			
	Small	Medium	Large	Total	Small	Medium	Large	Total
No answer	22.2	00.0	00.0	8.3	00.6	00.0	00.0	00.2
Superintendent	00.0	42.9	00.0	12.5	10.1	4.6	2.1	5.8
Assistant Superintendent	11.1	28.6	12.5	16.7	2.8	4.8	2.8	3.6
Principal	11.1	14.3	00.0	8.3	42.5	33.5	15.2	31.7
Librarian	00.0	00.0	00.0	00.0	10.7	17.9	17.7	15.5
AV/Supervisor	33.3	00.0	62.5	33.3	4.2	10.6	20.5	11.1
Teacher	00.0	00.0	00.0	00.0	12.4	6.4	6.4	8.4
AV/Coordinator	11.1	00.0	12.5	8.3	6.8	13.3	21.6	13.3
No one	00.0	00.0	00.0	00.0	4.5	2.8	3.2	3.5
Other*	11.1	14.3	12.5	12.5	5.4	6.2	10.6	7.1
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Opinion*

1. "It depends on how many small schools are in the district. If seven or eight buildings are involved there should be a supervisor at least on a half-time basis."
2. "It could be a director of an instructional materials center. This person should be a library consultant and audiovisual consultant."
3. "It should be an AV Director only."

Practice*

- | | |
|------------------------------|-----------------------------|
| 1. Curriculum Director | 4. Teacher Aide |
| 2. Special Education Teacher | 5. Custodian |
| 3. School Board Clerk | 6. Administrative Assistant |

(42.9 per cent, 28.6 per cent, and 14.3 per cent respectively), should be held responsible for the school system audiovisual program in medium sized schools according to the experts. One expert further noted "The Director of Instructional Materials (should be in charge) and under this person should be the library consultant and an audio-visual consultant." None of the experts indicated the librarian, audiovisual supervisor, teacher, or the audiovisual coordinator should be responsible for the system audiovisual program in medium sized schools. However, all of the experts agreed someone should have charge of the system audiovisual program, while in fact some (2.8 per cent) had no one assigned in medium sized schools. There was little consistency in the practice of assignment of responsibility in medium size schools. The low of 2.8 per cent for assistant superintendents, to the high of 33.5 per cent for principals, should be noted. The librarian 17.9 per cent, audiovisual supervisor 10.6 per cent, teacher 6.4 per cent and the audiovisual coordinator 13.3 per cent, totaling 48.2 per cent, actually were in charge of the various school system audiovisual programs in the medium sized schools of Oregon.

Those experts concerned with large schools indicated that the assistant superintendent 12.5 per cent, audiovisual coordinator 12.5 per cent, and the audiovisual supervisor 62.5 per cent, should be in charge of the school system audiovisual program. One expert's

qualified response stated: "The person in ultimate charge of the program should be the person who is responsible for instructional leadership and curriculum development in the system, regardless of his title." In practice, the range was from 2.1 per cent for the superintendent, to 20.5 per cent for the audiovisual supervisor, to 21.6 per cent for the audiovisual coordinator. It appears rather obvious that there was no established agreement even among large schools as to the person or position to which this responsibility should be assigned.

Table 7. As audiovisual building coordinator, how much released time are you allowed per day to perform your audiovisual duties? (Figures indicate per cent total replying to each choice.)

Hours	<u>Opinion</u>				<u>Practice</u>			
	Small	Medium	Large	Total	Small	Medium	Large	Total
No answer	00.0	00.0	00.0	00.0	00.3	00.2	00.0	00.2
None	00.0	00.0	00.0	00.0	67.3	56.7	39.2	55.6
Full time	00.0	14.3	87.5	33.3	00.0	2.5	6.7	2.8
Less than 1/2 hour	00.0	00.0	00.0	00.0	7.0	6.4	6.4	6.6
1 hour	22.2	14.3	00.0	12.5	8.2	9.2	18.7	11.4
2 hours	33.3	14.3	00.0	16.7	1.1	1.8	6.4	2.8
3 hours	11.1	14.3	12.5	12.5	2.3	1.2	1.8	1.7
4 hours	00.0	14.3	00.0	4.2	00.3	1.6	2.8	1.5
5 hours	00.0	00.0	00.0	00.0	00.3	00.2	00.4	00.3
Other*	33.3	28.6	00.0	20.8	13.2	20.2	17.7	17.2
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Other

- | <u>Opinion*</u> | <u>Practice*</u> |
|---|--|
| 1. Small elementary school--one hour per day. | 1. As needed. |
| 2. Work on an "hours to number of teachers basis." | 2. Whenever possible. |
| 3. Released time will vary depending on building audiovisual program. | 3. Released from duties. |
| | 4. A part of my administrative duties. |
| | 5. Worked in with library duties. |

It will be noted that the experts indicated the amount of time necessary for the building coordinator in the small school to perform audiovisual duties were as follows: 22.2 per cent one hour, 33.3

per cent two hours, 11.1 per cent three hours, and 33.3 per cent qualified their response by stating the coordinators time should be organized on an "hours-to number-of teacher basis". "It has been suggested schools with less than 15 teachers deserve a one-half time specialist, more than 15 deserve a full time specialist," or "the time can vary. If you have a combination teacher-librarian there should be two or three periods per day of released time to perform audio-visual duties." In practice, the majority (67.3 per cent) of the small school coordinators did not receive any released time. It should be noted that the minimum time of one hour per day indicated by the experts was achieved by 8.2 per cent of the coordinators in small schools.

All the experts for medium sized schools indicated some time should be allowed each day to perform audiovisual duties. Actual released time for medium sized schools indicated 56.7 per cent did not receive any time, while 9.2 per cent received the one hour per day minimum suggested by the experts.

The experts for large schools (with the exception of one person) indicated the audiovisual building coordinator should be released full time to perform his duties. Actual practice in large schools revealed 39.2 per cent received no released time, 6.4 per cent received less than one half hour, 18.7 per cent received one hour, 6.4 per cent received two hours, 4.9 per cent received from three

to five hours and only 6.7 per cent received full released time for the performance of audiovisual duties.

Not one building coordinator in small, 2.5 per cent medium, and 6.7 per cent in large schools were performing full time in Oregon public schools. This represents a total of 30 coordinators or 2.8 per cent of all 1074 schools responding.

Table 8. What is the average amount of time you actually spend per day at your duties as audiovisual building coordinator? (Figures indicate per cent replying to each choice.)

Hours	Small	Practice		Total
		Medium	Large	
No answer	00.9	00.9	00.4	00.7
Less than 1/2 hour	66.8	54.8	26.5	51.3
1 hour	14.7	21.8	26.2	20.6
2 hours	5.1	5.7	19.1	9.0
3 hours	00.3	1.4	6.0	2.2
4 hours	00.0	1.8	3.9	1.8
5 hours	00.6	00.5	00.7	00.6
6 hours	00.0	00.5	1.1	00.5
Other*	11.8	12.6	16.3	13.3
TOTAL	100.0	100.0	100.0	100.0

Practice*

- | | |
|-----------------------|----------------------------|
| 1. When necessary. | 4. Each teacher takes care |
| 2. It varies. | of his own. |
| 3. No certain amount. | 5. Only when called on. |

The experts were not requested to answer this question as it was directly related to building coordinator actual time spent performing audiovisual duties.

In small schools, the average amount of time the audiovisual building coordinator actually spent per day performing audiovisual duties was less than one-half hour for 66.8 per cent of those replying. While 5.9 per cent devote from two to six hours per day, 11.8 per cent indicated "time varies" or "each teacher takes care of his own" equipment and materials.

The medium-sized school data revealed that 54.8 per cent of the coordinators actually spent less than one-half hour per day performing audiovisual duties.

In large schools, 26.5 per cent of the coordinators spent less than one-half hour per day, and an almost equal number (26.2 per cent) spent one hour per day performing audiovisual duties. A total of 30.8 per cent of the coordinators spent from two to six hours per day actually performing audiovisual duties.

Table 9. Does your work as the audiovisual building coordinator extend beyond the normal school year? (Summer work, vacation, etc.) (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>			<u>Practice</u>			No answer
	Yes	No	Some - times	Yes	No	Some - times	
Small	77.8	22.2	00.0	9.3	79.4	10.9	00.3
Medium	57.1	14.3	28.6	11.7	74.6	13.1	00.5
Large	75.0	25.0	00.0	14.1	74.2	11.7	00.0
TOTAL	70.8	20.8	8.4	11.6	76.2	12.0	00.2

In small schools 77.9 per cent of the experts indicate the audiovisual building coordinator should work beyond the normal school year. In actual practice 9.3 per cent were working, and 10.9 per cent indicate they "sometimes" did work longer than the normal school year.

In the medium sized schools, 57.1 per cent of the experts indicated yes, 28.6 per cent said "sometimes" with no qualifying reasons given, while in practice only 11.7 per cent of the coordinators did report the extended work period. Thirteen and one-tenth per cent indicate their work sometimes extended beyond the normal school year.

The majority of experts (75.0 per cent) with reference to large schools, favored the coordinator working beyond the normal school

year. In practice, the coordinators reported not more than 14.1 per cent worked beyond the normal school year.

Table 10. Do you receive extra pay for performing audiovisual duties? (Summer work, vacations, etc.) (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>			<u>Practice</u>			No answer
	Yes	No	Some-times	Yes	No	Some-times	
Small	55.6	22.2	22.2	4.2	93.5	1.9	00.3
Medium	42.9	28.6	28.6	7.1	91.1	1.4	00.5
Large	37.5	62.5	00.0	12.4	85.9	1.8	00.0
TOTAL	45.8	37.5	16.7	7.9	90.3	1.6	00.2

The majority of the experts (55.6 per cent) with reference to the small school, believed there should be extra pay for the performance of audiovisual duties. One expert qualified his opinion regarding extra pay by stating "yes, unless released time is provided from the classroom, " or for "summer work only. " The practice in the field by coordinators in small schools indicated 93.5 per cent did not receive extra pay for performing audiovisual duties.

Less than a majority (42.9 per cent) of the experts believed the coordinators in the medium schools should receive extra pay for performing audiovisual duties. Ninety-one and one-tenth per cent of the coordinators in medium schools do not receive extra pay for

performing audiovisual duties.

The majority of experts (62.5 percent) with reference to large schools, believed coordinators should not receive extra pay for performing audiovisual duties. One expert commented that "only if the coordinator works in the summer on an extended contract" should they receive extra pay for performance of audiovisual duties. Actual coordinator practice in the large schools indicated 12.4 per cent did receive extra pay for performing audiovisual duties.

Table 11. Do you have additional staff (other than students) who help with your audiovisual duties? (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>			<u>Practice</u>			
	Yes	No	Some- times	Yes	No	Some- times	No answer
Small	66.7	11.1	22.2	25.4	67.9	6.2	00.6
Medium	71.4	14.3	14.3	35.1	58.0	6.4	00.5
Large	62.5	12.5	25.0	38.9	56.2	4.9	00.0
TOTAL	66.7	12.5	20.8	33.1	61.0	5.5	00.3

Those experts for small schools indicated 66.7 per cent were in favor of additional help for the building coordinator. Further statements note, "The coordinator, if one exists, should have some access to clerical help for routine tasks and correspondence. Student help should also be judiciously used." Another expert commented the "instructional materials center aids" should be used

whenever possible. Small school coordinator practice indicated 25.4 per cent of building coordinators did receive additional help to perform audiovisual duties.

The majority of experts with reference to medium sized schools (71.4 per cent) favored additional staff to help the coordinator perform audiovisual duties. In actual practice, 35.1 percent of the medium sized school coordinators did obtain extra help to perform their responsibilities.

Experts opinions regarding large schools indicated 62.5 per cent favored extra help for the coordinator in performing audiovisual duties. One professional commented "the media aide should be this additional help." Coordinator practice indicated 38.9 per cent did have such assistance available to help with audiovisual duties.

Table 12. Do you have a school audiovisual faculty committee to help with your audiovisual problems? (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>			<u>Practice</u>			
	Yes	No	Some- times	Yes	No	Some- times	No answer
Small	77.8	11.1	11.1	11.6	85.9	1.9	00.6
Medium	85.7	14.3	00.0	11.0	81.2	7.1	00.7
Large	50.0	25.0	25.0	10.3	86.9	2.8	00.0
TOTAL	70.8	16.7	12.5	10.7	85.1	3.8	00.4

The majority of experts (77.8 per cent) indicated a need for a faculty committee to help the coordinator with audiovisual problems was desirable in small schools. Eleven and one-tenth per cent of the coordinators in the small schools had a faculty committee to help with audiovisual problems.

Eighty-five and seven-tenths per cent of the experts agreed the coordinator in the medium sized school should have a faculty committee to help with audiovisual problems. Eighty-one and two-tenths per cent of the coordinators in the medium sized schools did not have a faculty committee to help with audiovisual problems.

The opinions of the experts were divided regarding large schools. Fifty per cent indicated yes, 25 per cent no, and 25 per cent said "sometimes" there should be a school faculty committee available for the coordinator. One dissenting expert indicated the need for a school faculty committee "depended upon the circumstances--should be used if needed or it works." Practice revealed 86.9 per cent of the coordinators did not have such a committee in the large schools.

Table 13. Do you evaluate audiovisual equipment for use in your building? (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>			<u>Practice</u>			
	Yes	No	Some-times	Yes	No	Some-times	No answer
Small	77.8	00.0	22.2	63.4	23.1	12.9	00.6
Medium	85.7	00.0	14.3	62.2	24.1	13.1	00.7
Large	87.5	00.0	12.5	56.2	31.8	12.0	00.0
TOTAL	83.3	00.0	16.7	61.0	26.2	12.5	00.3

With reference to small schools, no experts indicated the coordinator should not evaluate audiovisual equipment. Although 77.8 per cent of the experts stated, "yes, this is a valid function," one expert qualified his response by indicating "the coordinator should evaluate audiovisual equipment if there is not an Instructional Materials Center available on a district or county basis." Another expert remarked the coordinator could sometimes evaluate audiovisual equipment "in certain situations, where no counsel and help is available from the district or regional supervisor. The building coordinators in small buildings generally will be inadequately trained to make sound equipment selections." Almost two-thirds of the coordinators indicated evaluating audiovisual equipment for use in the building was part of their duties.

Medium sized school data indicated a slightly higher percentage (85.7 per cent) of approval of coordinator evaluation of audiovisual equipment by the experts. Sixty-two and two-tenths per cent of the coordinators in medium schools were evaluating audiovisual equipment for use in the building.

The majority of experts, referring to large schools (87.5 per cent) favored the evaluation of audiovisual equipment by the coordinators. Building coordinator practice (56.2 per cent) indicated slightly over half of the coordinators were evaluating audiovisual equipment for use in the building.

Table 14. Do you evaluate audiovisual materials for use in your building? (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>			<u>Practice</u>			
	Yes	No	Some- times	Yes	No	Some- times	No answer
Small	88.9	00.0	11.1	64.5	19.7	15.2	00.6
Medium	85.7	00.0	14.3	59.4	19.5	20.4	00.7
Large	87.5	00.0	12.5	51.6	26.9	21.6	00.0
TOTAL	87.5	00.0	12.5	59.0	21.5	18.9	00.5

The majority of experts (88.9 per cent) with reference to small schools indicated coordinators should evaluate audiovisual materials for use in the building. Not quite two-thirds (65.4 per cent) of the

coordinators in the small schools did evaluate audiovisual materials for use in the building.

With reference to medium sized schools 85.7 per cent of the experts believed the building coordinator should evaluate audiovisual materials in the building. A further comment by an expert indicated "If standardization is desired, (the coordinator) might function on a district wide committee which would perform similar tasks in evaluating audiovisual materials." Fifty-nine and four-tenths per cent of the coordinators in medium sized schools evaluated audiovisual materials in the building.

The majority of experts (87.5 per cent) with reference to large schools believed the coordinator should evaluate audiovisual materials. Slightly more than half (51.6 per cent) of the coordinators in the large schools were performing this audiovisual function.

Table 15. Is there a district or county audiovisual department available for use by the teachers in your building?
(Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>			<u>Practice</u>			
	Yes	No	Some - times	Yes	No	Some - times	No answer
Small	100.0	00.0	00.0	80.3	18.3	00.9	00.6
Medium	100.0	00.0	00.0	86.7	12.2	00.9	00.2
Large	87.5	12.5	00.0	87.3	10.9	1.8	00.0
TOTAL	95.8	4.2	00.0	84.7	13.9	1.1	00.3

All the experts but one agreed regardless of size school that a district or county audiovisual department should be available for teachers. In practice, 80.3 per cent small and 86.7 per cent medium size school coordinators indicated a district or county audiovisual department was available for use by the teachers in the building.

With reference to the large schools, all of the experts but one indicated an audiovisual department should be available to teachers. No reason was given for the dissenting reply. In practice, 87.3 per cent of the coordinators indicated the services of an audiovisual department was available for use by teachers in the building.

Table 16. Do you evaluate audiovisual equipment and materials for the district or county audiovisual center? (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>			<u>Practice</u>			No answer
	Yes	No	Some-times	Yes	No	Some-times	
Small	66.7	22.2	11.1	24.2	60.3	14.9	00.6
Medium	85.7	00.0	14.3	22.7	57.8	19.0	00.5
Large	87.5	00.0	12.5	22.3	60.8	16.9	00.0
TOTAL	79.2	8.3	12.5	23.1	59.4	17.1	00.4

Two-thirds of the experts speaking of the small schools believed coordinators should evaluate audiovisual equipment and materials for a district or county audiovisual center. One dissenting

expert indicated the coordinator should "participate generally with others" while evaluating audiovisual equipment and materials for a district or county center. Sixty and three-tenths per cent of the small school coordinators did not perform this function.

The majority of the experts believed the coordinator in the medium and large sized schools (85.7 per cent medium, 87.5 per cent large) should evaluate audiovisual equipment and materials for the district or county audiovisual center. The coordinators in the medium and large schools indicated that less than one-fourth were evaluating audiovisual equipment and materials for the district or county audiovisual center.

Table 17. Do you serve as an intermediary between the district or county audiovisual office and your school building?
(Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>			<u>Practice</u>			
	Yes	No	Some- times	Yes	No	Some- times	No answer
Small	88.9	00.0	11.1	48.7	43.1	7.9	00.2
Medium	85.7	00.0	14.3	43.8	47.3	9.2	00.2
Large	87.5	12.5	00.0	39.6	49.5	10.9	00.0
TOTAL	87.5	4.2	8.3	44.3	46.7	8.9	00.2

All of the experts but two agreed the coordinator should serve as an intermediary between the district or county audiovisual office

and the school building. No explanation was given by the one expert responding in the negative to large size school coordinator practice of this duty. The data in Table 17 indicated less than half of the building coordinators were performing liaison functions between the district or county audiovisual centers and the school building.

Table 18. Are you consulted when new school buildings are being designed? (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>			<u>Practice</u>			
	Yes	No	Some- times	Yes	No	Some- times	No answer
Small	77.8	11.1	11.1	25.9	63.4	9.3	1.4
Medium	71.4	14.3	14.3	25.5	63.1	10.8	00.7
Large	87.5	12.5	00.0	22.6	69.6	7.8	00.0
TOTAL	75.0	12.5	12.5	24.9	64.9	9.5	00.7

The majority of experts believed, regardless of sized school, the building coordinator should be consulted when new schools were being designed. One expert further indicated it should be "assumed all (coordinators) in the district would function as a committee when new buildings were being designed." In contrast, the data in Table 18 indicated not more than one-fourth of the coordinators were being consulted when new buildings were being designed. This holds true for coordinator practice regardless of school size.

Table 19. If the State of Oregon offered special certification in audiovisual, instructional materials, or communications in education, would you attempt to qualify? (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>			<u>Practice</u>			
	Yes	No	Don't know	Yes	No	Don't know	No answer
Small	77.8	22.2	00.0	26.2	37.2	36.3	00.3
Medium	85.7	14.3	00.0	30.9	31.4	37.4	00.2
Large	100.0	00.0	00.0	47.4	26.5	26.2	00.0
TOTAL	87.5	12.5	00.0	33.7	32.0	34.1	00.2

Over 77.8 per cent of the experts believed building coordinators should obtain special certification in audiovisual, instructional materials, or communications in education certification if offered by the Oregon State Department of Education. Three experts were not in favor of special certification of coordinators. One expert commented, "If certification were offered, then yes. However, these people (coordinators) should have a voice in certification requirements." Another expert indicated if certification were offered, it "must have a grandfather clause to take care of the oldtimers who could or would not get a certificate."

Not more than 47.4 per cent of the coordinators indicated they would attempt to obtain such special certification in the audiovisual field if it were offered.

Background and Experience

Modern instruction calls for highly organized and integrated use of educational media. Our present educational programs are replete with traditional patterns of instruction as well as the beginning encroachment of new technological innovations. For these reasons the use of educational media depends more and more upon highly trained professional specialists at the building level--specialists whose background and training will not only supply the classroom teacher with lists of films, filmstrips, or more projectors, but will also enable them to recognize the proper role of instructional media in the total educational process. The following section concerns itself with the background and training of the audiovisual building coordinator.

Table 20. In what areas are you certified by the State of Oregon?* (Figures indicate per cent replying to each choice.)

Size	Non- certi- fied ^x	Ele- men- tary	Jr. high norm	Sr. high norm	Admin- istra- tion	Librar- ian	Spe- cial educ.	Voca- tional Ed.	Other [#]	Total
Small	16.9	44.7	6.1	13.1	24.5	5.3	1.5	00.9	3.9	100.0
Medium	32.2	41.4	6.4	13.9	22.4	10.2	1.1	00.5	4.2	100.0
Large	50.9	30.3	10.6	25.4	9.2	13.9	1.2	1.4	8.1	100.0
TOTAL	100.0	39.8	7.4	16.5	19.9	9.5	1.3	00.9	5.0	100.0

* Experts did not answer this question.

[#]Can be certified in more than one area, hence this figure is greater than 1074 used in the survey--percentages are based on (1768) figure.

^xNon-certified are not counted in the total of 1768. Percentages are based on total of 53.
Other

- | | |
|------------------|--------------------|
| 1. Music teacher | 3. Counseling |
| 2. Teachers Aide | 4. English teacher |

The experts clearly indicated that all audiovisual building coordinators should be professional teachers certified by the Oregon State Department of Education. The coordinator response to this item was based upon a figure (1768) larger than the 1074 used in the survey as the respondents were able to indicate they were certified in more than one area. Over 50.0 per cent of those non-certified coordinators were in large size schools. More coordinators hold elementary and senior high certificates than junior high certificates. There are more certified librarians who are building coordinators than who are certified for junior high schools.

Table 21. In what other capacities do you serve in your school?

Person	<u>Opinion*</u>				<u>Practice[#]</u>			
	Small	Medium	Large	Total	Small	Medium	Large	Total
Principal	00.0	00.0	00.0	00.0	58.6	35.8	8.9	26.1
Vice-Principal	00.0	00.0	00.0	00.0	4.2	3.9	4.9	3.1
Teacher	22.2	28.6	00.0	16.7	62.8	39.2	48.8	35.7
Librarian	00.0	00.0	00.0	00.0	22.2	31.7	30.4	20.4
Secretary	00.0	00.0	00.0	00.0	8.7	2.1	3.2	3.3
Clerk	00.0	00.0	00.0	00.0	2.5	00.7	1.8	1.1
Teacher Aide	00.0	00.0	00.0	00.0	1.7	1.8	3.2	1.5
Other ^x	77.8	71.4	100.0	83.3	12.4	10.3	14.8	8.7

TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
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	<u>Opinion</u>				<u>Practice</u>			
	Small	Medium	Large	Total	Small	Medium	Large	Total
1. Teacher/ Librarian	33.3	28.5	12.5	25.0	1. Administrative Intern			
2. AV Only	22.2	00.0	62.5	29.2	2. Head Teacher			
3. Combination AV-Library AV-Teacher	22.2	00.0	12.5	12.5	3. Custodian			
4. Teacher/ Librarian	00.0	00.0	00.0	00.0	4. Library Aide			
5. Vice- Principal	00.0	42.9	12.5	16.7	5. Coach (3 sports)			
					6. Superintendent			
					7. Federal Fund Coordinator			
					8. Artist-Technician			

*Figures indicate per cent replying to each choice.

[#]Figures indicate mean per cent replying to each choice.

^xThe building coordinators were able to respond to more than one item. Data is based upon a larger figure than that which was used in the survey.

There was no consensus of opinion among the experts as to what capacities other than teacher or vice-principal, the coordinator should serve in small and medium schools. In large schools, however, 62.5 per cent of the experts indicated the coordinator should serve full time.

For small schools, coordinators indicated 58.6 per cent were serving as principals. Sixty-two and eight-tenths per cent of the coordinators were serving as teachers, while 22.2 per cent were serving as librarians.

In the medium schools, 35.8 per cent of the coordinators were serving as principals, 39.2 per cent were teachers, and 31.7 per cent were librarian combinations.

The large school coordinator combinations indicated 48.8 per cent were teachers and 30.4 per cent were librarians.

Table 22. How many years of experience have you had as an educator? (Include the present year.)

Size	No re- sponse	Non- edu- cator	<u>Practice</u> *								Total
			1-3 yrs	4-6 yrs	7-9 yrs	10-12 yrs	13-15 yrs	16-18 yrs	19-21 yrs	Over 21 yrs	
Small	00.3	2.8	10.1	12.9	13.2	11.0	15.2	8.7	5.9	19.7	100.0
Medium	00.5	3.7	11.2	11.2	10.8	13.8	12.6	9.2	6.2	20.9	100.0
Large	00.7	9.5	8.8	8.5	10.9	10.6	12.0	7.3	5.3	16.3	100.0
TOTAL	00.5	4.9	10.2	11.1	11.6	12.0	13.3	11.2	5.9	19.3	100.0

*Experts did not answer this question.

The opinion of the experts was not solicited for this question (Table 22). In viewing the data, few coordinators (11.2 per cent or less) were relatively new in the educational field. The vast majority have had four or more years of educational experience. The largest single group has 21 years or more years of educational experience.

Table 23. How many years of experience have you had as an audiovisual building coordinator?
(Include part-time experience and the present year.) (Figures indicate per cent replying to each choice.)

Year	<u>Opinion</u>				<u>Practice</u>			
	Small	Medium	Large	Total	Small	Medium	Large	Total
No answer	00.0	00.0	00.0	00.0	1.7	00.5	00.0	00.8
1-3 yrs	77.7	71.5	37.5	54.1	50.1	49.3	49.8	49.8
4-6 yrs	00.0	28.6	50.0	25.0	18.0	18.5	18.4	18.3
7-9 yrs	00.0	00.0	00.0	00.0	9.6	10.3	10.6	10.2
10-12 yrs	00.0	00.0	00.0	00.0	8.2	7.8	11.3	8.8
13-15 yrs	00.0	00.0	00.0	00.0	5.4	5.5	3.2	4.9
16-18 yrs	00.0	00.0	00.0	00.0	4.5	3.4	4.2	4.1
19-21 yrs	00.0	00.0	00.0	00.0	00.3	1.8	00.7	1.0
Over 21 yrs	00.0	00.0	00.0	00.0	2.3	2.8	1.8	2.2
Other*	22.3	28.6	12.5	20.8	00.0	00.0	00.0	00.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Opinion*

1. Dependent upon individual.
2. Bare minimum of 3-5 yrs.
3. Four to six years

The opinions generated by the experts indicated one to five years was sufficient teaching experience deemed necessary before an educator should become a building coordinator. One expert's qualified response indicated it "would depend on training and background. A new graduate who is interested in media and has had an opportunity for training and experience while in school would be a better prospect than a teacher with 20 years experience who really wasn't interested." Other experts further qualified their responses by stating: "the most important item, besides av preparation, is the capability of the audiovisual building coordinator, i. e., willingness to serve, and ability to get along" and, "interest in av is equally as important as training at the small building level;" or the "bare minimum of 3-5 years is essential. The av man should have the same authority as the curriculum man, this should be in a supervisory capacity --not just a clerk or craftsman for teachers;" it is "dependent upon the individual," as to how many years of teaching experience is necessary before becoming a building coordinator; "It would be better to have a person that is on tenure in the district be the coordinator, therefore three years. However, ... an excellent teacher who uses materials in his classes after one year experience at the school could probably do a better job than an older teacher who was not interested. Interest, ability, and a person willing to help teachers are the important factors;" and "Experience

is not necessary, but the coordinator should be a graduate of a teacher-training institution."

The data in Table 23 indicated that building coordinators were about evenly divided as to being relatively new (1-3 years) or having had four or more years of experience as a building coordinator.

Table 24. Have you ever attended an NDEA audiovisual institute?
(Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Some - times	Yes	No	answer
Small	100.0	00.0	00.0	3.9	94.1	1.9
Medium	85.7	14.3	00.0	5.9	93.4	00.7
Large	75.0	12.5	12.5	9.9	89.1	1.1
TOTAL	79.2	12.5	8.3	6.3	92.2	1.5

The majority of the experts believed regardless of school size, the building coordinator should attend an N. D. E. A. Audiovisual Institute. One expert who disagreed, stated, "I wish they (institutes) would spend more time teaching them (coordinators) how to evaluate films, filmstrips, etc." In actual practice, not over ten per cent of the coordinators regardless of sized school have attended such institutes.

Table 25. How many hours of college or university credit do you have in the following audiovisual areas? (Figures indicate per cent replying to each choice.)

