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A study of the use made of audio-visual materials and equipment in the Bay County materials center of Panama City, Florida

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A STUDY OF THE USE MADE OF AUDIO-VISUAL MATERIALS AND EQUIPMENT IN THE BAY COUNTY MATERIALS CENTER OF PANAMA CITY, FLORIDA

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE IN LIBRARY SERVICE

BY
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SCHOOL OF LIBRARY SERVICE

ATLANTA, GEORGIA
JULY, 1964

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CHAPTER I
INTRODUCTION

Many authors and writers have made contributions to
the subjects of audio-visual aids and materials centers through
their books, magazines, pamphlets and articles. They have right-
ly called these aids tools of learning. It has been found that
audio-visual aids like any other teaching device depend upon the
ability and capacity of the teacher in charge. It must be re-
membered that these aids do not take the place of conscientious
teaching, but serve to viatalize and enrich good teaching.

Audio-visual instruction may be applied to all levels of
teaching and to all types of subject matter. This does not mean
that it is a "must" in all teaching. It does mean, however, that
the applications are many. Distances, many times, prevent first
hand experiences. When these situations arise, audio-visual
materials and equipment are the answer. They may bring far away
places and people into the classroom. The materials center is best
realized then, when it can provide materials, equipment and re-
sources at the right time.

An audio-visual program which is based on one type of aid
such as, films is unsound. All of the materials are important and
each has a specific function. It is the responsibility of the teacher to secure these materials and apply them to classroom situations.

Supervisors, teachers, and librarians have long known the importance of using audio-visual materials and equipment in the classroom. Usually an individual school cannot afford to purchase all of the items it needs, therefore, a materials center, which brings together all types of materials can make them available to the schools.

The teacher and audio-visual materials have to work together in order to get full utilization of them. The teacher will have to know the materials, know how to use and operate them, and know when to use them. In-service programs or workshops can aid teachers in learning the proper handling and presentation of audio-visual aids. State departments of education work well in helping to set up workshops and in-service programs. The supervisor of instructional materials may also help with in-service activities. When teachers are properly trained to use audio-visual materials and equipment and recognize the value to the educative process, utilization can be expected to be greater. Children are anxious to learn, but need all kinds of materials to stimulate and motivate them. It is the duty of the teacher to get these materials and use them at the right time.

The materials center is a place where one may meet friends, prepare materials, share ideas or merely browse. Facilities for
preparing materials, for the classroom are provided. It would be much easier to go to the materials center and mount pictures with the dry mounting press than to mount them at school without proper equipment. The center is designed for schools that cannot afford these facilities. Learning is more effective when materials are attractive and at hand when needed. The materials center makes many worthwhile contributions to its users regardless of whether services are geared toward research, personal reading, or a group working under the direction of a teacher.

All teachers should have access to a materials center. The size of the materials center would depend upon the services to be offered, and the size of the anticipated clientele.

Strayer and Englehardt reported in the Florida Survey, which was released in 1929, that the lack of materials was retarding achievement in Florida schools. The committee identified the shortage of libraries to be one of the schools' chief problems.¹

The Florida Survey further pointed out that:

At that time only 13 schools had definite budgetary support for libraries and other materials. Fifteen depended on money raised by giving plays and entertainments. Seven depended upon PTA's for support and the others had nothing more than textbooks.²

The results of the survey on instructional materials taken by the Florida Citizens' Committee on Education was released in March, 1947. The committee's findings were: insufficient funds were spent

²Ibid., 25.
on instructional materials, only nine cents was spent on each child in average daily attendance in 1946 when the suggested amount was at least one dollar per child, and 89 cents was spent for teaching supplies excluding textbooks when the national annual cost was $2.25 per child.¹

School systems have since realized the value of materials centers, therefore, they are organizing them to help coordinate teaching materials and to see that all schools in the system have access to many materials.

**Bay County School System**

Bay County is located just off the Gulf of Mexico facing Saint Andrews Bay in the Northwest section of Florida. Panama City is the county seat of Bay County. Communities of Bay County include Lynn Haven, Springfield, Cedar Grove, Saint Andrews, Parker, Youngstown, and Mexico Beach. The population of Panama City according to the 1960 census was 33,275. The county's population was approximately twice that of the city, 67,131.²

Some of the main industries in Bay County are: concrete block manufacturing, International Paper Company, Tyndall Air Force Base, Navy Mine Defense Laboratory, fisheries and tourism. Panama City is host to thousands of tourists every year. Its beautiful beaches are included in the famous "Miracle Strip" from Panama City to Pensacola.

