

A SURVEY OF THE USE OF AUDIO-VISUAL
AIDS IN SPEECH CLASSES OF
MICHIGAN HIGH SCHOOLS

Thesis for the Degree of M. A.
MICHIGAN STATE COLLEGE
Barbara Bashore Shirley
1954

TS.S

This is to certify that the

thesis entitled

A Survey of the Use of Audio-Visual Aids
in Speech Classes of Michigan High Schools

presented by

Barbara Bashore Shirley

**has been accepted towards fulfillment
of the requirements for**

B.A. degree in Speech


Major professor

Date July 8, 1954

A SURVEY OF THE USE OF AUDIO-VISUAL
AIDS IN SPEECH CLASSES OF
MICHIGAN HIGH SCHOOLS

By

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A THESIS

Submitted to the School of Graduate Studies of Michigan
State College of Agriculture and Applied Science
in partial fulfillment of the requirements
for the degree of

MASTER OF ARTS

Department of Speech, Dramatics, and Radio Education

1954

1-23-56
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ACKNOWLEDGMENT

Acknowledgment is hereby made to Dr. Wilson Paul, head of the Department of Speech, Dramatics, and Radio Education of Michigan State College, to Professors David, Potter, Crawford, and Gross for their assistance and supervision in the completion of this thesis; and to all those high schools who participated in this study.

TABLE OF CONTENTS

CHAPTER	PAGE
I THE PROBLEM, DEFINITIONS OF TERMS, AND BACKGROUND LITERATURE.....	1
The Problem	1
The Purpose	4
Statement of Purpose	5
Definitions of Terms	6
Audio-Visual Aids	6
Speech Program	6
Speech Teacher	7
Background Literature	7
Partition of Thesis	13
II DESCRIPTION OF PROCEDURE	15
III ANALYSIS AND INTERPRETATION OF RESULTS	20
Chart of Problems Met in the Use of Audio-Visual Aids	33
Chart of the Speech Courses Offered in Michigan High Schools	45
Chart of Audio-Visual Equipment Owned and Used in the Michigan High Schools	47
IV SUMMARY, CONCLUSIONS, AND SUGGESTIONS FOR FURTHER STUDY	49
Summary	49
Conclusions	51
Suggestions for Further Study	54
BIBLIOGRAPHY	55
APPENDIX A ♦. LETTER WHICH WAS SENT TO HIGH SCHOOL SPEECH TEACHERS	57

APPENDIX B - QUESTIONNAIRE WHICH WAS SENT TO HIGH SCHOOL SPEECH TEACHERS	58
APPENDIX C - LIST OF SCHOOLS TO WHICH THE QUESTIONNAIRE WAS SENT	61
APPENDIX D - GEOGRAPHIC LOCATION OF SCHOOLS WHICH WERE SENT A QUESTIONNAIRE	67

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CHAPTER I

THE PROBLEM, DEFINITIONS OF TERMS, AND BACKGROUND

LITERATURE

Since the close of the second World War there has been a rapid increase in the production and use of audio-visual materials for educational purposes.¹ It is generally agreed that the most significant program in the use of audio-visual aids was the training program of the armed forces. They faced the task of training over twelve million men and women in over fourteen hundred specialized jobs, in numerous educational objectives to be served in a wide variety of subject matter. To do this, the armed forces produced many differing types of audio-visual aids. Among them were over five thousand sound motion pictures and over three thousand filmstrips.²

Brooker states that some of the contributions made by the armed services toward the advancement of audio-visual methods of instruction in the school today include a body of over one thousand films which are in use in the schools,

1 F.B. Brooker. "Communication in the Modern World." Part I, "Audio-Visual Methods of Instruction." The 48th. Year Book of the National Society for the Study of Education. Edited by Nelson B. Henry. Chicago: University of Chicago Press, 1949, pp. 4-19.

2 Loc. Cit.

New cinematic skills and new experiments, he says further, are used in adapting films to new, and hitherto, untried areas of educational objectives; pioneer tests, he reports, are being made with many audio-visual aids devices and the ways of using them, and the millions of military men and women who experienced training through films and who in the main liked it, have come to regard training films as customary and to be expected.³ This statement suggests that the period of World War II marked the crossover from viewing films as an educational luxury to regarding them as a necessity.

Audio-visual aids have also become an important phase of training in industry. Many national industries and business organizations are using audio-visual aids for the training of employees, for advertising products, and for institutional public relations. According to Nelson B. Henry, Secretary of the National Society for the Study of Education;

... The success of these audio-visual training programs in the armed services, and now in industry, have contributed notably to the heightened interest of educational leaders in the more extensive exploration of the value of audio-visual methods in normal classroom situations....⁴

³ Ibid., p. 17.

⁴ Nelson B. Henry. "Editor's Preface." Part I, "Audio-Visual Methods of Instruction." The 48th. Year Book of the National Society for the Study of Education. Edited by Nelson B. Henry. Chicago: University of Chicago Press, 1949, p.v.

This success of the armed forces audio-visual training program has influenced instructional methods in the schools to the extent that within the past ten years the number of sixteen millimeter sound projectors found in schools throughout the country has leaped from less than five thousand to over twenty-five thousand. ⁵ Tabler's study of one hundred public school systems revealed that by 1957 the anticipated use of audio-visual instructional materials would exceed by 600% their use in 1947. Several states, he says, including California and Pennsylvania, require teachers to take courses in audio-visual instruction before they may receive their teaching credentials. ⁶ Michigan State College's establishment of an audio-visual center following World War II, and the expansion of a similar center at the University of Michigan reflects the increased interest in audio-visual aids. Both of these centers make available audio-visual materials such as films and film strips to the public schools.

The values of audio-visual methods of instruction have been summarized by the Encyclopedia of Educational

5 Brooker, op. cit., p. 16.

6 C.H. Tabler. "The Next Decade of Audio-Visual Use in One Hundred School Systems." See and Hear, II. (February, 1947).

Research which states:

1. Audio-visual aids supply a concrete basis for conceptual thinking.
2. They have a high degree of interest for students.
3. They supply the necessary basis for developmental learning and hence make learning more permanent.
4. They offer a reality of experience which stimulates self activity on the part of the pupils.
5. They develop a continuity of thought; this is especially true of motion pictures.
6. They contribute to growth of meaning and hence to vocabulary development.
7. They provide experience not easily secured in other materials, and hence they contribute to the depth and variety of meaning. ⁷

Dale reports that learning may be promoted and become permanent only when it is made concrete through providing a body of experience (rather than words) as a basis for the building of generalizations, concepts, principles, rules, and methods. Audio-visual methods become the means by which rich experience can be provided to students in speech classrooms, as well as to those in other areas of study. ⁸

PURPOSE

While speech education involves extensive pupil participation, and specific examples of techniques and skills are almost constantly available for analysis and

⁷ Edgar Dale and Charles Hoban Jr. "Visual Education." Encyclopedia of Educational Research. Edited by Walter S. Monroe. New York: The MacMillan Company, 1941, p. 1323.

