1953

Suggestions for the future development of the audio-visual resources library at Boston University School of Education

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Boston University

http://hdl.handle.net/2144/4239

Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

SUGGESTIONS FOR THE FUTURE DEVELOPMENT
OF THE AUDIO-VISUAL RESOURCES LIBRARY
AT BOSTON UNIVERSITY SCHOOL OF EDUCATION

Submitted by

Arthur William Lalime

(Ed., B., State Teachers College at
Salem, Massachusetts, 1950)

In partial fulfillment of requirements for
the degree of Master of Education
1953
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CHAPTER I

INTRODUCTION

THE AUDIO-VISUAL RESOURCES LIBRARY

AT BOSTON UNIVERSITY

The specific role of audio-visual materials in teacher education is difficult to determine because audio-visual materials are used at every level of teaching. In reality they are the tools of the educational profession.

A great impetus has been given to the utilization of audio-visual aids during the past twenty years by those who have been working in the field of psychological testing, by the teaching staffs of the armed services during World War II, and by the recognition on the part of administrators and teachers of the great value of audio-visual aids.

The successful use of audio-visual aids in public schools is dependent upon many conditions. Among the most important of these are the following: (1) recognition of the worth of audio-visual aids by teachers and administrators; (2) proper budgetary allowances; (3) skillful use of audio-visual aids; (4) accessibility of equipment and materials.

The faculty of the School of Education at Boston University has long recognized the value of audio-visual
education, and they have been among the leaders in incorporating audio-visual methods and techniques in the program of study. As the need for audio-visual education developed, it became necessary to enlarge the audio-visual facilities which had been offered by the University.

Under the direction of Dr. Abraham Krasner, audio-visual courses were instituted, an audio-visual laboratory was developed, and the Boston University Film Library came into being.

It became economically and physically impossible for each professor to obtain and store all of the audio-visual materials and equipment necessary to properly supplement his educational courses. From a practical point of view consolidation of these materials in a central location became advisable.

While the School of Education was at 84 Exeter Street, the Audio-Visual Department was able to provide the projection and recording equipment needed by the faculty. All of the audio-visual materials except the films (which remained in the Film Library) were placed in the Educational Resources Library under the direction of Dr. Linwood Chase and later under the direction of Dr. Helen Murphy.

When the School of Education was moved to 332 Bay State Road, a separate room was given to the storing and distributing of audio-visual materials. Under the direction
of Dr. Henry W. Syer this location became known as the Audio-Visual Resources Library.

There has been a constantly increasing demand for the materials and services made available at the Audio-Visual Resources Library. This increasing demand has brought with it many problems. It is the purpose of this study to attempt to determine how the Audio-Visual Resources Library can better serve the audio-visual needs of the students, the in-service teachers, and the faculty at Boston University School of Education.

DESCRIPTION OF THE STUDY

Scope and method of inquiry. In order to meet the audio-visual needs of the School of Education during the school years of 1950-1951 and 1951-1952 the staff of the Audio-Visual Resources Library developed and standardized many audio-visual services. The administrative phase of these services is analyzed in relation to (1) the need they were designed to meet, (2) the administrative problems encountered, and (3) the method developed to carry on the service and retain administrative control. This analysis is based on annual reports of previous staff members of the Audio-Visual Resources Library, bulletins issued by the director of the Audio-Visual Resources Library, current administrative procedures, and records of booking and
distribution of equipment and materials.

This study summarizes the returns from two different questionnaires. One questionnaire was given to a group of one hundred twenty-two student teachers at the School of Education who had participated in audio-visual demonstrations conducted by the staff of the Audio-Visual Resources Library. Their questionnaire was designed to determine their appreciation of the value of audio-visual aids in education and to determine their use of the Audio-Visual Resources Library. The second questionnaire was given to a group of two hundred thirty-seven in-service teachers attending graduate courses in education at Boston University School of Education. Their survey pertained to the utilization of the services of the Audio-Visual Resources Library and the improvements which the in-service teachers felt were essential to the development of the Audio-Visual Resources Library.

**Justification of the study.** An Audio-Visual Resources Library needs a detailed analysis of the methods of procedure to provide continuity to the program for the following reasons:

1. A major portion of the Audio-Visual Resources Library staff changes from year to year.
2. Student teachers and beginning teachers are often expected to know a great deal about the utiliza-
tion of audio-visual aids.

3. Audio-visual material and equipment can be used more efficiently if it is organized and administered with intelligence.

4. A great deal of current audio-visual material and essential information is overlooked because it is not readily accessible.

5. An Audio-Visual Resources Library should adjust its activities to meet the audio-visual needs of students and faculty of a teacher-training institution.

6. A greater utilization of the equipment and materials will take place if the students and faculty are aware of the services and materials available.

**Organization of the report.** Chapter II deals with a survey of the literature in the field. Problems pertinent to the value of audio-visual aids in teacher training, the need for sufficient instruction in the proper use of audio-visual aids, the need for a centralized location for distribution of materials, and the need for an efficient and systematic method of keeping the faculty informed concerning new materials as they become available are reviewed from the literature on the subject. Chapter III is an
analysis of the current administrative techniques used at the Audio-Visual Resources Library at Boston University School of Education. Chapter IV reports in detail the results of the questionnaires which were given to the in-service teachers and to the student teachers. Chapter V is a summary of the study and includes suggestions for future improvements and developments of the Audio-Visual Resources Library. A bibliography and appendixes complete the study.
CHAPTER II

REVIEW OF THE LITERATURE

Value of audio-visual aids in teacher training.
Instructional materials are the tools, the wise use of
which will give the teacher many ways to meet the needs of
individuals and groups. The end is desirable learning,
and instructional materials are important means to that
end. The teacher must be competent in their utilization.
However, audio-visual materials are no panacea for all our
ills, but as McConnell\textsuperscript{1} states:

"Audio-visual materials become our magi in communi-
cating ideas. In the last analysis, teaching and
learning is nothing more than the transmission or
communication of ideas by the teacher and the under-
standing and assimilation of these ideas by the learner.
If these ideas have been clearly understood, we can
assume that the learner will translate them into de-
sirable and accepted patterns of action. We must
therefore utilize every process, device, and method
by which we can be assured that our ideas have been
communicated. A critical analysis of our own instruc-
tional methods and procedures will illuminate areas
where learning has been non-existent or ineffective.
It is at these points that audio and visual media can
and will assist in the clarification of concepts and
the improvement of instruction. Teacher training
institutions are committed to a program of providing
future teachers with the tools of teaching and the
skills and knowledge necessary to utilize them
effectively.

\textsuperscript{1} R. E. McConnell, "Audio-Visual Education in Teacher
Education," Twenty-Sixth Yearbook of the American Association
of Colleges for Teacher Education, (American Association of
"The part the teacher training institutions play in the pre-service education of teachers is not directed solely at the mass preparation of teachers but at the molding and grooming of future teachers who have the knowledge, skills, abilities, and techniques that are necessary to make learning vital, real, and understandable. In accomplishing this task, these future teachers must be familiar with audio and visual materials as they relate to the ideals of master teaching."

Instruction offered in audio-visual aids. An investigation by DeKieffer into the present (1947) status of teacher-training in the audio-visual field presents rather complete information as to the content of introductory audio-visual courses. DeKieffer reports the following distribution of units or topics, and the percentage of all courses which include each item:

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<th>Unit or Topic</th>
<th>Percentages</th>
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<tr>
<td>1. Utilization of materials</td>
<td>97.0</td>
</tr>
<tr>
<td>2. Selection of materials</td>
<td>96.0</td>
</tr>
<tr>
<td>3. Operation of equipment</td>
<td>95.0</td>
</tr>
<tr>
<td>4. Evaluation of materials</td>
<td>93.0</td>
</tr>
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<td>5. History and philosophy of audio-visual education</td>
<td>87.0</td>
</tr>
<tr>
<td>6. Administration of audio-visual programs</td>
<td>78.0</td>
</tr>
<tr>
<td>7. Production of non-photographic aids</td>
<td>63.0</td>
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Unit or Topic                      | Percentages
---                               | ---
8. Production of photographic aids | 44.0
9. Radio script writing, transcriptions, and recordings | 21.0
10. Other types of production | 21.0
11. Other items | 12.0

There is evident concentration of emphasis on the first five items reported. The chief reason for this is that all of them pertain to the basic problem -- to the fact that teachers need to be able to select and use materials effectively. The preceding tabulation shows the areas covered in the introductory courses in audio-visual education, but it does not infer that the introductory course is the only acceptable method of teaching the use of audio-visual aids.

One indication that audio-visual education is rapidly growing in stature as an accepted educational tool can be found in the increase in the number of courses offered by colleges and universities since 1921. An investigation of this growth was completed by Dekieffer in 1947. Figure 1 shows the development of audio-visual courses offered by one hundred fifty-two four-year institutions of higher learning from 1922 to 1948.

The following is an explanation of Figure 1:

---
3 Ibid., p. 72.
DEVELOPMENT OF A/V COURSES OFFERED BY FOUR-YEAR INSTITUTIONS OF HIGHER LEARNING

FIGURE 1
"According to the questionnaire replies, North Carolina State Teachers College, Raleigh, North Carolina, was the first institution to offer a course in audio-visual aids during the academic year. Two years later six additional courses in the field were added to the curricula of other institutions, three of these being given during the academic year, one during the summer session, and two by extension. For the next eight years the inauguration of such courses by institutions was rather sporadic; however, in 1932 there was a decided increase in the offerings in both summer sessions and during the academic year. In 1937 there was a further significant increase in the number of courses offered. During that time the number of courses had increased rapidly and continuously. At the present time, according to the questionnaire returns, there are 186 courses being offered during the summer sessions, 168 during the academic year and 53 by extension, making a total of 407 courses in audio-visual education added to the curricula of the 152 institutions that returned usable questionnaires in the span of 26 years."  

There is a definite variety to the approach used in teaching the use of audio-visual aids and as McConnell points out:

"The adaptation and use of audio-visual materials are not confined to the narrowness of specific courses, but permeate the entire structure of teaching, and there is no one way of training pre-service teachers in the effective utilization of audio-visual materials. Such training by its very nature must be considered as a "process" not an "event." As a process we must consider the application of these materials in every phase of the students' curriculum, in the lecture halls, in the methods classes, in special audio-visual classes, and in professional laboratory experiences, especially in student teaching.

"Methods classes which are primarily concerned with the materials and techniques of instruction in various

---

4 Ibid., p. 74.

5 McConnell, op. cit., p. 57.
subject matter areas have also been considered as ideal demonstrational clinics for the use of audio-visual materials. It is in these specialized courses that selected materials and equipment can be studied and analyzed with specific reference to the improvement of instruction in each instructional area."

The trends or directions which audio-visual training may take in our teacher training institutions have been summarized by Gnaedinger in "Audio-Visual Materials of Instruction," *Forty-Eighth Yearbook, Part I.*

6. Introductory courses in audio-visual materials are being offered in more and more institutions. Laboratory experience, of a highly practical nature, is characteristic of these courses.

2. Some institutions are adding several courses in the audio-visual field, both for teachers and for specialists.

3. Some institutions are handling the matter by including units or topics on instructional materials in existing education courses.

4. Other institutions are setting up audio-visual training as laboratory experience, integrated closely with an existing education course, or supplied at intervals throughout the pre-professional training.

5. The usual orientation of short courses, units, and topics, as well as of laboratory experiences, as with methods classes or cadet-teaching. Some institutions, however, place these experiences within curriculum courses or those dealing with general school organization and function. Special methods courses, and those for the training of administrators, supervisors, counselors, and librarians, sometimes include units on audio-visual materials.

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6. Instructors and others interested in training teachers in the audio-visual area agree that effective use of instructional materials in all college classes would facilitate their work. Many say that such a practice would eliminate the need for any specific audio-visual course work.

The chief conclusion which can be drawn from this summary is that teacher-training institutions have not yet settled on a uniform standard for the organization of audio-visual training experiences for the prospective teacher. The growth of the number of introductory courses, as previously noted, and the fairly uniform course content, outlined under the "Content of Prospective Audio-Visual Courses," page 8, shows that the need is recognized. The problem is one of determining the best way to include audio-visual training in an already complex program.

According to Gnaedinger\(^7\) it is safe to say that the use of audio-visual instructional materials is characteristic of good teaching programs in good schools everywhere. It should be equally safe to predict that teacher-training institutions will add what they learn as time passes to what they now know and do; and that adequate preparation of prospective teachers in audio-visual methods will become an integral part of the training of every prospective classroom leader.

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\(^7\) Ibid., p. 105.
Availability of materials. The success or failure of any audio-visual program depends upon the availability of the proper materials. The theory of the audio-visual methods, the technique, and the philosophy are based upon the supposition that the materials needed are available for use when they are needed. The whole logic of an audio-visual materials program revolves around the concept that teachers in the field will gain results accordingly as they are able to do things with things. This need is emphasized by Gnaedinger when he states:

"It is safe to say that adequate teacher-training will depend to a great extent on the type of services and materials available for use during the teacher's pre-service experience. Teachers in training must be supplied with all possible services in the way of materials, equipment, and guidance in order that the desired competencies can be practiced."

A brief description of the purposes for establishing an audio-visual department has been set forth by Noel and Noel:

"One purpose of an audio-visual education department is to procure those materials which, if properly used, will help achieve the objectives of the curriculum. Another purpose is to make those materials available at the point of use, usually the classroom, precisely

---

8 Ibid., p. 105.

when they are needed and under conditions in which a busy teacher can easily use them. (With present day teaching schedules it is futile to assume that widespread use of audio-visual instructional materials will be developed under any other conditions.) A third purpose of such a department is to help teachers familiarize themselves with what is available and to give them assistance in selecting and using materials in terms of their instructional needs. Teachers have a right to expect a department to render these services."

This over-all need for a centralized system which can efficiently control the flow of audio-visual materials in and out of the classrooms has been met by the development of the college audio-visual center. The audio-visual center provides the facilities which give body to the experience.

One guide to the functions of such a center is supplied in the report of the results of an investigation carried on in 1945 by Western Illinois State Teachers College. The problems and functions of a college audio-visual center appear in this investigation as "Problems to be Considered by the Institutional Faculty."10 They are:

1. The need for guidance in setting up an audio-visual program that will function effectively.

2. Misinterpretation or indifference in regard to the functions of the audio-visual department.


4. Providing an extensive in-service training program for the faculty of the institution.

5. Developing an efficient and systematic method of keeping the faculty informed concerning new materials as they become available.