Course	<u>Opinion</u>				<u>Practice</u>			
	% and no. re- porting	Recom- mended mean hours	% and no. not re- porting	Total % and no.	% and no. re- porting	Actual mean hours	% and no. not re- porting	Total
Production of AV Materials	87.5	3.5	12.5	100.0	27.6	3.4	72.4	100.0
Administration of AV Aids	87.5	3.1	12.5	100.0	22.1	3.3	77.9	100.0
Programmed Learning	29.2	2.7	70.8	100.0	5.1	2.8	94.9	100.0
Selection Integration AV Eqmt. and Materials*	91.7	3.7	8.3	100.0	49.9	3.3	50.1	100.0
Radio/TV	37.5	2.9	62.5	100.0	5.4	3.3	94.6	100.0
Other [#]	25.0	5.0	75.0	100.0	2.9	4.7	97.1	100.0

* Basic AV Course.

<u>Opinion</u> [#]	<u>Practice</u> [#]
1. Cataloging	1. Workshop: New Media
2. Seminar: AV Building Coordinator	2. NDEA Librarianship
3. School-Community Relations	3. Learning Theory
4. Basic Photography	4. Using the Language Laboratory
5. Curriculum Courses	5. Research in AV
6. In-Service Training in AV	6. District In-Service in AV

In order to have more meaningful data, question number 20 included all of the experts and all of the building coordinators that completed the items as indicated in Table 25. No attempt was made

to break down this data into the various classifications of small, medium, or large size schools.

The experts (87.5 per cent) reported the building coordinator should have 3.5 mean quarter hours of preparation in the production of audiovisual materials. The 27.6 per cent of the coordinators who responded that they had professional preparation in the production of audiovisual aids indicated that their mean hours were 3.4. It should be noted that 72.4 per cent of the building coordinators in Oregon have not had any professional training in the production of audiovisual aids.

Eighty-seven and five-tenths per cent of the experts indicated the building coordinator should have a mean of 3.1 quarter hours of professional preparation in the administration of audiovisual aids. A comment by one dissenter indicated that administrative training in the administration is "helpful but not necessary." Actual practice by those 22.1 per cent of the building coordinators who indicated they had professional training in the administration of audiovisual aids revealed the mean quarter hours as 3.3. Seventy-seven and nine-tenths per cent of the building coordinators in Oregon have not had any professional college or university course work in the administration of audiovisual aids.

Seventy and eight-tenths per cent of the experts did not believe the building coordinator should have professional training in programmed learning. Of those professionals that reported (29.2 per cent), 2.7 mean hours were indicated as necessary for professional preparation of the building coordinator in the area of programmed

learning. The practice by 5.1 per cent of the responding coordinators indicated they had received 2.8 mean quarter hours of professional training in programmed learning. Ninety-four and nine-tenths per cent of the 1074 building coordinators used in the survey have not received any professional college or university course work in programmed learning.

Thirty-seven and five-tenths per cent of the experts believed the coordinator should have a mean of 2.9 quarter hours of radio and television preparation. Coordinator practice revealed 94.6 per cent of the coordinators did not have any professional radio and television preparation.

Ninety-one and seven-tenths per cent of the experts believed the coordinator should have a mean of 3.7 quarter hours preparation in selection, integration, and utilization of audiovisual equipment and materials. Practice indicated only 49.9 per cent of the coordinators had a mean of 3.3 quarter hours preparation in this basic audiovisual course.

Table 26. Do you feel that you have sufficient experience in the audiovisual area to provide in-service training for the teachers in your building? (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>			<u>Practice</u>			
	Yes	No	Don't know	Yes	No	Don't know	No answer
Small	100.0	00.0	00.0	27.0	59.7	12.9	00.3
Medium	85.7	14.3	00.0	27.3	54.6	17.9	00.2
Large	100.0	00.0	00.0	39.6	45.6	14.8	00.0
TOTAL	95.8	4.2	00.0	30.5	53.9	15.4	00.2

Eighty-five and seven-tenths per cent or more of the experts indicated the coordinator should have sufficient audiovisual experience to provide in-service training for the teachers in the building. Comment from several experts was as follows: the coordinator "should be knowledgeable enough to set up in-service opportunities using outside consultants;" "This is his main responsibility;" and "within the limits of his professional training and experience, he should be able to call upon district center personnel for further assistance, " in providing in-service training for the teachers in the building.

Field practice data indicated not over 40 per cent of the coordinators felt qualified to perform in-service instruction for the teachers in the building.

Table 27. Are you the author or co-author of any published articles relating to the audiovisual instructional materials field? (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	No answer	Yes	No	No answer
Small	33.3	44.4	22.2	00.6	99.2	00.3
Medium	71.4	28.6	00.0	00.7	99.1	00.2
Large	25.0	50.0	25.0	00.7	98.9	00.4
TOTAL	41.7	41.7	16.7	00.7	99.1	00.3

For the small schools, one-third of the experts indicated the building coordinator should publish articles related to the audiovisual instructional materials field. One expert further stated, "it was rather immaterial if the building coordinator published or not." Another expert's qualified response indicated "publication could be possible but not mandatory."

With reference to the medium schools, 71.4 per cent of the experts believed coordinators should publish articles relating to the audiovisual field. A minority (25.0 per cent) of the experts for the large schools believed the coordinator should publish articles related to the instructional materials field.

Actual practice by coordinators revealed 98.9 per cent or more were not the author or co-author of articles related to the audiovisual field.

Table 28. How many hours per month would you estimate that you spend reading professional audiovisual journals?
(Figures indicate per cent replying to each choice.)

Hours	<u>Opinion</u>				<u>Practice</u>			
	Small	Medium	Large	Total	Small	Medium	Large	Total
No answer	00.0	00.0	25.0	8.3	00.3	00.7	1.1	00.8
None	00.0	00.0	00.0	00.0	29.0	26.4	20.9	25.8
Less than 1 hour	00.0	00.0	00.0	00.0	34.7	35.3	26.5	32.8
1-3 hours	55.6	14.3	37.5	37.5	20.7	31.2	37.8	32.7
More than 3 hours	44.4	85.7	37.5	54.2	5.4	6.4	13.8	8.0
TOTAL	37.5	29.2	33.3	100.0	33.1	40.6	26.4	100.0

The experts generally agreed a minimum of one to three hours should be spent per month by coordinators reading professional audiovisual journals. One expert further suggested if the coordinator was to keep abreast of innovations in the field, he "couldn't keep up on less than three hours a month, he more than likely needed "two hours per week." Few (not over 13.8 per cent) coordinators were reading more than three hours per month in professional audiovisual journals.

Table 29. Please list the professional audiovisual journals available to you. (Figures indicate per cent replying to each choice.)

Journal	<u>Opinion</u> *		<u>Practice</u> #	Total
	% and no. reporting	% and no. reporting	% and no. not reporting	
AV Instruction ^x	100.0	5.1	94.9	100.0
Ed Screen/AV Guide ^x	75.0	5.9	94.1	100.0
Programmed Learning ^x	20.8	00.1	99.9	100.0
Visual Instruction ^x	20.8	00.0	00.0	00.0
Training in Business and Industry	16.7	00.0	00.0	00.0
Educational Technology	25.0	00.0	00.0	00.0
<u>Other</u>				
AV Communications Review ^{x*}	33.3	1.1	98.9	100.0
Eastman Publications*#	4.2	00.0	00.0	00.0
Film News*#	4.2	00.0	00.0	00.0
Photo Methods*#	4.2	00.0	00.0	00.0
AV News [#]	00.0	9.5	90.5	100.0
Other Publications Not AV Journals listed [#]	00.0	20.1	79.9	100.0

^x Professional journals listed in the survey

* "Other" publications listed by experts

"Other" publications listed by coordinators

No attempt was made to organize the data in Table 29 into small, medium, or large size schools.

The experts were united in their decision that coordinators

should have the national audiovisual organization journal, Audiovisual Instruction, available for reading. Data from the survey indicated 95.0 per cent of the coordinators in Oregon did not have this journal available.

Educational Screen and Audiovisual Guide was suggested by 75.0 per cent of the experts as professional reading materials. Six per cent of the coordinators had this journal at their disposal.

One-third of the experts believed Audiovisual Communications Review should be read. Less than two per cent of the coordinators were reading Audiovisual Communications Review. One expert noted, "a good man will seek anything that is pertinent to the audiovisual field if he desires to become a true professional."

Table 30. To which of the following organizations do you belong?
(Figures indicate per cent replying to each choice.)

Organization	<u>Opinion</u>				<u>Practice</u>			
	Small	Medium	Large	Total	Small	Medium	Large	Total
No answer	00.0	00.0	00.0	00.0	10.2	27.3	35.3	00.1
None	00.0	00.0	00.0	00.0	89.3	72.7	64.7	65.4
DAVI	100.0	100.0	100.0	100.0	00.6	4.6	9.5	3.9
OIMA (OAVA)	100.0	100.0	100.0	100.0	3.7	10.8	22.9	10.0
ALA	11.1	00.0	00.0	00.0	2.3	7.3	8.1	5.1
OLA	00.0	14.3	12.5	00.0	2.3	7.1	10.6	5.5
OSLA	11.1	28.6	12.5	00.0	4.5	13.8	17.3	10.0
TOTAL					29.2	40.6	30.2	100.0

The experts unanimously agreed that regardless of school size, all audiovisual building coordinators should belong to the national organization, the Department of Audiovisual Instruction (NEA), and the state organization, the Oregon Instructional Media Association. Twenty-eight and six-tenths per cent of the experts in the medium size schools indicated the coordinator should belong to the Oregon Association of School Libraries "If he has responsibilities in this (library) field." Actual field practice revealed a lack of membership in professional organizations. In the small schools, 4.2 per cent belonged to both DAVI and OIMA. In the medium schools, membership by coordinators in the state and national organization was 15.4 per cent while 32.5 per cent membership was noted for the large size school coordinators.

Administration of Audiovisual Program

The audiovisual specialist in the public schools performed administrative functions that differ from those of the generalist only in the breadth of preparation and responsibility. It mattered little the size of the public school organization to which he was attached. He may assume responsibility for organizing, cataloging, selecting, scheduling, distributing, maintaining, producing, training, and inventorying of audiovisual equipment and materials. He did not however, serve as a director, coordinator, or manager of an educational

system audiovisual center. He may serve under an audiovisual generalist but in most public school systems he usually served under the direction of a school building principal. Section III concerns itself with data about the administrative functions of the audiovisual building coordinator.

Table 31. Do you administer and/or supervise your school audio-visual program? (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>			<u>Practice</u>			
	Yes	No	Some-times	Yes	No	Some-times	No answer
Small	88.9	11.1	00.0	56.9	18.3	15.2	00.6
Medium	57.1	28.6	14.3	64.2	20.9	14.9	00.0
Large	100.0	00.0	00.0	67.8	20.9	11.3	00.0
TOTAL	83.3	12.5	4.2	65.6	20.1	14.1	00.2

The majority of the experts believed, regardless of sized school, the coordinator should administer and/or supervise the school audiovisual program. One expert who answered negatively, pointed out that he believed the administering and supervising of the school audiovisual program was the "principal's responsibility, but practice seemed to be otherwise." Field practice indicated not more than 65.6 per cent of the coordinators actually administered and/or supervised the school audiovisual program.

Table 32. Do you have a separate audiovisual budget for your school? (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>			<u>Practice</u>			
	Yes	No	Some- times	Yes	No	Some- times	No answer
Small	66.7	22.2	11.1	55.5	41.1	3.1	00.3
Medium	57.1	28.6	14.3	56.9	38.1	5.1	00.0
Large	87.5	00.0	12.5	62.5	35.3	2.1	00.0
TOTAL	70.8	16.7	12.5	58.0	38.3	3.6	00.1

The majority of the experts believed individual schools should have a separate audiovisual budget. An additional comment from one expert noted there should be an audiovisual budget in each school, but it should "depend upon the district budget, " with "some level for handling emergency requests" at the local school building. Practice revealed that even among large schools not over 58.0 per cent of the schools, regardless of size, had separate audiovisual budget.

Table 33. Do you prepare the audiovisual budget for your school?
(Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>			<u>Practice</u>			No answer
	Yes	No	Some - times	Yes	No	Some - times	
Small	88.9	11.1	00.0	48.7	43.1	7.9	00.3
Medium	100.0	00.0	00.0	43.8	47.7	8.3	00.2
Large	87.5	00.0	12.5	39.6	49.5	10.9	00.0
TOTAL	91.7	4.2	4.2	44.3	46.7	8.9	00.2

The experts clearly indicated the audiovisual budget should be prepared by the coordinator in the school. Ninety-one and seven-tenths per cent of the experts agreed budget preparation should be a coordinator function. One expert proposed that this responsibility should be "put in conjunction with the administrator... on a cooperative basis with the principal if he has basic audiovisual knowledge in administration." Data regarding the preparation of the audiovisual budget by coordinators in the field show less than 50 per cent had the responsibility for preparing the audiovisual budget for the school.

Table 34. Do you administer the school audiovisual budget?
(Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>			<u>Practice</u>			
	Yes	No	Some - times	Yes	No	Some - times	No answer
Small	55.6	22.2	22.2	43.7	49.6	6.2	00.6
Medium	42.9	28.6	28.6	37.6	53.9	8.3	00.2
Large	75.0	12.5	12.5	31.5	61.5	7.1	00.0
TOTAL	58.3	20.8	20.8	37.9	54.4	7.4	00.3

There was a divergence of opinion as expressed by the experts regarding the administering of the school audiovisual budget. The experts, 55.6 per cent small, 42.9 per cent medium, and 75.0 per cent large size schools, proposed that the building coordinator should administer the school audiovisual budget. One expert commented that the coordinator, "with the aid of the principal or supervisor, should administer the school audiovisual budget." Coordinator performance indicated not over 37.9 per cent of the coordinators were administering the school audiovisual budget.

Table 35. Do you take periodic inventory of school audiovisual equipment, materials, and supplies? (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>			<u>Practice</u>			No answer
	Yes	No	Some-times	Yes	No	Some-times	
Small	100.0	00.0	00.0	85.6	10.7	3.1	00.6
Medium	100.0	00.0	00.0	85.6	9.4	5.1	00.0
Large	100.0	00.0	00.0	94.7	3.2	2.1	00.2
TOTAL	100.0	00.0	00.0	87.9	8.3	3.6	00.2

All of the experts agreed regardless of sized school, that the audiovisual building coordinator should take periodic inventory of school audiovisual equipment, materials, and supplies. The practice by the coordinators in the various size schools substantiated the experts' opinions. Eight-five and six-tenths per cent of the small and medium schools, and 94.7 per cent of the large size school coordinators did take a periodic inventory of school audiovisual equipment, materials, and supplies.

Table 36. Do you prepare usage reports (how many films, film-strips, etc.) on the school audiovisual program for submission to superiors? (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>			<u>Practice</u>			No answer
	Yes	No	Some-times	Yes	No	Some-times	
Small	88.9	00.0	11.1	21.1	68.2	10.1	00.6
Medium	85.7	14.3	00.0	26.6	63.9	9.4	00.0
Large	82.5	12.5	00.0	31.8	55.1	13.1	00.0
TOTAL	87.5	8.3	4.2	26.2	62.9	10.6	00.2

The experts clearly indicated that audiovisual reports on the use of equipment and materials should be prepared by the building coordinator for submission to superiors. Eighty-eight and nine-tenths per cent of the small school experts agreed that usage reports should be prepared. However, one expert's qualified response pointed out this practice should be done "only if such figures serve a specific objective, and not just for the sake of the record," and that "the volume involved in a small school is not large enough to be necessary." In the medium and large size schools, the experts also favored the coordinator preparing usage reports to be submitted to superiors. Actual practice performed in the field indicated not over 26.2 per cent of the coordinators prepared or submitted usage reports on the audiovisual program to superiors.

Table 37. Do you supervise the use of radio in your school?
(Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>			<u>Practice</u>			No answer
	Yes	No	Some- times	Yes	No	Some - times	
Small	55.6	33.3	11.1	27.9	65.9	5.4	00.9
Medium	85.7	14.3	00.0	25.2	68.6	5.9	00.2
Large	62.5	25.0	12.5	18.4	75.9	5.3	00.4
TOTAL	66.7	25.0	8.3	24.3	69.7	5.5	00.6

The percentage of experts favoring the practice of coordinators supervising radio in the building ranged from 55.6 per cent to 85.7 per cent. Those comments by several of the experts further noted this supervision is "the responsibility of the principal" and "the audiovisual coordinator should assist the principal in this practice." Field practices indicated not over 24.3 per cent of the building coordinators supervised the use of radio in the school.

Table 38. Do you supervise the use of television in your school?
(Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>			<u>Practice</u>			No answer
	Yes	No	Some- times	Yes	No	Some- times	
Small	55.6	33.3	11.1	21.4	72.1	5.6	00.9
Medium	85.7	14.3	00.0	25.7	66.7	7.1	00.5
Large	62.5	12.5	25.0	24.4	66.8	7.4	1.4
TOTAL	66.7	20.8	12.5	23.9	68.4	6.7	00.9

The majority of the experts believed coordinators should supervise the use of television in the school building. Those experts who disagreed, believed the coordinator "if he has the basic competency in this area" and is acting under the direction of the principal who "primarily has this responsibility," could supervise television in the schools. Field practice indicated two-thirds or more of the coordinators were not supervising the use of television in the schools.

Table 39. What is the approximate percentage of (audiovisual) time you spend on the following types of audiovisual duties?

Duties	<u>Opinion</u>		<u>Practice</u>	% Re- porting of 1074
	Total % mean	% mean	Number of items	
Administration	32.3	39.9	761	70.9
Clerical	10.3	40.1	780	72.6
Instruction	31.3	17.2	576	53.6
Production	21.3	15.9	353	32.9
Other*	4.8	46.8	215	20.0

Opinion*

1. Experts
2. Trouble Shooting
3. Planning/Thinking
4. Evaluating/Communicating
5. Public Relations and Consultant

Practice*

1. Trouble Shooting
2. Repair of Equipment
3. AV Club
4. Preventative Main-
tenance

Data regarding question 34 included a composite of what the experts believed should be the amount of time spent performing audiovisual duties, and what the coordinators were performing. No attempt was made to break this data into the various sizes of schools. One expert indicated he could not express an opinion regarding the approximate time a coordinator should spend performing audiovisual duties because he was "unable to state such limiting factors as each school would require different percentages determined by need."

The experts believed the coordinators should spend approximately one-third of their time performing administrative functions. Data on actual practice disclosed coordinators spent an average of 39.9 per cent of their time performing such administrative duties.

The experts suggested building coordinators should spend approximately 10.8 per cent of their time in performing clerical duties. Further clarification by one expert revealed "in small buildings where a coordinator is lacking full time or no released time available, then a student can do some logistic duties. In large buildings, a teacher's aide under the direction of the audiovisual building coordinator," should perform these duties. Another expert stated, "A coordinator is too valuable for clerical work-- give him secretarial help." Coordinators are spending an average of 40.1 per cent of their time performing clerical duties.

Thirty-one and three-tenths per cent was the mean time indicated by the experts as what coordinators should be spending performing the instructional phase of the building audiovisual program. Data on building coordinator practice indicated an average of 17.2 per cent is spent in teacher in-service, student training, or the instructional phase of the building audiovisual program.

The experts suggest 21.3 per cent of the building coordinator's time should be spent in the production of instructional materials for teachers in the building. "Production should be supervised by, but

not necessarily done by, the coordinator, " was the comment of one expert. Another expert indicated "the large size school should have production facilities available with sufficient financial backing, and under the direction of a competent building coordinator. " A further comment by another expert indicated production services performed by coordinators "depends upon whether there is a district or county instructional materials center available and also upon the amount of released time granted the building coordinator. " "If possible, " said a fourth expert, " a small school could use the facilities of a larger school. " The coordinator was spending an average of 15.9 per cent of his time in performing the production phase of the building audiovisual program.

The experts indicated the coordinator should spend approximately five per cent of their time performing such "other" duties such as trouble shooting, planning and thinking, evaluating and communicating, acting as consultant, and performing public relations responsibilities. The coordinators indicated they spent approximately 46.8 per cent of their "other" time in performing such duties as, trouble shooting, repairing audiovisual equipment and materials, performing preventative maintenance on equipment and materials, teaching, library work, or working with the school audiovisual club.

Organizing and Cataloging Equipment
and Materials

The audiovisual field is currently experiencing a rapid increase in the types of new devices. These devices, as well as materials with unique characteristics clutter the educational market, creating confusing elements and sometimes resulting in a collection of equipment and materials in an instructional materials center that is neither compatible with educational objectives nor conducive to utilization. It is essential that convenient means for identifying, inventorying, shelving, cataloging, circulating, disseminating, procuring, and classifying audiovisual equipment and materials be developed for each particular school building. Part IV concerns itself with specific functions related to a cataloging system.

The consensus of opinion of the experts indicated those organizing and cataloging functions that were clerical in nature should be performed by a "para-professional (media aide) who could do the job once the guidelines were set-up by the professional person," but the "professional does not abrogate his responsibility in observing these duties" to completion.

Table 40. Maintain a catalog or inventory file of all audiovisual equipment, materials, and supplies in the building. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	100.0	00.0	42.5	57.5
Medium	85.7	14.3	55.1	44.9
Large	100.0	00.0	70.3	29.7
TOTAL	95.8	4.2	54.9	45.1

Ninety-five and eight-tenths per cent of the experts believed the building coordinator should maintain a catalog or inventory file of all audiovisual equipment, materials, and supplies in the building. The data indicated not over 54.9 per cent of the coordinators maintained a catalog or inventory file of all audiovisual equipment, materials, and supplies in the building.

Table 41. Classify, catalog, and label audiovisual equipment and materials in the building. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	88.9	11.1	34.1	65.9
Medium	57.1	42.9	54.6	54.4
Large	87.5	12.5	54.4	45.6
TOTAL	79.2	20.8	44.1	55.9

The majority of the experts regardless of school size, believed the audiovisual building coordinator should classify, catalog, and label audiovisual equipment and materials in the building. Actual practice indicated, not over 44.1 per cent of the building coordinators classified, cataloged, or labeled the audiovisual equipment and materials in the building.

Table 42. Keep a record of use of audiovisual equipment and materials in the building. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	77.8	22.2	27.6	72.4
Medium	85.7	14.3	43.1	56.9
Large	87.5	12.5	61.5	38.5
TOTAL	83.3	16.7	42.8	57.2

Eighty-three and three-tenths per cent of the experts favored the coordinator keeping a record of use of audiovisual equipment and materials in the building. Not more than 42.8 per cent of the coordinators kept a record of use of audiovisual equipment and materials in the building.

Table 43. Prepare instruction sheets on the operations and care of audiovisual equipment and materials in the building. (Figures indicate per cent replying to each choice.)

Size	Opinion		Practice	
	Yes	No	Yes	No
Small	66.7	33.3	11.3	88.7
Medium	57.1	42.9	23.6	76.4
Large	75.0	25.0	30.0	69.9
TOTAL	66.7	33.3	21.1	78.9

In the preparation of instruction sheets on the operation and care of audiovisual equipment and materials in the building, the majority of the experts (66.7 per cent) indicated they favored coordinators performing this responsibility. Data on coordinator practice revealed not more than one-third of the coordinators actually prepared instruction sheets on the operation and care of audiovisual equipment and materials in the building.

Table 44. Obtain up-to-date information about audiovisual equipment and materials. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	88.9	11.1	37.8	62.3
Medium	71.4	28.6	45.9	54.1
Large	100.0	00.0	58.7	41.3
TOTAL	87.5	12.5	46.6	53.5

The experts indicated 87.5 per cent favored the coordinator obtaining up-to-date information about audiovisual equipment and materials for the professional staff in the building. A slight majority (58.7 per cent) of the large and less than a majority of small (37.8 per cent) and medium (45.9 per cent) school coordinators performed the function of obtaining up-to-date information about audiovisual equipment and materials.

Table 45. Designate and label storage place for each piece of audiovisual equipment and materials in the building. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	66.7	33.3	41.4	58.6
Medium	85.7	14.3	51.4	48.6
Large	87.5	12.5	66.4	33.6
TOTAL	79.2	20.8	52.0	47.9

Seventy-nine and two-tenths per cent of the experts believed coordinators should designate and label a storage place for each piece of audiovisual equipment and materials in the building. Data on coordinator practice, however, indicated 52.0 per cent of the building coordinators did designate and label storage places for each piece of audiovisual equipment and material in the building.

Table 46. Develop an up-to-date file of audiovisual equipment and materials available to teachers in the building. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	100.0	00.0	28.5	71.6
Medium	85.7	14.3	39.2	60.8
Large	87.5	12.5	50.5	49.5
TOTAL	91.2	8.3	38.6	61.4

Ninety-one and two-tenths per cent of the experts believed the coordinator should, and fifty per cent or less of the coordinators actually did develop an up-to-date file of audiovisual equipment and materials and made it available to the teachers in the building.

Table 47. Maintain a catalog or file of audiovisual materials available for rental, purchase, or free loan. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	88.9	11.1	41.9	58.0
Medium	85.7	14.3	42.2	57.8
Large	87.5	12.5	52.7	47.4
TOTAL	87.5	12.5	44.9	55.1

Approximately the same percentage of the experts for all the schools--88.9 per cent small, 85.7 per cent medium, 87.5 per cent large--proposed that the building coordinator should maintain a catalog or file of audiovisual materials available for rental, purchase, or free loan, in the building. Fifty-five and one-tenths per cent of building coordinators were not maintaining a catalog or file of audiovisual materials available for rental, purchase, or free loan in the building.

Table 48. Locate and recommend to teachers sources of free or inexpensive audiovisual materials. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>	No	<u>Practice</u>	No
	Yes		Yes	
Small	77.8	22.2	47.0	52.9
Medium	85.7	14.3	46.1	53.9
Large	75.0	25.0	56.5	43.5
TOTAL	79.2	20.8	49.2	50.8

The majority of experts indicated building coordinators should locate and recommend to the teachers in the building, sources of free or inexpensive audiovisual materials. Revealed practice indicated 49.2 per cent of the coordinators located and recommended sources of free or inexpensive audiovisual materials for teachers.

Table 49. Prepare bulletins on locally available audiovisual materials. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>	No	<u>Practice</u>	No
	Yes		Yes	
Small	77.8	22.2	7.6	92.4
Medium	42.9	57.1	12.4	87.6
Large	87.5	12.5	20.1	79.9
TOTAL	70.8	29.2	12.9	87.2

The majority of experts believed the coordinator in the small (77.8 per cent) and large (87.5 per cent) sized schools should prepare bulletins on locally available audiovisual materials. With reference to medium schools, less than a majority (42.9 per cent) of the experts indicated the coordinators should prepare bulletins on locally available audiovisual materials. According to actual practice, 87.2 per cent of the coordinators never prepared bulletins on locally available audiovisual materials.

Table 50. Procure audiovisual materials from sources outside the school system for teachers in the building. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	88.9	11.1	38.9	61.1
Medium	57.1	42.9	39.9	60.1
Large	87.5	12.5	49.8	50.2
TOTAL	79.2	20.8	42.2	57.8

The experts indicated that 79.2 per cent of the building coordinators should procure audiovisual materials from sources outside the school system for use by teachers in the building. The data from field practice revealed that in large schools not more than 50 per cent and in small and medium schools fewer than 40

per cent of the coordinators performed this function.

Table 51. Devise a program of circulation of audiovisual literature available to teachers. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	77.8	22.2	16.1	83.9
Medium	57.1	42.9	21.8	78.2
Large	87.5	12.5	29.3	70.7
TOTAL	75.0	25.0	21.9	78.1

The majority (75.0 per cent) of the experts, indicated coordinators should devise a method for circulating audiovisual literature to teachers in the building. Actual practice indicated that 21.9 per cent of the coordinators in the schools devised a program of circulation of audiovisual literature to teachers.

Table 52. Maintain a reference library of audiovisual literature available to teachers. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	44.4	55.6	17.2	82.8
Medium	71.4	28.6	24.3	75.7
Large	87.5	12.5	31.2	68.9
TOTAL	66.7	33.3	23.7	76.3

The majority of the experts believed the coordinator in the medium (71.4 per cent) and large (87.5 per cent) schools, should maintain a reference library of audiovisual literature available to teachers. Less than a majority (44.4 per cent) of the experts believed the coordinators in the small schools should maintain a reference library of audiovisual literature available to teachers. Less than 23.7 percent of the coordinators in actual practice performed this function.

Table 53. Disseminate audiovisual information received from the central audiovisual office and other sources to teachers in the building. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	88.9	11.1	45.9	54.1
Medium	85.7	14.3	55.3	44.7
Large	100.0	00.0	63.3	36.8
TOTAL	91.2	8.3	54.3	45.7

Ninety-one and two-tenths per cent of the experts believed the coordinators should disseminate audiovisual information received from the central office and other sources to the teachers in the building. This function was practiced by not more than 54.3 per cent of the coordinators in the field.

Selecting Equipment and Materials

It is essential to good audiovisual practice that criteria for the selection of equipment and materials be established. These criteria should be continuously refined and revised as newer instructional innovations, equipment and materials appear. Part V concerns itself with functions regarding the selection of audiovisual equipment and materials by the audiovisual building coordinator.