⁸ Edgar Dale. Audio-Visual Methods in Teaching, New York: Dryden Press, 1946, p. 36.

illustration, audio-visual aids can, beyond these, provide concrete examples of techniques and subject matter which will supplement student participation, heighten interest, and develop significant meanings. Because of this rapid growth in the use of audio-visual aids in the armed services, in industry, and in the schools, the question arises as to what extent audio-visual aids are being used in speech education in Michigan's secondary schools.

The purpose of this study, then, was to discover to what extent high school teachers of speech in Michigan were utilizing audio-visual aids in their speech instruction in the school year 1952-1953. This study intended only to establish the frequency of the use of audio-visual aids in speech classes, the amount of audio-visual equipment found in the Michigan high schools, and the knowledge of speech teachers in regard to such items as sources of audio-visual materials, and operation of equipment. Such information, it was hoped, would provide a reasonable index of the extent to which audio-visual aids are currently being used in speech education in the secondary schools of Michigan. This information, if negative, might also suggest that the training of prospective speech teachers be altered to enable them to make a more effective use of audio-visual aids in the classroom.

It was not the purpose, on the other hand, of this study to investigate the offerings of teacher training institutions in the audio-visual field in the state of Michigan or the United States, nor to determine the causes and effects of the use of audio-visual aids in the speech field.

DEFINITIONS OF TERMS

Audio-Visual Aids. In order to limit the types of materials under consideration, "audio-visual aids", as used in this study, include motion pictures, (silent and sound), slides and still pictures, film strips, models and mock-ups, charts and flip sheets, maps, opaque projectors, stereoscopes, television sets, overhead projectors, motion picture projectors, wire and tape recorders, phonographs, (one, two, and three speed), microphones, radios, screens, black boards, and bulletin boards. This list was adapted in part from Raleigh Schorling's listing of audio-visual aids as found in Student Teaching: An Experience Program.⁹

Speech Programs: Though many high school classes incorporate speech activities into their courses of study, i.e., English oral units, history reports, and class discussions, it was necessary, due to the limitations of this study, to define

⁹ Raleigh Schorling. Student Teaching: An Experience Program. New York: McGraw - Hill Company, 1940

"speech programs" as those formally organized speech classes being taught for credit in the high school, for example, public speaking, debate, drama, and interpretation.

Speech Teacher: "Speech teacher" as used in this study was thought to mean those teachers whose teaching assignments include formalized speech classes which are being taught for credit. This encompasses those teachers who majored in speech during their academic training as well as those teachers who have less than a major in speech but who nevertheless teach formalized speech classes on a half, or even part-time basis.

BACKGROUND LITERATURE

Many studies have been conducted in relation to the use of audio-visual aids in general education. From 1940 to 1947 at least twenty-seven status surveys of the audio-visual field were completed.¹⁰ These surveys range from the number and types of projectors available in a county, a state, or the nation, to the expenditures of funds for audio-visual materials and equipment or the content of film libraries in such areas.

One of the most important of these surveys was

¹⁰ Edgar Dale, James Finn, and Charles Hoban Jr. "Research on Audio-Visual Materials." Part I, "Audio-Visual Methods of Instruction." The 48th. Year Book of the National Society for the Study of Education. Edited by Nelson B. Henry. Chicago: University of Chicago Press, 1949, p. 254.

conducted by the Research Division of the National Education Association. The findings of this study indicated a widespread growth in all phases of the audio-visual field. The amounts of equipment available were shown to have increased sharply during the ten-year period of 1936-1946, and a much greater use of audio-visual materials in public schools, colleges, and universities was noted. 11

F.E. Brooker, perhaps one of the most outstanding investigators in the use of the motion picture in education, conducted a five-year study in order to determine the results of an industrial training film and filmstrip project program. At the end of the five years certain conclusions resulting from the project were drawn. Especially significant were these:

1. Training films will work effectively, and, yet, their present success is based on partial use.
2. Films are not good in and of themselves. Films are good only if they are well made and well used. Over-optimism is cautioned against.
3. There is a serious need for professional courses in visual education so that future producers will understand the medium in which they work, the process of education, and the educational system that sets the requirements for their product.
4. A better understanding of the way students learn from films is needed. There was evidence that students, in viewing films, thought they knew

11 National Education Association, Research Division. Audio Visual Education in City School Systems. Research Bulletin of the NEA, Volume XXIV. Washington: Research Division of NEA, 1946. in Dale Finn, and Hoban. op. cit., p. 254.

more than they did, and, on the other hand, they had learned some things on a non-verbal level that they could not express. ¹²

Gatto and Rulon made an extensive study to determine the retention of materials presented through the use of audio-visual aids. They found that children who had studied material presented through the medium of a motion picture retained far more of the subject matter than the group which had not been exposed to the film. ¹³

In 1929 a committee of research workers, supported by the Payne Fund, began a four-year investigation of theatrical motion pictures and their influences on the viewers. This study is particularly meaningful because it was the first large-scale study of the effect of audio-visual mass media upon children and young people. Even though many more such experiments have been done since, the Payne Study remains extremely valuable because it formed the basis for later studies in this area. Some of the specific findings of the Payne Fund Studies are noteworthy:

1. Movies have a definite lasting effect on the social attitudes of children: a number of pictures pertaining to the same issue may have a cumulative effect on attitude. The influence of a picture may be specific for a

12 Dale, Finn, and Hoban. Op. cit., pp. 260-61.

13 Ibid., p. 263.

given child and a given movie. The same picture may influence different children in distinctly opposite directions.

2. Motion pictures may challenge what other institutions take for granted. The schemes of conduct which they present may not only fill gaps left by the home, school, and church, but they may also do away with the standards and values which these latter institutions strive to inculcate.
3. Children acquire considerable information from attending the movies. For children in the second and third grades the average score on an information test was 60 percent of the average score for adults. For children in the ninth and tenth grades the relative standing was 90 percent. Retests after six weeks showed a smaller loss for children than for adults.¹⁴

Perhaps one of the most comprehensive studies having to do with audio-visual methods of instruction is a yearbook by the National Society for the Study of Education. This volume contains articles written by persons with a specific interest in and first-hand information on audio-visual education. Areas included are communication, obstacles to the use of audio-visual materials, teacher training, audio-visual programs in rural and city school systems, audio-visual administration, and audio-visual materials research. Excellent bibliographies are also included. No specific conclusions are stated in this study, but current trends, generalizations and predictions relating to the discussed

¹⁴ Ibid., pp. 274-276.

materials are placed at the end of each chapter. 15

Two studies which deal specifically with the use of motion pictures as a teaching device in the area of public speaking were noted. The first of these, by Wilbur F. Luick, is a study of the value of the silent motion picture-conference technique as a teaching aid in beginning classes in public speaking at the college level. This work considers whether students at the college level acquire more skill in the delivery of a speech as a result of using the silent motion picture-conference to complement the general teaching procedure. Students reported that as a whole they felt that the experience of having the silent motion picture-conference had been of value to them in their public speaking class because the motion pictures offer evidence, visible to the speaker himself, of errors in the physical body aspects of delivery.