It has long been accepted by educators that audio-visual media can assist in the clarification of concepts and in the improvement of instruction. Most teacher training institutions throughout the country have in operation a program of providing future teachers with the tools of teaching and the skills and knowledges necessary to utilize audio-visual methods most effectively.
CHAPTER III

AN ANALYSIS OF CURRENT ADMINISTRATIVE TECHNIQUES
USED AT THE AUDIO-VISUAL RESOURCES LIBRARY
AT BOSTON UNIVERSITY SCHOOL OF EDUCATION

During the year 1950-1951 the Audio-Visual Resources
Library was staffed by two graduate assistants who were
under the supervision of Dr. Henry W. Syer, the director
of the Audio-Visual Resources Library. Each of the graduate
assistants worked in the Audio-Visual Resources Library
fifteen hours every week during the school year. They
assisted faculty members and students to locate, obtain,
and use the audio-visual materials and audio-visual equip-
ment that was available. A detailed report of the services
rendered by the staff of the Audio-Visual Resources Library
during the year 1950-1951 may be found in Appendix A,
page 118.

A part-time assistant who was on duty twenty hours
per week was employed in the Audio-Visual Resources Library
during the inter-session and the summer session of 1951.
This additional service made the facilities of the Audio-
Visual Resources Library available to the students throughout
the year.

During the summer session specialized courses in
audio-visual education were given in the School of Education.
A considerable amount of attention was given to instruction
in the operation of the audio-visual machines. The machines were used frequently by the students during the summer session.

The reports submitted by the staff members during the year 1950-1951 provided a basis upon which the 1952 staff could develop its program. A detailed summary of the services rendered by the staff of the Audio-Visual Resources Library during the inter-session and summer session of the year 1951 may be found in Appendix A, page 118.

ADMINISTRATION OF AUDIO-VISUAL MATERIALS

At the beginning of the college year 1951-1952 the faculty members presented to the Audio-Visual Resources Library staff request-lists of films that they planned to use during the semester. Because of the number of requests, it was necessary to develop a definite system for the prompt fulfillment of these requests.

The staff at the Boston University Film Library was very cooperative. They booked as many films for the scheduled dates as was possible. Conferences were held with the faculty members, concerning the films that were not available on the date requested from the Film Library. Adjustments in the booking schedule satisfactory to both the professor and the Film Library were completed for the showing of films on different dates.
Transportation. A problem developed concerning the transportation of these needed films from the Boston University Film Library to the School of Education. Since the Film Library is located a mile and a half away from the School of Education, and since it was necessary to return the films promptly after use, it was realized that an efficient yet inexpensive system of transportation was needed.

The Buildings and Grounds Department at Boston University maintains a regular mail and delivery service for all of the Boston University activities throughout the city. Because this delivery service operated on a definite schedule, it became necessary for the Audio-Visual Resources Library to develop a booking system that would fit in with this schedule.

With the cooperation of the Film Library and the Buildings and Grounds Department transportation was taken care of in the following way: Films were booked at the Film Library for three days -- the first day allowing for delivery, the second for use, and the third day for return delivery. A form was designed to simplify the delivery schedule. (See Appendix B-1, page 120.) The original form was sent to the Buildings and Grounds Department to be used by them in making up their delivery schedule, and one carbon copy was kept by the Audio-Visual Resources
Library. The Audio-Visual Resources Library staff maintained a chronological booking schedule in order to keep a check on the movements of the films.

A careful scheduling of equipment was necessary to avoid the possibility of a person having booked a film and because of unavailable equipment, be unable to use it. When booking films, it was a standard practice to reserve the equipment that would be needed for the day and time it was scheduled to be used.

**Operation of equipment.** Most of the faculty members knew how to operate the machines, and if they did not they were asked to send a student to the Audio-Visual Resources Library to learn how to operate the machine. The selected students were given special instruction in the operation of the machines, and after the completion of a test were placed on the list of approved operators. These students were often called upon to act as projectionists and to assist the professors in setting up and returning the machines to the Audio-Visual Resources Library after they had been used in class.

**Distribution of materials.** Similar arrangements were made when faculty members requested audio-visual materials from various institutions throughout the city. Among these were exhibits from the Museum of Fine Arts and
films from the Boston Public Library.

It was an established policy at Boston University School of Education to provide student teachers in training with the audio-visual materials that were available in the Audio-Visual Resources Library and the Film Library.

Due to the increased number of requests by student teachers for films, filmstrips, and other audio-visual materials, it was necessary to set up a special system to handle their requests. There were many conditions affecting the proper distribution of these materials. Among the major conditions were the following:

1. Student teachers did most of their planning on a week by week basis due to the nature of their training. Therefore, audio-visual materials requested by them had to be available on short notice.

2. Since this was the student teacher's first acquaintance with ordering and planning for the utilization of audio-visual materials, it was necessary to assist each student with his individual problem. This assistance included an introduction to the use of film guides, film catalogs, and files of filmstrips. In addition, it included the development of an understanding of the problems of grade placement of audio-visual
materials and the utilization of these materials.

3. It was necessary to impress upon these student teachers an awareness of their responsibility to pick up and to return the materials on time so that these materials could be shared.

4. Because of the fragile nature and high replacement cost of the materials, it was necessary to impress upon them the necessity for proper use.

5. Because the Film Library was located a mile and a half from the School of Education, it was imperative to have an efficient system for proper identification of the student and of the films he ordered.

In order to solve the preceding problems and to make it convenient for the student teachers, the Audio-Visual Resources Library staff designed the form and set of instructions found in Appendix B-2, page 121. Each student was instructed to fill out this form completely and have the booking confirmed by one of the graduate assistants at the Audio-Visual Resources Library. These assistants, in turn, booked the film with the Film Library by telephone. In addition, the regulation was made that no film would be issued by the staff at the Film Library unless the student teacher presented the form completely filled out and signed by a faculty advisor.
To double-check the booking system a record of all the films booked by student teachers was kept in the regular film schedule. This method has proved satisfactory.

When students desired free films from outside sources such as Boston Public Library and Pan American Airways, the graduate assistants at the Audio-Visual Resources Library helped them to select the films, made the necessary arrangements, and instructed the students in the manner in which they were to pick up and deliver the films.

The regular Buildings and Grounds delivery service was not called upon to handle student films since the time schedules of the student teachers did not coincide with the regular delivery schedules. It was more convenient for all concerned to have the students pick up and return their own films.

USE OF AUDIO-VISUAL MATERIALS BY THE FACULTY AND STUDENTS

Films. The faculty and students of the School of Education reserved and used a total of three hundred eighty-three films during the school year 1951-1952. During the first semester one hundred forty-two films were reserved, and during the second, two hundred forty-one. Films were not loaned directly by the Audio-Visual Resources Library, but all arrangements for the selection and procurement of
films were made by the Audio-Visual Resources Library staff. This information is shown in Table I.

Figure 2 is a distribution graph which shows the frequency of film reservations for each month of the school year. The green line on the graph indicates the total number of films reserved, the blue line indicates faculty reservations, and the red line indicates student reservations.

Conclusions which can be drawn from a study of this graph are:

1. More films were used during the last month of the semester than at any other time. The faculty alone used forty-three films during the last month of the first semester and forty-six films during the last month of the second semester.

2. The faculty is consistent in their use of films; that is, they used as many films during the first semester as they did during the second semester.

3. The students used over four times as many films during the second semester as they did during the first. They used only thirty films during the first semester and one hundred twenty-three films during the second. This indicates a general growth in interest throughout the year in the use of films as audio-visual aids.
## TABLE I

**AUDIO-VISUAL MATERIALS LOANED DURING THE COLLEGE YEAR 1951-52**

<table>
<thead>
<tr>
<th></th>
<th>FIRST SEMESTER</th>
<th>SECOND SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Films</td>
<td>16</td>
<td>35</td>
</tr>
<tr>
<td>Filmstrips</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>Models-Exhibits</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Charts-Pictures</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Records</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Publications</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Recording Tapes</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>22</td>
<td>83</td>
</tr>
</tbody>
</table>

*Films were not loaned directly by the Audio-Visual Resources Library, but all arrangements for obtaining the films were made by the staff of the Audio-Visual Resources Library.*
USE OF FILMS
TOTAL BOOKINGS BY FACULTY AND STUDENTS

FIGURE 2
4. More films were used by the students than by the faculty during the second semester. This increased student interest in films as audio-visual aids may in part be attributed to:

a. The development of film preview sessions organized by students. This work was done as part of a group thesis.

b. Assignments by faculty members concerning the value of free and available films.

c. Audio-visual demonstrations conducted by the staff of the Audio-Visual Resources Library in conjunction with the general methods courses. These demonstrations took place during the last of the first semester and throughout the second semester.

d. Student recognition of the Audio-Visual Resources Library as a convenient place to obtain usable films.

e. The fact that there were more student teachers during the second semester than during the first.

**Filmstrips.** The School of Education owned over six hundred commercially made educational filmstrips. These filmstrips were stored in three "Newmade" standard filmstrip
drawer-type cabinets. The filmstrips were available to the students and faculty members for use in their classes. They were used mostly by students who were engaged in practice teaching.

The cataloging system was based upon the standard Dewey Decimal system. A cross-indexed card catalog file was located near the filmstrip cabinets to aid in the selection of the filmstrips. The filmstrip projectors could be used within the Audio-Visual Resources Library to aid in the proper evaluation and selection of filmstrips. Since it was necessary to operate the projector in order to see the filmstrips, students who otherwise would not have taken time to learn were given instruction in the operation of this projector.

One 2x2 slide projector was available, and the filmstrip projectors could easily be adapted for slides. Most of the slide collections available in the Audio-Visual Resources Library were student produced and were part of a master's thesis. They were used by students interested in specialized work such as reading and speech. Filmstrips and slides were loaned one hundred seventeen times during the first semester and two hundred sixty-eight times during the second semester, making a total of three hundred eighty-five times during the school year. More filmstrips were used than were 16 mm. films. The student teachers found them
more convenient to use and often more effective because
(1) they were available in the Audio-Visual Resources Library
for evaluation and selection; (2) it was easier to operate
the filmstrip projector than the 16 mm. projector; (3) the
student teachers could borrow more than one filmstrip;
(4) they found, often to their surprise, that filmstrips
were excellent teaching aids and could be easily adapted to
their teaching; (5) the selection of filmstrips in the
Audio-Visual Resources Library was well-rounded and the
Audio-Visual Resources Library contained many filmstrips
that had direct application to the in-teaching situations.
The progressive increase in the use of filmstrips, particu-
larly during the second semester, was an indication of the
increasing interest in audio-visual aids as aids to teaching.
A tabulation of the use of filmstrips may be seen in
Table I, page 25.

Models and exhibits. The Audio-Visual Resources
Library possessed a great variety of models pertaining to
all phases of mathematics. Other models and exhibits had
been procured from such companies as the Aluminum Company
of America and the Bituminous Coal Institute. These models
and exhibits were on display in the Audio-Visual Resources
Library, and they were occasionally loaned to students for
class use. Exhibits were borrowed from local museums for
use in School of Education classes. Upon request, arrange-
ments were made with the museum and with the Building and
Grounds delivery service.

Charts and pictures. A total of twenty-three charts
or sets of pictures were borrowed during the school year.
The materials were stored in large open shelves and each
shelf was labeled as to the subject area. No specific
form of cataloging had been devised. The materials were
donated by companies or by students who had completed projects
and had offered their materials to the Audio-Visual Resources
Library so that others could use them. Table I, page 25,
shows that most of the charts and pictures were used during
the second semester. This is another indication that
students were becoming more willing to spend the time
necessary to select worthwhile audio-visual aids.

Records. A very valuable and useful collection of
records was available at the Audio-Visual Resources Library.
This collection ranged from elementary language arts to
recorded lectures designed to aid in-service teachers. For
example, the Radio Corporation of America donated three sets
of albums that provided listening, rhythmic, and singing
activities for each of the six elementary grades. The records
were used by the Reading Clinic, the Speech Clinic, and by
faculty members for class use. Records were used in the
Audio-Visual Resources Library by elementary education and physical education students who were evaluating these records as part of their assignments in the "Unit Method." The records were restricted to use in the School of Education and were not allowed to circulate outside the School of Education because of their fragile nature. During the first semester thirty-one records were loaned; seventy-eight records were loaned during the second semester. The total of one hundred nine indicates the number of times these records were used in classes within the School of Education.

Figure 3 graphically shows the total amount of audio-visual materials loaned from September to May. This Figure shows the impetus given to the use of audio-visual materials during the second semester and in particular during the months of March and April.

ADMINISTRATION OF AUDIO-VISUAL EQUIPMENT

Provisions for request. All of the audio-visual equipment used in the School of Education was the direct responsibility of the staff of the Audio-Visual Resources Library. Due to the limited amount of equipment and the high frequency of use, it was necessary to maintain a careful schedule of the requests for the use of audio-visual equipment.

At the beginning of the school year 1951-1952 the
Audio-visual materials loaned during the college year 1951-52

Figure 3
staff of the Audio-Visual Resources Library realized that
difficulties would be encountered because of the many
requests by faculty members for the use of the equipment,
particularly for the one 16 mm. projector.

To insure greater efficiency the following system
was set up: (1) an equipment request form was filled out
by the faculty member well in advance of the date he wished
to use the equipment, and the form was sent to the Audio-
Visual Resources Library (see Appendix B-4, page 123);
(2) the request was entered on the Equipment Schedule which
was set up on a day-by-day hour-by-hour plan. (See
Appendix B-5, page 124.) Pertinent information such as the
name of the faculty member, the type of equipment, and the
room in which he planned to use the machine was recorded;
(3) if the machine was available at the time requested, the
faculty member was notified by telephone or by a confirmation
slip.

The equipment schedule. The equipment schedule was
a day-by-day hour-by-hour record of the reservations for
audio-visual equipment to be used in the School of Education.
This schedule enabled a staff member to conveniently plan out
the things that had to be done, when they had to be done.
It also served as a reminder to have the required equipment
ready and available when it was needed. Because the graduate
assistants working in the Audio-Visual Resources Library worked in "shifts", this continuity of planning was absolutely necessary.

This schedule was designed primarily as an aid to efficient management and only incidentally as a record of the number of reservations that occurred throughout the year. The schedule indicated only the number of actual reservations made. It did not indicate the number of times the audio-visual equipment was used in the Audio-Visual Resources Library or in the preview room. When the equipment was not scheduled for use, students and faculty members were at liberty to use the equipment for preview and evaluation purposes. For example, the filmstrip projectors were used in the Audio-Visual Resources Library and in the preview room when students and teachers evaluated and selected filmstrips for use in their classes. These projectors were used within the Audio-Visual Resources Library for evaluation almost every day and no record was kept of the actual number of times they were used other than when scheduled. The schedule also showed the total number of times each piece of equipment was reserved and the total number of all the equipment reserved for use each month.