The prescriptive comments by experts indicated selection practices involving audiovisual equipment and materials, "should be a joint responsibility with a director," should be in "an advisory capacity to an administrator only, " but "never (selected) by himself. "

Table 54. Determine audiovisual equipment and material needs of the school without faculty help. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	11.1	88.9	18.0	81.9
Medium	14.3	85.7	17.2	82.8
Large	37.5	62.5	22.3	77.7
TOTAL	20.8	79.2	18.8	81.2

The majority of the experts (79.2 per cent) believed the coordinator should involve the faculty in determining audiovisual equipment and material needs. Eighty-one and two-tenths per cent of the building coordinators did not receive faculty help in determining the audiovisual equipment and material needs of the school.

Table 55. Recommend audiovisual equipment, materials, and supplies for purchase. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	88.9	11.1	57.2	42.8
Medium	85.7	14.3	63.5	36.5
Large	100.0	00.0	72.1	29.9
TOTAL	91.7	8.3	63.7	36.3

It was the opinion of the experts (91.7 per cent) that building coordinators should have the responsibility of recommending for purchase, audiovisual equipment, materials and supplies. In practice, 63.7 per cent of the coordinators did recommend audiovisual equipment, materials, and supplies for purchase.

Table 56. Evaluate audiovisual equipment and materials for the central or county audiovisual center. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	77.8	22.2	20.3	79.7
Medium	85.7	14.3	19.5	80.5
Large	100.0	00.0	23.3	76.7
TOTAL	91.7	8.3	20.8	79.2

The experts (91.7 per cent) believed coordinators should evaluate audiovisual equipment and materials for the central or county audiovisual center. This function was practiced by 20.8 per cent of the building coordinators.

Table 57. Work with a selection committee to select audiovisual equipment and materials for purchase or rental. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	88.9	11.1	17.5	82.5
Medium	85.7	14.3	19.9	80.1
Large	87.5	12.5	18.7	81.3
TOTAL	87.5	12.5	18.8	81.2

The experts (87.5 per cent) believed coordinators should work with a selection committee in selecting audiovisual equipment and materials for purchase or rental. A comment by an expert indicated "the coordinator should work with a district instructional materials center in selecting equipment and materials." Data revealed 18.8 per cent of the coordinators worked with a selection committee to select audiovisual equipment and materials for purchase or rental.

Table 58. Evaluate audiovisual equipment for purchase or rental.
(Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	77.8	22.2	38.3	61.7
Medium	71.5	28.6	37.2	62.8
Large	75.0	25.0	42.1	57.9
TOTAL	75.0	25.0	38.8	61.2

Thirty-eight and eight-tenths per cent of the coordinators were evaluating audiovisual equipment for purchase or rental. Seventy-five per cent of the experts believed coordinators should evaluate audiovisual equipment for purchase or rental.

Table 59. Determine specifications for audiovisual equipment and materials to be purchased. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	77.8	22.2	19.4	80.6
Medium	42.9	57.1	16.7	83.3
Large	75.0	25.0	22.6	77.4
TOTAL	66.7	33.3	19.2	80.8

The majority of the experts believed the coordinators in the small (77.8 per cent) and large (75.0 per cent) schools should determine specifications for audiovisual equipment and materials to be purchased. With reference to medium schools, less than a majority (42.9 per cent) of the experts) believed it should be the responsibility of the coordinator to determine specifications for audiovisual equipment and materials for purchase. Nineteen and two-tenths per cent of the coordinators actually determined audiovisual equipment and materials specifications.

Table 60. Analyze the curriculum to determine the suitability of various audiovisual equipment and materials for school use. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	55.6	44.4	28.2	71.8
Medium	85.7	14.3	26.4	73.6
Large	100.0	00.0	29.3	70.7
TOTAL	79.2	20.8	27.8	72.3

The majority of the experts (55.6 per cent small, 85.7 per cent medium, and 100 per cent large), believed the building coordinator should analyze the curriculum to determine the suitability of various items of audiovisual equipment and materials for school

use. Twenty-seven and eight-tenths per cent of the building coordinators were involved in curriculum analysis as related to audio-visual equipment and materials.

Table 61. Order and purchase audiovisual equipment and materials requested by teachers. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	88.9	11.1	40.9	59.2
Medium	57.1	42.9	44.0	55.9
Large	87.5	12.5	48.1	51.9
TOTAL	79.2	20.8	44.0	55.9

The majority of experts believed coordinators should order and purchase the audiovisual equipment requested by the teachers in the building. Forty-four per cent of the coordinators did order or purchase audiovisual equipment and materials as requested by teachers.

Table 62. Notify teachers and arrange for preview of audiovisual materials when available. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	77.8	22.2	34.1	65.9
Medium	85.7	14.3	46.6	53.4
Large	100.0	00.0	53.4	46.6
TOTAL	87.5	12.5	44.2	55.8

Eighty-seven and five-tenths per cent of the experts indicated the audiovisual building coordinator should notify teachers and arrange for preview of audiovisual materials when available in the building. The actual performance of coordinators indicated that 44.2 per cent notified teachers when preview materials were available.

Table 63. Evaluate sponsored or inexpensive audiovisual materials. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	77.8	22.2	20.3	79.7
Medium	85.7	14.3	20.9	79.1
Large	100.0	00.0	22.9	77.0
TOTAL	87.5	12.5	21.2	78.8

The majority of the experts (77.8 per cent small, 85.7 per cent medium, and 100 per cent large) believed coordinators should evaluate sponsored or inexpensive audiovisual materials. Seventy-eight and five-tenths per cent of the coordinators did not evaluate sponsored or inexpensive audiovisual materials.

Table 64. Select room darkening facilities for the school building.
(Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	88.9	11.1	25.1	74.9
Medium	57.1	42.9	21.8	78.2
Large	75.0	25.0	16.6	83.4
TOTAL	75.0	25.0	21.5	78.5

The majority of the experts (75.0 per cent) believed the coordinator should select room darkening facilities for the school building. One expert indicated that the coordinator should "advise the administrator only, but never select darkening facilities by himself." In practice, 78.5 per cent of the coordinators were not involved in the selection of room darkening facilities for the school building.

Scheduling and Distributing Equipment
and Materials

The classroom utilization of audiovisual equipment and materials by the teacher depends, in part, upon the ease or accessibility of obtaining this equipment and materials. It is essential that policies, procedures, and standards governing the scheduling and distributing of audiovisual equipment and materials be organized in the school with a minimum of restrictions and a maximum of efficiency for classroom utilization by the teacher. Part VI is concerned with those activities relating to scheduling and distributing audiovisual equipment and materials.

Several experts indicated the coordinator, in organizing those scheduling and distributing functions involving audiovisual equipment and materials, should "avoid rules and regulations whenever possible," and should "have an aide or clerk perform those duties that are routine in performance."

Table 65. Prepare rules and regulations governing the scheduling and distribution of audiovisual equipment, materials, and supplies. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	88.9	11.1	38.6	61.4
Medium	85.7	14.3	52.3	47.7
Large	100.0	00.0	72.4	27.6
TOTAL	95.8	8.3	53.1	46.9

The experts (95.8 per cent) believed coordinators should prepare rules and regulations governing the scheduling and distributing of audiovisual equipment, materials, and supplies. Fifty-three and one-tenth per cent of the coordinators prepared rules and regulations governing the distribution of audiovisual equipment, materials, and supplies.

Table 66. Disseminate information on audiovisual methods and materials suitable for class use. (Figures indicate per cent replying to each choice.)

	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	88.9	11.1	24.2	75.8
Medium	100.0	00.0	31.9	68.1
Large	100.0	00.0	42.1	57.9
TOTAL	95.8	4.2	32.0	67.9

All of the experts but one believed the building coordinator should disseminate information on audiovisual methods and materials suitable for class use to the teachers within the school building. Data from the coordinators revealed 32.0 per cent actually disseminated audiovisual information on methods and materials to teachers.

Table 67. Issue catalogs or lists of audiovisual equipment, materials, and supplies. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	88.9	11.1	32.1	67.9
Medium	71.4	28.6	40.8	59.2
Large	62.5	37.5	57.2	42.8
TOTAL	75.0	25.0	42.3	57.3

The majority of the experts (75.0 per cent) believed the building coordinator should issue catalogs or lists of audiovisual equipment and supplies to teachers in the building. One expert indicated the catalogs, etc., "should be located in the school materials center." Building coordinator practice revealed 42.3 per cent of the coordinators issued catalogs or lists of audiovisual equipment, materials, and supplies to teachers.

Table 68. Require staff to order equipment and materials through the building coordinator. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	77.8	22.2	28.2	71.8
Medium	85.7	14.3	33.7	66.3
Large	75.0	25.0	47.0	53.0
TOTAL	79.2	20.8	35.4	64.6

The majority (79.2 per cent) of the experts believed the staff should order equipment and materials through the building coordinator. Thirty-five and four-tenths per cent of the building coordinators required teachers to order audiovisual equipment and materials through their department.

Table 69. Assist staff in ordering and scheduling audiovisual equipment and materials in the building. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	100.0	00.0	44.5	55.5
Medium	100.0	00.0	60.1	39.9
Large	100.0	00.0	71.0	28.9
TOTAL	100.0	00.0	57.8	42.2

One hundred per cent of the professionals favored the coordinator assisting staff in ordering and scheduling audiovisual equipment and materials. In practice, coordinators in 44.5 per cent small, 60.1 per cent medium, and 71.0 per cent large schools assisted the staff in ordering and scheduling audiovisual equipment and materials in the building.

Table 70. Assist staff in requisitioning and ordering audiovisual equipment from the district or county audiovisual office. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	100.0	00.0	39.2	60.9
Medium	100.0	00.0	46.3	53.7
Large	75.0	25.0	55.5	44.5
TOTAL	91.7	8.3	46.4	53.6

Ninety-one and seven-tenths per cent of the experts believed, regardless of sized schools, the building coordinator should assist the school staff in requisitioning and ordering audiovisual equipment from the district or county audiovisual office. Forty-six and four-tenths per cent of the coordinators in Oregon schools were assisting staff members in ordering audiovisual equipment from the district or county audiovisual office.

Table 71. Assist staff in requisitioning and ordering audiovisual materials and supplies from the district or county audiovisual office. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	100.0	00.0	42.3	57.8
Medium	100.0	00.0	52.5	47.5
Large	87.5	12.5	57.6	42.4
TOTAL	95.8	4.2	50.5	49.5

All of the experts but one believed the building coordinator should assist staff members in requisitioning and ordering audiovisual materials and supplies from the district or county audiovisual office. Fifty and five-tenths per cent of the building coordinators were assisting staff in requisitioning and ordering audiovisual materials, and supplies from the district or county audiovisual office.

Table 72. Direct or supervise members of the school clerical or custodial staff in the storage of audiovisual equipment, materials, and supplies. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	88.9	11.1	28.5	71.6
Medium	85.7	14.3	33.9	66.1
Large	75.0	25.0	38.5	61.5
TOTAL	83.3	16.7	33.3	66.7

Eighty-three and three-tenths per cent of the experts believed coordinators should have the responsibility of directing or supervising members of the school clerical or custodial staff in the storage of audiovisual equipment, materials, and supplies in the building. In contrast, two-thirds of the coordinators did not direct or supervise members of the school clerical or custodial staff in the storage of audiovisual equipment, materials, and supplies.

Table 73. Direct or supervise students in the storage of audiovisual equipment, materials, and supplies. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	88.9	11.1	33.5	66.5
Medium	100.0	00.0	39.5	60.6
Large	87.5	12.5	63.3	36.8
TOTAL	91.7	8.3	43.8	56.2

All of the experts but two agreed that the building coordinator should direct or supervise students in the storage of audiovisual equipment, materials, and supplies. The majority of the coordinators in the small (66.5 per cent) and medium (60.8 per cent) schools did not supervise students in the storage of audiovisual equipment, materials, and supplies. The majority of the coordinators (63.3 per cent) in the large schools did direct or supervise students in the storage of audiovisual equipment, materials, and supplies.

Table 74. Store audiovisual equipment, materials, and supplies personally. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	22.2	77.8	29.0	70.9
Medium	28.6	71.4	36.2	63.8
Large	62.5	37.5	54.8	45.2
TOTAL	37.5	62.5	38.7	61.3

The majority of the experts believed the coordinators in the small (77.8 per cent) and medium (71.4 per cent) schools should not store audiovisual equipment, materials, and supplies personally. The experts for the large schools (62.5 per cent) believed the coordinator should store audiovisual equipment, materials, and supplies personally in the building. The building coordinators tended to agree with the experts in the small (70.9 per cent) and medium (63.8 per cent) schools as they did not store audiovisual equipment, materials, and supplies personally. On the other hand, 54.8 per cent of the large school coordinators agreed with the experts and did store audiovisual equipment, materials, and supplies personally in the building.

Table 75. Notify teachers of arrival of audiovisual equipment, materials, and supplies. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	77.8	22.2	60.6	39.4
Medium	100.0	00.0	63.7	36.2
Large	100.0	00.0	76.3	23.7
TOTAL	91.7	8.3	66.0	33.9

All of the experts but two favored the building coordinator notifying teachers in the building of the arrival of audiovisual equipment, materials, and supplies. The majority (66.0 per cent) of the coordinators did notify teachers of arrival of audiovisual equipment, materials, and supplies in their respective schools.

Table 76. Direct or supervise the scheduling of audiovisual equipment, materials, and supplies in the building. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	100.0	00.0	36.9	63.1
Medium	100.0	00.0	58.0	41.9
Large	100.0	00.0	77.7	22.3
TOTAL	100.0	00.0	56.2	43.8

All of the experts believed, regardless of school size, the responsibility of directing or supervising the scheduling of audio-visual equipment, materials, and supplies in the building belonged to the coordinator. One expert remarked, "coordinators should definitely have clerical help to perform these functions." The majority of coordinators in large (77.7 per cent) and medium (58.0 per cent) size schools agreed with the experts. The majority (63.1 per cent) of coordinators in the small size schools did not supervise the scheduling of audiovisual equipment, materials, and supplies in the building.

Table 77. Direct or supervise the distribution of audiovisual equipment, materials, and supplies in the building. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	100.0	00.0	41.1	58.9
Medium	85.7	14.3	57.1	42.9
Large	100.0	00.0	78.5	21.6
TOTAL	95.8	4.2	57.5	42.6

All but one of the experts were in favor of the school coordinators directing or supervising the distribution of audiovisual equipment, materials, and supplies in the building. Fifty-seven and

five-tenths per cent of the coordinators directed or supervised the distribution of audiovisual equipment, materials, and supplies in the building.

Table 78. Distribute, inventory, and store textbooks in the building, or perform any of these functions. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	11.1	88.9	29.6	70.4
Medium	00.0	100.0	20.9	79.1
Large	37.5	62.5	18.0	81.9
TOTAL	16.7	83.3	23.0	77.0

Only four of the experts (16.7 per cent) believed the building coordinator should distribute, inventory, and store textbooks in the building. In actual practice, 77.0 per cent of the coordinators did not distribute, inventory, or store textbooks in the building.

Table 79. Provide student operators for classroom use of audio-visual equipment. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	77.8	22.2	26.2	73.8
Medium	85.7	14.3	27.8	72.3
Large	87.5	12.5	47.7	52.3
TOTAL	91.7	16.7	32.5	67.5

The majority (91.7 per cent) of the experts indicated the building coordinator should provide student operators for classroom use of audiovisual equipment. A qualified response by an expert noted "students should be trained for individual rooms only." Another expert stated "students should be used if necessary for an effective program." Returned data on coordinator practice indicated 67.5 per cent of the coordinators did not provide student operators for classroom use of audiovisual equipment.

Table 80. Return audiovisual equipment and materials to proper agency upon completion and use. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	44.4	56.6	48.5	51.6
Medium	71.4	28.6	51.2	48.9
Large	87.5	12.5	64.7	35.3
TOTAL	66.7	33.3	53.8	46.2

The majority (56.6 per cent) of the experts believed the coordinators in the small school should not return audiovisual equipment and materials to the proper agency upon completion and use. A further comment by an expert noted "coordinators should see that it (returning equipment and materials) is done." Less than half of the coordinators in small schools were returning equipment and materials to the proper agency. The majority of coordinators in the medium (51.2 per cent) and large (64.7 per cent) size schools, were in agreement with the experts as to practices involving the return of audiovisual equipment and materials to the proper agency upon completion and use in the building.

Maintaining Equipment and Materials

With the vast variety, numbers and types of audiovisual devices presently on the educational scene the problems involved in maintaining audiovisual equipment and materials become increasingly complex. With expanded use, it becomes increasingly clear that the need for maintaining equipment and materials will become greater. Disabled or damaged audiovisual equipment and materials, present a distressing cost in lost learning opportunities that cannot be replaced. Without a proper maintenance service, a school or district will find itself balked in its use of educational media for the lack of such a program. Part VII is concerned with the maintaining of audiovisual equipment and materials.

Those prescriptive comments from the experts indicated the maintaining of audiovisual equipment and materials "should be done by an aide whenever possible," should "be limited to only what the coordinator can do adequately," and should be "sent out to an agency when in need of repair."

Table 81. Keep a service record on audiovisual equipment in the school. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	77.8	22.2	17.5	82.5
Medium	85.7	14.3	27.1	72.9
Large	87.5	12.5	37.5	62.5
TOTAL	83.3	16.7	26.6	73.4

All but four of the experts believed the building coordinator should keep a service record on audiovisual equipment in the school. Practice, as revealed by the data, indicated 26.6 per cent of the coordinators were keeping a service record on audiovisual equipment in the school building.

Table 82. Maintain a supply of spare parts and tools for minor repair to audiovisual equipment. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	77.8	22.2	39.7	60.3
Medium	57.1	42.9	48.9	51.2
Large	75.0	25.0	61.8	38.2
TOTAL	70.8	29.2	49.3	50.7

The majority of the experts (70.8 per cent) believed the coordinator should maintain a supply of spare parts and tools for minor repair of audiovisual equipment. However, one expert indicated there should be "a very limited supply" of such spare parts and tools. Less than half (49.3 per cent) of the coordinators did maintain a supply of spare parts and tools for minor repair to audiovisual equipment.

Table 83. Purchase or arrange for purchase of repair parts for audiovisual equipment. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	66.7	33.3	40.0	60.0
Medium	57.1	42.9	39.7	60.3
Large	87.5	12.5	39.9	60.1
TOTAL	70.8	29.2	39.9	60.2

Seventy and eight-tenths per cent of the experts believed coordinators should purchase or arrange for the purchase of repair parts for audiovisual equipment. Thirty-nine and nine-tenths per cent of the coordinators actually purchased or arranged for purchase of repair parts for audiovisual equipment.

Table 84. Perform preventative maintenance on audiovisual equipment (adjust, clean, oil, etc.) (Figures indicate per cent replying to each choice.)

Size	Opinion		Practice	
	Yes	No	Yes	No
Small	55.6	44.4	31.3	68.7
Medium	35.7	14.3	30.1	69.9
Large	62.5	37.5	48.4	51.6
TOTAL	66.7	33.3	35.3	64.7

Although the majority (66.7 per cent) of experts believed the building coordinator should perform preventative maintenance on audiovisual equipment in the building, 35.3 per cent of the coordinators performed such a service.

Table 85. Perform minor repair on audiovisual equipment. (e.g., replace bulb, fuse, belt, etc.) (Figures indicate per cent replying to each choice.)

Size	Opinion		Practice	
	Yes	No	Yes	No
Small	55.6	44.4	47.9	52.1
Medium	35.7	14.3	56.9	43.1
Large	62.5	37.5	75.9	24.0
TOTAL	66.7	33.3	58.9	41.1

Two-thirds of the experts believed coordinators should perform minor repair on audiovisual equipment. Fifty-eight and nine-tenths per cent of the coordinators did perform preventative maintenance on audiovisual equipment.

Table 86. Perform major repair on audiovisual equipment (e. g., replace broken gears, worn out clutch assemblies, etc.) (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	00.0	100.0	3.7	96.3
Medium	00.0	100.0	1.4	98.6
Large	12.5	87.5	4.2	95.8
TOTAL	4.2	95.8	2.9	97.1

Only one expert believed the coordinator should perform major repairs on audiovisual equipment. Ninety-seven and one-tenth per cent of the coordinators did not perform major repairs on audiovisual equipment.

Table 87. Perform major electronic repair on audiovisual equipment. (e.g., trouble shoot circuits, replace component parts found to be defective, etc.) (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	00.0	100.0	2.5	97.5
Medium	00.0	100.0	1.6	98.4
Large	12.5	87.5	4.6	95.4
TOTAL	4.2	95.8	2.7	97.3

All but one of the experts responding to the questionnaire believed the building coordinator should not perform any major electronic repair on audiovisual equipment. In practice, however, not more than 2.7 per cent of the coordinators did trouble shoot circuits and replace defective component parts in audiovisual equipment in the building.

Table 88. Keep a service record on audiovisual materials in the school. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	66.7	33.3	9.9	90.1
Medium	85.7	14.3	14.7	85.3
Large	75.0	25.0	20.9	79.2
TOTAL	75.0	25.0	14.7	85.3

The majority of the experts (75.0 per cent) believed the building coordinator should keep a service record on audiovisual materials in the school. Eighty-five and three-tenths per cent of the coordinators did not maintain a service record on audiovisual materials in the school.

Table 89. Perform preventative maintenance on audiovisual materials. (e.g., inspect and clean films, clean phonograph records, etc.) (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	44.4	55.6	13.2	86.8
Medium	57.1	42.9	17.9	82.1
Large	50.0	50.0	23.3	76.7
TOTAL	50.0	50.0	17.8	82.2

Half of the experts believed the building coordinator should perform preventative maintenance on audiovisual materials. Eighty-two and two-tenths per cent of the coordinators did not provide a preventative maintenance program for audiovisual materials.

Table 90. Perform minor repairs on audiovisual materials. (e.g., splice film, filmstrips, etc.) (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	44.4	55.6	20.0	80.0
Medium	100.0	00.0	28.9	71.1
Large	62.5	37.5	41.3	58.7
TOTAL	66.7	33.3	29.2	70.8

A slight majority of the experts (55.6 per cent) believed coordinators in small schools should not perform minor repair on audiovisual materials. Eighty per cent of the coordinators in the small schools agreed with the majority of experts. All of the experts for medium schools believed the coordinator should perform minor repairs on audiovisual materials. However, 71.1 per cent of the coordinators disagreed with the experts and did not perform minor repair on audiovisual materials. Sixty-two and five-tenths per cent of the experts believed coordinators in large schools should perform minor repairs on audiovisual materials. Practice by coordinators indicated 58.7 per cent did not perform minor repair on audiovisual materials.

Table 91. Perform major repairs on audiovisual materials.
(Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	00.0	100.0	1.1	98.9
Medium	14.3	85.7	1.2	98.9
Large	12.5	87.5	2.8	97.2
TOTAL	8.3	91.7	1.6	98.4

Only two experts believed coordinators should perform major repairs on audiovisual materials. Coordinators, on the other hand, did not perform major repairs on audiovisual materials in more than one and six-tenths per cent of the schools.

Table 92. Arrange for repairing audiovisual equipment and materials through the central or county audiovisual office.
(Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	66.7	33.3	30.1	69.9
Medium	100.0	00.0	36.9	63.1
Large	100.0	00.0	58.7	41.3
TOTAL	87.5	12.5	40.4	59.6

The majority of the experts (all but three) believed the building coordinator should arrange for repairing audiovisual equipment and materials through the central or county audiovisual office if such service were available. The collected data on present practice indicated 59.6 per cent of the coordinators did not arrange for repairing audiovisual equipment and materials through a central or county audiovisual office.

Table 93. Arrange for repairing audiovisual equipment and materials with an independent service organization. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	88.9	11.1	22.5	77.5
Medium	42.9	57.1	25.9	74.1
Large	62.5	37.5	24.4	75.6
TOTAL	66.7	33.3	24.4	75.6

The majority of the experts believed the coordinator in the small (88.9 per cent) and large (62.5 per cent) schools should make arrangements for repairing audiovisual equipment and materials with an independent service organization. Less than a majority of the experts (42.9 per cent) believed the coordinator in the medium school should make arrangements for repairing audiovisual

equipment and materials with an independent service organization. The majority of coordinators (75.6 per cent) did not arrange for repairing audiovisual equipment and materials with an independent service organization.

Table 94. Perform minor repair on screens. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	44.4	55.6	21.7	78.3
Medium	71.4	28.6	23.9	76.2
Large	62.5	37.5	34.9	65.0
TOTAL	58.3	41.7	26.1	73.9

A slight majority (58.3 per cent) of the experts believed coordinators should perform minor repair on screens. Seventy-three and nine-tenths per cent of the coordinators did not perform minor repair on screens.

Table 95. Dispose of worn out or obsolete audiovisual equipment and materials. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	88.9	11.1	29.6	70.4
Medium	71.4	28.6	30.9	69.0
Large	87.5	12.5	36.4	63.6
TOTAL	83.3	16.7	31.9	68.1

In the disposing of worn out or obsolete audiovisual equipment and materials 83.3 per cent of the experts believed it should be the responsibility of building coordinators. Sixty-eight and one-tenth per cent of the coordinators were not disposing of worn out or obsolete audiovisual equipment and materials.

Producing Materials

A good comprehensive educational media program within the single school requires, in addition to commercially produced items, locally produced materials that are simple and inexpensive in nature. It is also reasonable to expect teachers to have access to a room that provides the facilities necessary for the production of these instructional materials. Acting as a consultant to the professional staff,

the building coordinator with a broad knowledge of curriculum problems can help the teacher produce and assist in producing instructional materials. Part VIII is concerned with the producing of audiovisual materials.

Table 96. Provide duplicating service for teachers who wish to reproduce audiovisual materials. (e. g., spirit duplicator, stencil, etc.) (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	55.6	44.4	36.6	63.4
Medium	28.6	71.4	33.5	66.5
Large	87.5	12.5	27.2	72.8
TOTAL	58.3	41.7	32.9	67.1

In providing duplicating services for teachers who wish to reproduce audiovisual materials in the schools, the majority of the experts for small (55.6 per cent) and large (87.5 per cent) schools believed the the coordinators should perform those services. Less than a majority of experts (28.6 per cent) believed the coordinator in medium schools should provide duplicating service for teachers. One comment by an expert noted "clerks should do most of this duplication in a large school." Another expert indicated this service "should be supervised by the coordinator." An

observation of the data disclosed that 67.1 per cent of the coordinators were not performing such duplicating services for teachers.

Table 97. Produce graphic materials for teachers. (maps, charts, posters, etc.) (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	55.6	44.4	16.6	83.4
Medium	42.9	57.1	14.5	85.6
Large	62.5	37.5	20.9	79.2
TOTAL	54.2	45.8	16.9	83.2

A slight majority of experts, with reference to the small (55.6 per cent) and large (62.5 per cent) schools, believed the coordinator should produce graphic materials for teachers. Less than a majority of the experts for medium (42.9 per cent) schools believed the coordinator should produce graphic materials for teachers. Several experts indicated "graphic services could best be performed by a para-professional," under "the direction of a competent building coordinator" with the "hope there would be sufficient financial backing to provide a good service." Eighty-three and two-tenths per cent of the coordinators did not produce graphic materials for teachers.

Table 98. Produce models, dioramas, collections, exhibits, for teachers. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	55.6	44.4	4.8	95.2
Medium	14.3	85.7	3.7	96.3
Large	37.5	62.5	7.0	92.9
TOTAL	37.5	62.5	4.9	95.1

Sixty-two and five-tenths per cent of the experts believed coordinators should not produce models, dioramas, collections, and exhibits for teachers. One expert further commented "the coordinator should provide services--not produce or perform--these can be done by clerical workers." Ninety-five and one-tenth per cent of the coordinators did not produce models, dioramas, collections, exhibits, for teachers.

Table 99. Produce recorded materials for teachers. (tapes, discs, etc.) (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	55.6	44.4	12.9	87.0
Medium	42.9	57.1	14.9	85.1
Large	62.5	37.5	22.6	77.4
TOTAL	54.2	45.8	16.3	83.7

Not more than 54.2 per cent of the experts, believed coordinators should produce recorded materials for teachers. An expert who disagreed, indicated "this service should be provided, but (should be) supervised by a coordinator--not produced by him." Eighty-three and seven-tenths per cent of the coordinators did not produce recorded materials for teachers.

Table 100. Provide 2×2 sound-slide synchronized service for teachers. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	66.7	33.3	2.3	97.8
Medium	28.6	71.4	2.8	97.3
Large	75.0	25.0	6.4	93.6
TOTAL	58.3	41.7	3.5	96.5

The experts for the small (66.7 per cent) and large (75.0 per cent) schools believed the building coordinator should provide 2×2 sound-slide synchronized services for the teachers. A minority of experts for the medium (28.6 per cent) schools believed coordinators should provide 2×2 sound-slide synchronized service for the teachers. The providing of sound-slide synchronized service was practiced in the field by 3.5 per cent of the

building coordinators.

Table 101. Produce photographic materials for teachers. (slides, flat pictures, filmstrips, etc.) (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	44.4	55.6	10.9	89.0
Medium	28.6	71.4	7.3	92.7
Large	50.0	50.0	14.8	85.2
TOTAL	41.7	58.3	10.5	89.5

Forty-one and seven-tenths per cent of the experts believed the coordinators should, and 89.5 per cent of the coordinators did not produce photographic materials for teachers in the building.

Table 102. Provide photographic service for school activities. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	33.3	66.7	8.5	91.6
Medium	14.3	85.7	5.5	94.5
Large	37.5	62.5	10.3	89.8
TOTAL	29.2	70.8	7.7	92.3

The expert respondents (70.8 per cent) indicated they did not believe the building coordinator should provide a photographic service for school activities. In actual practice, 92.3 per cent of the coordinators did not provide photographic service for school activities.