Conclusions of this study reveal that students in the public speaking class on the college level do not improve to any great extent statistically as a result of having experienced the silent motion picture-conference, and there is a definite factor in the human significance of the use of

15 The 48th. Year Book of the National Society for the Study of Education. Part I, "Audio-Visual Materials of Instruction." Edited by Nelson B. Henry. Chicago: University of Chicago Press, 1949.

The silent motion picture-conference in the teaching of public speaking. ¹⁶

The second, by Gordon L. Thomas, reports an experiment on the value of the motion picture as a teaching device in public speaking. The motion picture was used to help the student analyze his own speaking habits. Special emphasis is placed upon the improvement of eye contact on the part of the student. In summarizing the findings of this study it was reported that no significant differences, measured statistically, existed at the beginning of the term between the control group, which did not use the motion pictures, and the experimental group which did use the motion pictures, in respect to loss of eye contact and number of transitions used. However, at the end of the term the control group lost an average of 10.4% of eye contact while the experimental section lost 5.7%. This difference of 4.7% in favor of the experimental group was statistically significant. The experimental group did improve significantly in transitions during the term. The majority of students in the experimental group indicated that they felt the use of motion pictures had been a definite help to them

16 Wilbur F. Luick. "An Experimental Study of the Value of the Silent Motion Picture-Conference Technique as a Teaching Aid in Classes in Public Speaking." (Unpublished master's thesis, Michigan State College, 1941).

in public speaking. ¹⁷

Although Brooker reported significant advance in the use of audio-visual aids and others have investigated the effectiveness of such devices as aids to learning, the author found only the studies by Luick and Thomas in relation to the teaching of speech. The latter were done in the early years of World War II. The advances in the use of audio-visual aids are reported most significant since the war. Does this lack of research or of reports in the speech field mean that speech teachers are unaware of this trend, of the value of audio-visual aids? The present study is an attempt to determine an answer to this question.

PARTITION OF THESIS

This thesis has been divided into four chapters in order to present the findings of the study in a readily comprehensible form.

Following the introductory chapter, Chapter II, Method of Conducting the Study, will include a description of the procedure followed in conducting the survey.

Chapter III, Analysis and Interpretation of Results, will include percentages of questionnaire returns, the use

¹⁷ Gordon L. Thomas. "A Subjective and Objective Evaluation of the Use of Motion Pictures as a Teaching Device in Public Speaking with Special Reference to Transitions and Loss of Eye Contact." (Unpublished Master's thesis, Michigan State College, 1941).

and ownership of audio-visual materials in the high schools and extent of training of speech teachers in the use of audio-visual materials and methods. It will state the availability of audio-visual aids in various areas of the state and the kinds of courses comprising the speech programs found in those Michigan high schools which returned the questionnaire. The information obtained by this study is interpreted in relation to certain trends in the audio-visual field as indicated by (1) the representativeness of the returns, (2) the extent to which audio-visual materials are used in the speech programs of the Michigan high schools, (3) the quantity of audio-visual materials and equipment owned by the high school, (4) frequency of the use of audio-visual methods by speech classes, and (5) pertinent problems confronting the speech teachers in the use and administration of audio-visual aids.

Chapter IV, Summary and Recommendations, will present a recapitulation of the more important findings of this study and will suggest possibilities for further study.

CHAPTER II

DESCRIPTION OF PROCEDURE

This study was conducted by means of a questionnaire which was submitted to the speech teachers of two-hundred and fifty high schools in the state of Michigan. The schools were selected from data compiled by Hayden Carruth¹ and from the listings of speech teachers in the directory of the Michigan Association of the Teachers of Speech, 1952. A listing of these schools may be found in Appendix C.

Carruth's study, conducted in 1948-49, listed every accredited public high school in Michigan having one or more courses in speech for academic credit together with the course title and the name of the speech teacher. The annual directory of the Michigan Association of the Teachers of Speech lists those teachers of speech in Michigan who are currently active, dues-paying members of the Association.

The A, B, and C classification of the high schools was adopted from the Michigan High School Athletic Association. This classification is determined by the enrollment of the

¹ Hayden Carruth. "Curricular Speech in Michigan High Schools, 1948-49." (A pamphlet of eleven pages listing the school, enrollment, speech courses, classification and teacher), University of Michigan, 1950.

school: A Schools - 800 and over; B Schools - 325 to 799; C Schools - 150 to 324; and D Schools - under 150. For purposes of limitation, class D schools were not included in this study because only a very small number of schools in this class were found to include speech in their curriculum.² Because the speech offerings in these schools were very limited, many offering only one speech course in alternate years, these schools were not considered to have active and significant speech programs.

In order to get a sampling of information from a wide area, the questionnaire was sent to high schools throughout the state of Michigan. It happens, however, that a greater number of Class A schools are located in and around Wayne County than elsewhere in Michigan. A map indicating the areas of the state contacted may be found in Appendix E.

A personal letter, accompanying the questionnaire form, was sent directly to the speech teachers to explain the purpose of the questionnaire and to solicit their cooperation in furnishing the data requested. A copy of this letter may be found in Appendix A.

The questionnaire consisted of twenty-five items divided into seven subject areas, six of which dealt

2 Loc. cit.

specifically with some phase of audio-visual education as related to the speech field, and one which was devoted to general information concerning the school system as a whole.

The subject areas of the questionnaire were:

- I General Information (Items 1-4)
 Location
 Name of School
 Administration
 Enrollment
- II Training of Speech Teachers in the Audio-
 Visual Field (Items 5-7)
 Teaching Assignment
 Audio-Visual Training
 Teacher Training Programs in System
- III Audio-Visual Information and Publications
 (Items 8-10)
 Access to Audio-Visual Publications
 Schools Subscribing to Audio-Visual
 Material
 Knowledge of Audio-Visual Sources
- IV Particular Problems Encountered by Speech
 Teachers in the Use and Procurement of
 Audio-Visual Aids (Item 11)
 This item requested information reveal-
 ing personal problems encountered.
- V Availability of Audio-Visual Materials, i.e.,
 Ordering, Administration, Audio-Visual
 Centers, School Plant, and Operation of
 Equipment. (Items 12-21)
- VI Use and Ownership of Audio-Visual Aids in
 the High Schools. (Items 23-24)
 A check list was provided consisting
 of the more common types of audio-visual
 equipment. The informant was requested
 to check this list both for use and
 ownership of the audio-visual items.
- VII Courses Comprising the Speech Curriculum
 of the High School. (Item 22)
 A check list was provided consisting of
 various types of speech education, i.e.,
 dramatics, public speaking, debate, radio.