Table II is a recapitulation of the schedule. It indicates the number of times each machine was reserved and used other than in the Audio-Visual Resources Library during
### Table II

**Equipment Reservations During the College Year 1951-52**

<table>
<thead>
<tr>
<th></th>
<th><strong>First Semester</strong></th>
<th><strong>Second Semester</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sept</td>
<td>Oct</td>
</tr>
<tr>
<td>Motion Picture Projector</td>
<td>16</td>
<td>33</td>
</tr>
<tr>
<td>Filmstrip and Slide</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Projector</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projection Screen</td>
<td>15</td>
<td>31</td>
</tr>
<tr>
<td>Opaque Projector</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Overhead Projector</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16 mm. Camera</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Record Playback</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>A-V Equipment Borrowed</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>84</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
each month of the school year 1951-1952.

Figure 4, page 37, graphically indicates the total number of reservations for each month. From this graph we can draw the conclusions that (1) more equipment was reserved and used during the last two months of each semester; (2) that the equipment was used more frequently during the second semester than the first; (3) that the equipment was little used during the examination periods of January and May.

Motion picture projector. The School of Education owned only one 16 mm. sound motion picture projector. At the beginning of the college year 1951 the staff at the Audio-Visual Resources Library realized that difficulties would be encountered because of the many requests by faculty members for the use of this one machine. This realization initiated the development of the comprehensive equipment schedule which was described on page

This motion picture projector was reserved and scheduled to be used three hundred two times during the college year. Because this machine was used in regularly scheduled classes, it was often necessary to have the machine out for two or more hours at one time. This total of three hundred two reservations represents only the number of specific reservations made in advance; it does not include
EQUIPMENT RESERVATIONS
DURING THE COLLEGE YEAR 1951-52

FIGURE 4
the number of times the projector was used in the Audio-Visual Resources Library or in the preview room.

Many School of Education classes were held in other Boston University campus buildings. Occasionally the machine was not available when a School of Education professor needed a machine for use in a class held in one of the other campus buildings. The persons in charge of the audio-visual equipment in those buildings permitted the School of Education professors to use their equipment when convenient. Borrowing equipment in this fashion was relied upon only when other arrangements were impossible. The high frequency of use during the months of February, March, and April made it difficult to satisfy the demand with only one machine. Three times during this period it was possible to borrow additional audio-visual equipment from the Motion Picture Division at the School of Public Relations. This equipment was available only when it was not being used in the laboratory classes. Equipment was loaned for School of Education use ten times by other on-campus schools and three times by the School of Public Relations.

**Films**

Films are used in many different ways in education. They can be used for instruction, entertainment, or demonstration. In this study, the use of films in the School of Education was primarily for instruction.

**Slide Projector**

The School of Education owned two tri-purpose filmstrip projectors and one 2x2 slide projector. These machines were reserved for use one hundred seventy-six times during the school year. (See Table II,
They were reserved sixty-eight times during the first semester and one hundred eight times during the second semester. The increase of forty reservations during the second semester can be attributed to the development of student organized preview sessions, student demonstrations in regular School of Education classes, and a general increase in use by the faculty.

Projection screens. The School of Education owned two beaded projection screens that were reserved for use two hundred forty-two times during the school year. When requested, the projection equipment and the screen were booked together on the equipment schedule. Most of the School of Education classroom walls were smooth and light-colored and could be used instead of a screen. For small groups this was a convenient arrangement and less than half the people who booked projection equipment requested a beaded screen.

Opaque projectors. The School of Education owned two opaque projectors. They were used a total of thirty-six times during the year. The machines were not of the new type and required absolute darkness in order to obtain a good projected image. The Reading Clinic used them more often than any other group. Because the machines were rather heavy and the only suitably darkened room was the
Audio-Visual Resources Library projection room, the Reading Clinic children were brought to the preview room for their lesson each week. On the other hand, the overhead projector was kept in the Reading Clinic because it was often used with a small group as a testing device and it could be used in a slightly darkened room. The total number of reservations for the overhead projector (thirteen reservations) represents the number of times the projector was borrowed from the Reading Clinic for special use in the Audio-Visual Resources Library or in a regular classroom. This figure does not include the number of times the machine was used by the staff of the Reading Clinic.

This arrangement with the Reading Clinic was one which was based upon mutual convenience. It goes along with the general policy of placing the material and the equipment where they will be used the most and where they will do the greatest amount of good.

**Tape recorders.** The School of Education had three tape recorders available for use. The three machines were under the direct supervision of the Speech Clinic which was located at the other end of the School of Education building from the Audio-Visual Resources Library. Since these machines were used regularly by the Speech Clinic staff in their sound-proofed room, it was advantageous
that they be responsible for them. When a tape recorder was needed in a classroom or in the Audio-Visual Resources Library, arrangements were made with the Speech Clinic and the machines were reserved. A reservation schedule was made out by the Audio-Visual Resources Library staff and it was posted in the Speech Clinic. When it was requested, instruction in the use of the tape recorder was given by the staff of the Audio-Visual Resources Library or the Speech Clinic.

**Record playback.** The School of Education owned three record playbacks. Two were used in the Reading and Speech Clinics. One dual-speed playback (phonograph) was kept in the Audio-Visual Resources Library for general use.

The record playback was reserved for classroom use forty-seven times during the year -- ten times during the first semester and thirty-seven times during the second semester. During the first semester the staff made an effort to secure records which were most desired by the faculty. These records were secured from the producer on a preview basis. After evaluation by the faculty members concerned, the selected records were recommended for purchase. This brought about an increased interest in educational records, which can be determined by an examination of Table I, page 25.
Maintenance of equipment. Throughout the college year, one graduate assistant was responsible for the maintenance of the equipment. It was his responsibility to check all of the equipment, keep it clean, and keep it in repair. He ordered replacement parts and materials through the regular purchasing procedure. It was advisable to build up a reserve supply of such expendable items as projection bulbs and fuses. Because of heavy use, it was necessary to oil and clean the 16 mm. projector each week. As a safety measure an extra projection bulb, an extra lamp, and a fuse were attached inside the speaker unit of the projection equipment. When a person had the machine in use away from the building or during an evening class, a lamp failure or a blown fuse could be easily remedied.

Repair of equipment. The Boston University Building and Grounds Department at 100 Cummington Street maintained excellent machine and electrical repair facilities. They had skilled men and adequate equipment, which enabled them to provide an efficient repair service. During the past year they replaced cabinet locks, repaired a faulty electric circuit in the slide projector, and replaced a blower unit in the 16 mm. motion picture projector.

The Director of the Audio-Visual Resources Library was given complete information concerning the equipment in need of repair before any requests for repair services were
initiated. When requesting repair service from Building and Grounds, the following procedure was used: (1) determined the extent of the type of work that was needed to repair the equipment; (2) obtained a repair order number from the Dean's secretary; (3) called Building and Grounds and explained to the foreman the nature of the work; (4) arranged an appointment so that a staff member would be on duty in the Audio-Visual Resources Library when the repair man arrived; (5) filled out a regular Departmental Supply Request and sent it to the Audio-Visual Resources Library director for approval.

Copies of forms used in the administration of audiovisual aids at the Audio-Visual Resources Library in Boston University School of Education may be found in Appendix B.

ACQUISITION AND DISTRIBUTION OF MATERIALS

Over a period of three years the Audio-Visual Resources Library director and staff had requested that the name of the Audio-Visual Resources Library be placed on the mailing list of a great number of organizations which produce audio-visual materials. These companies sent to the Audio-Visual Resources Library bulletins, letters, pamphlets, brochures, and notices which contained pertinent and worthwhile information about current audio-
visual materials. Since most of this material was confined to specific areas, it seemed advisable to forward this material to the faculty members who had a particular interest in it.

During the early part of the first semester, personal notes were stapled to the material, and it was forwarded to the faculty members concerned. The response to this service was encouraging and many faculty members requested that this service be continued.

A list containing the name of each faculty member and his particular area of study was made up. It was necessary to refer to this list in order to allocate the materials to the person most interested. This service soon became very time-consuming. Therefore, a faculty information bulletin was designed to expedite the procedure. A copy of this bulletin may be found in Appendix B-7, page 126. Throughout the remainder of the college year this information was distributed as soon as it was received.

When a faculty member decided that a particular audio-visual aid would be useful in his teaching, he notified the Audio-Visual Resources Library staff, and they in turn requested from the producer the materials for preview and evaluation.

A great deal of correspondence was required to fulfill the requests. The Audio-Visual Resources Library
staff was obligated to spend most of its time in typing letters. To circumvent this problem the director suggested that a series of form letters be made. These letters were made up and reproduced in quantity on a Multilith machine. Standard Boston University letterhead paper was used. A carbon copy of the request was placed in the files of the Audio-Visual Resources Library under the heading of "Materials Requested for Preview." Sample copies of these letters may be found in Appendix B-8, B-9, B-10, and B-11, pages 127, 128, 129, and 130.

After the requested material was received by the faculty member, he evaluated this material and informed the staff of the Audio-Visual Resources Library of his wishes concerning the acquisition of this material. This same material was previewed by interested students and other faculty members who were interested in this type of audiovisual material. In the case of films, filmstrips, and other previewed aids, preview sessions were held at the convenience of those interested.

If the faculty member felt that the material was of little value, the material was returned to the producer. On the other hand, if the faculty member felt that the material was worth purchasing, the Director of the Audio-Visual Resources Library was informed. He in turn discussed the matter with the faculty member concerned. A departmental
supply request was filled out, signed by the Director of the Audio-Visual Resources Library, and forwarded to the Dean of the University for his consideration.

The departmental supply request included a detailed description of the item or items to be purchased, the cost of such items, and the name of a suggested producer from whom the material could be purchased. If this order was accepted as being within the budgetary limitations of the School of Education, the request was processed by the business office and forwarded to the purchasing agent.

A record was kept of all new materials received by the Audio-Visual Resources Library. General library techniques were followed in the recording of the acquisition of new materials. A set of four books covering the areas of films, filmstrips, records, and equipment was kept.

Some producers of audio-visual materials recognized the worth of placing their materials in an audio-visual resources library where they could be evaluated and used by educators and students of education. At a School of Education where thousands of professional people are engaged in study and research work, there are tremendous opportunities to present these new ideas to a selected and usually receptive group. Some producers took advantage of this opportunity and placed their products in the Audio-Visual Resources Library for examination and use by the students and faculty
members of the School of Education. Since it was mutually beneficial for the School of Education and the producers to join in this venture, the Director of the Audio-Visual Resources Library suggested that letters be sent to organizations that might wish to deposit materials in the Audio-Visual Resources Library.

As a result of contacts made by the use of these letters and by additional personal contacts with the representatives of these companies, some of the current audio-visual materials were acquired.

Many letters were exchanged between the Audio-Visual Resources Library and these companies. Some letters concerned previews, some concerned purchase, some concerned the acquisition of materials as a gift. To avoid confusion and to enable the staff members to keep up with the progress made in acquiring these materials, it was necessary to use a standard filing system. Return letters and carbon copies of all correspondence were kept on file in the Audio-Visual Resources Library. This enabled staff members to keep an accurate check on the incoming and outgoing materials.

Some organizations requested that their materials be used in a specified manner, and reference to this file of materials enabled all of the staff members to understand how the material was to be used.
In summary, the methods set forth in this chapter were those used by the Audio-Visual Resources Library staff during the year 1951-1952 at Boston University School of Education. An attempt has been made to present the general plan of administration of an audio-visual resources library.
CHAPTER IV

PURPOSE, PLAN, ORGANIZATION, AND RESULTS OF SURVEY

The major objective of the two surveys which were given was to evaluate the present and future programs of the Audio-Visual Resources Library. At the same time, the survey also served as an expedient method of checking the students' awareness of the many services and facilities offered by the Audio-Visual Resources Library as aids to teaching.

Hundreds of people had used the facilities of the Audio-Visual Resources Library but no attempt had been made to keep a record of their attendance. These students received instruction in the operation of many of the machines, they used many of the machines for preview and evaluation of materials, they consulted the reference files, and they asked many questions about audio-visual activities.

To determine the extent to which people associated with the School of Education during the year 1951-1952 had utilized the facilities of the Audio-Visual Resources Library and to determine what these people expected of the Audio-Visual Resources Library, it was necessary to survey the

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1Only request orders and reservations for equipment had been recorded and analyzed. (See Chapter III, page 31)
following groups:

1. the graduate students -- in-service teachers attending classes at Boston University, School of Education;
2. the under-graduate students -- teachers in training.

I. IN-SERVICE TEACHERS' SURVEY

Analysis of services. The Audio-Visual Resources Library was established to meet the audio-visual needs of the faculty and all the students, including the thousands of in-service teachers who attended classes at the School of Education. It was the general observation of the staff of the Audio-Visual Resources Library that comparatively few in-service teachers made use of the facilities of the Audio-Visual Resources Library. This apparent lack of activity on the part of the in-service teachers could either be attributed to the fact that the in-service teachers did not know of the Audio-Visual Resources Library and the services and materials it was designed to render, or that the Audio-Visual Resources Library did not fulfill any of the needs of the in-service teachers. It was hoped that the results of this survey would aid in determining the cause for this apparent lack of interest.
With the following general questions in mind plans were made for developing a questionnaire which would be distributed among the in-service teachers:

1. How many graduate students have visited the Audio-Visual Resources Library?
2. What reference materials have they used?
3. Have they previewed films or filmstrips at the Audio-Visual Resources Library?
4. Have they listened to records?
5. Have they examined the models, posters, exhibits, and displays?
6. Have they requested advice from the assistants who are on duty concerning the use of audio-visual materials in the classroom or in connection with assignments?
7. Have they received instruction in the use and operation of audio-visual machines and equipment?
8. Have they borrowed material or equipment to use in class experiments?

Method of presentation. To make this survey valid it was necessary to survey groups that represented related areas of the educational field.

Both elementary and secondary training are carried on at Boston University, and since the majority of students
attending graduate classes at Boston University had had some teaching experience, the author decided to disperse the surveys among the various study areas at Boston University School of Education. The survey was presented to graduate students attending classes in elementary education, elementary administration, elementary social studies, secondary school curriculum, secondary social studies, elementary and secondary science, visual aid administration, and secondary English.

Permission was obtained from the professors conducting the classes to survey their groups. The questionnaires were distributed during or directly after the class lecture. In each group cooperating in the survey the author was given a few minutes to explain the survey and to answer any questions which may have arisen. The survey was filled out and collected immediately or was filled out at one's leisure and collected at a later session.

The purpose of the survey was set forth in a letter stapled to the survey questionnaire itself. It read as follows:

Dear Teacher:

Because of your experience and background in education we are enlisting your aid in helping us evaluate the present program of the Audio-Visual Resources Library and to help us plan for its further development.