¹Ibid., 27.

Bay County's school system is composed of 22 elementary schools, three junior high schools, three high schools, and two junior colleges. At the beginning of the 1963-64 school year there was an enrollment of 8,736 elementary students and 6,897 secondary students. The total instructional staff numbered 861 persons which included 334 elementary school teachers.¹

Educators in Florida have agreed that teachers should have an opportunity to use a variety of materials such as models, specimen, films, filmstrips, recordings, books, magazines, resource materials and equipment, and have provided centralized centers to make materials available.

The Bay County Board of Public Instruction has provided a centralized materials center to serve its schools. Mrs. Iris Owens, who is the director of the Bay County Materials Center, stated in a supervisory conference that:

Bay County is one of the two counties in Northwest Florida that has a materials center with a director of instructional materials in charge. The Center is located on Magnolia Avenue downtown Panama City, Florida. This is the distribution point to all the schools for educational films, resource units, professional and supplementary books, and periodicals, as well as special audio-visual equipment.²

The supervisory staff for Bay County Schools is based on the number of teachers in the county school system. One supervisory unit is allocated for each 100 teachers.³ In 1951, Bay County

¹“Bay County Elementary Schools Self-Study and Evaluation System-Wide Report,” Panama City, Florida, 1963-64. ( Mimeographed.)

²Iris Owens, Director, "The Bay County Materials Center," Talk Given at Chipola Junior College, Marianna, Florida, October 24, 1960.

³A Report to the People of Bay County by Superintendent Thomas Smith on the Florida Minimum Foundation Program for Schools, 1958.
received an additional supervisory unit and after the County School Board consulted the principals about the new unit, it was agreed for this unit to be used by someone to serve as director of instructional materials and the Bay County Materials Center. The Position was filled by Miss Sara Ball as of August, 1951.¹

The Bay County Materials Center

The school library supervisor of instructional materials served as director of the Bay County Materials Center. There was one other full-time professional staff member who worked under the guidance of the director. Since the Materials Center, located in the building with the County supervisory staff, it received clerical assistance from professional typists and stenographers. Personnel for delivery services was not yet available, therefore, it was the responsibility of the librarian, principal, or appointee requesting materials to secure and return them.

Funds for the Bay County Materials Center were provided for the acquisition of audio-visual materials and equipment by the Bay County Board of Public Instruction. It was reported by the Materials Center director that $5,000 dollars was spent for audio-visual materials and equipment for the school year of 1962-63. Under the National Defense Education Act, the County also received a 45 per cent reimbursement on all science, mathematics and modern foreign language materials and equipment purchased for the same year. The reimbursement was an increase to the above amount.

Librarians, teachers, and pupils helped in the selection of audio-visual materials and equipment for the Materials Center. The librarian of each school arranged for audio-visual materials to be previewed. After the materials were previewed, written reports by the librarian, teachers and pupils were given to the supervisor. The reports gave reasons for suggested purchases. The supervisor and the selection committee, which was made up of six elementary librarians, made the final decisions on purchases. Equipment, films, filmstrips, maps and globes, recordings and models were examined before purchases were made. Representatives from many audio-visual companies set up displays of materials and equipment in the schools and in the Materials Center for examination and demonstration. During the monthly meetings of the Bay County Library Guild and the Bay County Librarians Association, suggestions were made for materials and equipment for the Materials Center.

Books in the Materials Center collection were arranged by the Dewey Decimal Classification Scheme. Ninety-two per cent of the collection was in the Social Sciences. In other areas it was found that one per cent of the collection was in General Works, Pure Science, Literature, and History; one-half per cent was in Philosophy, Religion, Language, and Technology; and two per cent in the Fine Arts. The Materials Center held no fiction, easy books or story collections except samples from different book companies.

The Materials Center was opened Monday through Friday from 7:30 a.m. to 5:00 p.m. Arrangements were made to have the Center opened later in the evening for special librarians' meetings.
Teachers need all kinds of materials to do an effective job of teaching. Learning can be enriched when the teacher can expose her children to a wide range of materials. Textbooks can no longer do the entire job. Teachers need to use charts, maps, resource units, and many other audio-visual materials to facilitate learning.