A copy of the questionnaire may be found in Appendix B.

Upon return of the questionnaires, the number of responses to the items were recorded on a master sheet and the total responses to each of the questionnaire items were also recorded.

The percentage value of each item was then determined based upon the total number of responses. In addition, the returns received from the three classes of schools, (A,B, and C) were recorded separately in order to determine likenesses or contrasts among the schools, their relative interests in the audio-visual field, to compare speech offerings of the curriculum, to discover the types of audio-visual equipment used and owned and the extent of knowledge of audio-visual materials and methods. This was done in order to discover if the size, or classification of the school had any significant bearing on the responses to the questionnaire items. A list of the schools which returned the questionnaire may be found in Appendix C.

Since the respondents were not asked specifically to state why their situations with reference to audio-visual aids were as they were, no systematic attempt to establish causal relationships will be made. Several respondents did add some explanatory statements which does make it possible to infer several of such relationships to a limited extent.

Chapter III will present an analysis and interpretation of the responses on the questionnaires which were returned.

CHAPTER III

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter will present an analysis and interpretation of the results obtained from tabulating the answers to each question. The questions from the questionnaire will be listed in the same numerical order as they appeared on the questionnaire. The form of the question, too, will be retained in this chapter as it was on the questionnaire except in a few instances where readability suggests a simpler form of statement.

Two-hundred and fifty questionnaires were mailed during April, 1953, and the responses to them were recorded until June 15, 1953, the end of the public school year in most systems in the state. No questionnaires were received after that date. Ninety-six were returned within the time limit previously specified.

An analysis of the ninety-six returned questionnaires shows that they were distributed according to the classification of schools as follows:

- A schools - 26
- B schools - 26
- C schools - 23

Schools not including speech in their curriculum but returning the questionnaire - 6

Questionnaires returned unanswered because of the absence of the speech teacher - 15 (Nine schools indicated that the speech teacher was away on leave, and six schools reported the discontinuance of their speech programs).

A detailed listing of these schools and their geographical locations can be found in Appendices C and D.

Questions One, Two, and Three, indicating name of school, location of school, and number of pupils enrolled in each are omitted out of respect for the confidential nature of the material which the cooperating schools supplied.

4. Types of administration: (i.e., is the school system of a city, district, or consolidated type?)

Total:	City:	64%
	District:	21%
	Consolidated:	15%
A Schools:	City:	96%
	District:	4%
	Consolidated	0%
B Schools:	City:	65%
	District:	15%
	Consolidated:	20%
C Schools:	City:	21%
	District:	52%
	Consolidated:	27%

5. Do speech teachers teach only speech classes?

Total :	Yes:	23%
	No :	77%
A Schools:	Only speech:	35%
	Combination:	65%
B Schools:	Only speech:	30%
	Combination:	70%
C Schools:	Only speech:	4%
	Combination:	96%

It will be noted that only a small percentage of speech teachers in Michigan's secondary schools teach only speech. Apparently the smaller schools have very limited offerings in speech in their curricula. The A and B schools seem nearly equally aware of the significance of speech in the lives of their students and apparently are more able to make training in this area available to their students.

The C schools, however, are significantly less capable of providing this opportunity. The 4% of the C schools which do have speech courses are in the Detroit area. This may suggest that the proximity of larger schools does influence the offerings in the smaller schools.

A subsidiary question under Question Five was:

Is speech taught in combination with other subjects?
If so, please list the courses.

Courses Taught in Combination

With Speech

Course	A School	B School	C School	Total
English	16	14	15	45
History	--	1	3	4
Languages	--	1	2	3
Social Studies	--	3	--	3
Civics	--	--	2	2
Biology	--	--	1	1
Driver Education	--	--	1	1
Communications	1	--	--	1
Music	--	--	1	1
Journalism	--	--	1	1
Commercial	1	--	--	1
Art	--	1	--	1
Literature	--	--	1	1

This tabulation shows that English is most frequently taught in combination with speech. It may also be noted that the greatest diversity of subject matter appears in the C schools.

Since the purpose of this study was to discover the extent to which speech teachers use audio-visual aids in their classes, this question was designed to determine the percentage of time the speech teacher devotes to teaching other subjects, or to discover whether the person teaching speech was primarily qualified in other subject matter areas.

The reasons for these combinations were not given and any attempt to ascribe reasons would now be pure conjecture.

6. Have you (speech teacher) taken any audio-visual courses during your own academic training?

Total:	Yes:	30%
	No :	70%

A Schools:	Yes:	35%
	No :	65%

B Schools:	Yes:	35%
	No :	65%

C Schools:	Yes:	17%
	No :	83%

While the lack of audio-visual training is evident from these figures, some respondents did indicate some interest by stating that they were aware of the availability of an extension course in audio-visual aids from Wayne University.

The fact that C schools reported only one-half as great a percentage of affirmative replies as did the A and B schools is significant, because it shows that these schools have fewer speech teachers, percentage-wise, who have had any formal course work in audio-visual methods of instruction.

7. Is there any type of teacher training program in the use of audio-visual aids available in your school system?

Total:	Yes:	30%
	No :	70%
A Schools:	Yes:	46%
	No :	54%
B Schools:	Yes:	27%
	No :	73%
C Schools:	Yes:	17%
	No :	83%

The larger schools appear to be incorporating audio-visual training programs into their systems. Again the C schools report the smallest percentage of affirmative responses which indicates that these schools are doing less in the field of audio-visual training programs than are the A and B schools. In view of the information obtained by this study this present situation may result from a lack of available extension courses to C school personnel, a lack of funds in the system to provide such audio-visual training courses, or the location of audio-visual and extension centers. Usually these centers are near the larger cities so that the distance from the smaller schools to such centers is great enough to make active participation on the part of C school personnel excessively difficult.

7.a. Have you (speech teacher) taken this course?

Total:	Yes:	43%	Number of Teachers
	No :	57%	
A Schools:	Yes:	25%	3
	No :	75%	9
B Schools:	Yes:	71%	5
	No :	29%	2
C Schools:	Yes:	50%	2
	No :	50%	2

These percentages are based upon the number reporting the availability of in-service training programs as reported in Question Seven. In other words, 43% of the 30% who said in Question Seven that an in-service training course was available, or, 12.9% of the total number who returned the questionnaire, have taken a course in audio-visual aids on an in-service basis.

The fact that audio-visual training is not required for teachers' certification and that in some universities and colleges such a course is probably a recent addition to the list of educational offerings provides a partial explanation here.