At the present time the Audio-Visual Resources Library is set up to provide a central location for
the preview and evaluation of recent audio-visual materials. It is basically a center of information concerned with the location, evaluation, and utilization of audio-visual aids. It also serves as a coordinating agency for the use of audio-visual equipment within the School of Education.

Would you kindly complete the survey which is attached. On the back of the last sheet would you please list any improvements which we may have overlooked. Thank you for your cooperation.

Use of services and facilities. The in-service teachers' questionnaire was divided into two parts. The first was designed to determine the number and percentage of this group who used the various facilities and services of the Audio-Visual Resources Library. The second part of the in-service teacher survey was designed to provide an opportunity for these teachers to express their opinions concerning the present status and future developments of the Audio-Visual Resources Library.

Two hundred fifty questionnaires were returned. Among these, thirteen were not filled out because the persons surveyed felt they were not qualified to do so.

The remaining two hundred thirty-seven questionnaires revealed that one hundred forty-five people (61.2 per cent) had visited the Audio-Visual Resources Library.

Questions concerning the use of reference materials available in the Audio-Visual Resources Library were asked of these one hundred forty-five people with the following results: eighty-seven (60.0 per cent) had consulted the
catalogs of available films; ninety (62.0 per cent) had consulted the catalogs of available filmstrips; seventy-two (50.0 per cent) had consulted the catalogs of free audio-visual materials; twenty-eight (19.3 per cent) had consulted catalogs of available records; twenty-nine (20.0 per cent) had consulted the files on the evaluation of audio-visual equipment; and fifty-five (37.9 per cent) had consulted the audio-visual magazines and other printed material.

The survey showed that the catalogs of available films, filmstrips, and free audio-visual materials were in greater demand than were the other reference materials. It had been the experience of the staff that these catalogs were in almost constant use, and it became necessary to place restrictions upon their circulation. Since these catalogs are published annually it becomes imperative that they be kept up to date, thus insuring adequate information on current materials.

The Audio-Visual Resources Library was organized to provide an opportunity for people to preview films and filmstrips, to listen to records, to view the models, posters, and displays which were set up throughout the year, and to examine the mathematics materials and exhibits. The following tabulation shows the percentage of people who took advantage of these services while visiting the Audio-Visual
Resources Library: sixty (41.4 per cent) previewed filmstrips; forty-nine (33.8 per cent) previewed films; forty-two (28.9 per cent) listened to records; seventy (48.3 per cent) examined the models, posters, and displays; twenty-eight (19.3 per cent) examined the mathematics materials and exhibits.

In an attempt to determine whether the general interest in audio-visual aids carried into the in-service teachers' classrooms, the following question was asked:

Have you requested advice and help from the graduate assistants who are on duty in the Audio-Visual Resources Library in either of the following ways: (1) how to use audio-visual materials in your own classroom; (2) how to use available audio-visual materials in connection with assignments at Boston University?

Twenty-five people (17.2 per cent) indicated that they sought advice on how to use audio-visual materials in their own classroom. Forty (27.6 per cent) indicated they wished to know how to use available audio-visual materials in connection with assignments at Boston University.

Although the figure 17.2 per cent was comparatively small, it was a positive indication that some of the in-service teachers were aware that the Audio-Visual Resources Library staff could assist them with audio-visual problems which existed in their own classroom.
The percentage figure of 27.6 indicated that at least one out of every four people in the groups surveyed, who had visited the Audio-Visual Resources Library, had asked advice from the Audio-Visual Resources Library staff concerning an assignment which involved the use of audio-visual aids.

An examination of Table III shows a number of significant factors. For ease in interpretation the table has been arranged according to frequency of response. Among the most noteworthy factors are the following:

1. More in-service teachers visited the Audio-Visual Resources Library to use catalogs of audio-visual materials than for any other purpose.

2. The area of filmstrips predominates. Note that the catalog most frequently used was the filmstrip catalog (number 1); the material most frequently previewed was filmstrips (number 5); more instruction was given in the operation of the filmstrip projector than any other machine (number 9).

3. Fewer people received instruction in the use of the record playback than any other machine. This was not due to the fact that the machine was little used but because most people already knew how to use it.
<table>
<thead>
<tr>
<th>Services Utilized</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Used the catalogs of available filmstrips.</td>
<td>90</td>
<td>62.0</td>
</tr>
<tr>
<td>2. Used the catalogs of available films.</td>
<td>87</td>
<td>60.0</td>
</tr>
<tr>
<td>3. Used the catalogs of free audio-visual materials.</td>
<td>72</td>
<td>50.0</td>
</tr>
<tr>
<td>4. Examined the models, posters, and displays.</td>
<td>70</td>
<td>48.3</td>
</tr>
<tr>
<td>5. Previewed filmstrips.</td>
<td>60</td>
<td>41.4</td>
</tr>
<tr>
<td>6. Consulted audio-visual magazines and other printed material.</td>
<td>55</td>
<td>37.9</td>
</tr>
<tr>
<td>7. Borrowed material or equipment to use in class experiments or demonstrations at the School of Education</td>
<td>54</td>
<td>37.2</td>
</tr>
<tr>
<td>8. Previewed films.</td>
<td>49</td>
<td>33.8</td>
</tr>
<tr>
<td>9. Received instruction in the operation of the filmstrip projector.</td>
<td>46</td>
<td>31.7</td>
</tr>
<tr>
<td>10. Listened to records.</td>
<td>42</td>
<td>28.9</td>
</tr>
<tr>
<td>11. Requested advice on how to use available audio-visual materials in connection with assignments at Boston University.</td>
<td>40</td>
<td>27.6</td>
</tr>
</tbody>
</table>
### TABLE III (continued)

**USE MADE BY IN-SERVICE TEACHERS OF THE SERVICES OFFERED AT THE AUDIO-VISUAL RESOURCES LIBRARY**

<table>
<thead>
<tr>
<th>Services Utilized</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Received instruction in the operation of the motion picture projector.</td>
<td>35</td>
<td>24.1</td>
</tr>
<tr>
<td>13. Attended preview and evaluation sessions of films or filmstrips sponsored by students.</td>
<td>35</td>
<td>24.1</td>
</tr>
<tr>
<td>14. Received instruction in the operation of the opaque projector.</td>
<td>29</td>
<td>20.0</td>
</tr>
<tr>
<td>15. Consulted the files on the evaluation of audio-visual equipment.</td>
<td>29</td>
<td>20.0</td>
</tr>
<tr>
<td>16. Used the catalogs of available records.</td>
<td>28</td>
<td>19.3</td>
</tr>
<tr>
<td>17. Examined the mathematics materials and exhibits.</td>
<td>28</td>
<td>19.3</td>
</tr>
<tr>
<td>18. Received instruction in the operation of the tape recorder.</td>
<td>27</td>
<td>18.6</td>
</tr>
<tr>
<td>19. Requested advice on how to use audio-visual materials in classrooms.</td>
<td>25</td>
<td>17.2</td>
</tr>
<tr>
<td>20. Received instruction in the operation of the record playback.</td>
<td>14</td>
<td>9.7</td>
</tr>
<tr>
<td><strong>Total number of services used:</strong></td>
<td><strong>915</strong></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** The average number of different services used by the one hundred forty-five in-service teachers who had visited the Audio-Visual Resources Library was 6.31.
4. Of the twenty services offered by the Audio-Visual Resources Library the average in-service teacher who visited the Audio-Visual Resources Library made use of at least six of the services offered.

**Types of instruction offered.** Instruction in the operation of audio-visual equipment became one of the everyday responsibilities of the staff members of the Audio-Visual Resources Library.

It was the policy of the Audio-Visual Resources Library to encourage students and teachers to operate the audio-visual equipment. A knowledge of the proper method of safe operation of these machines is gained only under guided practice. The faculty supported this policy in the following ways: (1) they learned to operate the machines; (2) they sent to the Audio-Visual Resources Library groups of students from their own classes. These students were given instruction and allowed time to practice. They were then given a practical test. The names of those students who satisfactorily demonstrated that they could operate the machines were entered in the "Approved Operators' List." Following this, the students were allowed to borrow the equipment and use it in Boston University School of Education activities outside the
Audio-Visual Resources Library.  

Many people who received instruction did not necessarily wish to use the machines outside the Audio-Visual Resources Library; therefore, a question was formulated and included in the survey to determine the percentage of students who received instruction in the operation of the (1) motion picture projector, (2) filmstrip projector, (3) record playback, (4) tape recorder, and (5) opaque projector. The results were as follows: thirty-five people (24.1 per cent) received instruction in the operation of the motion picture projector; forty-six (31.7 per cent) received instruction in the operation of the filmstrip projector; fourteen (9.7 per cent) received instruction in the operation of the record playback; twenty-seven (18.6 per cent) received instruction in the operation of the tape recorder; twenty-nine (20.0 per cent) received instruction in the operation of the opaque projector.

Instruction was given to many students other than those who wished to become qualified operators. Some came simply to preview material. In the process of previewing, it was necessary that they learn the minimum requirements.

---

In addition, organized classes in the operation and use of audio-visual equipment were held at Boston University School of Public Relations at 84 Exeter Street, Boston, Massachusetts, under the direction of Dr. Abraham Krasker.
for the operation of a machine. Other students became interested in the operation of a machine by watching a demonstration and then asked for personal instruction. Others planned to use similar machines in their own classroom activities and capitalized upon this opportunity to receive direct instruction.

As part of their class assignments and graduate study, students organized preview and evaluation sessions of films and filmstrips concerning various areas in the education field; for example, intermediate geography, secondary literature, secondary language. This questionnaire shows that thirty-five from the group surveyed had attended these preview and evaluation sessions. These sessions were an excellent means of keeping those interested in education up-to-date on the audio-visual materials available.

One of the most significant phases of a worthwhile library is the fact that people will come in, look around, select, borrow, use, and return material which will benefit them in furthering their aims. The last survey question in the area concerning the services offered by the Audio-Visual Resources Library was asked in an attempt to determine the percentage of people who had actually borrowed material or equipment to use in class experiments and demonstrations at the School of Education.
Survey results showed that fifty-four (37.2 per cent) of the in-service teachers and graduate students who visited the Audio-Visual Resources Library had borrowed the material or equipment to use in class experiments and demonstrations at the School of Education.

**Suggestions for future developments and improvements.** In addition to checking the use made of the services offered by the Audio-Visual Resources Library, the author sought to gather from the in-service teachers and graduate students their opinions about and suggestions for future developments and improvements in the Audio-Visual Resources Library. Since this group had had teaching experience and background, the author felt the group would have valuable ideas concerning improvements which would be of benefit to them and to other students at the University.

A series of possible steps that might be taken to intensify or modify the present organization of the Audio-Visual Resources Library was formulated. These suggestions for improvement were gathered from the following sources:

1. Reports in magazines and books concerning audio-visual departments in schools and colleges throughout the United States;

2. Suggestions offered by undergraduate students on their survey;
3. Suggestions offered by the faculty and staff;
4. Suggestions offered by others who had used the facilities of the Audio-Visual Resources Library;
5. Personal observations of the author.

Teachers and graduate students were asked to give their opinions concerning possible improvements in the Audio-Visual Resources Library. The directions in the questionnaire read as follows: (1) please double check all improvements which you feel are essential to the development of the Audio-Visual Resources Library; (2) please single check all improvements which you feel are worthwhile; (3) please leave blank all improvements which you feel are not necessary at present.

Since it was not necessary to have used the services offered by the Audio-Visual Resources Library in order to participate in this part of the survey, the tabulation shows a net return of two hundred thirty-seven questionnaires out of the two hundred fifty which were distributed. The thirteen questionnaires not tabulated had not been filled out because the persons surveyed had not felt qualified to do so.

There were three suggestions concerning affiliation. The first one was: Combine the Audio-Visual Resources Library with the Boston University Film Library.
Number and percentage of the group surveyed who indicated that this suggestion or improvement was:

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Essential</td>
<td>80</td>
<td>36.0</td>
</tr>
<tr>
<td>b. Worthwhile</td>
<td>59</td>
<td>25.0</td>
</tr>
<tr>
<td>c. Not necessary at present</td>
<td>92</td>
<td>39.0</td>
</tr>
</tbody>
</table>

Total percentage in favor 61.0
Total percentage against 39.0

During the school year 1951-1952, the year in which this survey was conducted, the Boston University Film Library was located at 84 Exeter Street in the old School of Education Building. Any exchange of materials and equipment between the two libraries was difficult to accomplish. (See Chapter III, page 18) The need for locating one library within easy reach of the other was quickly brought to attention when student teachers who took late afternoon classes at 332 Bay State Road were expected to cross the city of Boston to pick up or return a film.

The second suggestion was: Catalog and cross-index the audio-visual materials with the card catalog of the School of Education Library.

Number and percentage of the group surveyed who indicated that this suggestion or improvement was:
<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Essential</td>
<td>101</td>
<td>42.6</td>
</tr>
<tr>
<td>b. Worthwhile</td>
<td>61</td>
<td>25.8</td>
</tr>
<tr>
<td>c. Not necessary at present</td>
<td>75</td>
<td>31.6</td>
</tr>
</tbody>
</table>

Total percentage in favor: 68.4
Total percentage against: 31.6

The volume of audio-visual materials is expanding so rapidly that any organized effort to gather them for redistribution and reference must be based on accepted library practices.


Many of the techniques and methods mentioned in her book prompted this author to discuss this possible merger of cross-references with the director of the School of Education Library. She felt that such a plan could be accomplished.

The results of this survey question show that 68.4 per cent of the people surveyed feel that it would be an essential or worthwhile improvement.

The third suggestion concerning affiliation was: Remain completely independent and enlarge the present facilities.
Number and percentage of the group surveyed who indicated that this suggestion or improvement was:

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Essential</td>
<td>31</td>
<td>13.1</td>
</tr>
<tr>
<td>b. Worthwhile</td>
<td>33</td>
<td>13.9</td>
</tr>
<tr>
<td>c. Not necessary at present</td>
<td>173</td>
<td>73.0</td>
</tr>
</tbody>
</table>

Total percentage in favor: 27.0
Total percentage against: 73.0

This suggestion was put into the questionnaire as a counter-measure to balance the previous two survey questions which suggested affiliation with other organizations in Boston University. The almost overwhelming vote against keeping the Audio-Visual Resources Library independent shows that people realize that some changes are necessary in the present set-up of the Audio-Visual Resources Library.

Although a negative approach was used the result does further imply that the Audio-Visual Resources Library should join forces with other library services within the University.

There were six suggestions offered concerning the services of the Audio-Visual Resources Library. The first one was: Develop a file of samples of all free and inexpensive materials which are worth using.