The Bay County Materials Center housed all of these materials to be distributed to the schools when needed. It was observed that the Center had 129 charts which were stored in a box. The storage of these charts was inadequate because they were not easily accessible. There were two 16mm film projectors which could be checked out only when the school-owned projector was being repaired. Six hundred films were in the film collection. The films were stored in the supervisory quarters in cabinets which made it inconvenient for the Materials Center personnel to handle and rewind them. The rewinding equipment was out-of-date and inaccurate. There were 40 filmstrips which were also stored in cabinets. The Center had ten word and arithmetic games. The geographical aids were very limited. The two globes and ten maps were out-of-date and not very informative. Each globe had a cradle and the maps were stored in cabinets. The materials on Florida were restricted to resource units, slides, books and one out-of-date film. It was evident that the nine microscopes were modern and useful, they were stored in cabinets. There were 15 models which included the torso, jaw bone, eye, head and ear. The models were kept in labeled boxes and stored in cabinets. The opaque projector and the over-head projector were kept on portable projection tables. They were used in the Center as well as in the
schools. The Center was equipped with shades to darken the room for projecting materials. There were three nursery rhyme puzzles which were kept in cabinets. The Center owned 78 recordings, each in a labeled jacket and stored in a cabinet. Three hundred resource units were found and they were filed alphabetically in metal legal-size files. There were two tape recorders stored in a cabinet. The two record players were stored in a cabinet. The Center possessed 100 transparencies which were all scientific, and were stored in a case. There were 125 slides stored in cases.

**Purpose and Scope**

The purpose of this study was to reveal the quantity and quality of the services of the Bay County Materials Center of Panama City, Florida, and to examine the extent to which audio-visual materials and equipment were utilized by elementary schools in the county. The administrative organization of the Materials Center was examined including: physical facilities for storing materials and equipment, charging routines, services available, selection and evaluation of materials and budgetary practices.

The types of printed materials included books, pamphlets, magazines, charts, and resource units. Audio-visual materials included films, filmstrips, slides, recordings, maps, globes, pictures and equipment.

**Methodology**

The survey method was used to collect the data. A questionnaire was sent to the librarian of each of the 22 elementary schools in the Bay County School System. The questionnaire (see Appendix)
was designed to collect general information about teachers' use of audio-visual materials, especially those from the County Materials Center.

The person in charge of the County Materials Center was asked to answer a questionnaire concerning the collection and its use by the elementary schools (see Appendix). Information regarding methods of storage was obtained by observation.

The person in charge of the Materials Center was asked to make available records and reports to substantiate findings dealing with the utilization of audio-visual materials and equipment by teachers and pupils. The data obtained was tabulated and summarized.
CHAPTER II
ANALYSIS OF THE DATA

A questionnaire was sent to the librarians of the 22 elementary schools in the Bay County school system. Responses were received from 17 schools which represented 77.27 per cent of the schools in the system. Twelve or 71 per cent of the schools reported having the services of full-time professional librarians, and two of these twelve had two full-time professional librarians each. Two schools had itinerant librarians. One of these schools had nine teachers, and received professional library services three days weekly. The other, with four teachers, received professional library services two days a week. Two other schools received part-time professional library services. A school which included the principal as one of the three teachers reported having a teacher in charge of the library. The 17 schools reported having no special audio-visual personnel, but the librarian or person in charge of the library worked in this capacity. Three schools reported using student helpers to maintain and operate audio-visual equipment, the other 14 did not indicate having any additional assistance with audio-visual materials.

Approximately 306 elementary teachers in 16 of the schools reporting were served by the County Materials Center. One school
did not indicate the number of teachers using the Materials Center.

Twelve or 71 per cent of the 17 reporting schools gave an account of supplementing the Materials Center Collection with materials found in the school library. Two of these schools also used materials from the public library, and one utilized free and inexpensive materials listed in professional magazines such as Instructor and Grade Teacher, and publications of the Florida State Department of Education and of the Bay County Chamber of Commerce. Five or 29.4 per cent of the schools did not respond to this item.

The teachers of these 17 schools were inspired to use audiovisual materials and equipment by previewing films and filmstrips, book talks, book displays, assembly programs and in-service programs. Fifteen or 88.23 per cent of the 17 reporting schools were helped to use films and filmstrips by previewing them. Eight or 47.05 per cent of the schools were urged to use materials by book talks. Thirteen or 76.47 per cent of the 17 schools were encouraged to use materials by presentations in assembly programs; and 11 or 65 per cent of the schools were persuaded to use materials by participating in in-service programs and workshops. One school gave an account of lists given to teachers to inform them of new materials. It was also noted that six or 32.29 per cent of the schools used all of the methods for encouraging teachers to use materials.