The fact that B schools report the highest percentage of speech teachers who take such an in-service course, the C schools the next largest, and the A schools the least reveals a seemingly greater current interest in audio-visual training in the medium-sized and smaller schools. Question Six indicates that fewer teachers in the C schools have had

such courses in college and that equal percentages of B and A school speech teachers have been so trained. Here it is revealed that in the B schools far more speech teachers are taking this in-service course than are in the A schools.

In light of these observations, the questions arise, are B schools' teachers represented by these returned questionnaires more desirous of self-improvement than those in the A schools? Is there more pressure on teachers in smaller systems to improve the quality of their teaching through such training programs? Do these B and C school teachers have fewer extra-curricular obligations so as to enable them to devote time to taking such courses? Due to the limitations of this study and to the fact that many other factors, such as age and length of service are involved, answers to these questions cannot be supplied by the data obtained by the questionnaire.

8. Do speech teachers in your school have access to professional books and magazines on audio-visual aids?

Total:	Yes:	89%
	No :	11%
A Schools:	Yes:	92%
	No :	8%
B Schools:	Yes:	88%
	No :	12%
C Schools:	Yes:	87%
	No :	13%

The high percentage of affirmative answers indicate that teachers do have access to audio-visual literature.

The difference between the A and C schools here is considerably smaller than it is on questions already noted.

9. Does your school's library subscribe to any audio-visual publications such as Educational Screen, Audio-Visual Film Catalogs, etc.?

Total:	Yes:	52%
	No :	23%
	Not answering:	25%
A Schools:	Yes:	54%
	No :	46%
B Schools:	Yes:	50%
	No :	19%
	Not answering:	31%
C Schools:	Yes:	43%
	No :	39%
	Not answering:	18%

At least half of the A and B schools make available some professional literature on audio-visual aids to their teaching staff. While C schools may be lacking some resources, they do compare favorably on this item. The fact that 25% of the returns failed to include a response to this item does distort the picture sufficiently so that one cannot say what is the true status.

Though 89% of the teachers report the availability of audio-visual literature (Question Eight), only 52% of the schools' libraries subscribe to any such journals, (Question Nine). These figures suggest that acquisition of audio-visual literature is achieved through some means other than school library facilities or that the smaller

number of responses to this item fail to reflect an accurate picture.

10. Are teachers informed as to the main sources of audio-visual materials in Michigan?

Total:	Yes:	85%
	No :	11%
	Not answering:	4%
A Schools:	Yes:	81%
	No :	19%
B Schools:	Yes:	94%
	No :	3%
	Not answering:	3%
C Schools:	Yes:	83%
	No :	13%
	Not answering:	4%

A large majority of speech teachers are aware of sources of materials in Michigan. The high percentage of affirmative answers to this item is probably dependent upon interest or upon the fact that audio-visual centers in Michigan frequently offer free information on audio-visual publications and thereby make this literature easily available.

Are teachers informed as to the out-of-state sources of audio-visual aids?

Total:	Yes:	58%
	No :	39%
	Not answering:	3%
A Schools:	Yes:	31%
	No :	69%

B Schools:	Yes:	69%
	No :	31%
C Schools:	Yes:	39%
	No :	57%
	Not answering:	4%

The fact that B schools report such a high percentage of affirmative answers is surprising. However, a partial reason for this response may be dependent on Edgar Dale's "Ohio State Newsletter" which eight schools reported receiving. Neither the A or C schools reported receiving this publication. The "Newsletter" is an audio-visual publication in which Mr. Dale, a leading authority in the area of audio-visual aids, reports new trends in audio-visual methods of instruction, the availability of the newest audio-visual materials, film reviews, and a listing of audio-visual literature.

Another reason which may be in part responsible for this affirmative response is that various educational and audio-visual publications, i.e., The Speech Teacher, The English Journal, and The Blue Book of Films, include film reviews and sources of audio-visual materials. These publications are available to all schools and are made accessible to staff members either through library or departmental facilities.

Are teachers informed as to the commercial sources of audio-visual aids?

Total:	Yes:	29%
	No :	48%
	Not answering:	23%
A Schools:	Yes:	77%
	No :	23%
B Schools:	Yes:	65%
	No :	35%
C Schools:	Yes:	39%
	No :	56%
	Not answering:	4%

It appears that most of the Michigan speech teachers are informed as to the sources of audio-visual materials in Michigan, and to some extent to the out-of-state sources, i.e., university and college audio-visual centers, and mailing services. However, a lack of knowledge of the commercial audio-visual field is perhaps indicated by the number of negative replies, and possibly by the failure to answer this question at all.

The apparent lack of knowledge on the part of the C school teachers about commercial sources may possibly result from limited budgets, perhaps so limited as to make even rental fees prohibitive.

A comparison of those teachers who teach only speech with those who teach speech in combination with other subject matter reveals that while 75% of the teachers who teach only speech are informed as to sources of audio-visual

aids and materials, 85% of the part time speech teachers receive such information.

The reasons for this difference may be that for the most part teachers who teach only speech are employed by the larger systems where audio-visual centers are more often available. They do not receive audio-visual information directly; rather it is procured through department heads, personal request, or bulletins. Teachers in smaller systems, who teach speech in combination with other subject matter, receive audio-visual information directly through their school because of the lack of a central audio-visual center. A smaller staff eliminates "channeling", enables more direct requests, and results in fewer demands for such materials.

11. What particular problems do speech teachers encounter in connection with procuring or using audio-visual equipment in speech classes?

There were forty-two responses to the item.

They are tabulated below:

PROBLEM	TOTAL	A SCHOOLS	B SCHOOLS	C SCHOOLS
a. Room difficulty.	10		6	4
b. High expense of audio-visual material.	8	3	2	3
c. Lack of films on a desired topic.	8	3	2	3
d. Material failing to arrive on schedule.	4	1	3	
e. Audio-visual aids not meeting the required standard of the teacher.	3	1	2	
f. Inadequate equipment in school plant.	3	1	2	
g. Difficulty in the scheduling of films.	3	1	1	1
h. Lack of variety in material available.	1	1		
i. Time problem with the recording of student voices.	1		1	
j. Inadequacy of staff in charge of audio-visual aids.	<u>1</u> 42	1		

Room difficulty was reported as the most frequent problem. "Room difficulty" here means that there is no available room at the desired hour, conditions are crowded, or there is no classroom designed solely for audio-visual purposes. It is of interest that no A school listed "room difficulty" as a problem. Because A schools are generally constructed for use by more students and for more purposes than are B or C schools, more ample facilities are available, i.e., workshops, projection rooms, and laboratories.

It may be noted that "high expense of audio-visual material", and "lack of films on a desired topic" received an equal listing by the three classes of schools and indicates that these problems are not peculiar to one group of schools in particular.