Number and percentage of the group surveyed who indicated that this suggestion or improvement was:
<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Essential</td>
<td>141</td>
<td>59.5</td>
</tr>
<tr>
<td>b. Worthwhile</td>
<td>78</td>
<td>32.9</td>
</tr>
<tr>
<td>c. Not necessary at present</td>
<td>18</td>
<td>7.6</td>
</tr>
</tbody>
</table>

Total percentage in favor: 92.4%
Total percentage against: 7.6%

The high response in favor of this idea indicates that there is a need for some organized method of selecting and displaying worthwhile free materials. The number of free materials available to teachers is almost endless, but a great deal of that material is valueless to educators. Often the only description available is a misleading advertisement or an ambiguous announcement in a magazine. The teacher has no opportunity to see if this is the material she really wants and can actually use.

The second suggestion concerning services was:
Build up a complete library of recent education filmstrips and records. These would be placed in the Audio-Visual Resources Library by the manufacturers for use within the School of Education.

Number and percentage of the group surveyed who indicated that this suggestion or improvement was:

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Essential</td>
<td>107</td>
<td>45.1</td>
</tr>
<tr>
<td>b. Worthwhile</td>
<td>94</td>
<td>39.7</td>
</tr>
</tbody>
</table>
c. Not necessary at present  36  15.2

<table>
<thead>
<tr>
<th>Total percentage in favor</th>
<th>Total percentage against</th>
</tr>
</thead>
<tbody>
<tr>
<td>84.8</td>
<td>15.2</td>
</tr>
</tbody>
</table>

This was a program conceived by the staff of the Audio-Visual Resources Library during the 1951-1952 school year. A great deal of progress had been made in the area. According to the results of the first part of the survey, the filmstrips and the filmstrip catalogs were most used by the students, thus showing that interest in filmstrips was very high.

During the past two years, manufacturers have been contacted and filmstrips have been placed in the Audio-Visual Resources Library for reference use. Among those who took the survey, 84.8 per cent of the people felt that this type of plan was worthy of being carried further.

The third suggestion concerning services was: Build up a complete library of recent educational filmstrips and records to be available to all School of Education students on a rental basis.

Number and percentage of the group surveyed who indicated that this suggestion or improvement was:

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Essential</td>
<td>44</td>
<td>18.6</td>
</tr>
<tr>
<td>b. Worthwhile</td>
<td>75</td>
<td>31.6</td>
</tr>
<tr>
<td>c. Not necessary at present</td>
<td>118</td>
<td>49.8</td>
</tr>
</tbody>
</table>
Total percentage in favor  |  Total percentage against
--- | ---
40.2 | 49.8

Some colleges do support their audio-visual program by charging a rental fee for the use of such materials as filmstrips and records. This is apparently successful in areas where surrounding school systems have a large audio-visual budget which permits such a program. However, in New England, where funds for audio-visual aids are limited, it is not surprising that the survey shows that approximately 50 per cent of the people rejected the idea and that only 18.6 per cent of the people felt that the idea was essential.

The fourth suggestion concerning services was: Build up a complete library of recent educational filmstrips and records to be available to all School of Education students on a free-loan basis.

Number and percentage of the group surveyed who indicated that this suggestion or improvement was:

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
</table>
a. Essential | 86 | 36.3 |
b. Worthwhile | 79 | 33.3 |
c. Not necessary at present | 72 | 30.4 |

Total percentage in favor  |  Total percentage against
--- | ---
69.6 | 30.4

A large number of students (69.6 per cent) were in favor of building a library of educational filmstrips and
records when it was suggested that the materials would be
loaned free of charge. From this question it may be assumed
that people want and need such a library, but as yet they
are not ready to pay to help support such a library.

The fifth suggestion concerning services was:
Conduct audio-visual demonstrations for Boston University
School of Education classes.

Number and percentage of the group surveyed who
indicated that this suggestion or improvement was:

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Essential</td>
<td>82</td>
<td>34.6</td>
</tr>
<tr>
<td>b. Worthwhile</td>
<td>85</td>
<td>35.9</td>
</tr>
<tr>
<td>c. Not necessary at present</td>
<td>70</td>
<td>29.5</td>
</tr>
</tbody>
</table>

Total percentage in favor: 70.5
Total percentage against: 29.5

During the school year 1951-1952 audio-visual
demonstrations for Boston University School of Education
were held for undergraduate students. In the survey given
to the undergraduate students (see Chapter IV, page 97)
one hundred nineteen students out of the one hundred twenty-
two surveyed stated that these demonstrations were of great
value.

The group of in-service teachers and graduate students
who were surveyed indicated by a percentage of 70.5 that
they too were in favor of having audio-visual demonstrations
as part of their class work.

The sixth suggestion concerning services was:
Sponsor regular preview programs of the newest materials and equipment available in the field.

Number and percentage of the group surveyed who indicated that this suggestion or improvement was:

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Essential</td>
<td>79</td>
<td>33.3</td>
</tr>
<tr>
<td>b. Worthwhile</td>
<td>88</td>
<td>37.2</td>
</tr>
<tr>
<td>c. Not necessary at present</td>
<td>70</td>
<td>29.5</td>
</tr>
</tbody>
</table>

Total percentage in favor 70.5
Total percentage against 29.5

Programs of this nature are designed to bring before those people interested in a specific area (for example, language arts, mathematics, social studies, science) the newest audio-visual materials and equipment directed toward their particular interest.

In order to stimulate attendance, advanced information concerning the nature of the demonstrations should be publicized. Such a program of public relations would encourage students and professors to consider this service an essential part of their study.

There were three suggestions offered concerning the materials and equipment of the Audio-Visual Resources Library.
The first suggestion was: A completely equipped laboratory of audio-visual equipment available for individual and class instruction in operation of this equipment.

Number and percentage of the group surveyed who indicated that this suggestion or improvement was:

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Essential</td>
<td>83</td>
<td>35.0</td>
</tr>
<tr>
<td>b. Worthwhile</td>
<td>77</td>
<td>32.5</td>
</tr>
<tr>
<td>c. Not necessary at present</td>
<td>77</td>
<td>32.5</td>
</tr>
</tbody>
</table>

Total percentage in favor: 67.5
Total percentage against: 32.5

During the year 1951-1952 the Audio-Visual Laboratory of Boston University was located at 84 Exeter Street, thus making integration with the education courses at the School of Education quite difficult. In this author's opinion it is necessary that the Audio-Visual Laboratory should be an integral part of the educational plant of any university.

The second suggestion concerning materials and equipment was: A number of sound-proofed preview and listening rooms.

Number and percentage of the group surveyed who indicated that this suggestion or improvement was:

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Essential</td>
<td>71</td>
<td>30.0</td>
</tr>
<tr>
<td>b. Worthwhile</td>
<td>82</td>
<td>34.6</td>
</tr>
</tbody>
</table>
c. Not necessary at present 84 35.4

Total percentage in favor Total percentage against
64.6 35.4

Careful previewing of audio-visual materials such as films, filmstrips, and records requires concentrated attention on the part of the evaluator. This can be best achieved when proper facilities are available.

The third suggestion concerning materials and equipment was: Maintain an evaluation file on currently produced audio-visual materials.

Number and percentage of the group surveyed who indicated that this suggestion or improvement was:

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Essential</td>
<td>109</td>
<td>46.0</td>
</tr>
<tr>
<td>b. Worthwhile</td>
<td>90</td>
<td>38.0</td>
</tr>
<tr>
<td>c. Not necessary at present</td>
<td>38</td>
<td>16.0</td>
</tr>
</tbody>
</table>

Total percentage in favor Total percentage against
84.0 16.0

The above suggestion was proposed because repeated requests for information concerning all of the new visual aids which applied to particular areas had been received at the Audio-Visual Resources Library. To date there is no one book or group of books which gives "all of the information" needed. The information must be compiled from many sources. Much of the information is in the form of advertising
(fliers, brochures, catalogs, pamphlets) sent out by producers of audio-visual materials.

The author felt that it would be of value to have on file with this material an evaluation by a reputable professional organization or by anybody connected with the School of Education who has used the material as advertised therein.

The response to this suggestion was significant. One hundred nine or 46.0 per cent felt that an evaluation file was essential. In addition, ninety or 38.0 per cent felt that it was worthwhile, and only thirty-eight or 16.0 per cent felt that it was not necessary at present.

**Summary.** The in-service teachers were given a wide range of suggestions for the future development and improvement of the Audio-Visual Resources Library. Since this group had had teaching experience and an educational background, the author felt that their opinions would be valuable in selecting those improvements which would be most beneficial to themselves and to other teachers and students.

Table IV shows graphically the survey results of the suggestions for improvement of the Audio-Visual Resources Library. The table has been arranged according to the percentage of responses which indicated that improvements were essential.
<table>
<thead>
<tr>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop a sample file of free and inexpensive audio-visual materials.</td>
</tr>
<tr>
<td>2. Maintain an evaluation file on currently produced audio-visual materials.</td>
</tr>
<tr>
<td>3. Obtain a complete library of recent educational filmstrips and records, to be placed in the library by the manufacturer.</td>
</tr>
<tr>
<td>4. Cross-index audio-visual materials in the card catalog of the School of Education Library.</td>
</tr>
<tr>
<td>5. Obtain a complete library of recent educational filmstrips and records which would be circulated on a free loan basis.</td>
</tr>
<tr>
<td>6. Combine the Audio-Visual Resources Library with the Boston University Film Library.</td>
</tr>
<tr>
<td>7. Have a completely equipped laboratory of audio-visual equipment for instructional purposes.</td>
</tr>
<tr>
<td>Suggestions</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8. Conduct audio-visual demonstrations for Boston University School of Education classes.</td>
</tr>
<tr>
<td>9. Sponsor regular preview programs of newest materials and equipment available in the field.</td>
</tr>
<tr>
<td>10. Have a number of sound-proofed preview and listening rooms.</td>
</tr>
<tr>
<td>11. Obtain a complete library of recent educational filmstrips and records which would be circulated on a rental basis only.</td>
</tr>
<tr>
<td>12. Remain completely independent and enlarge the present facilities.</td>
</tr>
</tbody>
</table>
II. STUDENT TEACHERS' SURVEY

Analysis of services. The material and services available in the Audio-Visual Resources Library were designed to be used by the students and student teachers as well as by members of the faculty and the graduate students. However, as may be seen in Figure 2 page 26, during the first semester of the school year 1951-1952 the undergraduate students had not made use of the facilities of the Audio-Visual Resources Library.

Other libraries and departments of the School of Education had been in operation for many years and most of the school population knew what to expect from these departments. The Audio-Visual Resources Library, being comparatively new, was non-existent in the minds of many students. Therefore, the following question arose: How could the students be encouraged to come into the Audio-Visual Resources Library and make use of the facilities?

During some of the weekly conferences of the staff members of the Audio-Visual Resources Library with the director, Dr. Henry W. Syer, this question was considered. One of the first steps towards its solution was the publishing of a bulletin which listed all of the services which were currently offered by the Audio-Visual Resources Library. (See Appendix B-13 page 132) This bulletin was
sent to all faculty members at the School of Education. In addition, conferences were held with individual faculty members concerning the student use of the Audio-Visual Resources Library. The faculty members said that they would direct their students to visit the Audio-Visual Resources Library when class assignments involved the use, the evaluation, or the investigation of audio-visual methods or materials.

As a result of this action, the number of students entering and using the Audio-Visual Resources Library increased. Groups of students appeared requesting advice about particular areas in the audio-visual field. These students were doing work in conjunction with class assignments given in education courses.

Many professors with whom the author talked felt that a course in the operation and use of audio-visual aids should be a required part of an educational program for those planning to be teachers. Courses in the operation of audio-visual equipment and in audio-visual methods in education were part of the educational curriculum of Boston University, but they were purely elective, and furthermore were held in a Boston University building nearly two miles from the School of Education.

Such a plan for required audio-visual training for undergraduate students was being seriously considered by
the administration. In the meantime, certain faculty members felt that their students needed audio-visual training at that time. Professors teaching elementary methods and the psychology of learning requested that an audio-visual demonstration be conducted for their classes.

The following report shows how this initial demonstration was conducted:

Report on Audio-Visual Workshop Lecture Demonstration given by the assistants in the Audio-Visual Resources Library as part of the Elementary Methods program for juniors at Boston University School of Education.

Purpose: To aid the students in becoming familiar with the audio-visual equipment and material resources available to the students.

Instructors who directly cooperated with this program included: Mr. Newell, Psychology of Learning and Elementary Methods; Mr. Singleton, Psychology of Learning and Elementary Methods; Mr. Earley, Psychology of Learning and Elementary Methods; and Mr. Wolfer, Psychology of Learning and Elementary Methods.

A typical situation occurred Wednesday, March 5, 1952. Mr. Wolfer organized his class into three groups. Each group was assigned a machine. The group was responsible for (1) the uses of the machine, (2) the advantages and disadvantages of the machine, (3) the materials available
for use with the particular machine, and (4) demonstrating to the entire group how to operate the machine.

The machines selected were the opaque projector, the tri-purpose projector (filmstrip and slides), and the 16 mm. sound motion picture projector.

During the week previous to the March 5 meeting, the students came to the Audio-Visual Resources Library and made individual investigations into the uses of audio-visual equipment as aids to teaching. All the facilities were made available to them. The students assigned to the demonstration of the projectors were given personal instruction by Mr. Roberts and Mr. Griffin, graduate assistants, in the functional and operational use of the machines.

On March 5 at 1:00 p.m. the class assembled in the Audio-Visual Resources Library and the students took over. Mr. Griffin and Mr. Wolfé assisted the students when necessary.

Mr. Singleton planned to have a similar group in the Audio-Visual Resources Library for an audio-visual demonstration. For this program the weight of planning was shifted to the staff and to undergraduate seniors who had had considerable experience with projection equipment. These seniors were most cooperative and offered their assistance in executing the demonstration.
Plans were made as follows:

1. The equipment and materials of the Audio-Visual Resources Library were divided into five workable groups. Each group of equipment and materials was to be demonstrated by a graduate assistant or an undergraduate senior.

2. Requests were sent out to the various departments of the University to secure the equipment not readily available.

3. The students were organized into five separate groups and they were to spend approximately twenty-five minutes at each demonstration area.