The 17 reporting schools revealed having guides to materials housed in the County Materials Center. These guides were provided by
the Center. Whenever the Center received new materials, the guides would be sent to all of the schools.

Teachers' incompetency in the operation and care of audio-visual equipment is one of the primary reasons they do not utilize it to the fullest extent. Thirteen or 76.47 per cent of the 17 reporting schools disclosed that some teachers knew how to operate and care for audio-visual equipment from the County Materials Center. Three or 18 per cent of the 17 schools said that all teachers knew how to operate and maintain audio-visual equipment. One school gave no response to this question.

The availability of materials sometimes depends on the number of requests for the same materials; however, all materials should be scheduled. The librarian may take this responsibility or assign it to an appointee. Schools in Bay County scheduled films from the Materials Center by 8:30 Friday morning every week. Other materials were scheduled as needed and could be retained for one week with the privilege of renewal. It was requested by the Materials Center director that all materials and equipment be returned to the Center by 4:30 on the afternoon of the date due. Ninety-four per cent of the 17 reporting schools had materials scheduled by the librarian. Three of these schools also had the assistance of teachers and one other had the assistance of the principal in scheduling materials and equipment.

The responses to the questionnaire revealed the fact that materials were scheduled during the school day, before school and
after school. Three schools or 18 per cent of those reporting
scheduled materials from the County Materials Center during the
school day, before and after school; two or 12 per cent of the schools
scheduled materials before school and two schools reported that ma-
terials were scheduled before and after school only. Six or 32.29
per cent of the schools scheduled audio-visual materials and equip-
ment after school only. One school or six per cent of the 17
reporting schools scheduled materials during the school day and after
school.

Ten or 53 per cent of the librarians from the 17 schools
visited the County Materials Center every day. Sixteen per cent of
the librarians went to the Center three times a week. Eleven per cent
made stops when it was necessary. One librarian visited the Center
once a week. One other librarian did not go to the Materials Center
at all except to attend professional meetings.

The major concern for using audio-visual materials in the
classroom is to facilitate learning and make it more enjoyable. It is
the business of every teacher to provide all types of instructional
materials for boys and girls. Sixteen of the reporting schools re-
sponded to the question: What kinds of materials do teachers use
most? Of the four most widely used materials, 75 per cent of the
schools used more films. Resource units were the second most frequent-
ly used item by 31 per cent of the schools. Four or 25 per cent of the
schools used more filmstrips and recordings. Three or 19 per cent used
more filmstrips. The items next in rank were professional materials,
models, and equipment. Slides and transparencies were the least used audio-visual materials. Summary data of the quantity of the materials provided by the Center in the survey are reported in Table 1.

As reported earlier, the County Materials Center did not have available personnel to deliver materials to the schools; therefore, materials were distributed by mail and personal visits. Sixteen or 94 per cent of the schools acquired materials by personal visits. One of these 16 schools used the services of the assistant principal and another used school messengers. One school reported acquiring materials by mail only.

Librarians, teachers, and pupils were given the opportunity to help select materials for the County Center by previewing films and filmstrips, and by handling books and equipment on display in the Materials Center. Seventy-six per cent of the 17 schools helped in the selection of materials for the County Center, 18 per cent did not, and six per cent gave no information on this question.

Having materials available when needed contributes most to instruction if maximum results from audio-visual materials are to be realized. If materials are easily accessible at the time they are needed, the best results can be achieved. The study showed that 11 or 65 per cent of the schools seldom had difficulty in acquiring materials from the Bay County Materials Center. Two or 12 per cent never had difficulty. Four or 23 per cent had difficulty sometime. Of the 17 schools responding, no school indicated having had difficulty in acquiring materials from the Center, often, very often or always.
TABLE 1
QUANTITY AND METHODS OF STORAGE OF AUDIO-VISUAL MATERIALS AND EQUIPMENT IN THE BAY COUNTY MATERIALS CENTER