A break-down of these forty-two responses reveals that thirty-one problems were listed by part-time speech teachers as compared with eleven responses noted by those teachers who teach only speech.

These thirty-one responses were received, for the most part, from the smaller school systems in the state. Their most prevalent problems appear to be budgetary allotments for the procurement of audio-visual materials, available classroom for the use of certain aids and materials, and the ordering of audio-visual aids. Those teachers who teach only speech list room difficulty and lack of materials on

desired topics as the most prevalent problems.

Again this suggests that the presence of a centrally located audio-visual center is in part responsible for the break-down of these responses. The larger systems have, in most cases, access to audio-visual aids through a nearby audio-visual center, while the smaller schools must procure audio-visual materials from sources which expense makes prohibitive, or of such a distance that active use cannot be accurately scheduled.

The lack of rooms to be used for audio-visual activities is a problem listed by both full-time and part-time speech teachers. The increase in school enrollment may be responsible for this difficulty. As reported by several respondents, the greater number of pupils necessitates the utilization of all available space for classroom purposes, and the setting aside of one room for audio-visual activities is rather difficult in view of the present conditions.

12. Do you have any annual budgetary allotment for procuring audio-visual materials and equipment especially for speech classes?

Total:	Yes:	30%
	No :	68%
	Not answering:	2%
A Schools:	Yes:	77%
	No :	23%
B Schools:	Yes:	38%
	No :	62%

C Schools: Yes: 26%
No : 70%
Not answering: 4%

The larger schools and city systems are far ahead of the B and C schools on this item. Several schools reported a budgetary allowance allotted to a department, such as English, history, or speech, for expenditure as needed.

Those who responded in the affirmative did not list amounts which are being spent annually for audio-visual materials.

A comparison of those teachers who teach speech and other subject matter with teachers who teach only speech reveals that while 40% of the latter report budgetary allotments designated specifically for use by the speech classes, 50% of the part-time speech teachers are allotted funds for this purpose.

The larger schools whose teachers are employed to teach only speech usually have access to an audio-visual center from which materials may be procured at less cost than the smaller systems who must order or rent their material directly from sources often a greater distance from the school hence making the expense prohibitive in some instances. This factor may explain the need for the increased budgetary allowances in the smaller schools.

13. Is the material easily ordered?

Total:	Yes:	81%
	No :	17%
	Not answering:	2%
A Schools:	Yes:	81%
	No :	19%
B Schools:	Yes:	88%
	No :	12%
C Schools:	Yes:	70%
	No :	20%
	Not answering:	10%

"Easily ordered" as used in the questionnaire pertains to the ordering of audio-visual materials from audio-visual centers, or commercial companies and includes rental costs, delivery services, and variety of material available. The two percent who did not answer this item may have misunderstood the question or have an arrangement whereby the ordering of audio-visual materials is handled by an audio-visual director who represents the classroom teachers. The individual teachers, then, have little knowledge of the procedure involved.

The responses suggest at least that the details of ordering are not keeping speech teachers from using aids more frequently. The difficulties listed under Question Eleven probably reflect actual conditions accurately in this regard.

14. Is there a central audio-visual center available within the school district?

Total:	Yes:	67%
	No :	33%
A Schools:	Yes:	73%
	No :	27%
B Schools:	Yes:	54%
	No :	46%
C Schools:	Yes:	27%
	No :	73%

At least 50% of the schools report the availability of centrally located audio-visual centers, e.g., the Lawton Avenue Public Library, Detroit; Saginaw County Audio-Visual Education Center, Saginaw; South Oakland Film Library, Royal Oak; Audio-Visual Center, Grand Rapids Board of Education, Grand Rapids.

Again the C schools compare less favorably with the larger systems. The response to this item is largely dependent upon geographic location, i.e., the metropolitan areas are more inclined to provide facilities for audio-visual centers than are the outlying districts.

15. Does your school have a director of audio-visual aids?

Total:	Yes:	70%
	No :	30%
A Schools:	Yes:	85%
	No :	15%
B Schools:	Yes:	65%
	No :	35%

C Schools: Yes: 57%
No : 43%

The word "director" as used in this item is to be interpreted as one individual who is in charge of audio-visual equipment and activities such as ordering, purchasing, or who serves as a consultant.

As compared with the total responses to Questions Seven and Twelve, this 70% affirmative response concerning an audio-visual director is of interest. Question Seven, regarding teacher training programs, revealed a total affirmative response of only 30% as did Question Twelve which asked about the availability of budgetary allotments for audio-visual aids. However, the lack of teacher training programs and budgetary allotments is evident as noted by the percentages listed. Hence the status of the audio-visual "director" is to be questioned.

16. Are speech teachers encouraged to use a variety of audio-visual materials in their instruction, such as films, slides, recordings, tape recordings, etc.?

Total: Yes: 82%
No : 16%
Not answering: 2%

A Schools: Yes: 81%
No : 19%

B Schools: Yes: 79%
No : 19%
Not answering: 2%

C Schools: Yes: 83%
No : 13%
Not answering: 4%

The affirmative response indicates that speech teachers are encouraged, likely by department heads or principals, to use a variety of audio-visual materials in their instruction.

A comparison with the total responses to Questions Seven, Eight, Nine, Twelve, and Fifteen indicates that though speech teachers are encouraged to use a variety of audio-visual materials, have access to books and other audio-visual literature, and often have a director of audio-visual aids, budgetary allowances and teacher training programs are extremely limited. Apparently it is not lack of interest on the part of the schools which limits the use of audio-visual aids; the reasons lie elsewhere.

17. Do speech teachers participate in the selection of audio-visual aids and equipment for their speech courses?

Total:	Yes:	93%
	No :	7%
A Schools:	Yes:	92%
	No :	8%
B Schools:	Yes:	92%
	No :	8%
C Schools:	Yes:	96%
	No :	4%

As shown by the high percentage of affirmative answers speech teachers do participate in the selection of audio-visual aids.

A comparison with Question Sixteen perhaps implies that though speech teachers do participate in the selection, i.e., request certain materials and preview films, more of them request such audio-visual aids than are encouraged to use them. In this they are in advance of their administrative superiors and their budgetary allotments.

18. Are facilities provided for the preparation of flat pictures, stencils, hand-made slides, and other such materials?

Total:	Yes:	31%	
	No :	65%	
	Not answering:	4%	
A Schools:	Yes:	46%	
	No :	54%	
B Schools:	Yes:	42%	
	No :	58%	
C Schools:	Yes:	22%	
	No :	61%	
	Not answering:	17%	

The replies to this item point out that the greater number of schools do not have special facilities for the preparation of audio-visual aids.