Table 103. Produce overhead transparencies for teachers. (photographic and non-photographic.) (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	33.3	66.7	16.6	83.4
Medium	57.1	42.9	23.6	76.4
Large	62.5	37.5	31.1	68.9
TOTAL	50.0	50.0	23.3	76.7

Half of the experts believed coordinators should produce overhead transparencies for teachers. One comment by an expert noted "this should not be done by the coordinator, but arranged to be done through non-certified (aides) personnel--the coordinators administer only." Seventy-six and seven-tenths per cent of the coordinators did not produce overhead transparencies for teachers.

Table 104. Provide mounting service for flat pictures for teachers. (e.g., dry, wet, rubber cement, etc.) (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	44.4	55.6	11.6	88.5
Medium	42.9	57.1	15.6	84.4
Large	100.0	00.0	20.9	79.2
TOTAL	62.5	37.5	15.7	84.4

The experts indicated (44.4 per cent small, 42.9 per cent medium, and 100 per cent large size schools) coordinators should provide mounting service for flat pictures for the teachers in the building. Eighty-four and four-tenths per cent of the coordinators did not provide mounting service for flat pictures for teachers.

Table 105. Provide laminating service for teachers. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	44.4	55.6	14.1	85.9
Medium	57.1	42.9	16.7	83.3
Large	100.0	00.0	20.9	79.2
TOTAL	66.7	33.3	16.9	83.1

Less than a majority (44.4 per cent) of the experts believed coordinators in small schools should provide a laminating service for teachers. The majority of the experts believed coordinators in the medium (57.1 per cent) and large (100.0 per cent) schools should provide laminating service for teachers. Eighty-three and one-tenth per cent of the coordinators in the field were not providing laminating service for teachers.

Table 106. Provide lettering service for teachers. (LeRoy, Varigraph, Planotype, etc.) (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	55.6	44.4	3.7	96.3
Medium	57.1	42.9	5.3	94.7
Large	100.0	00.0	8.1	91.9
TOTAL	70.8	29.2	5.5	94.5

Seventy and eight-tenths per cent of the experts believed the coordinator should provide a lettering service for teachers. Data on coordinator practice indicated 94.5 per cent of the coordinators did not provide a lettering service for teachers.

Training of Staff and Students

The rapid technological changes taking place today in the educational field place the teacher in a position in which he frequently does not know how to use the newer tools of his profession.

Although in-service training in media at the building level cannot be a substitute for professional preparation, it can contribute by assisting towards better selection, integration, and utilization of media through updating and upgrading the instructional practices of the teacher. In-service training in media for both staff and student aides can be most effective in the hands of a professionally trained audiovisual building coordinator. Part IX is concerned with the training of staff and students.

Table 107. Work closely with and advise the principal on various phases of the audiovisual program in the building.
(Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	100.0	00.0	29.6	70.4
Medium	100.0	00.0	39.9	60.1
Large	100.0	00.0	61.1	38.9
TOTAL	100.0	00.0	42.1	57.9

All of the experts agreed the building coordinator should work closely with and advise the principal on the various phases of the audiovisual program in the building. The practice of coordinators in the field varied: coordinators in small (70.4 per cent) and medium (60.1 per cent) size schools were not advising principals to any great extent; coordinators in large (61.1 per cent) schools were advising to some extent, the principals about the various phases of the audiovisual program in the building.

Table 108. Act as an audiovisual consultant in the building and give assistance to individual staff members when requested. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	100.0	00.0	47.6	52.4
Medium	100.0	00.0	59.2	40.8
Large	100.0	00.0	78.1	21.9
TOTAL	100.0	00.0	60.3	39.7

One hundred per cent of the experts believed the building coordinator should act as an audiovisual consultant in the building and give assistance to individual staff members when requested. One expert further stated "this should be the coordinator's main responsibility." Another expert noted "the coordinator should make it

(consultation) convenient for the teachers to make such a request."

Sixty and three-tenths per cent of the coordinators acted as an audio-visual consultant in the building and gave assistance to individual staff members when requested.

Table 109. Orient teachers regarding audiovisual equipment, materials, supplies, and procedures available within the school, district, or county audiovisual center. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	100.0	00.0	46.5	53.5
Medium	85.7	14.3	58.0	41.9
Large	100.0	00.0	74.9	25.1
TOTAL	95.8	4.2	58.7	41.3

With one exception, all of the experts believed the building coordinator should orient teachers regarding audiovisual equipment, materials, supplies, and procedures available within the school district, or county audiovisual center. Fifty-eight and seven-tenths per cent of the coordinators were orienting teachers about audiovisual equipment, materials, supplies, and procedures available within the school district, or county audiovisual center.

Table 110. Demonstrate audiovisual equipment and materials to staff. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	100.0	00.0	38.9	61.1
Medium	100.0	00.0	49.5	50.5
Large	100.0	00.0	65.0	34.9
TOTAL	100.0	00.0	50.1	49.9

Every expert indicated the building coordinator should demonstrate audiovisual equipment and materials to staff members. Fifty and one-tenth per cent of the coordinators demonstrated audiovisual equipment and materials to the staff in the building.

Table 111. Organize and conduct in-service training of staff in the selection, integration, and utilization of audiovisual equipment and materials. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	88.9	11.1	14.7	85.4
Medium	100.0	00.0	17.9	82.1
Large	100.0	00.0	22.3	77.7
TOTAL	95.8	4.2	17.9	82.0

With one exception, all of the experts believed the building coordinator should organize and conduct in-service training of staff in the selection, integration, and utilization of audiovisual equipment and materials in the building. Several experts indicated the coordinator should "have help from a district instructional materials center" when providing in-service training. Eighty-two per cent of the building coordinators were not organizing or conducting in-service training of staff members in the selection, integration, and utilization of audiovisual equipment and materials.

Table 112. Arrange for in-service training of staff in the selection, integration, and utilization of audiovisual equipment and materials. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	100.0	00.0	14.4	85.6
Medium	100.0	00.0	16.9	83.0
Large	75.0	25.0	18.7	81.3
TOTAL	91.7	8.3	16.6	83.4

All but two experts believed the building coordinator should arrange for in-service training of staff in the selection, integration, and utilization of audiovisual equipment and materials. Eighty-three and four-tenths per cent of the coordinators did not arrange for someone to provide in-service training of audiovisual equipment and materials to staff members.

Table 113. Instruct staff in the production of materials. (e. g., dioramas, flat pictures, mounting, slide-making, overhead transparencies, etc.) (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	100.0	00.0	12.9	87.0
Medium	85.7	14.3	14.2	85.8
Large	100.0	00.0	17.7	82.3
TOTAL	95.8	4.2	14.7	85.3

Only one expert believed coordinators should not instruct the school staff in the production of instructional materials. Eighty-five and three-tenths per cent of the coordinators were not instructing staff members in production techniques.

Table 114. Instruct students in the operation of audiovisual equipment. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	100.0	00.0	29.9	70.1
Medium	100.0	00.0	34.2	65.8
Large	100.0	00.0	58.7	41.3
TOTAL	100.0	00.0	39.2	60.8

One hundred per cent of the experts believed the building coordinator should instruct students in the operation of audiovisual equipment. One comment by an expert indicated the coordinator "should organize and conduct training programs for students and teachers with plenty of follow-up." Another expert said the coordinator "should initiate the program, then an aide should continue under his direction." Data indicated coordinators in 29.9 per cent small, 34.2 per cent medium, and 58.7 per cent large schools instructed students in the operation of audiovisual equipment in the building.

Table 115. Train student projectionists for simple preventative maintenance tasks. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	88.9	11.1	17.2	82.8
Medium	100.0	00.0	18.1	81.9
Large	100.0	00.0	46.3	53.7
TOTAL	95.8	4.2	25.2	74.8

Only one expert was against coordinators training student projectionists for simple preventative maintenance tasks. In practice, coordinators in 82.8 per cent small, 81.9 per cent medium, and 53.8 per cent large schools did not train student projectionists in simple maintenance tasks.

Public Relations

Accepted practice in modern schools recognize the value of school-community relations. Audiovisual equipment and materials are uniquely suited to communicate the school message to the public. The audiovisual building coordinator is in a position to assist school personnel in this vital function. Part X is concerned with activities in this special area.

Table 116. Help staff plan audiovisual meetings for school-community groups. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	77.8	22.2	8.5	91.6
Medium	85.7	14.3	7.6	92.4
Large	87.5	12.5	6.7	93.3
TOTAL	83.3	16.7	7.6	92.4

The majority of the experts (83.3 per cent) believed the coordinators should help school staff plan audiovisual meetings for school-community groups. Ninety-two and four-tenths per cent of the coordinators were not helping staff members plan audiovisual meetings for school-community groups.

Table 117. Demonstrate audiovisual equipment and materials to school-community groups. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	77.8	22.2	18.9	81.1
Medium	100.0	00.0	14.7	85.3
Large	100.0	00.0	14.5	85.5
TOTAL	91.7	8.3	16.0	84.0

All but two of the experts believed coordinators should demonstrate audiovisual equipment and materials to school-community groups. The majority (84.0 per cent) of the coordinators did not demonstrate audiovisual equipment and materials to school-community groups.

Table 118. Advise school-community groups on the selection of audiovisual equipment and materials. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	77.8	22.2	10.4	89.6
Medium	85.7	14.3	6.9	93.1
Large	100.0	00.0	9.5	90.5
TOTAL	87.5	12.5	8.8	91.3

All but three of the experts believed coordinators should advise school-community groups on the selection of audiovisual equipment and materials. One expert further indicated this "should be for promotional purposes only." In practice 91.3 per cent of the coordinators were not advising school-community groups on the selection of audiovisual equipment and materials.

Table 119. Operate audiovisual equipment for school-community groups. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	33.3	66.7	24.2	75.8
Medium	42.9	57.1	25.2	74.8
Large	50.0	50.0	26.5	73.5
TOTAL	41.7	58.3	25.2	74.8

Fifty-eight and three-tenths per cent of the experts believed the building coordinator should not operate audiovisual equipment for school-community groups. Further clarification by several experts who disagreed, stated "under some circumstances and with pay" the coordinator "could operate audiovisual equipment for community groups, " but "it should be only in the school building. "

Table 120. Contact resource persons in the community for school staff. (Figures indicate per cent replying to this choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	66.7	33.3	14.7	85.4
Medium	100.0	00.0	15.8	84.2
Large	62.5	37.5	12.7	87.3
TOTAL	75.0	25.0	14.6	85.4

Seventy-five per cent of the experts believed the building coordinator should contact resource persons in the community for the staff members. Eighty-five and four-tenths per cent of the coordinators did not contact resource persons in the community for school staff members.

Table 121. Plan and arrange details of field trips for staff in the building. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	44.4	55.7	23.4	76.6
Medium	57.1	42.9	13.1	86.9
Large	37.5	62.5	7.8	92.2
TOTAL	45.8	54.2	15.1	84.9

Those experts for the small (55.7 per cent) and large (62.5 per cent) schools indicated they did not favor the building coordinator planning and arranging details of field trips for staff members. Those experts for the medium (57.1 per cent) indicated they did favor the coordinator planning and arranging details of field trips for staff members. One dissenting expert commented "the coordinator should help when needed, but it (planning) is the major responsibility of the teacher." Eighty-four and nine-tenths per cent

or more of the coordinators did not plan and arrange details of field trips for staff members.

Table 122. Promote newspaper articles relating to school activities. (Figures indicate per cent replying to each choice.)

Size	<u>Opinion</u>		<u>Practice</u>	
	Yes	No	Yes	No
Small	44.4	55.6	24.5	75.5
Medium	71.4	28.6	17.7	82.3
Large	50.0	50.0	10.3	89.8
TOTAL	54.2	45.8	17.9	82.0

Those experts for the small (55.6 per cent) schools noted the coordinator should not promote newspaper articles relating to school activities. With reference to the medium (71.4 per cent) schools, the majority of the experts believed the coordinator should promote newspaper articles relating to school activities. The experts for the large (50.0 per cent) schools were evenly divided in their belief regarding coordinators promoting newspaper articles relating to school activities. One expert further stated this "promotion of newspaper articles should be a school district function and not that of a coordinator." Eighty-two per cent of the coordinators did not promote newspaper articles relating to school activities.

V. DISCUSSION OF THE FINDINGS

In view of increased emphasis upon educational excellence and change, increasing demands for better educated personnel and increasing search for better methods of teaching, one must consider a discouraging situation exists when administrators place generally unqualified personnel in charge of conducting the school building audiovisual program. The placement of generally unqualified personnel in such a position suggests a failure on the part of those administrators to recognize or understand the value of an instructional media program. A discouraging situation exists when 53 (4.9 per cent) non-educators were found performing as audiovisual building coordinators in Oregon public schools (Table 5). However, an encouraging note was sounded when 1015 (94.5 per cent) of the school administrators in Oregon were aware of the need of placing professional people in charge of building media programs (Table 5). Twenty-six schools in Oregon indicated they did not have audiovisual building coordinators (Appendix C). If administrators were given adequate guidelines related to the role of such personnel, one could expect that administrators would assign properly trained and certified personnel to such responsibilities.

General Information

Section I, General Information, of the questionnaire probed the administrative view of the duties of the audiovisual building coordinator. The time allotted, duties specified, delegated authority, etc., all reflect the policy makers attitude toward the value of the individual school building audiovisual program in the educational setting.

Responsibility

There was considerable disagreement existing among experts just who should be charged with the responsibility for administering and supervising the school system audiovisual program. All of the experts believed someone should be responsible for the system audiovisual program. The experts seemed to be in agreement that the position was important enough to warrant more specific training than the average teacher or librarian possessed.

In practice, data indicated small (42.5 per cent) and medium (33.5 per cent) size schools had principals as generally responsible for the system audiovisual program (Table 6). This appears to be reasonable as in many small and medium schools the principal could be the chief school officer for the system.

Since there is wide disagreement as to who should be responsible for the administering and supervising of the system

audiovisual program among experts, and field practice reflected this same disagreement, it would seem to suggest there is a need for an objective basis from which to derive guidelines for a uniform policy as to who should be in charge of the school system audiovisual program.

Time

The audiovisual building coordinators in Oregon were not provided sufficient time to adequately develop an audiovisual program in the schools. The majority of the coordinators in the small (67.3 per cent) and medium (56.7 per cent), and a lesser number (39.2 per cent) in the large size schools, were provided no released time (Table 7) for these activities. In all cases data indicated the majority of coordinators worked many more hours performing audiovisual functions for which no released time was provided. The lack of interest in a sound audiovisual program in Oregon public schools was first revealed in 1951 by DeBernardis (11, p. 8). He found 2.0 per cent of the building coordinators were full time employed. The present investigation finds not one building coordinator in the small, 2.5 per cent in the medium, and only 6.7 per cent of the large size school coordinators were performing full time audiovisual functions. A total of 30 coordinators or 2.8 per cent of all 1074 schools were released full time to perform audiovisual responsibilities.

The selected panel of experts recognized the need for released time in school buildings was commensurate with the size and extensiveness of the building audiovisual program. They have suggested that a minimum of one to two hours per day of released time was essential, regardless of school size, if the audiovisual program were to be functional. As a school increased in size a reasonable assumption would be that a corresponding increase in released time would be essential since the larger the school the larger the faculty. It is also reasonable to assume that a greater variety of media services will be called upon or will be utilized by a larger faculty.

The majority of experts believed the technically trained media coordinator should be employed beyond the normal school year to work with curriculum committees and to make certain that audiovisual equipment and materials in the building were properly taken care of for the coming year. The majority of experts, however, did not believe the coordinator should receive extra pay for performing regular audiovisual duties, unless their work did extend beyond the normal school year, or these audiovisual duties were over and above a full time teaching load with no compensating time for their performance.

Data revealed few Oregon coordinators were working beyond the normal school year (Table 9) and few received extra pay for normal year performance of audiovisual duties (Table 10), even

though the majority received little released time to perform these functions (Table 7).

Many administrators may recognize the value of having media personnel work with curriculum committees during and beyond the normal school year, but they were not making provisions for such work (Table 9). Possibly, they recognized the lack of professional qualifications of current building coordinators.

Assistants

The majority of the panel of experts noted a properly organized audiovisual program under the direction of a competent building coordinator should have a non-professional (media aide) available. This aide can free the coordinator from routine tasks that are clerical or custodial in nature and thus allow the coordinator time for planning more effective learning situations with teachers. The experts recognized that the size of the building would influence duties, but routine tasks should be performed by clerical help whenever possible, regardless of building size (Table 12).

Field practice by coordinators disclosed 61.0 per cent had no one, not even the building secretary or a clerk, available to help with time consuming, routine, clerical type tasks associated with the building audiovisual program (Table 12). Routine clerical duties cut into consultant time that could be spent with individual teachers

in helping to improve their instructional program.

The experts (71.2 per cent) believed a faculty committee of experienced teachers who represented all subject fields and/or grade levels should be available to work with the coordinator in making selections based upon the needs of the instructional programs of the school served and the students involved. From all indications it appeared as though administrators (85.1 per cent) have not as yet recognized the need for a broader portion of their school staff to participate with the building coordinator in planning the school audiovisual program. As a possible result, these administrators may be losing an opportunity for a segment of their staff to become media minded (Table 12).

Evaluation

In evaluating audiovisual equipment and materials for use in the building, every expert agreed the coordinator should perform this function at sometime regardless of school size. Current practice showed a slight majority (59.0 per cent) of the coordinators surveyed were performing this responsibility (Tables 13; 14). Even though he may not be completely trained, perhaps the building coordinator is in a better position than many administrators to evaluate audiovisual equipment and materials.

Nearly 96 per cent of the experts believed a district or county

audiovisual department should be available (Table 15) for teacher use and the building coordinator should serve as the intermediary between these audiovisual centers and the teacher. The experts further indicated the coordinator should be involved in the evaluative processes of the district or center, particularly with regard to audiovisual equipment and materials. Building practice indicated 84.7 per cent of the schools have such a center available (Table 15), but only 44.3 per cent of the coordinators were involved in performing liaison functions with these centers (Table 17). If the service is being performed at all, no indication was given as to who is providing it. Where the practice of involving the coordinator as an intermediary between the building and the district occurs, scheduling, distributing, and other problems that could create a negative feeling among teachers towards the use of media generally did not arise.

A slight majority (55.5 per cent) of coordinators were not performing liaison functions with the audiovisual district or county center (Table 17), it is not surprising that so few coordinators (23.1 per cent) were involved in evaluating audiovisual equipment and materials for these centers (Table 14).

The audiovisual programs developed in various schools could be a cooperative effort in developing or bringing teacher awareness as to what was available in media at the district or county instructional materials center.

Planning

Our public schools are changing the traditional methods of instruction, making changes that will most certainly affect school building construction. Flexibility should permeate the various phases of school building construction (10, p. 8). Although the majority of the experts (87.4 per cent) believed the building coordinator should be involved when new school buildings are being designed, the majority (64.9 per cent) of the coordinators were not being consulted (Table 18).

In providing a school audiovisual program that stimulates learning, quarters are essential for the translating of policy and principle into action. To achieve the objectives of the audiovisual program, physical facilities should contribute by being functional in design and arrangement.

The well trained coordinator who understands the educational uses of modern media, could make specific suggestions regarding the type and quality of equipment to be utilized and the space arrangements as requisite to educational functions. This could be helpful to the architect in designing new buildings. If consideration isn't given to planning buildings for use of media, new buildings could well be obsolete for learning purposes on the day of completion (Table 18).

Certification

Certification of building coordinators by the State Department of Education in audiovisual, instructional materials, or communications in education was suggested as essential by 87.5 per cent of the professionals surveyed. Practice, however, discloses the coordinators were about evenly divided as to whether they "do", "don't", or "don't know" if they would attempt to become certified (Table 19).

This indecisiveness of coordinators can be understood when one realized that 73.3 per cent have taught seven years or more, and of this majority, 30.5 per cent have more than 16 years of teaching experience (Table 22). The indecisiveness as to whether obtaining certification in media if offered could indicate those coordinators, having only a few years teaching left, would be unwilling to engage in further formal course work to obtain audiovisual certification just to remain as building coordinator.

Background and Experience

In order to determine the degree of preparation considered essential for the proper performance of the role of the audiovisual building coordinator, and the amount of preparation actually in effect, the following section relates directly to the preparatory experience of the building coordinator.

Leadership

The effectiveness of audiovisual services in a building very likely depends upon the leadership of the person selected to direct it. The coordinator should be selected on a basis of his ability to give professional leadership, his specialized training and experience in the media field, his experience as a classroom teacher, and his ability to work with staff members in the building.

Certification

All experts agreed the audiovisual building coordinator should be a professional educator certified to teach by the Oregon State Department of Public Instruction, and non-professionals should not be placed as audiovisual coordinators in charge of school building programs (Table 20).

Two marked trends were noted in certification practices of coordinators: (1) as the size of the school increased, a corresponding decrease in administrative certificates held was noted; and (2) as the school size increased, a corresponding increase in coordinators certified as librarians occurred (Table 20).

Position

Although the professionals were not decisive in indicating what

specific combination of positions should perform the coordinator functions, they did indicate the principal, vice-principal, secretary, clerk, or teacher aide, should not serve as a coordinator. A minority of professionals thought librarians could serve as coordinators. The professionals did indicate the large school coordinator should serve full time as building coordinator (Table 21). Practice revealed the following: as the school size increases, a decrease in the percentage of administrators performing as coordinators occurs; teacher-coordinator combinations occur more frequently in small and large size schools; librarian-coordinator combinations occur most frequently in medium and large size schools (Table 21). From observations, if principals and librarians function as building coordinators, they have little time in which to advise teachers on how to use the available equipment and materials (Table 7) or additional time to appraise the teacher of the many and varied new developments in the media field.

A great deal of controversy exists today as to whether the school librarian should be assigned the audiovisual responsibilities for a school building. Some leaders in the audiovisual field assume that librarians, regardless of the extent and nature of their training, are able to satisfactorily accomplish the responsibilities of directing the building audiovisual program in addition to their regular librarian responsibilities (29). The majority of the panel of experts

selected on the basis of their theoretical and practical competency vigorously rejected the minority point of view. Patterns for providing media services may vary, depending upon school size. One pattern seemed essential, that was, the person in charge of the building audiovisual program should be professionally qualified in the audiovisual field. The building audiovisual program should be separate and distinct from the building library program. The experts further indicated librarians were generally student oriented, whereas media personnel were usually teacher and service oriented (29). Service and guidance for the classroom teacher should be the keystone for the successful building audiovisual program.

Experience

The professional experience reported by coordinators showed that a majority had four or more years of educational experience with the largest single group having over 21 years of experience (Table 22). There were relatively few who had from one to three years teaching experience. In relation to this point, the experts as shown in Table 25, indicated that when properly trained in media, these coordinators should be able to stimulate teachers to use what equipment and materials are available and help them get the maximum benefit from those media used. With such leadership a building audiovisual program may be expected to succeed.

Nearly 78 per cent of the professionals indicated from one to three years of teaching experience was appropriate to fill the audio-visual building coordinator's position. When one notes 49.8 per cent of the coordinators surveyed have from one to three years of audio-visual experience, there was an obvious deficiency in the experience among those in building coordinator positions (Table 23). The experts indicated professional media preparation in selection, integration, utilization, production, and administration of audiovisual equipment and materials was also desirable (Table 25).

The professional preparation of the building coordinator in the media field was considered essential, according to the majority of the experts, if the school audiovisual program is to properly function (Table 25). It was further indicated the coordinator should provide in-service instruction to teachers (Table 26).

Practice disclosed the majority of the coordinators have had four or more years of educational experience (Table 22), half indicated they had not had the basic college course in audiovisual education. Seventy-two per cent of the coordinators have not had additional professional audiovisual preparation beyond the basic audiovisual course (Table 25). In addition to a lack of professional (specialized) preparation in the media field, too few of the coordinators read no more than three hours per month in professional audiovisual journals (Table 28).

Organizations

Approximately 86 per cent of coordinators did not belong to a state or national audiovisual professional organization (Table 30), and possibly did not receive or know what professional audiovisual journals were published by these organizations (Table 29). This apparent lack of interest in professional audiovisual organizations and new literature is closely related to the belief by 69.5 per cent of the coordinators that they were incapable of providing in-service training in audiovisual methods and materials (Table 26). The coordinator could be prepared to accomplish in-service training if a greater number than the 6.3 per cent had taken advantage of the opportunity for an NDEA Summer Institute (Table 24).

Deficiencies in the formal preparation of coordinators constituted a principal cause for the inadequate utilization of equipment now available in schools. The evidence collected in the study clearly supported the position that preparation is inadequate. The cause-effect relationship was speculative, but it was clearly the most logical and defensible explanation for the non-use and inadequate use of audiovisual equipment.

The majority of the experts and building coordinators were in general agreement that it was not essential for coordinators to publish articles relating to the audiovisual instructional materials field (Table 27).

Administration of the Audiovisual Program

In order to assure students and teachers the best possible audiovisual service, consideration should be given to policies and procedures concerned with the administration of the building center and program. Administrators and coordinators should be aware of more effective practices in audiovisual administration, and should attempt to establish a highly functional audiovisual building program. In an attempt to enumerate the executive functions of the audiovisual building coordinator, a section of the questionnaire was devoted to this general topic.

Responsibilities

The experts, overwhelmingly believed (Table 31) the building coordinator should have the responsibility for administering and supervising the school audiovisual program. In practice coordinators in only 65.6 per cent of all schools were performing the responsibility of supervising the audiovisual program. The majority of these coordinators were not supervising radio (Table 37) and television (Table 38) in the buildings. This could be due in part to a lack of equipment, scheduling, radio and television coverage, coordinator preparation, or insufficient released time to perform those responsibilities. The experts further indicated coordinators should be

spending their time in performing the following responsibilities:

32.3 per cent administrative; 10.3 per cent clerical; 31.6 per cent instructional; 21.3 per cent production; and 4.8 per cent performing "other" activities such as, trouble shooting, planning and thinking, evaluating, or performing public relations responsibilities (Table 39).

More than 29 per cent of all coordinators were currently serving in a dual administrative-coordinator capacity (Table 21). It seemed reasonable to assume the majority of Oregon coordinators surveyed actually did not perform this function in the manner desired by the experts.

Coordinators appeared to be giving excessive attention to custodial functions. These duties were necessary, yet it appeared the attention to this activity was far greater than the professional requirements of the position.

Experts believed 10.3 per cent time was sufficient to spend on clerical duties. Practice disclosed a mean of 40.1 per cent of the time of the coordinators was spent performing clerical duties, while only 17.2 per cent of their time was engaged in instruction, and 15.9 per cent was spent in production phases of their duties (Table 39).

Time

As indicated in Table 31, the majority of coordinators have the

responsibility of supervising and administering the school audiovisual program. The larger schools appeared to be performing more audiovisual functions than the small or medium schools possibly due, in part, to more released time for the performing of such audiovisual functions (Table 7); fewer administrators performing the audiovisual functions (Table 21), and more coordinators who have attended an NDEA Summer Institute (Table 24). From all indications coordinators cannot perform administrative functions properly without released time.

Budget

Budget practices as disclosed by the coordinator's surveyed, indicated not over 58.0 per cent of the schools had a separate audiovisual budget. Only 44.3 per cent of all coordinators prepared the audiovisual budget (Table 33), and 37.9 per cent were involved in the administering of what budget was available (Table 34). An effective audiovisual program in a school should have adequate financial support if it was to succeed, according to the experts. The majority of experts further suggested the building coordinator should be involved in the preparation and administration of the school audiovisual budget.

Data indicated as school size increased coordinators became less involved in budget matters. It could be assumed since the large

size school coordinators had more released time to perform audiovisual functions they would be more involved in budget procedures. Coordinators actually had less to do with the preparing and administering of the school audiovisual program budget (Table 33). The increase in coordinator participation in the small and medium sized schools may be due in part to the greater number of administrators acting in a dual coordinator role (Table 21). This practice was in direct contrast to the opinions expressed by the majority of experts in the survey.

According to the data, the person who should be most directly involved in audiovisual matters within the school setting, who should be the best informed as to the wants, needs, etc., of the teachers, was not being involved to any great extent in budget matters (Table 34). If it involves planning or promulgating media changes, the writer assumed administrators were reluctant to share or consult with the building coordinator on such matters.

The taking of a periodic inventory of audiovisual equipment and materials, as suggested by all of the experts, was being performed by 87.9 per cent of the coordinators surveyed (Table 35). The experts recognized coordinator performance of this duty could be a misuse of professional talent and skill since inventory practices were a mechanical function and could readily be assigned to non-professional or even pupil personnel.

Records

The planning of a well rounded audiovisual program in a building required the keeping of reports and records to show strengths and weaknesses in audiovisual areas. Eighty-seven per cent of the experts believed reports on the types, kinds, and frequency of usage of audiovisual equipment and materials should be made. Only 26.2 per cent of the coordinators surveyed were performing this function (Table 36). This strongly suggested educational administrators in Oregon public schools did not make full use of the values of such reports involving utilization of audiovisual equipment and materials within the building. Good audiovisual administrative practice should involve the reporting of what was being accomplished within the school setting. With approximately one-fourth of the coordinators making such reports, it would appear that major consultation to the improvement of education were being lost by not recording trends, strengths, weaknesses, that could be correlated in budget planning if adequate usage reports were kept.