<table>
<thead>
<tr>
<th>Equipment and Materials</th>
<th>Number</th>
<th>Cabinets</th>
<th>Cases</th>
<th>Other</th>
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<tr>
<td>Charts</td>
<td>129</td>
<td>X</td>
<td></td>
<td>Boxes</td>
</tr>
<tr>
<td>Film Projectors</td>
<td>2</td>
<td></td>
<td></td>
<td>Portable Tables</td>
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<tr>
<td>Films</td>
<td>600</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filmstrips</td>
<td>40</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Games</td>
<td>10</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Globes</td>
<td>2</td>
<td></td>
<td></td>
<td>Shelves</td>
</tr>
<tr>
<td>Maps</td>
<td>10</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microscopes</td>
<td>9</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Models</td>
<td>15</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opaque Projectors</td>
<td>1</td>
<td></td>
<td></td>
<td>Portable Tables</td>
</tr>
<tr>
<td>Overhead Projectors</td>
<td>1</td>
<td></td>
<td></td>
<td>Portable Tables</td>
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<tr>
<td>Puzzles</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recordings</td>
<td>78</td>
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<td></td>
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<tr>
<td>Record Players</td>
<td>2</td>
<td>X</td>
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<tr>
<td>Resource Units</td>
<td>300</td>
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<td>Slides</td>
<td>125</td>
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<tr>
<td>Tape Recorders</td>
<td>2</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transparencies</td>
<td>100</td>
<td></td>
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The extent to which materials are used depends upon keeping teachers informed of available and new materials and the way these materials can best serve their purposes. All of the 17 schools reporting, received information from the County Materials Center about new materials by memoranda sent from the office of the Center's director. Four or 23 per cent of the schools were also informed of new materials in professional meetings which were held twice a month.

Lists or catalogs of available materials housed in the Bay County Materials Center were available to the schools. Fifteen or 88 per cent of the reporting schools had these lists. Two schools gave no response to this question.
CHAPTER III
SUMMARY AND RECOMMENDATIONS

The questionnaire method was used to discover the quantity and quality of the services of the Bay County Materials Center of Panama City, Florida and to examine the extent to which audio-visual materials and equipment were utilized by the elementary schools in the county. Additional information was obtained from the director of the Materials Center and by personal observation.

Responses were received from 17 of the 22 schools. It was found that 16 of the schools had the services of professional librarians and the other one had a teacher in charge. No school had an audio-visual specialist. Some schools used students to help with the maintenance and operation of audio-visual equipment.

Twelve of the schools in the sample gave accounts of supplementing the Materials Center collection with their school library collection of audio-visual materials. In addition to the school library, the other five schools utilized the public library and free and inexpensive materials.

Teachers were encouraged to use audio-visual materials by previewing films, and filmstrips, book talks, assembly programs, and in-service programs. The method used most often was previewing films and filmstrips.
All of the 17 schools revealed having guides to the use of materials housed in the County Materials Center. The guides were made available to the schools by the director of the County Center.

It has been established that the use of audio-visual materials has been retarded by the inadequate training of teachers to use them properly. Of the 17 schools responding to the questionnaire, none reported all of its teachers incapable of operating equipment.

Although materials from the Materials Center were scheduled by the librarian, teachers, and principals, in the majority of cases the librarian was responsible for securing and returning them. The materials were scheduled during the school day, before school and after school. Materials were most often scheduled after school, and least during the school day.

From the 17 reporting schools it was learned that ten librarians visited the Center every day; three made stops three times a week; one librarian went to the Materials Center once a week; two visited when necessary, and one other librarian did not go to the County Center except for professional meetings.

The kinds of materials teachers in Bay County used were shown in the tabulation of the questionnaires sent to the schools. Teachers used all kinds of materials to enhance learning. The respondents reported more extensive use of films than of any other aids. In descending order, resource units, filmstrips, and recordings were used most frequently. Slides and transparencies were seldom used.
Personnel for distributing materials and equipment to the schools was not available. It was pointed out that the librarians of 16 schools acquired materials by personal visits to the Center. One other school received all materials by mail.

Most of the schools took advantage of the opportunity to help select materials for the County Center by previewing films and filmstrips and by making suggestions about materials needed.

The librarians did not report extensive difficulty in using the Center's materials. Eleven schools reported seldom having difficulty. Two reported having no difficulty, and four schools indicated that they sometimes had difficulty.

It was evident that all of the responding schools were kept abreast of the new materials in the Center by memoranda sent from the office of the Center's director. Professional meetings were also a medium for informing the schools of the acquisition of new materials. Fifteen schools reported having lists of available materials housed in the Center. Only two schools reported not having an index to the collection.

In four, or 24 per cent, of the schools, children were exposed to all kinds of learning materials, but in the other schools a variety of audio-visual materials was not used to the fullest extent.