The groups were planned as follows:

**Group I**

A. Group Leader - John Feeney

B. Equipment Used - Filmstrip projector (SVE -- Instructor 300) Gold E -- 2x2 slide projector

C. Group Location - In Audio-Visual Resources Library -- temporary projection booth

**Group II**

A. Group Leader - John Stefani

B. Equipment Used - 16 mm. sound motion picture projector

C. Group Location - In Educational Resources Library adjacent to the Audio-Visual Resources Library. Dr. Murphy gave her permission for the use of this room for the demonstration.
Group III

A. Group Leader - Manning Hamilton
B. Equipment Used - Opaque projector, 1000 watt Besseler projector obtained from the School of Public Relations; Gold E overhead projector obtained from the Reading Clinic
C. Group Location - In the projection room #263--adjacent to the Audio-Visual Resources Library

Group IV

A. Group Leader - Arthur Lalime
B. Equipment Used - Tape recorder, Brush Soundmirror, obtained from the Speech Clinic; Dual speed record playback
C. Group Location - Audio-Visual Resources Library

Group V

A. Group Leader - George Griffin
B. Equipment Used - Filmstrip library; Catalog collection; Information about the forms and procedures of the Audio-Visual Resources Library designed to aid the staff in assisting the students in the utilization of the resources of the Audio-Visual Resources Library.
C. Group Location - Audio-Visual Resources Library

Mr. Singleton assembled his class in Room 411 and instructed them in the plan of procedure for the morning. The class was advised to move from group to group as
previously planned. The students were on their own to learn how to operate the machines and to learn as much as possible about the classroom application of the materials and equipment. The students were very interested in the day's activities, and the experiment was considered successful.

**Method of presentation of survey.** A survey was designed to assist in the evaluation of this audio-visual orientation program. Because of the limited teaching experience of the student teachers, their survey was confined to an evaluation of the present student teachers' program in audio-visual aids. The questionnaire was organized into three parts -- a survey of need, a survey of use, and an evaluation of and suggestions for improvements in their present program.

The first phase was designed to give an indication of the value of audio-visual aids in teaching as determined by the student teachers. The second phase covered the utilization of audio-visual aids available at the Audio-Visual Resources Library to the students during the college year, including the practice teaching period. The third phase was planned as an evaluation of the present program in audio-visual aids.
The survey was given over a period of a month at a time when one group of student teachers was going out to do practice teaching and another group was returning to a regular class schedule. Therefore some of the students who took part in the laboratory demonstration were not at the University when the survey was taken. Thus it was not possible to place a survey questionnaire in the hands of every student who participated in the audio-visual demonstrations. However, some students who filled out the survey had already completed their eight weeks of practice teaching and had participated in the demonstration.

Each faculty member who took part in the demonstration permitted this author sufficient time to give a copy of the survey to each member of his class. The surveys were distributed, were filled out during class time, and were collected at the end of the class period.

Of the one hundred thirty-five surveys distributed, one hundred twenty-two were filled out and returned. Eight questionnaires were not accounted for.

One group of eighteen students did not attend the regular demonstrations. This group followed the panel discussion technique. They used many of the machines in the Audio-Visual Resources Library as illustrations of an operating audio-visual aid.
The majority of students who participated in the undergraduate survey were in the junior year at the School of Education. The remainder of the students were in the sophomore year.

Survey of need. In an attempt to discover how the students felt about audio visual aids, the following questions were asked:

1. Do you feel that a knowledge of Audio-visual methods would be of value to you in teaching? The students were asked to check one of three possible responses -- no value, some value, great value. The reaction to this question was encouraging.

One hundred ten students out of a total of one hundred twenty-two students felt that a knowledge of audio-visual methods would be of great value to them in their teaching. Twelve indicated they felt audio-visual methods would be of some value. There was no negative response to this question.

2. Do you plan to use audio-visual aids when you are a teacher? The students were asked to check one of three possible responses -- rarely, occasionally, frequently. Again the results were encouraging. One hundred three of the one hundred twenty-two indicated that they planned to use audio-visual aids frequently as a teacher, while nineteen
indicated they would use them occasionally. None of the students checked the response "rarely". It is worth noting that most of the students were very interested in audio-visual aids as a valuable tool in their teaching.

3. The Audio-Visual Resources Library is in the process of developing complete audio-visual reference services. The author wished to determine which services the students felt most worthy of extensive development. They were asked: As a student teacher, of what importance is it to you to have at Boston University (1) an immediate and complete sample file of available free and inexpensive materials, (2) a complete and easily accessible library of filmstrips, and (3) a library of recordings useful in teaching?

The students' reaction to this series of questions indicated that they felt all of the services were important. The area that they felt was most worthy of extensive development was the service which offered an immediate and complete sample file of available free and inexpensive materials. One hundred students indicated that they felt it was of great importance; twenty-two thought it was of some importance; none of the students indicated that it was of no importance.

Their second choice was the development of a complete and easily accessible library of filmstrips. Ninety-three of the students indicated that this was of great importance; twenty-eight of some importance; only one student felt it
had no importance.

Seventy-one students felt that a library of recordings useful in teaching would be of great importance to student teachers; forty-eight indicated that it was of some importance; three students felt that it would be of no importance.

4. After discussions with students who had been practice teaching, the author learned that frequently the students were expected to be able to operate audio-visual equipment. Many of the students were unable to do so and were disturbed because they had had no training. Therefore, the author felt that the following question was justified:
If you were given the opportunity to come into the Audio-Visual Resources Library and learn how to use the machines during your own time, would you make an effort to do so, or go so only if convenient? One hundred seven students indicated that they would make an effort to do so, while only fifteen said they would do so only if convenient.

5. As a supplementary question to number 4, the student teachers were asked: Do you plan to take a laboratory course in visual aids (a course that would teach you how to use the machines)? Sixty-two students said they planned to take a course as an undergraduate; twenty-nine said they would take a course as a graduate; twenty-eight said they did not intend to take a course; two students indicated that
they had already taken a course; one student failed to answer the question.

Summary of the survey of need. An examination of the results of the survey of need shows that the students have indicated by an overwhelming majority that they feel a knowledge of audio-visual methods and materials would be of great value to them, and that they plan to use audio-visual aids in their teaching. The need for audio-visual training is further emphasized by the fact that one hundred seven students out of one hundred twenty-two said that they would be willing to use their own time to learn to operate audio-visual equipment. When 86.9 per cent of the students surveyed have given such an enthusiastic response, the need for laboratory training in audio-visual aids becomes apparent. A possible solution to this problem has been indicated by the students' response to question 5, which was "Do you plan to take a course in audio-visual aids?" 74.6 per cent of the students surveyed said that they would take such a course either as an undergraduate or as a graduate student.

Survey of use. Section II of the undergraduate survey was designed to show which of the services had been used the greatest number of times by the undergraduates.
Popularity is not an absolute indication of actual worth, but in this case it does point out the general strengths and weaknesses of the total program.

The number and percentage figures in the following section of this survey represent the number and percentage of the undergraduates surveyed who used the various services offered by the Audio-Visual Resources Library. It does not show the total number of different times each service was used by an individual or a group of individuals. For example, it does show that forty-eight people received instruction in the use of the equipment, but it does not show how many times each person received instruction or how many times instruction was given.

The list of twelve services contained in this section was built as a result of an analysis of the questions answered by the undergraduate students and by the services offered to them. Student teachers were allowed to borrow materials from the Audio-Visual Resources Library for use in classes where they were practice teaching.

This survey of use was designed to find out which services were used by the greatest number of students. Table V shows the utilization by undergraduate students of facilities of the Audio-Visual Resources Library. This table has been arranged according to frequency of use.
<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Received group instruction in the use of the equipment.</td>
<td>107</td>
<td>85.6</td>
</tr>
<tr>
<td>2. Witnessed an audio-visual demonstration.</td>
<td>96</td>
<td>76.8</td>
</tr>
<tr>
<td>3. Used reference materials (film guides, catalogs, etc.)</td>
<td>88</td>
<td>70.4</td>
</tr>
<tr>
<td>4. Received advice concerning sources of information.</td>
<td>60</td>
<td>48.0</td>
</tr>
<tr>
<td>5. Received personal instruction in the use of the equipment.</td>
<td>48</td>
<td>38.4</td>
</tr>
<tr>
<td>6. Received advice concerning use of equipment.</td>
<td>48</td>
<td>38.4</td>
</tr>
<tr>
<td>7. Borrowed or previewed filmstrips.</td>
<td>46</td>
<td>37.6</td>
</tr>
<tr>
<td>8. Received advice concerning sources of supplies.</td>
<td>46</td>
<td>37.6</td>
</tr>
<tr>
<td>9. Received advice concerning selection of materials in preparation for building units.</td>
<td>38</td>
<td>36.8</td>
</tr>
<tr>
<td>10. Borrowed or previewed films.</td>
<td>31</td>
<td>24.8</td>
</tr>
<tr>
<td>11. Borrowed equipment for use in the School of Education.</td>
<td>26</td>
<td>20.8</td>
</tr>
<tr>
<td>12. Borrowed or evaluated recordings.</td>
<td>17</td>
<td>13.6</td>
</tr>
</tbody>
</table>
An examination of this table shows that those activities which received the highest number of responses were those which were related to the audio-visual demonstrations conducted in the Audio-Visual Resources Library, as reported on pages 79-83.

Activities number 1 and 2 checked the percentage of the group surveyed who received group instruction and witnessed a demonstration. The table shows that one hundred seven students (85.6 percent) received group instruction in the use of audio-visual equipment and that ninety-six (76.8 per cent) witnessed a demonstration.

Of greater significance are the results of activities number 3, 4, 8, and 9 as shown in Table V. The results of these activities give positive evidence that many students did use the Audio-Visual Resources Library effectively.

The undergraduate students came to the Audio-Visual Resources Library for help and advice concerning many audio-visual problems related to their class assignments. Further study of Table V shows the following:

Activity number 3 -- Used reference materials (film guides, catalogs, etc.) Tabulated results show eighty-eight students (70.4 per cent) had done so.

Activity number 4 -- Received advice concerning sources of information. Sixty students (48.0 per cent) had availed themselves of this service.
Activity number 8 -- Received advice concerning sources of supplies. This suggestion revealed that forty-six students or a percentage of 37.6 had done so.

Activity number 9 -- Received advice concerning selection of materials in preparation for building units. This shows that thirty-eight students (36.8 per cent) received this type of personal service.

It is the opinion of the author that many undergraduate students preferred to ask rather than look for the answers to their audio-visual problems. Most of the questions asked by students could best be answered by guiding the students to the proper reference sources.

Earlier in this survey (page 87) the question was asked, "If you were given an opportunity to come to the Audio-Visual Resources Library and learn how to use the machines, would you make an effort to do so?" The survey results show that one hundred seven replied favorably to this question. The survey also shows that forty-eight students had taken advantage of this opportunity for "free instruction" up to the time this survey was given. Forty-eight students also indicated that they had received advice concerning the use of the equipment (activities number 5 and 6).

Student teachers doing practice teaching in schools in the Greater Boston area were allowed to borrow filmstrips
and other audio-visual materials from the Audio-Visual Resources Library to use in their class work. This gave them an opportunity to use the latest materials in actual classroom situations. Activity number 7 on Table V, page 90, borrowed or previewed filmstrips -- shows that forty-six students (37.6 per cent) of the students borrowed filmstrips for class use or for preview purposes.

Student teachers found it difficult to do their reference work and selection of films at the Audio-Visual Resources Library and then be expected to pick up the films at the Boston University Film Library. The student teachers were allowed to use the films on a three-day loan basis. This often meant extra and unnecessary trips which consumed valuable time during the student teachers' practice teaching period. In spite of this obvious handicap thirty-one (24.8 per cent) of the students who participated in this survey did borrow films under these conditions (activity number 10). The use of films and filmstrips by undergraduate students greatly increased after the audio-visual demonstration had been inaugurated. (See Table I, page 25)

The student teachers availed themselves of the opportunity to borrow equipment for use in the School of Education. Survey results tabulated on Table V, page 90, activity 11, show that twenty-six (20.8 per cent) of the
students made use of this service.

Activity number 12, the area of recordings, was the area least used by the students. Only seventeen (13.6 per cent) borrowed or evaluated recordings.

**Summary of the survey of use.** The twelve areas emphasized in this section of the survey reveal an overall picture of the services which are offered by an audio-visual resources library in a teacher-training institution. These services were offered to all members of the faculty and student body at the School of Education at Boston University. An analysis of the results of this student teachers' questionnaire indicates that the student teachers recognize the value of the Audio-Visual Resources Library at Boston University and are now using the services it offers.

**Evaluation and suggestions.** The third phase of the questionnaire given to the student teachers was an evaluation of the present audio-visual program and suggestions for ways in which an audio-visual program for student teachers could be enriched.

Table VI records a list of audio-visual machines available at the Audio-Visual Resources Library. This list was compiled from a list of the machines which student teachers said they could operate and which they felt were important as aids to good classroom teaching.
## TABLE VI

OPINIONS OF STUDENT TEACHERS CONCERNING MACHINES AT THE AUDIO-VISUAL RESOURCES LIBRARY

<table>
<thead>
<tr>
<th>Machine</th>
<th>Audio-Visual Machines They Claim They Can Operate</th>
<th>Number</th>
<th>Per cent</th>
<th>Machines They Feel Are Important As Aids To Good Classroom Teaching</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filmstrip Projector</td>
<td></td>
<td>96</td>
<td>76.8</td>
<td></td>
<td>92</td>
<td>73.6</td>
</tr>
<tr>
<td>Opaque Projector</td>
<td></td>
<td>76</td>
<td>60.8</td>
<td></td>
<td>68</td>
<td>54.4</td>
</tr>
<tr>
<td>Slide Projector</td>
<td></td>
<td>74</td>
<td>59.2</td>
<td></td>
<td>76</td>
<td>60.8</td>
</tr>
<tr>
<td>Motion Picture Projector</td>
<td></td>
<td>54</td>
<td>43.2</td>
<td></td>
<td>97</td>
<td>77.6</td>
</tr>
<tr>
<td>Overhead Projector</td>
<td></td>
<td>31</td>
<td>24.8</td>
<td></td>
<td>12</td>
<td>9.6</td>
</tr>
<tr>
<td>Tape Recorder</td>
<td></td>
<td>27</td>
<td>21.6</td>
<td></td>
<td>49</td>
<td>39.2</td>
</tr>
</tbody>
</table>
The filmstrip projector appears first on the list of machines student teachers felt they could operate. Ninety-six students (76.6 per cent) claimed they could operate this machine. Seventy-six (60.8 per cent) felt capable of operating the opaque projector. The slide projector rated third when seventy-four (59.2 per cent) of the student teachers claimed they could operate it. Fourth was the motion picture projector. Fifty-four students (43.2 per cent) claimed they could operate the motion picture projector. The overhead projector was listed by thirty-one students, 24.8 per cent of the group surveyed. The tape recorder appeared last on the list of machines. Only twenty-seven (21.6 per cent of the group) listed this machine as one which they could operate.