Supervision

A slight majority (66.7 per cent) of the experts believed the coordinator should supervise the use of radio and television in the school building. Those professionals who disagreed, suggested

supervision could be done under the direction of the principal. Practice disclosed very little supervision of radio and television was occurring in those 1074 schools involved in the survey (Tables 37; 38).

Functioning on a part-time basis and acting chiefly as a supply officer who ordered and scheduled equipment and materials, one cannot be too surprised to find that the coordinator had little time to advise teachers on how to use radio and television effectively in the school building. Current educational thinking emphasizes the increased use of television as a further adjunct to the instructional program in the school. A challenging task facing the coordinator today is the effective and efficient use of both traditional and the newer educational media. Lack of progress in these services may well be due to the lack of involvement of building coordinators in this area.

Organizing and Cataloging Equipment and Materials

There has been since 1958, an unprecedented growth of audiovisual equipment and materials in Oregon schools. Modern concepts of teaching suggest that a variety of resources for learning be made available for the education of students. This providing of a diversity of instructional equipment and materials demands that the scope of the building audiovisual program be broadened. The increase in the multiplicity and range of audiovisual equipment and

materials requires greater emphasis on organization and cataloging functions. The tremendous increase in media carries with it an inevitable technological obsolescence which demands more than ever that building audiovisual programs provide for replacement of equipment and materials.

Functions

In all the organizing and cataloging functions, the majority of experts believed the building coordinator, regardless of school size, should provide those essential organizing and cataloging functions involving audiovisual equipment and materials for the operation of a good building audiovisual program. The experts generally agreed that the coordinator should supervise non-professional personnel in those activities that were routine and clerical in nature and should not, "unless absolutely necessary," perform those duties personally. Those experts who did disagree concerning the performance of a certain duty, believed it should be performed, but that it "should be the responsibility of a good librarian" where library functions could better perform such duty, or it should be "performed on a district or county materials center level" and not on an individual building level.

It appeared as though coordinator performance of organizing and cataloging functions increases in percentage of activity as the

school size increased. Because of fewer staff members, it would be reasonable to expect fewer organizing and cataloging functions to be carried out in smaller schools.

A sizeable percentage of coordinators in small and medium size schools were administrators who had divided responsibilities and little released time in which to perform audiovisual functions (Tables 7; 20).

Accessibility

The librarian-coordinator combinations in medium and large size schools, possibly accounts for some of the increased percentage of performance of those cataloging activities. The teacher-coordinator combination could reflect a lower performance of activity in this area as professional teacher preparation did not usually include organizing and cataloging instruction. Whatever system of organizing and cataloging audiovisual equipment and materials was devised, that system should make such equipment and materials easily accessible to the teaching staff. The system should be capable of limitless expansion.

The streamlining of routine practices by using the latest classifying and cataloging functions should be considered an essential part of the building coordinator's responsibilities. This permits rapid location of related audiovisual equipment and materials for

specific learning situations (Table 41). Where these practices were established one may find more effective use of equipment and materials.

Dissemination

Teachers were not being informed through bulletins, personal contact, demonstrations, catalogs, displays, and workshops of the audiovisual equipment and materials that were available (Table 49). Audiovisual literature informing teachers of what was compatible in grade level and content with the curriculum being followed was not available for educational programs (Table 52). The coordinator should be a key figure in the dissemination of information on audiovisual equipment, materials, methods, and should inform teachers about the availability of such for classroom use (Table 53).

Those essential functions of organizing and cataloging audiovisual equipment and materials were being performed by less than half, and in some cases, less than one-quarter of the coordinators in Oregon public schools.

It appeared as though the building coordinator in Oregon functioned on a part time basis chiefly as a supply person with little time in which to consult with teachers on how to use audiovisual "tools" effectively or to provide them with information about the new developments in the field.

Selecting Equipment and Materials

The proper selection of teaching materials is part of the administrative responsibilities of the building, district, or county audiovisual director. The method by which these media devices are selected could be important as it could, to some degree, influence their effective use in the classroom. Who shall perform this vital function? The director of a center, commercial business establishments, teachers, principals, coordinators, or should it be a co-operative endeavor involving all? There are certain basic criteria that apply to the assessment of nearly all types of audiovisual equipment and materials in addition to specific criteria relating to individual items. It should be understood, however, that any determination of criteria that guides the selection of educational equipment and materials should start with the ultimate goals of the instructional programs to which they are intended to contribute. These goals are generally in a state of continuous revision and refinement and hence should be re-examined regularly as part of the selection process. All individuals involved in the use of equipment and materials, be they teachers, audiovisual coordinators, specialists, technicians, students, etc., should be participating in the selection process.

Standards

At best, it is difficult to establish any arbitrary standard regarding audiovisual equipment and materials for a particular school building, since the needs may vary so greatly. Experts suggested that a composite committee of all who were involved in using audiovisual equipment and materials should make appraisal and selection (Table 54). The school officials who recognize the importance of this activity, use coordinators working cooperatively with a faculty committee, in making media selections.

Consultation

Nearly 80 per cent of all experts believed the coordinator should not determine the audiovisual equipment and material needs of the school without faculty help. And nearly 82 per cent of the building coordinators were in agreement with the experts and were consulting faculty members (Table 54). This consultation, however, appeared to be on an individual basis and not part of any organized plan, as the coordinators previously indicated a faculty selection committee was available in only 10.7 per cent of the schools (Table 12).

It would seem since there were more administrator-coordinator combinations in the small and medium size schools, there would be

a higher percentage of participation in the selection of audiovisual equipment and materials by these individuals. This does not appear to be the case. Building coordinators in the large schools, where only 13.8 per cent administrator-coordinator combinations occur, were making more decisions involving the selection of audiovisual equipment and materials than in the small and medium size schools.

Liaison

Approximately 85 per cent of the coordinators indicated a district or county audiovisual center was available for use by the teachers in the building (see Table 15, p. 61). Only 44.3 per cent indicated they did serve as intermediaries between the district or county center and the teachers in the building (see Table 17, p. 63). It appeared the building coordinators were not being used by district or county centers as part of its committee for the selection and evaluation of audiovisual equipment and materials (Table 56), nor were they being used in conjunction with a building selection committee (Table 57). This indicated the teachers in the buildings were not being given the opportunity of a voice in the selection and evaluation processes involving audiovisual equipment and materials. It further indicated the coordinators have had limited involvement in the selection of the tremendous amount of equipment and materials accumulated so rapidly since 1958.

Evaluation

The determination of what audiovisual equipment and materials should be evaluated and selected for rental or purchase was a responsibility few current coordinators were prepared to assume (Table 58). The majority of experts were in complete agreement as to what selective and evaluative processes and duties should or should not be performed by the building coordinator.

Curriculum

The media trained coordinator can, working with a system or county instructional materials center, help in the development and implementation of curriculum changes, by influencing the selection of equipment, materials, and methods of instruction, and can forward ideas, suggestions, or criticisms to these centers for improvement of instructional services. The majority of these selection functions were not being performed by the coordinators in Oregon public schools (Table 60).

Scheduling and Distributing Equipment and Materials

The building coordinator should be the key person in disseminating information relating to audiovisual equipment, materials, and methods to the teacher in the building. He should provide services

which could facilitate the effective use of new technology, by providing ready availability of equipment and materials. From the teachers point of view the need to schedule equipment and materials too far in advance or in the involvement of too much "red tape" or bureaucratic procedures is discouraging.

Serious scheduling and distributing problems could be alleviated, and a maximum of good use of audiovisual equipment and materials was much more likely to occur, when the responsibility for its effective scheduling and its distributing was placed in the hands of a trained building coordinator. Effective use, therefore, depended upon keeping those teachers served, well informed regarding what equipment and materials were available and providing them access to these devices at the time they would yield best results in the classroom.

Logistic

Of the (16) answers elicited by the questionnaire in this section on scheduling and distributing audiovisual equipment and materials, only in those (three) involving storing, distributing, or returning personally audiovisual equipment, materials, and supplies, did the opinions of the experts and the practice of the coordinators closely coincide. These tasks, like many other logistic tasks, could be supervised by a coordinator but they should be turned over to a

non-professional.

The experts recognized that as the school size increased those scheduling and distributing tasks would increase correspondingly. Coordinator practice generally followed the opinion of experts. Scheduling and distributing functions ranged from 24.2 per cent to 44.5 per cent small, 27.8 per cent to 60.1 per cent medium, and 38.5 per cent to 77.7 per cent large size school practice by coordinators. Small schools, possibly due to a lack of equipment, materials, or number of personnel, may not have as many scheduling and distributing problems as the medium and large schools.

Responsibility

If someone in the building isn't responsible for knowing where audiovisual equipment and materials were located, or teachers did not cooperate, serious scheduling and distributing problems could arise.

Few coordinators were disseminating information about audiovisual methods and materials suitable for class use to teachers in the building, due to a lack of formal preparation, reading, time and a general unawareness of what was available in the audiovisual field (Table 53).

It is encouraging to note a slight majority of coordinators have the responsibility for preparing rules and regulations, assisting

staff in requisitioning and ordering equipment and materials, notifying of arrival and return of equipment, materials, supplies when ordered, and of directing or supervising the scheduling and distributing of audiovisual equipment and materials in the building (Tables 65; 69; 75; 76; 77).

Students

Many coordinators find it advantageous to organize school audiovisual clubs that when properly conducted could insure that trained student projectionists were available at all times without taking too much time for any one operator. Students can perform invaluable service to the school and community and can be of great value to building coordinators in performing audiovisual functions. Data from the respondents reflected the majority of coordinators were not using student operators for classroom use of audiovisual equipment (Table 79).

Maintaining Equipment and Materials

There is today an ever increasing number of types of audiovisual equipment that is flooding the educational market. As Dale (8) indicated in Chapter I, we provided for the care of the furances, and school busses, but failed to make effective use of or to maintain properly, our educational tools. Someone must maintain the

audiovisual equipment and materials in the building.

An adequate program for the physical maintenance of audiovisual equipment and materials will lessen the lost learning opportunities as well as save teaching time that cannot be replaced, through lost "down-time" when such equipment and materials is not available. The building coordinator is not a "repairman". He could keep a close check on the condition of the educational "tools" in the building. This section notes the degree of coordinator responsibility towards the maintaining of audiovisual equipment and materials in the school setting.

Repair

Of the (15) items related to maintenance, those duties requiring the performance of major repair work on audiovisual equipment and materials found the opinions of the experts and the practice of the coordinators in agreement. There were only 77 (7.2 per cent) of the 1074 coordinators surveyed who felt capable of performing such major repair work on audiovisual equipment.

Only one building coordinator was employed, with extra pay, part time during the regular school year and full time during summer vacations, performing major repair work on audiovisual equipment.

The experts were not certain whether the coordinator should

perform preventative maintenance or minor repair (e.g., inspect, splice or clean films, etc.) practices on audiovisual materials (Table 89). Coordinator practice indicated the majority did not perform such preventative maintenance or repair duties. There were certain precautions coordinators could take that were preventative in nature (clean records, store materials properly, etc.) that would prolong the useful life of such materials. The 17.8 per cent (Table 89) of the coordinators who did perform such tasks were primarily from the medium and large size schools where the district instructional materials center could be located and such specialized equipment was available.

Maintenance

An adequate maintenance and repair program on the district or county level could protect the investment in capital outlay for such equipment and materials. Such a program should assure ready and optimum use of equipment and materials. Thus educational programs should not be interrupted by mechanical failure. The audiovisual building coordinator could play an important part in such a program. Data indicates current coordinator performance of those items the experts believe should be accomplished, is at a relatively low level (Table 89).

It was noted as the size of the school increased the more

involved the coordinator became with performing those preventative maintenance functions that did not involve major repair of audio-visual equipment and materials.

More than 87 per cent of the coordinators (Table 15) indicated there was a district or county audiovisual center available for teachers, yet 59.6 per cent (Table 92) indicated they did not send their equipment and materials to this office for repair. Seventy-five and six-tenths per cent (Table 93) further indicated they did not send their audiovisual equipment and materials to an independent service organization for repair. From all indications, the majority of audiovisual equipment and materials in Oregon public schools were not receiving much upkeep, maintenance, or repair.

Producing Materials

There is a wide variety of instructional materials available to the educational market. Educators should be aware of the unique contribution audiovisual materials could make towards the improvement of classroom instruction. An adequate supply of audiovisual materials could have a direct bearing on how frequently they are used by teachers.

The trained coordinator, with proper time and facilities available, could provide simplified production services that could help provide teachers with the materials they desired for subjects and

units they instructed. Such a coordinator could encourage the teachers to produce their own local materials by assisting them with the production of charts, graphs, posters, displays, exhibits, slides, study prints, dioramas, and bulletin boards. It is possible Oregon teachers are reluctant to accept the total burden of local production, due in part to the tremendous involvement of time and the lack of professional results that could be discouraging. The forthcoming section deals with those production functions.

Para-Professional

In Oregon, the experts seemingly were in disagreement as to how much responsibility a coordinator should assume in the production of local materials for teachers at the building level. The experts disagreed only as to the degree to which production services could be expected of the building coordinator (see Table 39, p. 90). The majority of the experts believed this type of service was best performed by a para-professional (media aide) under the direction of a competent coordinator (see Table 39, p. 90). The small and medium size school experts recognized the limitations of a single man in a generalist position and therefore were not united in their recommendations in that these production activities be as extensive as in large size schools. Their recommendation included the possible sharing of a coordinator and production specialist with several

schools and of a production service available at a district or county level (see Table 39, p. 90). The large size school experts recognized the need for such production capabilities, and indicated financial backing should be available to these schools, and the services should be under the direction of a competent building coordinator (see Table 39, p. 90).

Graphics

Of the 1074 schools surveyed, the largest single item of services provided was 32.9 per cent and that involved the duplication of copies from spirit masters and stencils (Table 96). Sixteen and eight-tenths per cent of the coordinators provided graphic materials (Table 97), four and nine-tenths per cent produced models, and dioramas (Table 98), 16.3 per cent record materials for teachers (Table 99), three and five-tenths per cent provided photographic services for school activities (Table 102), 23.3 per cent produced overhead transparencies (Table 103), 15.6 per cent provided mounting services for flat pictures (Table 104), 16.9 per cent provided laminating services (Table 105) and five and five-tenths per cent provided lettering services (Table 106).

From the foregoing it would appear that administrators and teachers in Oregon have not, as yet, looked to the media representative for coordination of the production facilities in the school

building.

Service

There was little difference as cited in the previous section, of actual production practices by building coordinators regardless of school size. The large size school coordinators provided very slightly more over all production service than those in the medium or small size schools. The difference was primarily in the production of overhead transparencies, mounting of flat pictures, laminating, and producing recorded materials for the teachers in the building. This could be due to the few more of these large size school coordinators who had attended summer media institutes, who were not administrators, librarians, and above all had a slight edge in released time over the small and medium size school coordinator.

Production practice further disclosed that less than a third of the building coordinators surveyed were providing any one special type of production service to the teachers in their building. It is possible a number of schools were not actively engaged in the local production of materials even though equipment and materials might be available.

It should be evident Oregon schools could not meet local level needs for specific instructional materials. Since the majority of teachers were employed in small and medium size schools, it was

quite evident that most Oregon teachers did not have access to adequate locally produced instructional materials.

Training of Staff and Students

As teachers have a more adequate supply of audiovisual equipment and materials, it becomes apparent a more substantial in-service training program is needed to assure maximum use of facilities and equipment (30, p. 22). The problem of training the teacher to make the most effective use of instructional materials is perhaps one of the most important functions building coordinator can provide. Generally, teachers have had little or no training in the classroom use of audiovisual materials (30, p. 22). It is important they obtain such instruction otherwise the multiplicity of audiovisual materials available could not make their full contribution to the educational program. The following area is concerned with those problems involved with in-service instruction.

Consultant

Performance data revealed with the exception of a slight majority of coordinators in the medium size schools acting as consultants (Table 108), and orienting teachers to the audiovisual procedures in the building (Table 109), the majority of small and medium size building coordinators were not performing those other in-service

responsibilities to any marked extent.

The practice in the large size schools is quite different. Data revealed the majority of coordinators in the large size schools were working closely with the principal on various phases of the building audiovisual program, acting as a consultant to staff members when requested (Table 107), and orienting teachers to audiovisual equipment in the building (Table 109). The majority of these same coordinators, however, show low performance in organizing and conducting in-service training of staff (Table 111) in the selection, integration, and utilization of audiovisual equipment and materials (Table 112). Few students were receiving instruction in the operation of (Table 114), or simple preventative maintenance tasks involving audiovisual equipment (Table 115). By not using student help the coordinator could be forcing himself to use his time performing many simple housekeeping duties which could be performed by student help.

Combinations

The evidence suggested that the number of administrator and library coordinator combinations in the small and medium size schools were, in part, responsible for the lack of coordinator in-service practices. By their own admission, 69.5 per cent of the coordinators did not feel they had sufficient experience in the

audiovisual field to provide adequate in-service training for the teachers in their building (Table 26). This, in the face of the importance placed upon the in-service instruction area by the experts. From the foregoing one can concluded Oregon coordinators and teachers alike need in-service instruction in audiovisual materials and methods.

Public Relations

The coordinator could establish a favorable climate for the use of instructional materials and equipment, by informing the educational staff and community of the potential of instructional technology for improved learning. He could promote among teachers, administrators and school patrons, the concept that the use of instructional equipment and materials is an integral part of the instruction process and not an adjunct or aid to be used when time permits. The coordinator could take an active part in bringing a better understanding of the audiovisual program to staff and community alike.

Planning

The majority of experts believed coordinators should cooperate with staff members in planning school-community meetings (Table 116). The experts further indicated demonstration and selection of equipment and materials for such groups should be part of their

responsibility (Table 117). The majority of experts and coordinators agreed the demonstrating and operation of audiovisual equipment for school-community groups should be performed only for demonstration purposes (Table 119). The majority of experts and coordinators further agreed the detailed planning and arranging of field trips for staff members should not be performed (Table 121).

Duties

As previously indicated in Table 114, a well-trained student operator could provide a projection service for community organizations. There was reason to believe the coordinator should not assume the responsibility of the classroom teacher in planning details of field trips (Table 121), nor should newspaper articles relating to non-audiovisual activities be part of his responsibilities (Table 122).

The public relations functions, like many others, were usually in addition to other duties and responsibilities assigned the coordinator with little or no released time. As indicated earlier in Table 119, it was perhaps, understandable why the highest percentage of public relation functions performed by coordinators, regardless of school size, was not more than 26.5 per cent.

The promotion of newspaper articles relating to school activities (Table 122) was slightly higher in small schools than in medium and large size schools. This could be due in part to the greater

number of administrator-coordinator combinations (Table 21) in these size schools. This appeared reasonable, since the administrator in small size schools frequently was the chief school officer in the district, and one could assume they would rather perform those public relations functions than assign it to someone else.

VI. CONCLUSIONS AND RECOMMENDATIONS

The National Defense Education Act of 1958 (P. L. 85-864 as amended) has provided nearly eleven million dollars on a matching fund basis for audiovisual equipment and materials in Oregon public schools. Yet, from almost daily supervision over a two year period, the investigator, as an audiovisual consultant, observed that the equipment and materials were little used. Much of the equipment is stored, and its lack of use is attested to by a heavy coat of dust in many schools. The experience over the nation as reported by experts in the audiovisual field is that such equipment and materials will only be used when there is competent leadership and assistance, at the building level, to provide for adequate utilization (Dale, 8, p. 4).

Finn (24) stresses the pressing need for a person at the building level to provide for organizing, cataloging, selecting, scheduling, distributing, producing, training of students and staff for appropriate utilization, and general administering of the ever increasing variety of instructional equipment and materials.

It becomes increasingly clear that something must be done if the new audiovisual tools are to be effectively used in classroom instruction. However, an adequate supply of specialized professional assistance at the building level to consult with classroom teachers is

not available. This study was undertaken as an activity to clearly define the scope of the problem and to provide an informed base for designing educational programs that would prepare individuals to operate effectively as audiovisual building coordinators.

From an analysis of data presented in Chapter IV, differences between what experts believed should be on-going audiovisual activities in Oregon public schools of various sizes, and the actual practices in these schools was clearly evident. Data obtained from questionnaires returned by 1074 individuals who were currently serving as audiovisual building coordinators in Oregon public schools and from a panel of 24 experts lead to the following conclusions:

School Size

In evaluating differences between building coordinator's activities as prescribed by the committees of experts, data indicated building size was not a significant factor in determining types of activities required of the building coordinator.

System

From expert opinion one would conclude that a system oriented audiovisual program will not satisfy individual building needs. Emphasis is placed upon the importance of the professionally trained building coordinator more than on the system man.

Responsibility

There is some disagreement among the experts as to just who should be responsible for administering and supervising the audiovisual program at the system level. The practice in the schools, regardless of size, reflected this general confusion. The evidence suggested that there was no objective basis in Oregon from which to derive guidelines for a uniform policy as to who should be in charge of the school system audiovisual program. This lack of agreement permeated to the building level (Table 6).

Time

No firm pattern of assigned time for performing audiovisual building coordinator's duties was being followed in Oregon public schools. Data reported by building coordinators indicated either a lack of understanding on the part of many school administrators of the need for, and the value of, a school audiovisual program or an unwillingness or inability to provide the required time allocation (Table 7; 8).

Preparation

Data indicated the majority of audiovisual building coordinators are not professionally prepared for their position (Table 25). To

achieve an effective media program both education and experience are required.

The analysis revealed that 49.6 per cent of the coordinator's also serve as either the school administrator or librarian (Table 21). The opinion of experts suggests divided interests such as these cannot provide adequate time to the job the experts say should be done (Table 39).

Administration

The majority of coordinators in Oregon public schools are not performing those administrative functions which the experts believe should be a part of the audiovisual building program (e.g., plan, administer, and supervise audiovisual program, budget, etc.).

These findings imply Oregon administrators are reluctant to assign to the building coordinator, those media administrative or supervisory responsibilities which traditionally have resided in the chief administrator's role. In addition, the coordinators are spending a disproportionate amount of time performing clerical and custodial duties that more appropriately should be delegated to a non-professional person.

Cataloging

Audiovisual equipment and materials in Oregon public schools

were not organized and catalogued to any great extent. From an assessment, it appeared that most teachers are not aware of the equipment, materials, and literature, available in the media field.

Evaluation

The great variety of audiovisual equipment and materials available in the schools has put the majority of Oregon building coordinators face to face with the task of establishing principles and procedures for the selection of media. From an assessment of the audiovisual building coordinator's preparation, it appears most are inadequately prepared to perform such responsibilities.

It requires considerable skill to evaluate (assess) audiovisual equipment and materials from an instructional viewpoint. Few Oregon coordinators are prepared to perform such evaluative activities. It appears that standards utilized in the selection and evaluation processes involving audiovisual educational equipment and materials in Oregon public schools were not instructional in nature (e.g., were not selected with the idea of implementing existing educational programs).

Distribution

The majority of audiovisual building coordinators have not established policies or procedures to facilitate distribution of

audiovisual equipment and materials to insure the availability of equipment and materials as needed. Present practices related to equipment and materials, impede adequate classroom use by teachers due to inadequate scheduling and distributing procedures in the building.

Maintenance

Questionnaire replies indicated that there was inadequate provision for the proper upkeep, maintenance and repair of audiovisual equipment and materials in the Oregon public schools. Coordinators further indicated that equipment and materials were seldom sent to any service organization when in need of repair (Tables 92, 93). We are forced to conclude that much audiovisual equipment and materials are not in a condition to contribute towards the improvement of instruction.

Production

Few individual schools were actively engaged in or had the facilities for producing instructional materials for teachers. Data indicated that the larger the school the more materials of instruction were provided to teachers. Since most of the teachers in Oregon are employed in the small and medium sized schools, it is evident that the majority of teachers do not have access to adequate

production facilities from local production sources. From the opinions of experts, we could assume these teachers are being deprived of media services and assistance that are essential to a well integrated educational program.

In-Service Education

A large proportion of building coordinators have had little or no training in the selection, integration, or utilization of audiovisual equipment and materials (Table 25). Coordinators are not giving teachers in-service training in media which will permit them to make the most efficient use of such equipment and materials. Teachers are not being informed on how to effectively select, integrate, and utilize these new media developments into their instructional program (Table 26).

Public Relations

The lack of coordinator involvement in public relations functions of the schools leads to the conclusion that school administrators are not utilizing one of their most potent instruments for informing the public of school activities.

Recommendations

The incredible situation exists where millions of dollars are

being spent on audiovisual equipment and materials while practically no provisions are being made for programs to adequately educate personnel to use such equipment and materials. The experts deplore the lack of such programs to train personnel to adequately make use of this wealth of equipment and materials. A change is essential if modern tools of education are to be used to improve instruction.

While trial and error experience might possibly have been a reasonable answer in the past, it is now clear the pace of change in the media field will no longer permit such informal and inadequate use of equipment and materials currently available in the public schools.

Based on the extreme variation between opinion and practice reported in the study, (e.g., no minimum time requirements, no personnel training prerequisites, etc.) evidence strongly suggests there are no basic criteria being used for the organization of audiovisual building coordinator programs and the selection of media personnel at the building level of responsibility. It would improve the effectiveness of audiovisual building coordinators in Oregon, if some of the following were initiated by the Oregon State Department of Education:

- a. Job analysis and description to establish criteria for audiovisual building coordinators, affecting both professional and para-professional (media aides) personnel. The

following important aspects of the roles of the audiovisual building coordinator should be described:

1. Organizing and cataloging of equipment and materials.
 2. Administration of the building audiovisual program.
 3. Selecting equipment and materials.
 4. Scheduling and distributing equipment and materials.
 5. Producing materials.
 6. Maintaining equipment and materials.
 7. Training of staff and students.
 8. Public relations.
 9. Budget practices.
- b. Establish special certification standards for media personnel at the building level.
- c. Engage audiovisual specialists to work closely with district and county administrative personnel who would assure the implementation of building audiovisual programs and the continuing in-service training of building coordinators.
- d. Establish criteria relating to the ratio of professional and para-professional media personnel to numbers of teachers served for various sized schools.
- e. Determine realistic time assignments for audiovisual building coordinators to carry out professional responsibilities.

Data collected in this investigation document the fact that the role Oregon audiovisual building coordinators are currently performing is primarily custodial or clerical in nature regardless of school size. The level of coordinator performance suggested by the twenty-four experts participating in the investigation could serve as the basis for a needed and effective professional service in school buildings. Therefore it is recommended that the school districts in the state of Oregon seek to improve their district media programs by:

- a. Establishing clearly defined policies and procedures to govern administrative and board action as related to educational media (particularly at the building level).
- b. Establishing in-service training programs for up-dating the building coordinators in their role of administering and supervising the building audiovisual program.
- c. Utilizing criteria for the performance of all building coordinators based on the minimum standards of the Oregon Department of Education.
- d. Recognizing differences in the specialized and differentiated skills of librarians and audiovisual building coordinators and making assignments accordingly.
- e. Discontinuing the practice of selecting non-professional personnel for the position of audiovisual building coordinator.

The survey revealed that the majority of audiovisual building coordinators are not prepared to preform in-service training of

teachers in basic media selection, integration, and utilization. Obviously, teacher training institutions can help compensate for this lack of basic media preparation by orienting pre-service teachers in the classroom use of media. A properly trained audiovisual building coordinator could perform his responsibilities more effectively if teachers had such basic preparation. Therefore, it is recommended that consideration be given to providing such basic instruction in the classroom use of media for pre-service teachers. The basic media course could be a recommended elective for pre-service teachers.

The educational institutions have an additional responsibility for the training of media specialists to support teachers in the use of educational media with increasing effectiveness. The findings of the present investigation emphasize the need for trained media specialists at the district or county level who can work with building coordinators to improve instruction. The investigation clearly documented the fact that Oregon audiovisual building coordinators lack professional training in media.

The building coordinators could form the cadre for the future media consultants and directors of school system audiovisual programs. Without a professional training program for such personnel present conditions could be perpetuated. It is therefore recommended that educational training institutions in Oregon develop a graduate

program of instruction in educational media to prepare audiovisual building coordinators for their current duties and responsibilities.

The audiovisual building coordinator should be trained as the basic level audiovisual specialist to work with teachers in the selection, integration, and utilization of media in the instructional process.

The basic program should develop coordinator competencies in the following audiovisual areas: (a) administering building programs; (b) organizing and cataloging equipment and materials; (c) selecting equipment and materials; (d) scheduling and distributing equipment and materials; (e) maintaining equipment and materials; (f) producing materials; (g) training of staff and students; and (h) public relations functions.

Further program development of teacher education institutions should provide additional training for the professional growth of the audiovisual building coordinator. This could include the preparation of the specialized media consultant. This second level of audiovisual specialist is a supervisor who coordinates (under policy direction) a district-wide effort aimed at the improvement of instruction.

Opportunity for the highest level professional growth should be provided so that the audiovisual building coordinator could advance to the position of the director of instructional materials. This is a higher level specialist essential for the operation of the system-wide audiovisual program. The district or county director is essential to support the building audiovisual program.

Future

The coordinator's role is continuing to develop. Current literature suggests that in time he will have to become a kind of instructional technologist--requiring considerable knowledge of the behavioral sciences. This new role may help fill the gap between what is known about learning processes and present day classroom practices. For the present the role of the audiovisual building coordinator is to do that which has been demonstrated to improve instruction. The emerging role of the audiovisual specialist is to make available to teachers those applications of knowledge of learning processes which have not found their way into the classroom.