The services and materials of the Center were adequate for the use being made of them, however, to increase the center's value in implementing the schools curricula, a more extensive and beneficial program should provide:
1. A country-wide delivery service for the distribution of audio-visual materials and equipment.

2. Proper storage for maps, recordings, filmstrips, periodicals and charts.

3. A larger building to accommodate larger groups.

4. More up-to-date film inspection equipment and storage.

5. Adequate personnel for the Center to enable the director or her appointee to visit the schools.


7. Additional and up-to-date materials on Florida.

8. A continuous evaluation of the total audio-visual program for the county in order to realize the highest quality of service possible and a maximum use of available materials.

9. A continuous program of in-service training in the effective use of audio-visual materials and equipment.

10. Encouragement for teachers to learn to operate equipment.

11. A plan to utilize students in the maintenance and operation of audio-visual equipment when professional personnel is not available.

12. More extensive use of the public library as a supplementary agency for materials.

13. Encouragement for all librarians, teachers and pupils to take advantage of the opportunity of helping select materials for the County Center.

14. A schedule for librarians to include frequent visits to the County Materials Center.

15. A more extensive use of materials in addition to films.
APPENDIX

QUESTIONNAIRE TO BE ANSWERED BY SCHOOL LIBRARIAN OR PERSON IN CHARGE OF THE LIBRARY:

1. Is full-time librarian in charge of school materials center?
   - Yes  - No

(a) If answer is No, what is the position of person in charge?

(b) How many people work in the audio-visual department?
   - Full-time Professional  - Part-time Professional
   - Full-time Non-Professional  - Part-time Non-Professional

2. How many teachers are served by the County Materials Center?

3. How do you supplement the County Materials Center Collection?

4. Are teachers encouraged to use materials by:
   - Previewing Films  - Book Displays
   - Previewing Filmstrips  - Assembly Programs
   - Book Talks  - In-service Programs
   - Other (Please Specify)

5. Are guides provided for materials housed in the County Materials Center?
   - Yes  - No

6. Are teachers familiar with the maintenance and operation of equipment in the County Materials Center?
   - Some  - None  - All

7. Who is responsible for scheduling materials from the County Materials Center?
   - Principal  - Students
   - Teachers  - A. V. Coordinator
   - Librarian  - Other (Please Specify)

8. When do you schedule materials from the County Center?
   - Before school  - After school
   - During the school day  - Other (Please Specify)
9. How often do you visit the County Materials Center?
   ______ Daily ______ About once a week ______ Other (Please Specify)

   ______ About twice a week

10. When do you visit the County Materials Center?
    ______ Before school ______ During the school day
    ______ After school ______ Other (Please Specify)

11. What kinds of materials do teachers use most? Please number according to usage. Example: If more maps are used "1" would be placed in the blank beside maps.
   _____ Professional books and magazines
   _____ Films
   _____ Resource Units
   _____ Model
   _____ Filmstrips
   _____ Slides
   _____ Recordings
   _____ Maps
   _____ Equipment
   _____ Games
   _____ Pictures
   _____ Charts
   ______ Others (Please Specify)

12. How do you acquire materials needed from the County Center?
    ______ Personal visits ______ Mail ______ Other (Please Specify)

13. Do you help with the selection of new materials to be purchased for the County Center?
    ______ Yes ______ No

14. Do you have difficulty in acquiring materials from the County Materials Center when needed?
    ______ Always ______ Sometimes
    ______ Very often ______ Very seldom
    ______ Often ______ Never

15. How are you informed of new materials in the County Materials Center?
    ______ By telephone ______ Memoranda
    ______ Personal visits ______ Other (Please Specify)

16. Are bulletins or lists available for materials housed at the County Materials Center?
    ______ Yes ______ No
MATERIALS CENTER QUESTIONNAIRE

To be Answered by Person in Charge of the Materials Center:

1. What year was the Center organized? ________

2. Is a full-time staff person in charge of the Materials Center?
   ____Yes   ____No
   (a) If answer is No, what is the position of the person in charge? ____________________________
   (b) How many other people work in the Materials Center?
      ____Full-time Professional   ____Part-time Professional
      ____Full-time Clerical      ____Part-time Clerical

3. What is the source of the funds for the operation of the Center? ____________________________

4. How much money was spent last year for audio-visual materials and equipment? __________

5. About how many teachers and pupils actually come in to browse or select materials per week? __________
"Bay County Elementary Schools Self-study and Evaluation System-Wide Report," Panama City, Florida, 1963-64. ( Mimeographed.)