A comparison of these responses with those to Question Sixteen indicates that though teachers are encouraged to use audio-visual aids in their instruction, physical facilities for their preparation are very limited. This fact

shows that it is not interest which limits the use of audio-visual aids in Michigan's secondary schools.

19. Do speech teachers know how to operate the various types of audio-visual equipment such as, motion picture projectors, and recorders?

Total:	Yes:	77%
	No :	23%

A Schools:	Yes:	73%
	No :	27%

B Schools:	Yes:	81%
	No :	19%

C Schools:	Yes:	78%
	No :	22%

The responses indicate that most teachers know how to operate audio-visual equipment. However, it will be noted from Question Six that few teachers have taken any academic training in audio-visual aids, and from item Seven a. that a limited number of speech teachers have taken advantage of available in-service training programs. This comparison raises the question as to where teachers learned to operate audio-visual equipment. Perhaps it is a major function of the audio-visual director to teach the operation of equipment on an informal, individual basis, or it may be a self-learning process.

A comparison of those teachers who teach only speech and those who teach speech in combination with other subject matter reveals no significant difference in the percentages who can operate audio-visual equipment. Apparently those

teachers who have received their major academic training in speech have not received any more intensive study in the operation of audio-visual equipment than those persons majoring in some other area of academic training.

20. Is a special room available for the showing of films, slides, and other audio-visual activities?

Total:	Yes:	52%
	No :	48%
A Schools:	Yes:	65%
	No :	35%
B Schools:	Yes:	58%
	No :	42%
C Schools:	Yes:	48%
	No :	52%

Slightly more than half of the schools report the presence of a room specially designated and equipped for the showing of films and slides. The other schools are probably forced to utilize available facilities with whatever degree of success they can obtain.

Part-time speech teachers report the availability of specially designated audio-visual rooms in the same percentage as do those teachers who teach speech on a full time basis. This suggests that audio-visual room facilities are provided for the school as a whole and are not specially provided for any one department.

21. Is there one person who is designated to maintain the equipment?

Total:	Yes:	83%
	No :	17%
A Schools:	Yes:	88%
	No :	12%
B Schools:	Yes:	81%
	No :	19%
C Schools:	Yes:	83%
	No :	17%

The word "maintain" means to keep equipment in good repair. Many schools designate one or more persons to keep audio-visual equipment in repair.

Question Fifteen reported a total of 70% of the schools have a director of audio-visual aids. As compared with the response to Question Twenty-one this indicates that other individuals such as perhaps janitors, science or shop teachers have charge of equipment maintenance. A director of audio-visual aids does not always have this duty. No returned questionnaire indicated who this "maintenance man" might be.

22. The following chart, (page 45) indicates the number and type of speech courses offered in the A, B, and C schools.

Course	A Schools	B Schools	C Schools	Total
Debate	14	10	7	31
Public Speaking, including speech fundamentals.	25	22	17	64
Dramatics	21	18	8	47
Radio	16	7	4	27
Interpretation	4	3	7	14
Language Arts	2	3	--	5
Choral Reading	2	1	1	4
Television	3	--	--	3
Platform Speaking, more of a Business Speaking course.	1	--	--	1
General Speech	--	4	3	7
Advanced Public Speaking.	--	1	--	1

This chart shows, to the extent that it is representative of the secondary schools in Michigan, that a rather extensive speech training program is in operation in those schools. It shows further how extensive the opportunities are for using audio-visual aids in these classes and that there is a sizeable potential market for aids of various kinds. It also indicates that speech training is not left for mere club programs on an extra-curricular basis.

23. The following chart, (page 47) indicates the number of schools who use and own audio-visual equipment. In some instances, schools listed equipment as being used, but not owned. This may be explained in that many schools borrow or rent equipment from centrally located audio-visual centers.

There are instances of schools which, on the other hand, report that they own equipment but do not use it. Since this questionnaire was directed to speech teachers and not to the school as a whole, it is probable that speech teachers may not use this equipment, but that it is being used by other teachers in the school.

A comparison of the part-time and full-time speech teachers indicates that the status of the speech teacher has very little bearing on the types of equipment used and owned by the school. From this fact it would seem reasonable to infer that it is not the speech teacher upon whom the advancement in using such aids depends.

Use by Schools
Total A B C

Owned by Schools
Total A B C

Motion Pictures, Silent and Sound.	56	22	16	18
Slides and Still Pictures	35	15	11	9
Film Strips	36	14	11	11
Models and Mock-Ups	5	3	2	--
Charts and Flip Sheets	6	2	1	3
Maps	16	5	6	5
Opaque Projectors	21	9	6	6
Stereoscopes	4	1	3	--
Television Sets	9	5	1	3
Vu-Graphs, Overhead Projectors	2	1	--	1
Slide Projectors	27	11	9	7
Motion Picture Projectors	47	20	13	14
Wire or Tape Recorders	50	23	18	19
Microphones	49	18	17	14
Record Players	58	23	19	16
Screens	37	14	13	10
Radios	37	15	13	9
Blackboards	61	24	18	19
Bulletin Boards	55	20	18	17
Tachistoscopes	1	1	--	--
Paper Disc Recorder	1	--	1	--

40	13	13	14
27	8	10	9
27	7	10	10
5	3	2	--
5	2	1	2
17	6	6	5
21	10	5	6
5	2	3	--
6	5	1	--
2	1	--	1
27	11	9	7
48	20	13	15
48	23	18	17
50	20	17	13
57	22	19	16
38	15	13	10
39	18	13	8
61	23	19	19
55	20	18	17
1	1	--	--
1	--	1	--

24. How often are audio-visual aids used by the speech classes?

Totals: 5 schools reported daily use.
 17 schools reported weekly use.
 20 schools reported monthly use.
 24 schools reported use when needed.
 1 school reported that audio-visual aids
 are seldom used.
 3 schools did not answer this question.
 75

A Schools: Daily use: 3
 Weekly use: 7
 Monthly use: 3
 As needed: 10
 Not answering: 3

B Schools: Daily use: 1
 Weekly use: 6
 Monthly use: 9
 As needed: 9
 Seldom: 1

C Schools: Daily use: 1
 Weekly use: 4
 Monthly use: 8
 As Needed: 5
 Not answering: 5

These responses indicate that "need" most influences the use of audio-visual aids in speech classes. Most teachers do not plan their class activities around visual aids but plan the use of the aids in relation to the activities.

Both full-time speech teachers and those who teach speech in combination with other subject matter report that "need" is the basis on which audio-visual aids are utilized.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND

SUGGESTIONS FOR FURTHER STUDY

Summary. -- In summarizing the findings of this study, the following points can be made:

1. Only 23% of the Michigan speech teachers returning the questionnaire teach only speech. 77% of the teachers reported that speech is taught in combination with other subject matter which is not always a related field, i.e., speech and science, speech and driver training.