VII. SUMMARY

This study was aimed at determining the current status of provisions being made to provide for appropriate utilization of the increasing quantities of audiovisual equipment and materials available in the public schools of Oregon as the result of recent Federal legislation. Direct observation by the investigator over an extended period had revealed that little of the nearly eleven million dollars spent in Oregon for audiovisual equipment and materials during the period 1958-1967 was being used effectively to improve instruction. The ultimate objective of the study was to identify activities and programs essential to improve instruction in Oregon schools through optimum employment of the new technological devices. In order to achieve this objective it was necessary (1) to determine what should be done (expert opinion), (2) determine what actually was being done in public schools (current practice), (3) specify deficiencies, and (4) identify activities and training programs required to assure attainment of the ultimate objective.

Procedures

A review of the literature revealed that in the opinion of audiovisual authorities the key to the solution of the utilization problem was a person to work directly with teachers at the building level. This person, generally known as the audiovisual building coordinator,

was well identified in the literature, but in practice was considered by administrators to function frequently in a clerical and custodial manner. A number of surveys and studies were reviewed, but none were aimed exclusively at determining duties required of the building coordinator to assure a functioning audiovisual program. Few formal training programs exist, either to prepare coordinators, or to inform administrators of the potential instructional value of such a person. However, it was reasoned that by identifying deficiencies in present activities of such personnel it would be possible to design curricula that would assure optimum utilization of the vast quantities of audiovisual equipment and materials in the schools and ultimately improve the use of audiovisual equipment and materials in classroom instruction.

The first task in the study was the development of an instrument to survey existing practices. A search of the literature revealed no single questionnaire compatible with the needs of the study. Opinions of authorities were consulted to form an item pool from which the survey instrument was constructed. Ten major categories were identified which appeared to include all activities of the audiovisual building coordinators. These ten categories embraced 117 specific items involved in the role of the audiovisual building coordinator. The questionnaire was revised to elicit prescriptive responses from audiovisual authorities in Oregon.

The survey instrument was sent to the 1280 public schools listed in the Oregon School Directory (37) after procedures were devised for the distribution, follow-up, and return of the instrument. The study was restricted to public schools listed in the Oregon School Directory (37) during the 1966-1967 school year. Data were collected from two special questionnaires and from prescriptive comments of experts. The design of the instrument was initiated in January 1966. The length of time selected for the survey was between January 14, 1967, and March 13, 1967.

Eighty-seven and three-tenths per cent (1118) of the individuals selected by the school administrators returned the instrument. Ninety-six and one-tenth per cent (1074) of the returned questionnaires met established completion criteria and were used in the analyses. These returns represented audiovisual building coordinators servicing 92.5 per cent of the teachers in the state of Oregon. The review of the literature also revealed that there were no established criteria to determine desirable audiovisual building coordinator practices for schools of various sizes. To fulfill this need, a panel of 24 carefully screened experts in Oregon with professional training, practical experience, and a theoretical frame of reference was gathered. The opinions of this group, on a majority basis, became criteria for determining desirable audiovisual building coordinator practices in schools of various sizes. The Control Data

Corporation 3300 computer at Oregon State University Computer Center, processed the data.

Findings

An appalling discrepancy was found to exist between criteria formulated by experts and actual field practices by audiovisual building coordinators in Oregon public schools. The areas of greatest discrepancy were: (a) coordinator professional audiovisual preparation; (b) coordinator-teacher in-service training functions; (c) time allotments; (d) professional interests; (e) professional consultation; (f) evaluative processes; (g) supervisory functions; (h) production practices; (i) organizing functions; (j) scheduling procedure; (k) maintenance procedures; and (l) public relations functions.

Areas of least discrepancy were found in the following: (a) period of professional educational training; (b) major and minor repair of audiovisual equipment and materials; and (c) distribute, store, and inventory audiovisual equipment, materials, and textbooks.

Recommendations

The findings of this study suggest the following recommendations:

- a. That the Oregon State Department of Education establish special certification standards for media personnel at the

building level.

- b. That criteria affecting the number, description, and job analyses of the duties and responsibilities of the audiovisual building coordinator, affecting both professional and para-professional media personnel be established by the Oregon State Department of Education.
- c. That audiovisual specialists be engaged by the Oregon State Department of Education to work closely with district and county administrative personnel who would, in turn, assure the implementation of building audiovisual programs and the continuing in-service training of building coordinators.
- d. That the Oregon State Department of Education determine realistic time assignments for the audiovisual building coordinator to carry out professional responsibilities.
- e. That school systems establish clearly defined policies and procedures to govern administrative and board action as related to educational media (particularly at the building level).
- f. That the building coordinator be given in-service training pertaining to his role of administering and supervising the building audiovisual program.
- g. That librarian and audiovisual building coordinator

responsibilities be specialized and differentiated.

- h. That the practice of selecting non-professional personnel for the position of audiovisual building coordinator be discontinued.
- i. That pre-service teachers be advised to receive instruction in the basic classroom use of media.
- j. That teacher training institutions develop a graduate program of instruction in educational media that prepares individuals for the position of audiovisual building coordinator, media specialist, and director of instructional materials centers.

Future

The emerging role of the audiovisual specialist, however, is to help make those applications of knowledge of learning processes which have not yet found their way into the classrooms. It is unlikely that the audiovisual building coordinator can make a major contribution towards closing the technological gap as it exists in Oregon public schools today unless criteria for media programs are established and accepted in Oregon public schools. Many areas remain to be investigated in the classroom application of audiovisual equipment, materials, and services. There is a large discrepancy between practice and expert opinion relating to the role of the audiovisual building coordinator in Oregon public schools which must be closed.

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APPENDICES

APPENDIX A

COORDINATOR QUESTIONNAIRE
EXPERT QUESTIONNAIRE

THE ROLE OF THE AUDIOVISUAL BUILDING COORDINATOR IN OREGON PUBLIC SCHOOLS

SECTION I

INSTRUCTIONS TO THE SCHOOL ADMINISTRATOR: please complete the following items:

YOUR NAME _____ COPY OF FINDINGS ☐ Yes ☐ No
 SCHOOL _____ SCHOOL ADDRESS _____
 SCHOOL ENROLLMENT _____ NUMBER OF TEACHERS _____

DO YOU HAVE AN AUDIOVISUAL BUILDING COORDINATOR IN YOUR SCHOOL? (For the purpose of this survey, the audiovisual building coordinator may be an educator (state certified) such as a principal, vice principal, teacher, librarian, full or part-time audiovisual specialist, who has been assigned the primary responsibility for operating the audiovisual program of your school building, or it may be such non-professional staff as a secretary, clerk, teacher-aid, etc., who has been assigned the audiovisual responsibility. It does not include the audiovisual director of the district or county audiovisual center.)

PLEASE CHECK ONE OF THE FOLLOWING:

1. ☐ YES, we do have an educator assigned as audiovisual building coordinator. (If No. 1 is checked, please give this form to the audiovisual building coordinator for completion and return in the enclosed envelope.)
2. ☐ NO, we do not have an educator assigned as audiovisual building coordinator. (If No. 2 is checked, please give this form to the individual who has been assigned the audiovisual duties in your school for completion and return in the enclosed envelope.)

SECTION II

SPECIAL INSTRUCTIONS TO THE SCHOOL AUDIOVISUAL BUILDING COORDINATOR: For the purpose of this questionnaire, please apply the following definitions in relation to the school audiovisual program:

SUPPLIES: Include such EXPENDABLE items as chalk, crayons, glue, staples, pencils, paper, etc.

MATERIALS: Include such items as film, filmstrips, slides, flat pictures, artifacts, realia, mock-ups, dioramas, globes, etc., and other NON-EXPENDABLE items of a similar nature.

EQUIPMENT: Include all items of a NON-EXPENDABLE nature which are necessary to the proper use of materials and supplies, e. g., projectors, recorders, radios, screens, etc.

I. GENERAL INFORMATION

INSTRUCTIONS: As audiovisual building coordinator, would you please check the alternative which best answers the question.

1. Who in your school system is charged with the responsibility of administering and supervising the audiovisual program?
 1. ☐ Superintendent
 2. ☐ Assistant Superintendent
 3. ☐ Principal
 4. ☐ Librarian
 5. ☐ Audiovisual Supervisor
 6. ☐ Teacher
 7. ☐ A-V Coordinator
 8. ☐ No one
 9. ☐ Other (title) _____
2. As audiovisual building coordinator, how much released time are you allowed per day to perform your audiovisual duties?
 1. ☐ None
 2. ☐ Full time
 3. ☐ Less than 1/2 hour
 4. ☐ 1 hour
 5. ☐ 2 hours
 6. ☐ 3 hours
 7. ☐ 4 hours
 8. ☐ 5 hours
 9. ☐ Other (specify) _____
3. What is the average amount of time you actually spend per day at your duties as audiovisual building coordinator?
 1. ☐ Less than 1/2 hour
 2. ☐ 1 hour
 3. ☐ 2 hours
 4. ☐ 3 hours
 5. ☐ 4 hours
 6. ☐ 5 hours
 7. ☐ 6 hours
 8. ☐ Other (specify) _____

INSTRUCTIONS: Check the column which best answers the question.			
	Yes	No	Sometimes
4. Does your work as the audiovisual building coordinator extend beyond the normal school year? (Summer work, vacations, etc.)			
5. Do you receive extra pay for performing audiovisual duties?			
6. Do you have additional staff (other than students) who help with your audiovisual duties?			
7. Do you have a school audiovisual faculty committee to help with your audiovisual problems?			
8. Do you evaluate audiovisual <u>equipment</u> for use in your building?			
9. Do you evaluate audiovisual <u>materials</u> for use in your building?			
10. Is there a district or county audiovisual department available for use by the teachers in your building?			
11. Do you evaluate audiovisual equipment and materials for the district or county audiovisual center?			
12. Do you serve as an intermediary between the district or county audiovisual office and your school building?			
13. Are you consulted when new school buildings are being designed?			

14. If the State of Oregon offered special certification in audiovisual, instructional materials, or communications in education, would you attempt to qualify? 1. ☐ Yes 2. ☐ No 3. ☐ Don't know

II. BACKGROUND AND EXPERIENCE

15. In what areas are you certified by the State of Oregon? (check all that apply)
- | | | |
|--|---|--|
| <input type="checkbox"/> Non-Certified | <input type="checkbox"/> Sr. High Norm | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Elementary | <input type="checkbox"/> Administrative | <input type="checkbox"/> Vocational Education |
| <input type="checkbox"/> Jr. High Norm | <input type="checkbox"/> Librarian | <input type="checkbox"/> Other (specify) _____ |
16. In what other capacities do you serve in your school? (check all that apply)
- | | | |
|---|------------------------------------|--|
| <input type="checkbox"/> Principal | <input type="checkbox"/> Librarian | <input type="checkbox"/> Teacher Aid (Non-certified) |
| <input type="checkbox"/> Vice Principal | <input type="checkbox"/> Secretary | <input type="checkbox"/> Other (specify) _____ |
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Clerk | <input type="checkbox"/> _____ |
17. How many years of experience have you had as an educator? (include the present year)
- | | | |
|--|--|--|
| 1. <input type="checkbox"/> Non-educator | 4. <input type="checkbox"/> 7 to 9 years | 7. <input type="checkbox"/> 16 to 18 years |
| 2. <input type="checkbox"/> 1 to 3 years | 5. <input type="checkbox"/> 10 to 12 years | 8. <input type="checkbox"/> 19 to 21 years |
| 3. <input type="checkbox"/> 4 to 6 years | 6. <input type="checkbox"/> 13 to 15 years | 9. <input type="checkbox"/> Over 21 years |
18. How many years of experience have you had as an audiovisual building coordinator? (Include part-time experience and the present year)
- | | | |
|--|--|--|
| 1. <input type="checkbox"/> 1 to 3 years | 4. <input type="checkbox"/> 10 to 12 years | 7. <input type="checkbox"/> 19 to 21 years |
| 2. <input type="checkbox"/> 4 to 6 years | 5. <input type="checkbox"/> 13 to 15 years | 8. <input type="checkbox"/> Over 21 years |
| 3. <input type="checkbox"/> 7 to 9 years | 6. <input type="checkbox"/> 16 to 18 years | |
19. Have you ever attended an NDEA audiovisual institute? 1. ☐ Yes 2. ☐ No
20. How many hours of college or university credit do you have in the following audiovisual areas? (check if semester or quarter hours) ☐ Semester hours ☐ Quarter hours
- | | |
|---|--|
| _____ None | _____ Selection, integration, utilization of audiovisual equipment and materials |
| _____ Production of audiovisual materials | _____ Radio and TV |
| _____ Administration of Audiovisual Aids | _____ Other (specify) _____ |
| _____ Programmed Learning | |
21. Do you feel that you have sufficient experience in the audiovisual area to provide in-service training for the teachers in your building? 1. ☐ Yes 2. ☐ No 3. ☐ Don't know
22. Are you the author or co-author of any published articles relating to the audiovisual instructional materials field?
1. ☐ Yes 2. ☐ No
23. How many hours per month would you estimate that you spend reading professional audiovisual journals?
- | | |
|--|---|
| 1. <input type="checkbox"/> None | 3. <input type="checkbox"/> 1 to 3 hours |
| 2. <input type="checkbox"/> Less than 1 hour | 4. <input type="checkbox"/> More than 3 hours |
24. Please list the professional audiovisual journals available to you.
- _____
- _____
25. To which of the following organizations do you belong?
- | | | |
|-------------------------------|--------------------------------------|-------------------------------|
| <input type="checkbox"/> None | <input type="checkbox"/> OIMA (OAVA) | <input type="checkbox"/> OLA |
| <input type="checkbox"/> DAVI | <input type="checkbox"/> ALA | <input type="checkbox"/> OSLA |

III. ADMINISTRATION OF AUDIOVISUAL PROGRAM

INSTRUCTIONS: Check the column which best answers the question.				Yes	No	Sometimes
26.	Do you administer and/or supervise your school audiovisual program?					
27.	Do you have a separate audiovisual budget for your school?					
28.	Do you prepare the audiovisual budget for your school?					
29.	Do you administer the school audiovisual budget?					
30.	Do you take periodic inventory of school audiovisual equipment, materials, and supplies?					
31.	Do you prepare usage reports (how many films, filmstrips, etc.) on the school audiovisual program for submission to superiors?					
32.	Do you supervise the use of radio in your school?					
33.	Do you supervise the use of television in your school?					

34. What is the approximate percentage of (audiovisual) time you spend on the following types of audiovisual duties?

<u>Administrative</u> (e.g., organizing, supervising, etc.)	_____ %
<u>Clerical</u> (e.g., distributing equipment, materials, supplies, etc.)	_____ %
<u>Instruction</u> (e.g., teacher in-service, student training, etc.)	_____ %
<u>Production</u> (e.g., mounting, recording, develop transparencies, etc.)	_____ %
<u>Other</u> (specify) _____	_____ %
	<u>Total</u> 100 %

INSTRUCTIONS: The following is a list of the duties and responsibilities which are sometimes performed by the audiovisual building coordinator. Please place a check mark (✓) before each function which you regularly perform as an audiovisual building coordinator. Do Not check items which are your responsibility in some other capacity, e.g., principal, librarian, teacher, etc.

IV. ORGANIZING AND CATALOGING EQUIPMENT AND MATERIALS

- ☐ 35. Maintain a catalog or inventory file of all audiovisual equipment, materials, and supplies in the building.
- ☐ 36. Classify, catalog, and label audiovisual equipment and materials in the building.
- ☐ 37. Keep a record of use of audiovisual equipment and materials in the building.
- ☐ 38. Prepare instruction sheets on the operations and care of audiovisual equipment and materials in the building.
- ☐ 39. Obtain up-to-date information about audiovisual equipment and materials.
- ☐ 40. Designate and label storage place for each piece of audiovisual equipment and materials in the building.
- ☐ 41. Develop an up-to-date file of audiovisual equipment and materials available to teachers in the building.
- ☐ 42. Maintain a catalog or file of audiovisual materials available for rental, purchase, or free loan.
- ☐ 43. Locate and recommend to teachers sources of free or inexpensive audiovisual materials.
- ☐ 44. Prepare bulletins on locally available audiovisual materials.
- ☐ 45. Procure audiovisual materials from sources outside the school system for teachers in the building.
- ☐ 46. Devise a program of circulation of audiovisual literature available to teachers.
- ☐ 47. Maintain a reference library of audiovisual literature available to teachers.
- ☐ 48. Disseminate audiovisual information received from the central audiovisual office and other sources to teachers in the building.

V. SELECTING EQUIPMENT AND MATERIALS

- ☐ 49. Determine audiovisual equipment and material needs of the school without faculty help.
- ☐ 50. Recommend audiovisual equipment, materials, and supplies for purchase.
- ☐ 51. Evaluate audiovisual equipment and materials for the central or county audiovisual center.
- ☐ 52. Work with a selection committee to select audiovisual equipment and materials for purchase or rental.
- ☐ 53. Evaluate audiovisual equipment for purchase or rental.
- ☐ 54. Determine specifications for audiovisual equipment and materials to be purchased.
- ☐ 55. Analyze the curriculum to determine the suitability of various audiovisual equipment and materials for school use.
- ☐ 56. Order and purchase audiovisual equipment and materials requested by teachers.
- ☐ 57. Notify teachers and arrange for preview of audiovisual materials when available.
- ☐ 58. Evaluate sponsored or inexpensive audiovisual materials.
- ☐ 59. Select room darkening facilities for the school building.

VI. SCHEDULING AND DISTRIBUTING EQUIPMENT AND MATERIALS

- ☐ 60. Prepare rules and regulations governing the scheduling and distribution of audiovisual equipment, materials, and supplies.
- ☐ 61. Disseminate information on audiovisual methods and materials suitable for class use.
- ☐ 62. Issue catalogs or lists of audiovisual equipment, materials, and supplies.
- ☐ 63. Require staff to order equipment and materials through the building coordinator.
- ☐ 64. Assist staff in ordering and scheduling audiovisual equipment and materials in the building.
- ☐ 65. Assist staff in requisitioning and ordering audiovisual equipment from the district or county audiovisual office.
- ☐ 66. Assist staff in requisitioning and ordering audiovisual materials and supplies from the district or county audiovisual office.
- ☐ 67. Direct or supervise members of the school clerical or custodial staff in the storage of audiovisual equipment, materials, and supplies.
- ☐ 68. Direct or supervise students in the storage of audiovisual equipment, materials, and supplies.
- ☐ 69. Store audiovisual equipment, materials, and supplies personally.
- ☐ 70. Notify teachers of arrival of audiovisual equipment, materials, and supplies.
- ☐ 71. Direct or supervise the scheduling of audiovisual equipment, materials, and supplies in the building.
- ☐ 72. Direct or supervise the distribution of audiovisual equipment, materials, and supplies in the building.
- ☐ 73. Distribute, inventory, and store textbooks in the building, or perform any one of these functions.
- ☐ 74. Provide student operators for classroom use of audiovisual equipment.
- ☐ 75. Return audiovisual equipment and materials to proper agency upon completion and use.

VII. MAINTAINING EQUIPMENT AND MATERIALS

- ☐ 76. Keep a service record on audiovisual equipment in the school.
- ☐ 77. Maintain a supply of spare parts and tools for minor repair to audiovisual equipment.
- ☐ 78. Purchase or arrange for purchase of repair parts for audiovisual equipment.
- ☐ 79. Perform preventative maintenance on audiovisual equipment. (adjust, clean, oil, etc.)
- ☐ 80. Perform minor repair on audiovisual equipment. (e. g. , replace bulb, fuse, belt, etc.)
- ☐ 81. Perform major repair on audiovisual equipment. (e. g. , replace broken gears, worn out clutch assemblies, etc.)
- ☐ 82. Perform major electronic repair on audiovisual equipment. (e. g. , trouble shoot circuits, replace component parts found to be defective, etc.)
- ☐ 83. Keep a service record on audiovisual materials in the school.
- ☐ 84. Perform preventative maintenance on audiovisual materials. (e. g. , inspect and clean films, clean phonograph records, etc.)
- ☐ 85. Perform minor repairs on audiovisual materials. (e. g. , splice film, filmstrips, etc.)
- ☐ 86. Perform major repairs on audiovisual materials. (e. g. , replace footage, etc.)
- ☐ 87. Arrange for repairing audiovisual equipment and materials through the central or county audiovisual office.
- ☐ 88. Arrange for repairing audiovisual equipment and materials with an independent service organization.
- ☐ 89. Perform minor repair on screens.
- ☐ 90. Dispose of worn out or obsolete audiovisual equipment and materials.

VIII. PRODUCING MATERIALS

- ☐ 91. Provide duplicating service for teachers who wish to reproduce audiovisual materials. (e. g. , spirit duplicator, stencil, etc.)
- ☐ 92. Produce graphic materials for teachers. (maps, charts, posters, etc.)
- ☐ 93. Produce models, dioramas, collections, exhibits, for teachers.
- ☐ 94. Produce recorded materials for teachers. (tapes, discs, etc.)
- ☐ 95. Provide 2 x 2 sound-slide synchronized service for teachers.
- ☐ 96. Produce photographic materials for teachers. (slides, flat pictures, filmstrips, etc.)
- ☐ 97. Provide photographic service for school activities.
- ☐ 98. Produce overhead transparencies for teachers. (photographic and non-photographic)
- ☐ 99. Provide mounting service for flat pictures for teachers. (e. g. , dry, wet, rubber cement, etc.)
- ☐ 100. Provide laminating service for teachers.
- ☐ 101. Provide lettering service for teachers. (LeRoy, Varigraph, Planotype, etc.)

IX. TRAINING OF STAFF AND STUDENTS

- ☐ 102. Work closely with and advise the principal on various phases of the audiovisual program in the building.
- ☐ 103. Act as an audiovisual consultant in the building and give assistance to individual staff members when requested.
- ☐ 104. Orient teachers regarding audiovisual equipment, materials, supplies, and procedures available within the school, district, or county audiovisual center.
- ☐ 105. Demonstrate audiovisual equipment and materials to staff.
- ☐ 106. Organize and conduct in-service training of staff in the selection, integration, and utilization of audiovisual equipment and materials.
- ☐ 107. Arrange for in-service training of staff in the selection, integration, and utilization of audiovisual equipment and materials.
- ☐ 108. Instruct staff in the production of materials. (e. g. , dioramas, flat pictures, mounting, slide making, overhead transparencies, etc.)
- ☐ 109. Instruct students in the operation of audiovisual equipment.
- ☐ 110. Train student projectionists for simple preventative maintenance tasks.

X. PUBLIC RELATIONS

- ☐ 111. Help staff plan audiovisual meetings for school-community groups.
- ☐ 112. Demonstrate audiovisual equipment and materials to school-community groups.
- ☐ 113. Advise school-community groups on the selection of audiovisual equipment and materials.
- ☐ 114. Operate audiovisual equipment for school-community groups.
- ☐ 115. Contact resource persons in the community for school staff.
- ☐ 116. Plan and arrange details of field trips for staff in the building.
- ☐ 117. Promote Newspaper articles relating to school activities.

OPINION SURVEY

The Role of the Audiovisual Building Coordinator: Opinion vs Practice

SPECIAL INSTRUCTIONS: For the purpose of this questionnaire, please apply the following definitions in relation to the school audiovisual program:

- SUPPLIES:** Include such EXPENDABLE items as chalk, crayons, glue, staples, pencils, paper, etc.
- MATERIALS:** Include such items as film, filmstrips, slides, flat pictures, artifacts, realia, mock-ups, dioramas, globes, etc., and other NON-EXPENDABLE items of a similar nature.
- EQUIPMENT:** Include all items of a NON-EXPENDABLE nature which are necessary to the proper use of materials and supplies, e.g., projectors, recorders, radios, screens, etc.

INSTRUCTIONS: In your opinion, would you please check the alternative which best answers the question.

1. Who in the school system should be charged with the responsibility of administering the audiovisual program?

- | | |
|---|---|
| 1. <input type="checkbox"/> Superintendent | 4. <input type="checkbox"/> Librarian |
| 2. <input type="checkbox"/> Asst. Supt. | 5. <input type="checkbox"/> AV Supervisor |
| 3. <input type="checkbox"/> Principal | 6. <input type="checkbox"/> Teacher |
| 7. <input type="checkbox"/> AV Coordinator | |
| 8. <input type="checkbox"/> No One | |
| 9. <input type="checkbox"/> Other (Title) _____ | |

COMMENTS:

2. The audiovisual building coordinator should have how much re-
leased time allowed per day to perform audiovisual duties?

- | | | |
|--|-------------------------------------|---|
| 1. <input type="checkbox"/> None | 4. <input type="checkbox"/> 1 hour | 7. <input type="checkbox"/> 4 hours |
| 2. <input type="checkbox"/> Full time | 5. <input type="checkbox"/> 2 hours | 8. <input type="checkbox"/> 5 hours |
| 3. <input type="checkbox"/> Less than 1/2 hour | 6. <input type="checkbox"/> 3 hours | 9. <input type="checkbox"/> Other (specify) |

COMMENTS:

INSTRUCTIONS: Check the column which best answers the question

	Yes	No	Sometimes
IN YOUR OPINION, <u>SHOULD</u> :			
4. the work of the audiovisual building coordinator extend beyond the normal school year?			
5. the building coordinator receive extra pay for performing audiovisual duties?			
6. the building coordinator have additional staff (other than students) to help with audiovisual duties?			
7. there be a school audiovisual faculty committee to help with audiovisual problems?			
8. the building coordinator evaluate audiovisual <u>equipment</u> for use in the building?			
9. the building coordinator evaluate audiovisual <u>materials</u> for use in the building?			
10. there be a district or county audiovisual department available for use by the teachers in the building?			
11. the building coordinator evaluate audiovisual equipment and materials for the district or county audiovisual center?			
12. the audiovisual building coordinator serve as an intermediary between the district or county audiovisual office and the school building?			
13. the building coordinators be consulted when new school buildings are being designed?			

COMMENTS:

14. If the State of Oregon offered special certification in audiovisual, instructional materials, or communications in education, should the audiovisual building coordinator attempt to qualify?

1. Yes 2. No 3. Don't know

COMMENTS:

16. In what other capacities should the audiovisual building coordinator serve in the school? (Check all that apply)

- | | | |
|--|---------------------------------------|--|
| 1. <input type="checkbox"/> Principal | 4. <input type="checkbox"/> Librarian | 7. <input type="checkbox"/> Teacher Aid (non- |
| 2. <input type="checkbox"/> Vice Principal | 5. <input type="checkbox"/> Secretary | certified) |
| 3. <input type="checkbox"/> Teacher | 6. <input type="checkbox"/> Clerk | 8. <input type="checkbox"/> Other (specify) <input type="text"/> |

COMMENTS:

18. How many years of experience as an educator should the audiovisual building coordinator have before performing AV duties in the building?

- | | | |
|--|-------------------------------------|--|
| 1. <input type="checkbox"/> Non-educator | 4. <input type="checkbox"/> 3 years | 7. <input type="checkbox"/> 6 years |
| 2. <input type="checkbox"/> 1 year | 5. <input type="checkbox"/> 4 years | 8. <input type="checkbox"/> 7 years |
| 3. <input type="checkbox"/> 2 years | 6. <input type="checkbox"/> 5 years | 9. <input type="checkbox"/> Other (specify) <input type="text"/> |

COMMENTS:

19. Should (if the opportunity presented itself) the audiovisual building coordinator attend an NDEA audiovisual institute?

- | | |
|---------------------------------|---------------------------------|
| 1. <input type="checkbox"/> Yes | 2. <input type="checkbox"/> No. |
|---------------------------------|---------------------------------|

COMMENTS:

20. How many hours of college or university credit should the audiovisual building coordinator have in the following areas? (assume quarter hours)

- | |
|--|
| 1. <input type="checkbox"/> None |
| 2. <input type="checkbox"/> Production of audiovisual materials |
| 3. <input type="checkbox"/> Administration of Audiovisual Aids |
| 4. <input type="checkbox"/> Programmed Learning |
| 5. <input type="checkbox"/> Selection, Integration, Utilization of audiovisual equipment and materials |
| 6. <input type="checkbox"/> Radio and TV |
| 7. <input type="checkbox"/> Other (specify) <input type="text"/> |

COMMENTS:

21. Do you feel that the audiovisual building coordinator should have sufficient experience in the audiovisual area to provide in-service training for the teachers in the building?

- | | | |
|---------------------------------|--------------------------------|--|
| 1. <input type="checkbox"/> Yes | 2. <input type="checkbox"/> No | 3. <input type="checkbox"/> Don't Know |
|---------------------------------|--------------------------------|--|

COMMENTS:

22. Should the audiovisual building coordinator author or co-author any published articles relating to the audiovisual instructional materials field?

1. ☐ Yes 2. ☐ No 3. ☐ Don't Know

COMMENTS:

23. How many hours per month should the audiovisual building coordinator spend reading professional audiovisual journals?