It is interesting to compare the order in which the machines were listed for operation with the order given to those machines which the student teachers felt were important as aids to good classroom teaching.

First on the list of important aids to good classroom teaching was the motion picture projector (listed by ninety-seven students or 77.6 per cent). This machine was fourth on the list for operation. Second in importance was the filmstrip projector (listed by ninety-two students or 73.6 per cent). This machine was first on the list for operation. Third in importance was the slide projector.
(listed by seventy-six students or 60.8 per cent). This was also third on the list for operation. Fourth in importance was the opaque projector (listed by sixty-eight students or 54.4 per cent). This was second on the list for operation. Fifth in importance was the tape recorder (listed by forty-nine students or 39.2 per cent). This was last on the list for operation. Sixth in importance was the overhead projector (listed by twelve students or 9.6 per cent). This was fifth on the list for operation.

Table VI, page 95, shows that the motion picture projector and the filmstrip projector were the machines which the student teachers felt were the most important aids to good classroom teaching.

Since many of the questions asked in this survey were directed toward and dependent upon the Audio-Visual demonstration which had been given, the student teachers were asked, "Do you feel that the Audio-Visual demonstration has been of value to you?" One hundred nineteen students felt it had been of value while only three students felt it had not been of value to them.

The student teachers were offered an opportunity to suggest ways in which future audio-visual demonstrations could be of more value to the student body. Sixty-one students took advantage of this opportunity and offered their suggestions. Many of the suggestions overlapped.
The following is a condensed summary of the suggestions offered:

1. More time should be devoted to this demonstration.
2. Each student should have a chance to operate every machine.
3. Demonstrations should be conducted among smaller groups.
4. Audio-visual aids courses should be given to all students during the first two years of college. Courses should be required before student teaching.
5. More emphasis should be given to audio-visual files and sources of information.
6. The fact should be publicized that the Audio-Visual Resources Library staff will teach students how to operate the machines. This should be done before the students begin student teaching.
7. Personal appointments for audio-visual instruction should be provided.
8. A mimeographed set of directions for each machine and a guide to the use of each machine should be given to all students.

**Summary.** As was stated at the beginning of this chapter, the major objective of the two questionnaires which were given was to evaluate the present and future programs
of the Audio-Visual Resources Library. At the same time, the survey served as an expedient method of checking the students' awareness of the many services and facilities offered by the Audio-Visual Resources Library as aids to teaching.

From the results of the questionnaires which were given it can be determined that the students and faculty are interested in the Audio-Visual Resources Library, and as they continue to learn more about the Audio-Visual Resources Library they may be expected to make more use of the facilities and services which it offers.

The suggestions which were offered for the future development of the Audio-Visual Resources Library are of value to administrators of the Audio-Visual Resources Library and to similar audio-visual resources libraries since, in order to be of worth, all libraries must offer those services which are desired by the people who will be using the library.
CHAPTER V

SUMMARY AND CONCLUSIONS

The number of courses devoted to the use of audio-visual methods and materials has steadily increased during the past twenty years. This conclusion was forcefully stated by Robert DeKieffer.\(^1\) The general increase in the use of audio-visual materials and equipment by the faculties and students of teacher-training institutions has resulted in the development of many types of audio-visual material and equipment centers in teacher-training institutions.

A major function of these centers is to provide needed audio-visual services to the instructional staff and to the students as an integral part of the teacher-training program.

At Boston University this need was met by the development of an Audio-Visual Resources Library under the direction of Dr. Henry W. Syer. Chapter III of this thesis is an analysis of the administrative techniques developed and used by the staff of the Audio-Visual Resources Library.

To increase the value of this thesis to administrators

of the present Audio-Visual Resources Library at Boston University School of Education and to administrators of future audio-visual resources libraries in other teacher-training institutions, the author has compiled a check list. This check list covers the details of operation involved in maintaining an audio-visual center at Boston University School of Education during the school year 1951-52.

It is hoped that this re-organization in check list form of the techniques used to service the needs of this particular teacher-training institution may be used effectively by others engaged in similar work.

I. Administration of Audio-Visual Materials

A. Films

An Audio-Visual Resources Library should have:

1. An established system for the prompt fulfillment of film requests.

2. A simplified booking schedule for the use of films, showing time to be used, place, person responsible, etc.

3. A method of notifying the film borrowers that films are available.

4. A dependable transportation system for delivering films.

5. A correlated system for film and machine reservations to insure that film and machine are
available at the same time.

6. A preview room available in the immediate vicinity designed to accommodate viewers of sound motion pictures.

7. A system for providing competent operators of the machines.

8. A method by which films may be available for student teachers on short notice.

9. An orientation program to acquaint students with the method of ordering, planning, and utilizing films.

B. Filmstrips

An Audio-Visual Resources Library should have:

1. Standard drawer type cabinets for the storing of filmstrips.

2. A cataloging method based on a Dewey Decimal system or a Library of Congress system. Each filmstrip container should be marked with the title and catalog number.

3. A cross-index card catalog file located near the filmstrip cabinet to aid in the selection of filmstrips.

4. A filmstrip projector available for use in the evaluation and selection of filmstrips.

5. A viewing table and screen or a preview room
available in the immediate vicinity.

6. An evaluation file to record opinions of
previous users concerning the value of the
filmstrips.

7. A correlated system for reserving filmstrips,
filmstrip projectors, and screens to insure
that filmstrip, filmstrip projector, and screen
are available at the same time.

8. A suitable receptacle prominently displayed in
which used filmstrips can be deposited upon
return.

C. Models and Exhibits

An Audio-Visual Resources Library should have:

1. Models and exhibits available for circulation.
   a. those distributed by commercial organizations.
   b. those made by students.

2. Adequate storage space for models and exhibits.

3. Display space in the Audio-Visual Resources
   Library for samples of these models and exhibits.

4. A method for frequent changes of the displays in
   correlation with group interests.

5. Listings of types of materials that can be
   borrowed from local museums and business
   establishments.
D. Charts and Pictures

An Audio-Visual Resources Library should have:
1. Sample charts and pictures available for circulation.
2. A method of filing these charts and pictures for easy accessibility.
3. Adequate wall and bulletin board space available for display of these sample charts and pictures.

E. Recordings

An Audio-Visual Resources Library should have:
1. Sample recordings covering as many areas as possible in the educational field; these recordings should cover the areas extensively rather than intensively.
2. Recordings available for use in classrooms by faculty members and students.
3. Facilities for storage of recordings in cabinets which provide convenient selection of recordings by title and subject area.
4. A check-out system which indicates who is using the recording, where it is being used, and when it will be returned.
5. Suitable carrying cases to prevent breakage of recordings.
6. A quiet listening room equipped with a three-speed record player.
II. Administration of Audio-Visual Equipment

A. Equipment Schedule

An Audio-Visual Resources Library should have:

1. An established system for the prompt fulfillment of equipment requests.
2. An established procedure for the prompt confirmation by telephone or note of booking requests.
3. A master schedule of bookings that will show the equipment and materials to be used, who will use them, where they will be used, when they will be used, and when they will be returned; this master schedule should show the location of all equipment at all times.

B. Operation and Care of Equipment

An Audio-Visual Resources Library should have:

1. Well-designed storage racks which are strong enough to support the weight of the equipment.
2. Facilities for storing this valuable equipment under lock and key.
3. A plan of organization by which supervision of and responsibility for this equipment is delegated to those responsible for the operation of the Audio-Visual Resources Library.
4. Wheeled utility tables for the safe transportation of the equipment.
5. A preview room equipped with dark shades or other suitable darkening devices.

6. Sufficient electrical outlets within the Audio-Visual Resources Library.

7. Electrical outlets properly fused to prevent overloading of electric circuits.

8. A system for providing competent operators of the machines.

9. A set of step by step directions attached to each piece of equipment for the safe operation of the machines.

10. Operating manuals on file in the Audio-Visual Resources Library for each machine.

11. Provision for proper checking and servicing of the equipment; i.e. preventive maintenance.

12. An agreement between the School of Education and an organization authorized to perform repair services.

III. Acquisition and Distribution of Materials

A. Acquisition

An Audio-Visual Resources Library should have:

1. Its name placed on mailing lists of organizations which produce audio-visual materials.

2. A method by which faculty members can request materials from various producers through the Audio-Visual Resources Library.
3. A series of form letters by which materials may be requested for preview.
   a. requests for free and inexpensive materials.
   b. requests for teaching materials.
   c. requests for materials for preview.
4. Cooperation with the business office for the processing of orders.
5. Provision for displaying materials offered for evaluation by producers.
6. A method for personally contacting representatives of companies which produce current audio-visual materials.

B. Distribution

An Audio-Visual Resources Library should have:
1. A method for allocating materials to faculty members most interested.

Conclusion. Since the field of audio-visual aids is constantly expanding and developing, no definite set of standards can be set down other than to serve the purpose of guiding those interested in the field. It was with this purpose in mind that the foregoing summary was organized.
IN-SERVICE TEACHERS' QUESTIONNAIRE

Summary. The results of the questionnaire given to the in-service teachers show that the average in-service teacher who visited the Audio-Visual Resources Library used six of the twenty services which were offered. The results further show that the catalogs of available films, filmstrips, and free audio-visual materials were in greater demand than were the other reference materials. Therefore, it would seem to be imperative that these reference materials be kept up to date in order to insure adequate information on current materials.

The Audio-Visual Resources Library was organized to provide an opportunity for people to preview films and filmstrips, to listen to records, and to view the models, posters, and displays which were set up throughout the year.

An attempt was made to determine whether the general interest in audio-visual aids carried into the in-service teachers' classrooms. The questionnaire results showed that 17.2 per cent of the teachers had sought advice on how to use audio-visual materials in their own classrooms. Although this figure is comparatively small, it is a positive indication that some of the in-service teachers were aware that the Audio-Visual Resources Library staff could assist them with audio-visual problems which existed in their own classrooms.
The Audio-Visual Resources Library offered no scheduled instruction periods for in-service teachers in the use of the audio-visual equipment. Many people, however, took advantage of the opportunities available to gain this knowledge from individual or group instruction which was arranged as the need arose. Thirty-one per cent received instruction in the operation of the filmstrip projector; 24 per cent received instruction in the operation of the motion picture projector; 20 per cent received instruction in the operation of the opaque projector; 18 per cent received instruction in the operation of the tape recorder; and 9 per cent received instruction in the operation of the record playback. This last figure was small because most people had previous knowledge of the operation of the record playback.

The in-service teachers were offered a wide range of suggestions for the future development and improvement of the Audio-Visual Resources Library. Since the members of this group had had teaching experience, the author felt that their opinions would be valuable in selecting those improvements which would be most beneficial to themselves and to other teachers and students. The in-service teachers were particularly concerned with extending the sources of reference materials. They expressed a desire for more extensive and inclusive audio-visual materials and equipment.
They also desired sound-proofed preview and listening rooms. The group was very much in favor of combining the services of the Audio-Visual Resources Library with the School of Education Library and the Boston University Film Library.

**Conclusion.** A comparison of records kept by the staff of the Audio-Visual Resources Library with the results of the questionnaire given to the in-service teachers revealed that this group was not using the services and facilities of the Audio-Visual Resources Library to the extent which was possible. Their interest in the questionnaire and the response which they showed in offering suggestions for future development and improvement indicate that they are becoming more interested in the Audio-Visual Resources Library. It should prove worthwhile to foster further interest among this group by helping more of them to become aware of the assistance which the Audio-Visual Resources Library can give to them, not only in their classes at Boston University but also in their own classrooms.

**STUDENT TEACHERS' QUESTIONNAIRE**

**Summary.** The questionnaire results revealed that most of the student teachers felt that a knowledge of audio-visual aids would be of great value to them in their teaching, and they stated that they planned to use audio-visual aids frequently in their teaching.
The students felt that the area which was most worthy of extensive development was the area which provided an immediate and complete sample file of available free and inexpensive materials. The students also indicated an interest in developing a complete library of filmstrips and recordings.

The need for audio-visual training is emphasized by the fact that one hundred seven students out of one hundred twenty-two said that they would be willing to use their own time to learn to operate audio-visual equipment. When 86.9 per cent of the students surveyed give such an enthusiastic response, the need for laboratory training in audio-visual aids becomes apparent. A possible solution to this problem has been indicated by the students' response to question five on the student teachers' questionnaire, which was "Do you plan to take a course in audio-visual aids?" Of the students surveyed 74.6 per cent said that they would take such a course either as an undergraduate or as a graduate student.

**Conclusion.** The study shows that during the first semester of the school year 1951-52 the undergraduate students had not made use of the facilities of the Audio-Visual Resources Library. However, after action was taken by the staff of the Audio-Visual Resources Library and by faculty members of the School of Education to stimulate
interest, the increased activity of the students in the Audio-Visual Resources Library became marked. Of course, it must be recognized that in order to keep the students aware of the Audio-Visual Resources Library and the services and facilities it offers, the Audio-Visual Resources Library must and should be made a necessary part of their education.

**Suggestions for further study.** A number of problems related to the thesis problem arose as a result of the research involved in this study. The author feels that it may be of value to further investigate and develop the following suggestions for further study.

1. Determine the most practical and/or most accepted techniques for the administration of an audio-visual center by investigating the methods, services, and administration of audio-visual centers in teacher-training institutions.

2. Investigate the practicality of permitting all registered students to borrow, on a regular library loan basis, audio-visual materials such as filmstrips, records, and tape recordings.

3. Investigate the advertising effectiveness of placing commercially produced audio-visual material in an audio-visual resources library.

4. Determine the type of program or policy which would definitely encourage distributors of audio-visual
equipment and materials to deposit their newest products in the Audio-Visual Resources Library for examination and use by students and faculty.

5. Develop a satisfactory evaluation and file system for all currently produced free and inexpensive audio-visual materials.

6. Develop a system of cataloging based on the standard Dewey Decimal system or the Library of Congress system which could be used efficiently when cataloging audio-visual materials.

7. Develop an audio-visual program of instruction and service that would function when a new Boston University School of Education building is completed.
BIBLIOGRAPHY


The faculty of the School of Education at Boston University has long recognized the value of audio-visual education, and they have been among the leaders in incorporating audio-visual methods and techniques in the program of study. As the need for audio-visual education developed, it became necessary to enlarge the audio-visual facilities which had been offered by the University.

Under the direction of Dr. Abraham Kraeker, audio-visual courses were instituted, an audio-visual laboratory was developed, and the Boston University Film Library came into being.

It became economically and physically impossible for each professor to obtain and store all of the audio-visual materials and equipment necessary to properly supplement his educational courses. From a practical point of view consolidation of these materials in a central location became advisable.