1. ☐ None
 2. ☐ Less than 1 hour
 3. ☐ 1 to 3 hours
 4. ☐ More than 3 hours

COMMENTS:

24. What professional audiovisual journals should the audiovisual building coordinator have available for reading? (please list)
- | | |
|-----------------------------|--------------------------------|
| Audiovisual Instruction | Visual Instruction (European) |
| Educational Screen-AV Guide | Training for Business/Industry |
| Programmed Learning | Educational Technology |

Other: _____

COMMENTS:

25. To which of the following organizations should the audiovisual building coordinator belong?

1. ☐ None 3. ☐ OIMA(OAVA) 5. ☐ OLA 7. ☐ Other
 2. ☐ DAVI 4. ☐ ALA 6. ☐ OSLA (list) _____

INSTRUCTIONS: Check the column which best answers the question

		Yes	No	Sometimes
IN YOUR OPINION, <u>SHOULD</u> :				
26.	the audiovisual building coordinator administer and/or supervise the school audiovisual program?			
27.	there be a separate audiovisual budget for each school?			
28.	the audiovisual building coordinator help prepare the audiovisual budget for the school?			
29.	the audiovisual building coordinator administer the school audiovisual budget?			

	Yes	No	Sometimes
30. the audiovisual building coordinator take periodic inventory of school audiovisual equipment, materials, and supplies?			
31. the audiovisual building coordinator prepare usage reports (how many films, filmstrips, etc.) on the school audiovisual program for submission to superiors?			
32. the audiovisual building coordinator supervise the use of radio in the school?			
33. the audiovisual building coordinator supervise the use of television in the school?			

COMMENTS:

34. What is the approximate percentage of (audiovisual) time should the audiovisual building coordinator spend on the following types of audiovisual duties?

Administrative (e.g., organizing, supervising, etc.) _____%

Clerical (e.g., distributing equipment, materials, supplies, etc.) _____%

Instruction (e.g., teacher in-service, student training, etc.) _____%

Production (e.g., mounting, recording, develop transparencies, etc.) _____%

Other (specify) _____%

Total 100 %

COMMENTS:

INSTRUCTIONS: The following is a list of the duties and responsibilities which are sometimes performed by the audiovisual building coordinator. Please place a check mark (✓) before each function which you believe should be performed by an audiovisual building coordinator.

IV. ORGANIZING AND CATALOGING EQUIPMENT AND MATERIALS

- ☐ 35. Maintain a catalog or inventory file of all audiovisual equipment, materials, and supplies in the building.
- ☐ 36. Classify, catalog, and label audiovisual equipment and materials in the building.
- ☐ 37. Keep a record of use of audiovisual equipment and materials in the building.
- ☐ 38. Prepare instruction sheets on the operations and care of audiovisual equipment and materials in the building.
- ☐ 39. Obtain up-to-date information about audiovisual equipment and materials.
- ☐ 40. Designate and label storage place for each piece of audiovisual equipment and materials in the building.
- ☐ 41. Develop an up-to-date file of audiovisual equipment and materials available to teachers in the building.
- ☐ 42. Maintain a catalog or file of audiovisual materials available for rental, purchase, or free loan.
- ☐ 43. Locate and recommend to teachers sources of free or inexpensive audiovisual materials.
- ☐ 44. Prepare bulletins on locally available audiovisual materials.
- ☐ 45. Procure audiovisual materials from sources outside the school system for teachers in the building.
- ☐ 46. Devise a program of circulation of audiovisual literature available to teachers.
- ☐ 47. Maintain a reference library of audiovisual literature available to teachers.
- ☐ 48. Disseminate audiovisual information received from the central audiovisual office and other sources to teachers in the building.

COMMENTS:

V. SELECTING EQUIPMENT AND MATERIALS

- ☐ 49. Determine audiovisual equipment and material needs of the school without faculty help.
- ☐ 50. Recommend audiovisual equipment, materials, and supplies for purchase.
- ☐ 51. Evaluate audiovisual equipment and materials for the central or county audiovisual center.

- ☐ 52. Work with a selection committee to select audiovisual equipment and materials for purchase or rental.
- ☐ 53. Evaluate audiovisual equipment for purchase or rental.
- ☐ 54. Determine specifications for audiovisual equipment and materials to be purchased.
- ☐ 55. Analyze the curriculum to determine the suitability of various audiovisual equipment and materials for school use.
- ☐ 56. Order and purchase audiovisual equipment and materials requested by teachers.
- ☐ 57. Notify teachers and arrange for preview of audiovisual materials when available.
- ☐ 58. Evaluate sponsored or inexpensive audiovisual materials.
- ☐ 59. Select room darkening facilities for the school building.

COMMENTS:

VI. SCHEDULING AND DISTRIBUTING EQUIPMENT AND MATERIALS

- ☐ 60. Prepare rules and regulations governing the scheduling and distribution of audiovisual equipment, materials, and supplies.
- ☐ 61. Disseminate information on audiovisual methods and materials suitable for class use.
- ☐ 62. Issue catalogs or lists of audiovisual equipment, materials, and supplies.
- ☐ 63. Require staff to order equipment and materials through the building coordinator.
- ☐ 64. Assist staff in ordering and scheduling audiovisual equipment and materials in the building.
- ☐ 65. Assist staff in requisitioning and ordering audiovisual equipment from the district or county audiovisual office.
- ☐ 66. Assist staff in requisitioning and ordering audiovisual materials and supplies from the district or county audiovisual office.
- ☐ 67. Direct or supervise members of the school clerical or custodial staff in the storage of audiovisual equipment, materials, and supplies.
- ☐ 68. Direct or supervise students in the storage of audiovisual equipment, materials, and supplies.
- ☐ 69. Store audiovisual equipment, materials, and supplies personally.
- ☐ 70. Notify teachers of arrival of audiovisual equipment, materials, and supplies.
- ☐ 71. Direct or supervise the scheduling of audiovisual equipment, materials, and supplies in the building.

- ☐ 72. Direct or supervise the distribution of audiovisual equipment, materials, and supplies in the building.
- ☐ 73. Distribute, inventory, and store textbooks in the building, or perform any one of these functions.
- ☐ 74. Provide student operators for classroom use of audiovisual equipment.
- ☐ 75. Return audiovisual equipment and materials to proper agency upon completion and use.

COMMENTS:

VII. MAINTAINING EQUIPMENT AND MATERIALS

- ☐ 76. Keep a service record on audiovisual equipment in the school.
- ☐ 77. Maintain a supply of spare parts and tools for minor repair to audiovisual equipment.
- ☐ 78. Purchase or arrange for purchase of repair parts for audiovisual equipment.
- ☐ 79. Perform preventative maintenance on audiovisual equipment. (adjust, clean, oil, etc.)
- ☐ 80. Perform minor repair on audiovisual equipment. (e.g., replace bulb, fuse, belt, etc.)
- ☐ 81. Perform major repair on audiovisual equipment. (e.g., replace broken gears, worn out clutch assemblies, etc.)
- ☐ 82. Perform major electronic repair on audiovisual equipment. (e.g., trouble shoot circuits, replace component parts found to be defective, etc.)
- ☐ 83. Keep a service record on audiovisual materials in the school.
- ☐ 84. Perform preventative maintenance on audiovisual materials. (e.g., inspect and clean films, clean phonograph records, etc.)
- ☐ 85. Perform minor repairs on audiovisual materials. (e.g., splice film, filmstrips, etc.)
- ☐ 86. Perform major repairs on audiovisual materials. (e.g., replace footage, etc.)
- ☐ 87. Arrange for repairing audiovisual equipment and materials through the central or county audiovisual office.
- ☐ 88. Arrange for repairing audiovisual equipment and materials with an independent service organization.
- ☐ 89. Perform minor repair on screens.
- ☐ 90. Dispose of worn out or obsolete audiovisual equipment and materials.

COMMENTS:

VIII. PRODUCING MATERIALS

- ☐ 91. Provide duplicating service for teachers who wish to reproduce audiovisual materials. (e.g., spirit duplicator, stencil, etc.)
- ☐ 92. Produce graphic materials for teachers. (maps, charts, posters, etc.)
- ☐ 93. Produce models, dioramas, collections, exhibits, for teachers.
- ☐ 94. Produce recorded materials for teachers. (tapes, discs, etc.)
- ☐ 95. Provide 2 x 2 sound-slide synchronized service for teachers.
- ☐ 96. Produce photographic materials for teachers. (slides, flat pictures, filmstrips, etc.)
- ☐ 97. Provide photographic service for school activities.
- ☐ 98. Produce overhead transparencies for teachers. (photographic and non-photographic)
- ☐ 99. Provide mounting service for flat pictures for teachers (e.g., dry, wet, rubber cement, etc.)
- ☐ 100. Provide laminating service for teachers.
- ☐ 101. Provide lettering service for teachers. (LeRoy, Varigraph, Planotype, etc.)

COMMENTS:

IX. TRAINING OF STAFF AND STUDENTS

- ☐ 102. Work closely with and advise the principal on various phases of the audiovisual program in the building.
- ☐ 103. Act as an audiovisual consultant in the building and give assistance to individual staff members when requested.
- ☐ 104. Orient teachers regarding audiovisual equipment, materials, supplies, and procedures available within the school, district, or county audiovisual center.
- ☐ 105. Demonstrate audiovisual equipment and materials to staff.
- ☐ 106. Organize and conduct in-service training of staff in the selection, integration, and utilization of audiovisual equipment and materials.
- ☐ 107. Arrange for in-service training of staff in the selection, integration, and utilization of audiovisual equipment and materials.
- ☐ 108. Instruct staff in the production of materials. (e.g., dioramas, flat pictures, mounting, slide making, overhead transparencies, etc.)
- ☐ 109. Instruct students in the operation of audiovisual equipment.
- ☐ 110. Train student projectionists for simple preventative maintenance tasks.

COMMENTS:

X. PUBLIC RELATIONS

- ☐ 111. Help staff plan audiovisual meetings for school-community groups.
 - ☐ 112. Demonstrate audiovisual equipment and materials to school-community groups.
 - ☐ 113. Advise school-community groups on the selection of audiovisual equipment and materials.
 - ☐ 114. Operate audiovisual equipment for school-community groups.
 - ☐ 115. Contact resource persons in the community for school staff.
 - ☐ 116. Plan and arrange details of field trips for staff in the building.
 - ☐ 117. Promote Newspaper articles relating to school activities.
- COMMENTS:

APPENDIX B

COVER LETTERS:

State Department of Education

Oregon State University

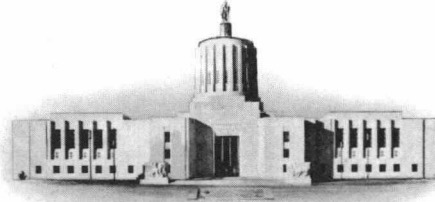
Multnomah County

Follow-up Letter

PANEL OF EXPERT JUDGES

STATE BOARD OF EDUCATION

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SUPERINTENDENT OF PUBLIC INSTRUCTION
AND EXECUTIVE OFFICER OF THE
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STATE OF OREGON
STATE DEPARTMENT OF EDUCATION
PUBLIC SERVICE BUILDING
SALEM, OREGON 97310

January 10, 1967

Dear Audiovisual Coordinator:


The Department of Education is pleased to endorse the study being undertaken by Mr. Norman Jensen, Consultant for the Instructional Research and Materials Center at Oregon State University, which is designed to determine the range of responsibilities and activities attributable to building audiovisual coordinators in Oregon schools. No such study has previously been made in any detail in this state and the information from it may be of great value in assessing the effectiveness of the A-V Coordinator as a vital link in the chain of organization for making audiovisual materials available to teachers and children in our schools and for understanding the functioning of the entire audiovisual program.

Administrators and teachers, curriculum workers and audiovisual suppliers, as well as the audiovisualists themselves, can profit from this study.

Therefore, we will be pleased to have you join hands with Mr. Jensen in this endeavor and we urge you to do your utmost to complete the research instrument in a thorough and timely manner as your contribution to its success. The Department looks forward with anticipation to an analysis of the results which may facilitate many of our efforts to increase the flow of instructional materials to the schools of Oregon.

We urge your full cooperation.

Sincerely yours,


B. L. SIMMONS
Director, Curriculum and
Instructional Media Section

BLS:js:ct

OREGON STATE UNIVERSITY

CORVALLIS, OREGON 97331

INSTRUCTIONAL RESEARCH AND MATERIALS CENTER

Phone: 754-2121

January 10, 1967


Dear School Administrator:

A study is being conducted to determine the status of the audiovisual building coordinator in the public schools of the State of Oregon. The study has the endorsement of the Oregon State Department of Education (please note the enclosed letter to the audiovisual building coordinator) and the School of Education, Oregon State University.

Your cooperation in completing section I of the enclosed questionnaire and in having section II of the questionnaire completed by the person who is your audiovisual coordinator will be deeply appreciated. Your cooperation is essential in making the study complete. Please have your audiovisual building coordinator at his earliest convenience send the completed form in the attached, stamped envelope to: Norman R. Jensen, Consultant, IRAM Center, Kidder Hall, O.S.U., Corvallis, Oregon 97331.

Your prompt attention and endorsement of this project is vital to its success. A summary of the findings will be sent to you if you check the appropriate box on the face of the questionnaire. Thank you very much.

Sincerely,


Norman R. Jensen
Consultant

MULTNOMAH COUNTY
INTERMEDIATE EDUCATION DISTRICT

12240 N.E. GLISAN + PHONE 255-1841
P.O. BOX 16538 + PORTLAND, OREGON 97216



THOS
DEPUTY SUPER
MARCIA M. BRICK
ASSISTANT

243

January 24, 1967


Gerald Hamann, Prin.
Russellville Elem. School
124 S. E. 102nd Ave.
Portland, Oregon 97216

Dear Mr. Hamann:

Enclosed you will find a questionnaire, authored by Norman Jensen, Instructional Materials and Audio-Visual consultant for Oregon State University, regarding a study of audio-visual practices throughout the state of Oregon. I personally feel that the results of this study, which will be made available to any educator upon his request, will be extremely worthwhile in the area of audio-visual education and services.

I therefore ask of you as a personal favor to me to give this questionnaire your cooperation and conveniently prompt attention. If you have any questions concerning this matter, please don't hesitate to call me. Thank you for your consideration.

Sincerely,


David A. Ott, Coordinator
Audio-Visual Services

DAO:dw

February 17, 1967

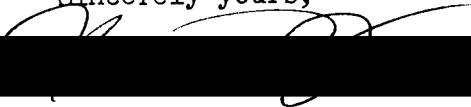

Dear Administrator/A-V Building Coordinator:

Recently you received a questionnaire concerning "The Role of The Audiovisual Building Coordinator in Oregon Public Schools." Many of the questionnaires have been completed and returned, but the research can be valid only to the extent that an evaluation is made by each individual receiving a questionnaire and returning it.

We realize this request is an imposition upon your time; however, we sincerely believe the professional contribution you can make toward this study will be well worth the time spent.

It is quite possible that you may have misplaced the original questionnaire, so we have enclosed a duplicate for your convenience. We would appreciate having the form completed and returned before March 1, 1967.

Sincerely yours,



Norman R. Jensen
Consultant

Enclosure

PANEL OF EXPERT JUDGES

Adams, Edwin Ray. Asst. Professor, Manager of Consultation and Training, Audiovisual Instruction. Corvallis, Oregon.

Ashby, Ronald G. Director of Instructional Materials Center, Washington County. Hillsboro, Oregon.

DeBernardis, Amo. President, Portland Community College. Portland, Oregon.

Edling, Jack V. Director, Teaching Research Division, Oregon State System of Higher Education. Monmouth, Oregon.

Gilkey, Richard. Supervisor of Audio-Visual Materials, Portland Public Schools. Portland, Oregon.

Gorg, Carroll. Asst. Professor. Manager of Production, Audio-visual Instruction. Corvallis, Oregon.

Hunter, Donald L. Head, Audiovisual Media Center, University of Oregon. Eugene, Oregon.

LaClair, Joe V. Director, Instructional Media Lincoln County School District, Newport, Oregon.

Matthews, Archie. Director, Research and Material Center. Lake Oswego Public Schools. Lake Oswego, Oregon.

Mead, Melvin F. Director, Instructional Materials Center, Lane Intermediate Education District. Eugene, Oregon.

Meinhardt, Robert. Director, Instructional Media Center, Jackson County Intermediate Education District. Medford, Oregon.

Miller, Walter. Audiovisual Consultant, Eugene School District No. 4. Eugene, Oregon.

Nelson, Maynard. District Audiovisual Coordinator, Salem Public Schools. Salem, Oregon.

Nicholas, Robert. Asst. Professor of Education, Head, Corvallis Center for Continuing Education. Corvallis, Oregon.

Ott, David. Director, Audiovisual Multnomah County Intermediate Education District. Portland, Oregon.

Peck, Cleo. Supervisor, Instructional Materials, David Douglas School District. Portland, Oregon

Reid, Curtis. Professor of Audiovisual Instruction. Head, Audiovisual Instruction. Corvallis, Oregon.

Ruark, Henry, Jr. Consultant, Instructional Materials. Oregon State Department of Education. Salem, Oregon.

Simmons, Benjamin L. Director, Curriculum and Instructional Media. Oregon State Department of Education. Salem, Oregon.

Smith, Earl E. Professor of Industrial Education. School of Education, Oregon State University. Corvallis, Oregon.

Strong, Clarence W. Director, Instructional Materials Center, Springfield Public Schools. Springfield, Oregon.

Trenholme, A. Kingsley. Director, Instructional Materials, Portland Public Schools. Portland, Oregon.

Wells, William P. Professor of Education, Director of Elementary Education, Eastern Oregon College of Education. LaGrande, Oregon.

Weinman, Connie. Audiovisual Consultant, Salem Public Schools. Salem, Oregon.

APPENDIX C

ACTUAL NUMERICAL DATA

NDEA Expenditures in Oregon

Number and Size of Schools in Survey

Number and Type of Schools in Survey

Non-Valid Returns

Questionnaire Items

APPENDIX C
(Actual Numerical Data)

NDEA Expenditures for Audiovisual Equipment

1958-1967

<u>Year</u>	<u>Federal Funds</u>
1958-1959	\$ 62,414.90
1959-1960	458,648.75
1960-1961	583,546.93
1961-1962	545,477.26
1962-1963	689,738.75
1963-1964	788,841.54
1964-1965	787,967.96
1965-1966	796,301.00
1966-1967	<u>783,647.00</u>
	\$5,496,584.09 [#]

[#]Federal funds provided to local Education agencies under Title III, NDEA, for purchase of equipment and instructional materials. Information from Coordinator of Title III, NDEA funds, Oregon State Department of Education, Salem, Oregon, as of April 3, 1967. The participating school districts have matched or over-matched these Federal figures providing a greater amount of expenditures than the \$10,993,168.18 indicated.

Number and Size of Schools in Survey*

Size	Sent	Returned	Not Returned	Invalid Returns	Valid Returns
SMALL					
Elementary	393	310	83	25	285
Junior High	5	5	0	0	5
Senior High	70	68	2	3	65
Sub-Total	468	383	85	28	355
MEDIUM					
Elementary	409	351	58	9	342
Junior High	34	32	2	2	30
Senior High	65	65	0	1	64
Sub-Total	508	448	60	12	436
LARGE					
Elementary	154	137	17	2	135
Junior High	64	64	0	0	64
Senior High	86	86	0	2	84
Sub-Total	304	287	17	4	283
TOTAL	1280	1118	162	44	1074

*As listed in Oregon School Directory (37).

Number and Type of Schools in Survey*

Type	Sent**	Returned	Not Returned	Non- Valid	Valid
ELEMENTARY					
Small	393	310	83	25	285
Medium	409	351	58	9	342
Large	154	137	17	2	135
Sub-Total	956	798	158	36	762
JUNIOR HIGH					
Small	5	5	0	0	5
Medium	34	32	2	2	30
Large	64	64	0	0	64
Sub-Total	103	101	2	2	99
SENIOR HIGH					
Small	70	68	2	3	65
Medium	65	65	0	1	64
Large	86	86	0	2	84
Sub-Total	221	219	2	6	213
TOTAL	1280	1118	162	44	1074

*As listed in Oregon School Directory (37).

**See Table 1, page 42, for percentages used in survey.

Non-Valid Returns

Completely blank	6
No equipment in building	1
No building coordinator	26
Did not understand questionnaire	1
Arrived after cut-off date	<u>10</u>
	44

I. GENERAL INFORMATION

Questionnaire
item number

1. Who in your school system is charged with the responsibility of administering and supervising the audiovisual program?

Person	<u>Opinion</u>				<u>Practice</u>			
	Small	Medium	Large	Total	Small	Medium	Large	Total
No answer	2	0	0	2	2	0	0	2
Superintendent	0	3	0	3	36	20	6	62
Assistant								
Superintendent	1	2	1	4	10	21	8	39
Principal	1	1	0	2	151	146	43	340
Librarian	0	0	0	0	38	78	50	166
AV/Supervisor	3	0	5	8	15	46	58	119
Teacher	0	0	0	0	44	28	18	90
AV/Coordinator	1	0	1	2	24	58	61	143
No one	0	0	0	0	16	12	9	37
Other	1	1	1	3	19	27	30	76
TOTAL	9	7	8	24	355	436	283	1074

2. As audiovisual building coordinator, how much released time are you allowed per day to perform your audiovisual duties?

Time	<u>Opinion</u>				<u>Practice</u>			
	Small	Medium	Large	Total	Small	Medium	Large	Total
No answer	0	0	0	0	1	1	0	2
None	0	0	0	0	239	247	111	597
Full Time	0	1	7	8	0	11	19	30
Less than 1/2 hr.	0	0	0	0	25	28	18	71
1 hr.	2	1	0	3	29	40	53	122
2 hr.	3	1	0	4	4	8	18	30
3 hr.	1	1	1	3	8	5	5	18
4 hr.	0	1	0	1	1	7	8	16
5 hr.	0	0	0	0	1	1	1	3
Other	3	2	0	5	47	88	50	185
TOTAL	9	7	8	24	355	436	283	1074

Questionnaire
item number

3. What is the average amount of time you actually spend per day at your duties as audiovisual building coordinator?*

Time	<u>Practice</u>			Total
	Small	Medium	Large	
No answer	3	4	1	8
Less than 1/2 hr.	237	239	75	551
1 hr.	52	95	74	221
2 hr.	18	25	54	97
3 hr.	1	6	17	24
4 hr.	0	8	11	19
5 hr.	2	2	2	6
6 hr.	0	2	3	5
Other	42	55	46	143
TOTAL	355	436	283	1074

*Experts were not asked this question

4. Does your work as the audiovisual building coordinator extend beyond the normal school year?

Size	<u>Opinion</u>				<u>Practice</u>				Total
	Yes	No	Some-times	Total	Yes	No	Some-times	No answer	
Small	7	2	0	9	33	282	39	1	355
Medium	4	1	2	7	51	326	57	2	436
Large	6	2	0	8	40	210	33	0	283
TOTAL	17	5	2	24	124	818	129	3	1074

5. Do you receive extra pay for performing audiovisual duties?

Size	<u>Opinion</u>				<u>Practice</u>				Total
	Yes	No	Some-times	Total	Yes	No	Some-times	No answer	
Small	5	2	2	9	15	332	7	1	355
Medium	3	2	2	7	31	397	6	2	436
Large	3	5	0	8	35	243	5	0	283
TOTAL	11	9	4	24	81	972	18	3	1074

Questionnaire
item number

6. Do you have additional staff (other than students) who help with your audiovisual duties?

Size	<u>Opinion</u>				<u>Practice</u>				Total
	Yes	No	Some- times	Total	Yes	No	Some- times	No answer	
Small	6	1	2	9	90	241	22	2	355
Medium	5	1	1	7	153	253	28	2	436
Large	5	1	2	8	110	159	14	0	283
TOTAL	16	3	5	24	353	653	64	4	1074

7. Do you have a school audiovisual faculty committee to help with your audiovisual problems?

Size	<u>Opinion</u>				<u>Practice</u>				Total
	Yes	No	Some- times	Total	Yes	No	Some- times	No answer	
Small	7	1	1	9	41	305	7	2	355
Medium	6	1	0	7	48	354	31	3	436
Large	4	2	2	8	29	246	8	0	283
TOTAL	17	4	3	24	118	905	46	5	1074

8. Do you evaluate audiovisual equipment for use in your building?

Size	<u>Opinion</u>				<u>Practice</u>				Total
	Yes	No	Some- times	Total	Yes	No	Some- times	No answer	
Small	7	0	2	9	225	82	46	2	355
Medium	6	0	1	7	271	105	57	3	436
Large	7	0	1	8	159	90	34	0	283
TOTAL	20	0	4	24	655	277	137	5	1074

9. Do you evaluate audiovisual materials for use in your building?

Size	<u>Opinion</u>				<u>Practice</u>				Total
	Yes	No	Some- times	Total	Yes	No	Some- times	No answer	
Small	8	0	1	9	229	70	54	2	355
Medium	6	0	1	7	259	85	89	3	436
Large	7	0	1	8	146	76	61	0	283
TOTAL	21	0	3	24	634	231	204	5	1074

Questionnaire
item number

10. Is there a district or county audiovisual department available for use by the teachers in your building?

Size	<u>Opinion</u>				<u>Practice</u>				Total
	Yes	No	Some- times	Total	Yes	No	Some- times	No answer	
Small	9	0	0	9	285	65	3	2	355
Medium	7	0	0	7	378	53	4	1	436
Large	7	1	0	8	247	31	5	0	283
TOTAL	23	1	0	24	910	149	12	3	1074

11. Do you evaluate audiovisual equipment and materials for the district or county audiovisual center?

Size	<u>Opinion</u>				<u>Practice</u>				Total
	Yes	No	Some- times	Total	Yes	No	Some- times	No answer	
Small	6	2	1	9	86	214	53	2	355
Medium	6	0	1	7	99	252	83	2	436
Large	7	0	1	8	63	172	48	0	283
TOTAL	19	2	3	24	248	638	184	4	1074

12. Do you serve as an intermediary between the district or county audiovisual office and your school building?

Size	<u>Opinion</u>				<u>Practice</u>				Total
	Yes	No	Some- times	Total	Yes	No	Some- times	No answer	
Small	8	0	1	9	173	153	28	1	355
Medium	6	0	1	7	191	208	36	1	436
Large	7	1	0	8	112	140	31	0	283
TOTAL	21	1	2	24	476	501	95	2	1074

13. Are you consulted when new school buildings are being designed?

Size	<u>Opinion</u>				<u>Practice</u>				Total
	Yes	No	Some- times	Total	Yes	No	Some- times	No answer	
Small	7	1	1	9	92	225	33	5	355
Medium	5	1	1	7	111	275	47	3	436
Large	7	1	1	8	64	197	22	0	283
TOTAL	18	3	3	24	267	697	102	8	1074

Questionnaire
item number

14. If the state of Oregon offered special certification in audiovisual, instructional materials, or communications in education, would you attempt to qualify?

Size	<u>Opinion</u>			Total	<u>Practice</u>			Total
	Yes	No	Don't know		Yes	No	Don't know	
Small	7	2	0	9	93	132	129	355
Medium	6	1	0	7	135	137	163	436
Large	8	0	0	8	134	75	74	283
TOTAL	21	3	0	24	362	344	366	1074

II. BACKGROUND AND EXPERIENCE

15. In what areas are you certified by the state of Oregon?

Size	Non-certified*	Elementary	Jr. high norm	Sr. high norm	Administrative	Librarian	Special Education	Vocational Education	Other	Total#
Small	9	263	36	77	144	31	9	5	23	588
Medium	17	309	48	104	167	76	8	4	31	747
Large	27	131	46	110	40	60	5	6	35	433
TOTAL	53	703	130	291	351	167	22	15	89	1768

*Non-certified are not counted in total of 1768.

#Can be certified in more than one area, hence this figure is greater than 1074 used in the survey.

Questionnaire
item number

16. In what other capacities do you serve in your school?

Person	<u>Opinion</u>				<u>Practice</u>			
	Small	Medium	Large	Total	Small	Medium	Large	Total
Principal	0	0	0		208	156	25	389
Vice Principal	0	0	0		15	17	14	46
Teacher	2	2	0	4	223	171	138	532
Librarian	0	0	0		79	138	86	303
Secretary	0	0	0		31	9	9	49
Clerk	0	0	0		9	3	5	17
Teacher Aid	0	0	0		6	8	9	23
Other	7	5	8	20	44	45	41	130
TOTAL	9	7	8	24	615	547	327	1489*
1. Teacher	<u>Opinion</u>				<u>Practice</u>			
Librarian	3	2	1	6	1. Administrative intern			
2. AV Only	2		5	7	2. Head teacher			
3. Combination					3. Custodian			
AV-Library-					4. Library aide			
AV- Teacher	2		1	3	5. Coach (3 sports)			
4. Teacher,					6. Superintendent			
Librarian,					7. Federal fund coordinator			
Vice					8. Artist-technician			
Principal		3	1	4				

*Coordinators can hold more than one position in the building, hence figure larger than 1074.

17. How many years of experience have you had as an educator?*

Size	No	Non-	1-3	4-6	7-9	10-12	13-15	16-18	19-21	Over	Total
	re-	edu-								21	
	sponse	cator	yrs	yrs	yrs	yrs	yrs	yrs	yrs	yrs	
Small	1	10	36	46	47	39	54	31	21	70	355
Medium	2	16	49	49	47	60	55	40	27	91	436
Large	2	27	25	24	31	30	34	49	15	46	283
TOTAL	5	53	110	119	125	129	143	120	63	207	1074

*Experts were not asked this question.

Questionnaire
item number

18. How many years of experience have you had as an audiovisual building coordinator?

Years	<u>Opinion</u>				<u>Practice</u>			
	Small	Medium	Large	Total	Small	Medium	Large	Total
No answer	0	0	0	0	6	2	0	8
1-3 yrs	7	3	3	13	178	214	141	533
4-6 yrs	0	2	4	6	64	80	52	196
7-9 yrs	0	0	0	0	34	45	30	109
10-12 yrs	0	0	0	0	29	34	31	94
13-15 yrs	0	0	0	0	19	24	9	52
16-18 yrs	0	0	0	0	16	15	13	44
19-21 yrs	0	0	0	0	1	8	2	11
Over 21 yrs	0	0	0	0	8	11	5	24
Other*	2	2	1	5	0	0	0	0
TOTAL	9	7	8	24	355	433	283	1071

*Dependent upon individual. Bare minimum of 3-5 yr.

19. Have you ever attended an NDEA audiovisual institute?

Size	<u>Opinion</u>				<u>Practice</u>			
	Yes	No	Some- times	Total	Yes	No	No answer	Total
Small	9	0	0	9	14	334	7	355
Medium	6	1	0	7	26	405	5	436
Large	6	2	2	8	28	251	4	283
TOTAL	19	3	2	24	68	990	16	1074

Questionnaire
item number

20. How many hours of college or university credit do you have in the following audiovisual areas?

Course	<u>Opinion</u>				<u>Practice</u>			
	% and no. re- porting	Recom- mended mean hours	% and no. not report- ing	Total % and no.	% and no. re- porting	Actual mean hours	% and no. not report- ing	Total
Production of AV materials	21	0	3	24	297	0	777	1074
Administration of AV Aids	21	0	3	24	237	0	837	1074
Programmed learning	7	0	17	24	54	0	1020	1074
Selection integration AV equipment and materials*	22	0	2	24	536	0	538	1074
Radio/TV	9	0	15	24	58	0	1016	1074
Other#	6	0	18	24	32	0	1042	1074

*Basic AV Course

<u>Opinion *</u>	<u>Practice#</u>
Cataloging	Workshop: New Media
Seminar: AV Building Coordinator	NDEA Librarianship
School-Community Relations	Learning Theory
Basic Photography	Using the Language Laboratory
Curriculum Courses	Research in AV
In-Service Training in AV	District In-Service in AV

21. Do you feel that you have sufficient experience in the audiovisual area to provide in-service training for the teachers in your building?

Size	<u>Opinion</u>				<u>Practice</u>			
	Yes	No	Don't know	Total	Yes	No	Don't know	Total
Small	9	0	0	9	96	212	46	355
Medium	6	1	0	7	120	238	77	436
Large	8	0	0	8	112	129	42	283
TOTAL	23	1	0	24	328	579	165	1074

Questionnaire
item number

22. Are you the author or co-author of any published articles relating to the audiovisual instructional materials field?

Size	<u>Opinion</u>				<u>Practice</u>			
	Yes	No	answer	Total	Yes	No	answer	Total
Small	3	4	2	9	2	352	1	355
Medium	5	2	0	7	3	432	1	436
Large	2	4	2	8	2	281	1	283
TOTAL	10	10	4	24	7	1064	3	1074

23. How many hours per month would you estimate that you spend reading professional audiovisual journals?

Hours	<u>Opinion</u>				<u>Practice</u>			
	Small	Medium	Large	Total	Small	Medium	Large	Total
No answer	0	0	2	2	1	4	3	8
None	0	0	0	0	103	115	59	277
Less than								
1 hr	0	0	0	0	123	154	75	352
1-3 hrs	5	1	3	9	109	135	107	351
More than								
3 hrs.	4	6	3	13	19	28	39	86
TOTAL	9	7	8	24	355	436	283	1074

Questionnaire
item number

24. Please list the professional audiovisual journals available to you.

Journal	<u>Opinion</u> ²		<u>Practice</u> ³	
	% and no re- porting	% and no. re- porting	% and no. not report- ing	Total % and no.
AV Instruction ¹	24	54	1020	1074
Ed Screen/AV Guide ¹	18	64	1010	1074
Programmed Learning ¹	5	1	1073	1074
Visual Instruction ¹	5	0	0	1074
Training in Business Industry	4	0	0	1074
Educational Technology	6	0	0	1074
Other ³				
AV Communications Review ^{1, 2}	8	12	1062	1074
Eastman Publications ^{2, 3}	1	0	0	1074
Film News ^{2, 3}	1	0	0	1074
Photo Methods ^{2, 3}	1	0	0	1074
AV News ³	0	101	973	1074
Other Publications				
Not AV Journals listed ³	0	215	859	1074

¹ Professional journals listed in the survey

² "Other" publications listed by experts

³ "Other" publications listed by coordinators (non-professional)

NOTE: Total coordinators reading professional AV journals as used in the survey = 12.2% (131)

Questionnaire
item number

25. To which of the following organizations do you belong?

Organization	<u>Opinion</u>				<u>Practice</u>			
	Small	Medium	Large	Total	Small	Medium	Large	Total
No answer	0	0	0	0	0	0	0	0
None	0	0	0	0	317	316	183	816
DAVI	9	7	8	24	2	20	27	49
OIMA								
(OAVA)	9	7	8	24	13	47	65	125
ALA	1	0	0	1	8	33	23	64
OLA	0	1	2	3	8	31	30	69
OSLA	1	2	2	5	16	60	49	125
TOTAL					364	507	377	1248

III. ADMINISTRATION OF AUDIOVISUAL PROGRAM

26. Do you administer and/or supervise your school audiovisual program?

Size	<u>Opinion</u>				<u>Practice</u>				Total
	Yes	No	Some- times	Total	Yes	No	Some- times	No answer	
Small	8	1	0	9	234	65	54	2	355
Medium	4	2	1	7	279	92	65	0	436
Large	8	0	0	8	192	59	32	0	283
TOTAL	20	3	1	24	705	216	151	2	1074

27. Do you have a separate audiovisual budget for your school?

Size	Opinion				Practice				
	Yes	No	Some- times	Total	Yes	No	Some- times	No answer	Total
Small	6	2	1	9	197	146	11	1	355
Medium	4	2	1	7	249	165	22	0	436
Large	7	0	1	8	177	106	6	0	283
TOTAL	17	4	3	24	623	411	39	1	1074

Questionnaire
item number

28. Do you prepare the audiovisual budget for your school?

Size	<u>Opinion</u>				<u>Practice</u>				Total
	Yes	No	Some- times	Total	Yes	No	Some- times	No answer	
Small	8	1	0	9	173	153	28	1	355
Medium	7	0	0	7	191	208	36	1	436
Large	7	0	1	8	112	140	31	0	283
TOTAL	22	1	1	24	476	501	95	2	1074

29. Do you administer the school audiovisual budget?

Size	<u>Opinion</u>				<u>Practice</u>				Total
	Yes	No	Some- times	Total	Yes	No	Some- times	No answer	
Small	5	2	2	9	155	176	22	2	355
Medium	3	2	2	7	164	234	37	1	436
Large	6	1	1	8	89	174	20	0	283
TOTAL	14	5	5	24	408	584	79	3	1074

30. Do you take periodic inventory of school audiovisual equipment, materials and supplies?

Size	<u>Opinion</u>				<u>Practice</u>				Total
	Yes	No	Some- times	Total	Yes	No	Some- times	No answer	
Small	9	0	0	9	304	38	11	2	355
Medium	7	0	0	7	372	42	22	0	436
Large	8	0	0	8	268	9	6	0	283
TOTAL	24	0	0	24	944	89	39	2	1074

31. Do you prepare usage reports (how many films, filmstrips, etc.) on the school audiovisual program for submission to superiors?

Size	<u>Opinion</u>				<u>Practice</u>				Total
	Yes	No	Some- times	Total	Yes	No	Some- times	No answer	
Small	8	0	1	9	75	242	36	2	355
Medium	6	1	0	7	116	278	41	0	436
Large	7	1	0	8	90	156	37	0	283
TOTAL	21	2	1	24	281	676	114	2	1074

Questionnaire
item number

32. Do you supervise the use of radio in your school?

Size	<u>Opinion</u>				<u>Practice</u>				Total
	Yes	No	Some- times	Total	Yes	No	Some- times	No answer	
Small	5	3	1	9	99	234	19	3	355
Medium	6	1	0	7	110	299	25	2	436
Large	5	2	1	8	52	217	15	1	283
TOTAL	16	6	2	24	261	748	59	6	1074

33. Do you supervise the use of television in your school?

Size	<u>Opinion</u>				<u>Practice</u>				Total
	Yes	No	Some- times	Total	Yes	No	Some- times	No answer	
Small	5	3	1	9	76	256	20	3	355
Medium	6	1	0	7	112	290	31	3	436
Large	5	1	2	8	69	189	21	4	283
TOTAL	16	5	3	24	257	735	72	10	1074

34. What is the approximate percentage of (audiovisual) time you spend on the following types of audiovisual duties?

Duties	<u>Opinion</u>		Number of items	<u>Practice</u>	
	Total % mean			% Report- ing of 1074	Number of items
Adminis- tration	32.3		24	70.9	761
Clerical	10.3		24	72.6	780
Instruction	31.3		24	53.6	576
Production	21.3		24	32.9	353
Other*	4.8		24	20.0	215

Opinion*
Trouble Shooting
Planning/Thinking
Evaluating/Communicating
Public Relations and Consultant

Practice*
Trouble Shooting
Repair of Equipment
AV Club
Preventative Maintenance

IV. ORGANIZING AND CATALOGING EQUIPMENT AND MATERIALS

Questionnaire
item number

35. Maintain a catalog or inventory file of all audiovisual equipment, materials, and supplies in the building.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	9	0	9	151	204	355
Medium	6	1	7	240	196	436
Large	8	0	8	199	84	283
TOTAL	23	1	24	590	484	1074

36. Classify, catalog, and label audiovisual equipment and materials in the building.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	8	1	9	121	234	355
Medium	4	3	7	199	237	436
Large	7	1	8	154	129	283
TOTAL	19	5	24	474	600	1074

37. Keep a record of use of audiovisual equipment and materials in the building.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	7	2	9	98	257	355
Medium	6	1	7	188	248	436
Large	7	1	8	173	110	283
TOTAL	20	4	24	460	614	1074

38. Prepare instruction sheets on the operations and care of audiovisual equipment and materials in the building.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	6	3	9	39	316	355
Medium	4	3	7	103	333	436
Large	6	2	8	85	198	283
TOTAL	16	8	24	227	847	1074

Questionnaire
item number

39. Obtain up-to-date information about audiovisual equipment and materials.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	8	1	9	134	221	355
Medium	5	2	7	200	236	436
Large	8	0	8	166	117	283
TOTAL	21	3	24	500	574	1074

40. Designate and label storage place for each piece of audiovisual equipment and materials in the building.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	6	3	9	147	208	355
Medium	6	1	7	210	226	436
Large	8	1	8	188	95	283
TOTAL	19	5	24	559	515	1074

41. Develop and up-to-date file of audiovisual equipment and materials available to teachers in the building.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	9	0	9	101	254	355
Medium	6	1	7	171	265	436
Large	8	1	8	143	140	283
TOTAL	22	2	24	415	659	1074

42. Maintain a catalog or file of audiovisual materials available for rental, purchase, or free loan.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	8	1	9	149	206	355
Medium	6	1	7	184	252	436
Large	7	1	8	149	134	283
TOTAL	21	3	24	482	592	1074

43. Locate and recommend to teachers sources of free or inexpensive audiovisual materials.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	7	2	9	167	188	355
Medium	6	1	7	201	235	436
Large	6	2	8	160	123	283
TOTAL	19	5	24	528	546	1074

Questionnaire
item number

44. Prepare bulletins on locally available audiovisual materials.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	7	2	9	27	328	355
Medium	3	4	7	54	382	436
Large	7	1	8	57	226	283
TOTAL	17	7	24	138	936	1074

45. Procure audiovisual materials from sources outside the school system for teachers in the building.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	8	1	9	138	217	355
Medium	4	3	7	174	262	436
Large	7	1	8	141	142	283
TOTAL	19	5	24	453	621	1074

46. Devise a program of circulation of audiovisual literature available to teachers.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	7	2	9	57	298	355
Medium	4	3	7	95	341	436
Large	7	1	8	83	200	283
TOTAL	18	6	24	235	839	1074

47. Maintain a reference library of audiovisual literature available to teachers.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	4	5	9	61	294	355
Medium	5	2	7	106	330	436
Large	7	1	8	88	195	283
TOTAL	16	8	24	255	819	1074

48. Disseminate audiovisual information received from the central audiovisual office and other sources to teachers in the building.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	8	1	9	163	192	355
Medium	6	1	7	241	195	436
Large	8	0	8	179	105	283
TOTAL	22	2	24	583	491	1074

V. SELECTING EQUIPMENT AND MATERIALS

Questionnaire
item number

49. Determine audiovisual equipment and material needs of the school without faculty help.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	1	8	9	64	291	355
Medium	1	6	7	17	419	436
Large	3	5	8	63	220	283
TOTAL	5	19	24	202	872	1074

50. Recommend audiovisual equipment, materials, and supplies for purchase.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	8	1	9	203	152	355
Medium	6	1	7	277	159	436
Large	8	0	8	204	79	283
TOTAL	22	2	24	684	390	1074

51. Evaluate audiovisual equipment and materials for the central or county audiovisual center.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	7	1	9	72	283	355
Medium	6	1	7	85	351	436
Large	8	0	8	66	217	283
TOTAL	22	2	24	223	851	1074

52. Work with a selection committee to select audiovisual equipment and materials for purchase or rental.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	8	1	9	62	293	355
Medium	6	1	7	87	349	436
Large	7	1	8	53	230	283
TOTAL	21	3	24	202	872	1074

Questionnaire
item number

53. Work with a selection committee to select audiovisual equipment and materials for purchase or rental.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	7	2	9	136	219	355
Medium	5	2	7	162	274	436
Large	6	2	8	119	164	283
TOTAL	18	6	24	417	657	1074

54. Determine specifications for audiovisual equipment and materials to be purchased.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	7	2	9	69	286	355
Medium	3	4	7	73	363	436
Large	6	2	8	64	219	283
TOTAL	16	8	24	206	868	1074

55. Analyze the curriculum to determine the suitability of various audiovisual equipment and materials for school use.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	5	4	9	100	255	355
Medium	6	1	7	115	321	436
Large	8	0	8	83	200	283
TOTAL	19	5	24	298	776	1074

56. Order and purchase audiovisual equipment and materials requested by teachers.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	8	1	9	145	210	355
Medium	4	3	7	192	244	436
Large	7	1	8	136	147	283
TOTAL	19	5	24	473	601	1074

57. Notify teachers and arrange for preview of audiovisual materials when available.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	7	2	9	121	234	355
Medium	6	1	7	203	233	436
Large	8	0	8	151	132	283
TOTAL	21	3	24	475	599	1074

Questionnaire
item number

58. Evaluate sponsored or inexpensive audiovisual materials.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	7	2	9	72	283	355
Medium	6	1	7	91	345	436
Large	8	0	8	65	218	283
TOTAL	21	3	24	228	846	1074

59. Select room darkening facilities for the school building.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	8	1	9	89	266	355
Medium	4	3	7	95	341	436
Large	6	2	8	47	236	283
TOTAL	18	6	24	231	843	1074

VI. SCHEDULING AND DISTRIBUTING EQUIPMENT AND MATERIALS

60. Prepare rules and regulations governing the scheduling and distribution of audiovisual equipment, materials, and supplies.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	8	1	9	137	218	355
Medium	6	1	7	228	208	436
Large	8	0	8	205	78	283
TOTAL	22	2	24	570	504	1074

61. Disseminate information on audiovisual methods and materials suitable for class use.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	8	1	9	86	269	355
Medium	7	0	7	139	297	436
Large	8	0	8	119	164	283
TOTAL	23	1	24	344	730	1074

Questionnaire
item number

62. Issue catalogs or lists of audiovisual equipment, materials, and supplies.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	8	1	9	114	241	355
Medium	5	2	7	178	258	436
Large	5	3	8	162	121	283
TOTAL	18	6	24	454	620	1074

63. Require staff to order equipment and materials through the building coordinator.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	7	2	9	100	255	355
Medium	6	1	7	147	289	436
Large	6	2	8	133	150	283
TOTAL	19	5	24	380	694	1074

64. Assist staff in ordering and scheduling audiovisual equipment and materials in the building.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	9	0	9	158	197	355
Medium	7	0	7	262	174	436
Large	8	0	8	201	82	283
TOTAL	24	0	24	621	453	1074

65. Assist staff in requisitioning and ordering audiovisual equipment from the district or county audiovisual office.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	9	0	9	139	216	355
Medium	7	0	7	202	234	436
Large	6	2	8	157	126	283
TOTAL	22	2	24	498	576	1074

Questionnaire
item number

66. Assist staff in requisitioning and ordering audiovisual materials and supplies from the district or county audiovisual office.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	9	0	9	150	205	355
Medium	7	0	7	229	207	436
Large	7	1	8	163	120	283
TOTAL	23	1	24	542	532	1074

67. Direct or supervise members of the school clerical or custodial staff in the storage of audiovisual equipment, materials, and supplies.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	8	1	9	101	254	355
Medium	6	1	7	148	288	436
Large	6	2	8	109	174	283
TOTAL	20	4	24	358	716	1074

68. Direct or supervise students in the storage of audiovisual equipment, materials, and supplies.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	8	1	9	119	236	355
Medium	7	0	7	172	264	436
Large	7	1	8	179	104	283
TOTAL	22	2	24	470	604	1074

69. Store audiovisual equipment, materials, and supplies personally.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	2	7	9	103	252	355
Medium	2	5	7	158	278	436
Large	5	3	8	155	128	283
TOTAL	9	15	24	416	658	1074

Questionnaire
item number

70. Notify teachers of arrival of audiovisual equipment, materials, and supplies.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	7	2	9	215	140	355
Medium	7	0	7	278	158	436
Large	8	0	8	216	67	283
TOTAL	22	2	24	709	365	1074

71. Direct or supervise the scheduling of audiovisual equipment, materials, and supplies in the building.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	9	0	9	131	224	355
Medium	7	0	7	253	183	436
Large	8	0	8	220	63	283
TOTAL	24	0	24	604	470	1074

72. Direct or supervise the distribution of audiovisual equipment, materials, and supplies in the building.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	9	0	9	146	209	355
Medium	6	1	7	249	187	436
Large	8	0	8	222	61	283
TOTAL	23	1	24	617	457	1074

73. Distribute, inventory, and store textbooks in the building, or perform any one of these functions.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	1	8	9	105	250	355
Medium	0	7	7	91	345	436
Large	3	5	8	51	232	283
TOTAL	4	20	24	247	827	1074

Questionnaire
item number

74. Provide student operators for classroom use of audiovisual equipment.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	7	2	9	93	262	355
Medium	6	1	7	121	315	436
Large	7	1	8	135	148	283
TOTAL	20	4	24	349	725	1074

75. Return audiovisual equipment and materials to proper agency upon completion and use.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	4	5	9	172	183	355
Medium	5	2	7	223	213	436
Large	7	1	8	183	100	283
TOTAL	16	8	24	578	496	1074

VII. MAINTAINING EQUIPMENT AND MATERIALS

76. Keep a service record on audiovisual equipment in the school.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	7	2	9	62	293	355
Medium	6	1	7	118	318	436
Large	7	1	8	106	177	283
TOTAL	20	4	24	286	788	1074

77. Maintain a supply of spare parts and tools for minor repair to audiovisual equipment.

Size	<u>Opinion</u>			<u>Opinion</u>		
	Yes	No	Total	Yes	No	Total
Small	7	2	9	141	214	355
Medium	4	3	7	213	223	436
Large	6	2	8	175	108	283
TOTAL	17	7	24	529	545	1074

Questionnaire
item number

78. Purchase or arrange for purchase of repair parts for audiovisual equipment.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	6	3	9	142	213	355
Medium	4	3	7	173	263	436
Large	7	1	8	113	170	283
TOTAL	17	7	24	428	646	1074

79. Perform preventive maintenance on audiovisual equipment.(adjust, clean, oil, etc.)

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	5	4	9	111	244	355
Medium	6	1	7	131	305	436
Large	5	3	8	137	146	283
TOTAL	16	8	24	379	695	1074

80. Perform minor repair on audiovisual equipment.(e.g., replace bulb, fuse, belt, etc.)

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	5	4	9	170	185	355
Medium	6	1	7	248	188	436
Large	5	3	8	215	68	283
TOTAL	16	8	24	633	441	1074

81. Perform major repair on audiovisual equipment (e.g., replace broken gears, worn out clutch assemblies, etc.)

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	0	9	9	13	342	355
Medium	0	7	7	6	430	436
Large	1	7	8	12	271	283
TOTAL	1	23	24	31	1043	1074

82. Perform major electronic repair on audiovisual equipment. (e.g., trouble shoot circuits, replace component parts found to be defective,etc.)

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	0	9	9	9	346	355
Medium	0	7	7	7	429	436
Large	1	7	8	13	270	283
TOTAL	1	23	24	29	1045	1074

Questionnaire
item number

83. Keep a service record on audiovisual materials in the school.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	6	3	9	35	320	355
Medium	6	1	7	64	372	436
Large	6	2	8	59	224	283
TOTAL	18	6	24	158	916	1074

84. Perform preventive maintenance on audiovisual materials. (e.g., inspect and clean films, clean phonograph records, etc.)

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	4	5	9	47	308	355
Medium	4	3	7	78	358	436
Large	4	4	8	66	217	283
TOTAL	12	12	24	191	883	1074

85. Perform minor repairs on audiovisual materials. (e.g., splice film, filmstrips, etc.)

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	4	5	9	71	284	355
Medium	7	0	7	126	310	436
Large	5	3	8	117	166	283
TOTAL	16	8	24	314	760	1074

86. Perform major repairs on audiovisual materials (e.g., replace footage, etc.)

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	0	9	9	4	351	355
Medium	1	6	7	5	431	436
Large	1	7	8	8	275	283
TOTAL	2	22	24	17	1057	1074

87. Arrange for repairing audiovisual equipment and materials through the central or county audiovisual office.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	6	3	9	107	248	355
Medium	7	0	7	161	275	436
Large	8	0	8	166	117	283
TOTAL	21	3	24	434	640	1074

Questionnaire
item number

88. Arrange for repairing audiovisual equipment and materials with an independent service organization.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	8	1	9	80	275	355
Medium	3	4	7	113	323	436
Large	5	3	8	69	214	283
TOTAL	16	8	24	262	812	1074

89. Perform minor repair on screens.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	4	5	9	77	278	355
Medium	5	2	7	104	332	436
Large	5	3	8	99	184	283
TOTAL	14	10	24	280	794	1074

90. Dispose of worn out or obsolete audiovisual equipment and materials.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	8	1	9	105	250	355
Medium	5	2	7	135	301	436
Large	7	1	8	103	180	283
TOTAL	20	4	24	343	731	1074

VIII. PRODUCING MATERIALS

91. Provide duplicating service for teachers who wish to reproduce audiovisual materials. (e.g., spirit duplicator, stencil, etc.)

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	5	4	9	130	225	355
Medium	2	5	7	146	290	436
Large	7	1	8	77	206	283
TOTAL	14	10	24	353	721	1074

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92. Produce graphic materials for teachers.(Maps, charts, posters, etc.)

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	5	4	9	59	296	355
Medium	3	4	7	63	373	436
Large	5	3	8	59	224	283
TOTAL	13	11	24	181	893	1074

93. Produce models, dioramas, collections, exhibits, for teachers.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	5	4	9	17	338	355
Medium	1	6	7	16	420	436
Large	3	5	8	20	263	283
TOTAL	9	15	24	53	1021	1074

94. Produce recorded materials for teachers.(Tapes, discs, etc.)

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	5	4	9	46	309	355
Medium	3	4	7	65	361	436
Large	5	3	8	64	219	283
TOTAL	13	11	24	175	899	1074

95. Provide 2 x 2 sound-slide synchronized service for teachers.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	6	3	9	8	347	355
Medium	2	5	7	12	424	436
Large	6	2	8	18	265	283
TOTAL	14	10	24	38	1036	1074

96. Produce photographic materials for teachers.(Slides, flat pictures, filmstrips, etc.)

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	4	5	9	39	316	355
Medium	2	5	7	32	404	436
Large	4	4	8	42	241	283
TOTAL	10	14	24	113	961	1074

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97. Provide photographic service for school activities.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	3	6	9	30	325	355
Medium	1	6	7	24	412	436
Large	3	5	8	29	254	283
TOTAL	7	17	24	83	991	1074

98. Produce overhead transparencies for teachers (Photographic and non-photographic)

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	3	6	9	59	296	355
Medium	4	3	7	103	333	436
Large	5	3	8	88	195	283
TOTAL	12	12	24	250	824	1074

99. Provide mounting service for flat pictures for teachers (e. g., dry, wet, rubber cement, etc.)

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	4	5	9	41	314	355
Medium	3	4	7	68	368	436
Large	8	0	8	59	224	283
TOTAL	15	9	24	168	906	1074

100. Provide laminating service for teachers.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	4	5	9	50	305	355
Medium	4	3	7	73	363	436
Large	8	0	8	59	224	283
TOTAL	16	8	24	182	892	1074

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101. Provide lettering service for teachers (LeRoy, Varigraph, Planotype, etc.)

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	5	4	9	13	342	355
Medium	4	3	7	23	413	436
Large	8	0	8	23	270	283
TOTAL	17	7	24	59	1015	1074

IX. TRAINING OF STAFF AND STUDENTS

102. Work closely with and advise the principal on various phases of the audiovisual program in the building.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	9	0	9	105	250	355
Medium	7	0	7	174	262	436
Large	8	0	8	173	110	283
TOTAL	24	0	24	452	622	1074

103. Act as an audiovisual consultant in the building and give assistance to individual staff members when requested.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	9	0	9	169	186	355
Medium	7	0	7	258	178	436
Large	8	0	8	221	62	283
TOTAL	24	0	24	648	426	1074

104. Orient teachers regarding audiovisual equipment, materials, supplies, and procedures available within the school, district, or county audiovisual center.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	9	0	9	165	190	355
Medium	6	1	7	253	183	436
Large	8	0	8	212	71	283
TOTAL	23	1	24	630	444	1074

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105. Demonstrate audiovisual equipment and materials to staff.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	9	0	9	138	217	355
Medium	7	0	7	216	220	436
<u>Large</u>	8	0	8	184	99	283
TOTAL	24	0	24	538	536	1074

106. Organize and conduct in-service training of staff in the selection, integration, and utilization of audiovisual equipment and materials.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	8	1	9	52	303	355
Medium	7	0	7	78	358	436
<u>Large</u>	8	0	8	63	220	283
TOTAL	23	1	24	193	881	1074

107. Arrange for in-service training of staff in the selection, integration, and utilization of audiovisual equipment and materials.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	9	0	9	51	304	355
Medium	7	0	7	74	362	436
<u>Large</u>	6	2	8	53	230	283
TOTAL	22	2	24	178	896	1074

108. Instruct staff in the production of materials.(e. g., dioramas, flat pictures, mounting, slide making, overhead transparencies, etc.)

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	8	0	9	46	309	355
Medium	6	1	7	62	374	436
<u>Large</u>	8	0	8	50	233	283
TOTAL	23	1	24	158	916	1074

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109. Instruct students in the operation of audiovisual equipment.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	9	0	9	106	249	355
Medium	7	0	7	149	287	436
<u>Large</u>	8	0	8	166	117	<u>283</u>
TOTAL	24	0	24	421	653	1074

110. Train student projectionists for simple preventative maintenance tasks.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	8	1	9	61	294	355
Medium	7	0	7	79	357	436
<u>Large</u>	8	0	8	131	152	<u>283</u>
TOTAL	23	1	24	271	803	1074

X. PUBLIC RELATIONS

111. Help staff plan audiovisual meetings for school-community groups.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	7	2	9	30	325	355
Medium	6	1	7	33	403	436
<u>Large</u>	7	1	8	19	264	<u>283</u>
TOTAL	20	4	24	82	992	1074

112. Demonstrate audiovisual equipment and materials to school-community groups.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	7	2	9	67	288	355
Medium	7	0	7	64	372	436
<u>Large</u>	8	0	8	41	242	<u>283</u>
TOTAL	22	2	24	172	902	1074

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113. Advise school-community groups on the selection of audiovisual equipment and materials.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	7	2	9	37	318	355
Medium	6	1	7	30	406	436
Large	8	0	8	27	256	283
TOTAL	21	3	24	94	980	1074

114. Operate audiovisual equipment for school-community groups.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	3	6	9	86	269	355
Medium	3	4	7	110	326	436
Large	4	4	8	75	208	283
TOTAL	10	14	24	271	803	1074

115. Contact resource persons in the community for school staff.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	6	3	9	52	303	355
Medium	7	0	7	69	367	436
Large	5	3	8	36	247	283
TOTAL	18	6	24	157	917	1074

116. Plan and arrange details of field trips for staff in the building.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	4	5	9	83	272	355
Medium	4	3	7	57	379	436
Large	3	5	8	22	261	283
TOTAL	11	13	24	162	912	1074

117. Promote newspaper articles relating to school activities.

Size	<u>Opinion</u>			<u>Practice</u>		
	Yes	No	Total	Yes	No	Total
Small	4	5	9	87	268	355
Medium	5	2	7	77	359	436
Large	4	4	8	29	254	283
TOTAL	13	11	24	193	881	1074