While the School of Education was at 84 Exeter Street, the Audio-Visual Department was able to provide the projection and recording equipment needed by the faculty. All of the audio-visual materials except the films (which remained in the Film Library) were placed in the Educational Resources Library under the direction of Dr. Linwood Chase and later under the direction of Dr. Helen Murphy.
When the School of Education was moved to 332 Bay State Road, a separate room was given to the storing and distributing of audio-visual materials. Under the direction of Dr. Henry W. Syer this location became known as the Audio-visual Resources Library.

During the year 1950-1951 the Audio-Visual Resources Library was staffed by two graduate assistants who were under the supervision of Dr. Henry W. Syer, the director of the Audio-Visual Resources Library. Each of the graduate assistants worked in the Audio-Visual Resources Library fifteen hours every week during the school year. They assisted faculty members and students to locate, obtain, and use the audio-visual materials and audio-visual equipment that was available.

A part-time assistant who was on duty twenty hours per week was employed in the Audio-Visual Resources Library during the inter-session and the summer session of 1951. This additional service made the facilities of the Audio-Visual Resources Library available to the students throughout the year.

During the summer session specialized courses in audio-visual education were given in the School of Education. A considerable amount of attention was given to instruction in the operation of the audio-visual machines. The machines
were used frequently by the students during the summer session.

The work done by the staff members during the year 1950-1951 provided a basis upon which the 1952 staff could develop its program.
Boston University
School of Education
Audio-Visual Resources Library
Room 261

Date __________________

To: Interdepartmental Mail
Building and Grounds
100 Cummington Street
Boston, Mass.

Material:

No:

Title:

For:

Approved:

PICK-UP INSTRUCTIONS: Please have your driver pick up _____________ at ____________
on ___________ and deliver to mail room at the School of Education, 332 Bay State Road.

RETURN INSTRUCTIONS: Please have your driver pick up this same material at the mail room of the School of Education, 332 Bay State Road on ___________ and deliver it to ___________
Boston University, School of Education
Audio-Visual Resources Library

Student Teacher Film Request

Date ______________

SPR No. __________________ Film ______________________________ 1 Choice of Dates 2
SPR No. __________________ Alternate Film ______________________________ 1 Choice of Dates 2

Name ____________________________ Booked ______________

For use in (Grade and Subject) ____________________________________________

At ____________________________ School ____________________________ Town ____________________________

Signature of Faculty Supervisor ____________________________________________

Pick up at School of Public Relations, 84 Exeter St., on ________________

Return to " " " " " " " "
STUDENT TEACHER USE OF SPR SOUND FILM LIBRARY

Sixteen mm. Sound Motion Picture Films are available at the Boston University School of Public Relations (SPR) Film Library. The following procedure will be used:

1. Select the film desired from the SPR List which is available at A/V Resources Library, Room 261, 332 Bay State Road. (The Educational Film Guide, Boston Public Library Film Catalog, or the various college film catalogs give helpful synopses.)

2. Complete the "B. U., School of Education, A/V Resources Library Student Teachers Film Request" sheet.

3. Have the A/V Resources Librarian phone SPR for the desired booking.

4. Obtain the signature of School of Education faculty advisor on Request sheet.

5. On pick-up date, present completed Request sheet at SPR Film Library, 84 Exeter Street, Boston (one block west from Copley subway stop).

6. Return film to SPR Film Library, 84 Exeter Street, on or before date scheduled for return.
REQUEST FOR AUDIO-VISUAL AIDS AND EQUIPMENT

Instructor ______________________ Dept. _______ Rm. ______

Check type of materials:
- sound M. P. _______ filmstrip _______ 3½" x 4½" slides
- silent M. P. _______ 2" x 2" slides _______ records

Other (describe) ____________ Choice of dates: ____________

1st _____ 2d ______

Title ______________________ Source* & No. ______________________

(Other or alternate) ______________________

Equipment: ______________________

Above to be used (hour) ______ AM on ____________ (date)

In Room # ______ For ______ Course ______

Special instructions: Avoid disappointment by ordering early.

*SPRING Mass. Dept. of Ed. etc.

(Do not fill out below this line.)

Aids: Ordered _______ Booking Confirmed _______

Ack'd to User _______ Received _______

Del'd to _______ Ret. by User _______

Return date _______ Shipped by _______ (date) _______

ACKNOWLEDGMENT

Aids: ______________________

Equipment: ______________________

Instructor ______________________ Date ordered _______

Confirmed to be used on _______ in Rm. # _______

Already booked. Suggested dates for use _______

Form #2, Feb. 52, A/V Materials Dept., Boston University, School of Education
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DEPARTMENTAL SUPPLY REQUEST

Check One

[ ] Purchase Order
[ ] Visual Aids Rental

Date

Please order from ___________________________ (Seller)

(Address)

the following item(s) for delivery to ___________________________ (Name of faculty member or employee)

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<tr>
<th>Quantity</th>
<th>Item Description</th>
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<th>Total Cost</th>
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Signed ___________________________ Approved by ___________________________, Dean

Date ___________________________
TO:
FROM: Audio-Visual Resources Library, Room 261, School of Education
SUBJECT: Recent information concerning Audio-Visual Aids in your field has just been received. This information is attached.

If you are interested in obtaining this material for preview purposes, we will be glad to attempt to make arrangements for you. Please contact the Audio-Visual Library for additional information or leave a note in Professor Syer's mailbox.

HWSigh
Gentlemen:

In connection with the work of the Audio-Visual Resources Library at our School of Education, we should like to preview the material listed at the bottom of this letter. This has been requested by one or more of our faculty members. If the material fits their needs, their classes in education will be informed about it and in some cases the material will be purchased for our own collection of teaching materials.

Sincerely yours,

Henry W. Syer
Director of Audio-Visual Resources Library
Gentlemen:

In connection with the Audio-Visual Resources Library at the Boston University School of Education we are interested in adding some of your materials to our collection. Would you be willing to send us the material listed at the bottom of this letter to accession, file, and list in our catalogue.

This growing collection of teaching materials is to be available for teachers, supervisors and administrators in New England to examine at their leisure in connection with curriculum planning. It is not a circulating collection but will be housed permanently in the School of Education building at the University.

Any other materials you may produce in the future we would be pleased to hear about.

Sincerely yours,

Henry W. Syer
Assistant Professor of Education
The Audio-Visual Resources Library has been a functional part of the Boston University School of Education for the past three years. In general, the purpose of the Library is to provide a centralized location where people concerned with education can preview and evaluate materials provided by concerns that produce Audio-Visual materials commercially and by concerns that provide free and inexpensive materials. It is the conviction of the Resources Library staff that such a center increases the use of these materials because educators can see, evaluate, and select before ordering. Most are amazed that such valuable materials can be obtained.

In our efforts to serve the 1,500 in-service teachers who participate in regular class activities and the 1,000 prospective teachers who are regular students at the School of Education, we would appreciate it if you would send to us the materials listed below for inclusion in the Audio-Visual Resources Library:

HWS:gh
Gentlemen:

Will you please send to us for our use the material listed at the bottom of this letter on the dates given there. Alternate dates are acceptable only if they are given by us on this form. Please acknowledge this order as soon as possible. After the material has been used, send us a bill on your form and it will be forwarded for payment.

Sincerely yours,

Henry W. Syer
Assistant Professor of Education

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<th>Material</th>
<th>Title</th>
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This is a film order for you for Class Use

Preview room and equipment has been reserved for you for Projection equipment ________ A.M. F.M., on ________ 1955.

Services of an operator are not available, but if you like, we would be glad to instruct you in the use of the equipment so that this equipment will remain in useable condition.

When you are through will you please send the film back to the source, express prepaid (School expense), and insure it for $________.
To: Members of the Faculty, School of Education

From: Henry W. Syer

Subject: Teaching Aids Bulletin #6. - December 17, 1951
Faculty use of the material, equipment, and services of the Audio-Visual Resources Library.

The Audio-Visual Resources Library is available for faculty and student use between the hours of 9:00 a.m. and 4:30 p.m. each day and between 9:00 a.m. and 11:00 a.m. on Saturday.

A graduate assistant is ready at these times to assist you or your students. We are now prepared to offer the following services:

1. Materials:

All the materials in the Audio-Visual Library are available for use by the faculty. These include:
- Filmstrips representing almost every area.
- Lantern slides, (both 3 1/2" by 4" and 2" by 2").
- Catalogs of films and other audio-visual materials.
- Informational files on every phase of Audio-Visual education.

2. Equipment:

This equipment is for your use. Schedules of all equipment are kept to avoid possible conflict. Please reserve it as far ahead as you can.

At this time we have the following equipment available:
- 16 mm. motion picture projector (sound-silent) Victor 60
- 2" by 2" slide projector
- Opaque projector
- 2 Tri Purpose filmstrip projectors (Instructor 300, SVE)
- Playback, record player for 33 1/3 and 78 rpm records
- 2 glass beaded projection screens

We feel that School of Education students should operate the audio-visual equipment for the professors. May we suggest that you select two members of each class to be trained and entered on our approved list as equipment operators. We will gladly train selected students. These students may be responsible for the operation of A/V equipment in your class. No equipment can be loaned unless the operator has passed our practical test.

3. Services:

We feel that it is our responsibility to keep the faculty informed about the audio-visual materials and aids that have recently been produced. We have attempted to do this by:
- Notes to faculty members, enclosing a distributors brochure or catalogue containing information on audio-visual materials;
- Ordering the desired materials for preview;
- Arranging for previews;
- Ordering the materials for inclusion in the Audio-Visual Resources Library or requesting that the Motion Picture Division Film Library purchase the film.

No material is ordered unless it is requested by faculty members for use in their classes.
APPENDIX C
Dear Teacher:

Because of your experience and background in education we are enlisting your aid in helping us evaluate the present program of the Audio-Visual Resources Library and to help us plan for its further development.

At the present time the Audio-Visual Resources Library is set up to provide a central location for the preview and evaluation of recent audio-visual materials. It is basically a center of information concerned with the location, evaluation, and utilization of audio-visual aids. It also serves as a coordinating agency for the use of audio-visual equipment within the School of Education.

Would you kindly complete the survey which is attached. On the back of the last sheet would you please list any improvements which we may have overlooked. Thank you for your cooperation.

Sincerely,

Arthur W. Lalime
Of the services which are offered by the Audio-Visual Resources Library, please check those which you have used.

1. Visited the Audio-Visual Resources Library

2. Used the reference materials available in the A/V Library
   a. Catalogs of available films
   b. Catalogs of available filmstrips
   c. Catalogs of free audio-visual materials
   d. Catalogs of available records
   e. Consulted the files on the evaluation of audio-visual equipment
   f. Consulted audio-visual magazines and other printed material

3. Previewed filmstrips

4. Previewed films

5. Listened to records

6. Examined the models, posters, and displays

7. Examined the mathematics materials and exhibits

8. Requested advice and help from the graduate assistants who are on duty in the Audio-Visual Library in any of the following ways:
   a. How to use audio-visual materials in your own classroom
   b. How to use available audio-visual materials in connection with assignments at Boston University
9. Received instruction in the operation of
   a. Motion picture projector
   b. Filmstrip projector
   c. Record playback
   d. Tape recorder
   e. Opaque projector

10. Attended preview and evaluation sessions of films or filmstrips sponsored by students

11. Borrowed material or equipment to use in class experiments or demonstrations at the School of Education.

PART II

Directions: Please DOUBLE CHECK all improvements which you feel are essential to the development of the Audio-Visual Resources Library.

Please SINGLE CHECK all improvements which you feel are worthwhile.

Please LEAVE BLANK all improvements which you feel are not necessary at present.

I Affiliation

   1. Combine the Audio-Visual Resources Library with the Boston University Film Library

   2. Catalog and cross-index the audio-visual materials with the card catalog of the School of Education Library

   3. Remain completely independent and enlarge the present facilities

II Services

   1. Develop a file of samples of all free and inexpensive materials which are worth using

   2. Build up a complete library of recent education filmstrips and records. These would be placed in our library by the manufacturers for use within the School of Education
3. Build up a complete library of recent educational filmstrips and records to be available to all School of Education students on a rental basis

4. Build up a complete library of recent educational filmstrips and records to be available to all School of Education students on a free-loan basis

5. Conduct audio-visual demonstrations for Boston University School of Education classes

6. Sponsor regular preview programs of the newest materials and equipment available in the field

III Materials and Equipment

1. A completely equipped laboratory of audio-visual equipment available for individual and class instruction in operation of this equipment

2. A number of sound-proofed preview and listening rooms

3. Maintain an evaluation file on currently produced audio-visual materials
QUESTIONNAIRE TO STUDENTS
WHO HAVE PARTICIPATED IN THE
AUDIO-VISUAL DEMONSTRATION AND PANEL DISCUSSIONS

I Survey of Need

1. Do you feel that a knowledge of Audio-Visual methods would be of value to you in teaching?
   - no value  ___ some value  ___ great value

2. Do you plan to use Audio-Visual aids when you are a teacher?
   - rarely  ___ occasionally  ___ frequently

3. As a student teacher of what importance is it to you to have at B.U.:
   a. an immediate and complete sample file of available free and inexpensive materials;
      - no  ___ some  ___ great
   b. a complete and easily accessible library of filmstrips;
      - no  ___ some  ___ great
   c. a library of recordings useful in teaching;
      - no  ___ some  ___ great

4. If you were given the opportunity to come in to the Resources Library, and learn how to use the machines during your own time, would you (1) ____ make an effort to do so; (2) ____ do so only if convenient.

5. Do you plan to take a laboratory course in Visual Aids (a course that would teach you how to use the machines)?
   - as an undergraduate  ___ as a graduate  ___ not at all

II Survey of Use:

6. Check the ways in which you have used the facilities of the Visual Aids Resources Library.

   A. Machines

      1. Received personal instruction in the use of the equipment;

      2. Received group instruction in the use of the equipment;

      3. Witnessed a demonstration;

      4. Borrowed equipment.
II Survey of Use (cont'd.)

B. Materials

1. Borrowed or previewed films;
2. Borrowed or previewed filmstrips;
3. Borrowed or evaluated recordings;
4. Used reference materials (film guides, catalogs, etc.)

C. Advice

Consulted the graduate assistants in the A.V. Resources Library concerning:

1. use of equipment;
2. sources of information;
3. sources of supplies;
4. selection of materials in preparation for building units.

III Evaluation and Suggestion

1. List the Audio-Visual machines you can operate:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. What machines do you feel are important as aids to good classroom teaching:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Do you feel that this Audio-Visual demonstration has been of value to you? ______Yes ______No

4. On the other side of the paper please suggest ways in which you think any future Audio-Visual demonstrations could be made more valuable to the student body.