2. There is an apparent lack of teacher training in the audio-visual field. Only 30% of the respondents reported having taken any audio-visual courses during their own academic training. The availability of audio-visual training programs is reported by 30% of the speech teachers.

3. Teachers apparently have access to professional books and magazines on audio-visual aids as affirmative replies to this question were received from 89% of the speech teachers; however, only 52% of the school subscribe to audio-visual publications.

4. Michigan speech teachers are aware of the sources of audio-visual aids in Michigan as is evident from the 85% affirmative response to this question. However, knowledge

of the commercial and out-of-state sources of audio-visual aids is limited.

5. "Room difficulty" was listed as the most frequent problem by these Michigan speech teachers. "Room difficulty" means that there is no available room at the desired hour, conditions are crowded, or there is no classroom designed solely for audio-visual purposes.

6. Only 30% of the speech teachers reported that an annual budgetary allotment to be used for the procurement of audio-visual materials and equipment is available. Those who responded in the affirmative did not list amounts which are being spent annually for audio-visual materials.

7. It is reported that audio-visual aids are easily ordered from audio-visual centers.

8. The accessibility of audio-visual centers is reported by 6% of the schools. Smaller schools, or those lying outside of metropolitan areas, have fewer audio-visual centers than do the larger metropolitan area schools.

9. 70% of the schools responding reported the presence of an audio-visual director.

10. Michigan speech teachers are encouraged to use a variety of audio-visual materials and to participate in the selection of them as is shown by the affirmative responses of 82% and 93% respectively.

11. Physical facilities for the preparation and use of audio-visual aids are limited. This is evident from the fact that only 31% of the schools provide such facilities, and that few schools reported the availability of a specially designated room for the showing of films and use of recordings.

12. Michigan speech teachers, for the most part, do know how to operate various types of audio-visual equipment such as, motion picture projectors and recorders.

13. As is shown by the chart on page forty-five, speech in Michigan is not thought of as only an extra-curricular activity. There is a rather wide variety of speech offerings available to pupils in the Michigan high schools as is evident from the speech courses offered in the A and B class schools.

14. Need for audio-visual aids is the most frequent basis for using or wanting to use such helps in the classroom.

Conclusions. -- Though an interest in audio-visual aids as a part of speech education is shown by this study, there are areas which call for revision if audio-visual aids are to be utilized to the best advantage in the speech education programs in the Michigan high schools.

The lack of teacher training in audio-visual aids is apparent. Only one-third of the respondents reported having taken any audio-visual courses during their own academic training. There is also an obvious lack of in-service audio-visual training programs available to speech

teachers as is evident from the affirmative response of only 30% regarding this item. However, if audio-visual aids are to be used more widely in speech programs, in-service training in audio-visual aids must be made accessible to the speech teachers.

Most teachers reported the availability of audio-visual literature. However, only slightly more than half of the schools' libraries subscribe to such materials. This perhaps indicates effort by teachers in the procurement of such literature. Although most teachers appear to have access to some audio-visual publications, information about out-of-state and commercial sources of audio-visual aids, materials, and literature is lacking in a high percentage of instances. The cost of such materials, too, appears to be a deterring factor. However, if a more active use of audio-visual aids in speech education is to be realized, teachers must be provided with means for acquiring such publications and materials.

As is indicated by the findings of the study, budgetary allotments for the procurement of audio-visual aids and materials appear to be rather limited. Only a third of the respondents replied affirmatively to the question of, "...do you have any annual budgetary allotment for the procurement of audio-visual aids for speech classes...." This suggests that schools are limited in audio-visual expansion because of budgetary limitations.

The larger school systems in the state appear to have definite advantages in the field of audio-visual education. This advantage is particularly noticeable in the physical facilities provided, budgetary allotments, and teacher training.

Since no other studies of the extent to which audio-visual aids are used in speech classes in other states have been discovered, no comparison can be drawn in order to ascertain how Michigan ranks with other states in the use of audio-visual aids as a part of speech education. Nevertheless, the data obtained in this study indicate that in Michigan there is opportunity for improvement, for example, in training teachers to use audio-visual aids effectively, and in providing funds for the procurement of such aids. On the other hand, it is encouraging to discover that many teachers do use these aids, some of them very frequently, and that probably even a larger number are interested in using them, even though certain obstacles currently prevent them from doing so.

Suggestions for further study.-- In the light of the findings of this study, certain topics for further investigation in the field of audio-visual aids as a part of speech education are suggested:

1. A study of the extent to which training in the use of audio-visual aids is part of the degree and certification program of prospective teachers.

2. A study of the in-service teacher training programs in audio-visual aids offered by school systems throughout the state of Michigan.

3. A study of the audio-visual materials available for speech education programs on the secondary level.

4. A study determining the value of certain audio-visual aids in various areas of speech training.

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APPENDICES

APPENDIX A

Letter sent to the speech teachers
explaining the questionnaire and
to solicit their cooperation in
furnishing the data requested.

MICHIGAN STATE COLLEGE
EAST LANSING

Appendix A:

57

SCHOOL OF SCIENCE AND ARTS
DEPARTMENT OF SPEECH, DRAMATICS,
AND RADIO EDUCATION

Date _____

Mr. _____
School _____
Location _____

Dear _____:

In connection with certain research activities being done in the Michigan State College Speech Department, I am conducting a study regarding the use of audio-visual aids in the speech classes of the Michigan high schools.

To complete this study, it is necessary to discover to what extent audio-visual aids are being used in the speech area. Will you, then, be kind enough to fill out the enclosed questionnaire and return it to me at your earliest convenience?

Thank you for your cooperation.

Very truly yours,

Mrs. Barbara Shirley

APPENDIX B

Appendix B :

AUDIO-VISUAL AIDS IN SPEECH

QUESTIONNAIRE

1. Name of school _____
2. Location _____
3. Type of administration.... City _____ District _____
Consolidated _____ Other, please explain _____
4. Total school enrollment _____
5. Do speech teachers teach only speech classes? _____
Combination? _____ If so, what subjects? _____
6. Have you taken any audio-visual courses during your
own academic training? _____ If so, please indicate
the title of the courses.

Where were they taken? _____ When? _____
7. Is there any type of teacher training program in the
use of audio-visual aids available in your school
system? _____ Have you taken this course? _____
If so, please give details, i.e., does the course
cover equipment operation, selection of films, etc.
8. Do speech teachers in your school have access to
professional books and magazines on audio-visual aids?

9. Does your school library subscribe to any audio-visual
publications, such as Educational Screen, Audio-Visual
Film Catalogs, etc.? _____ If so, please indicate
titles.
10. Are teachers informed as to the main sources of audio-
visual materials in Michigan? _____ Out of State? _____
Commercial? _____

11. What particular problems do you encounter in connection with procuring or using audio-visual equipment in speech classes?
12. Do you have any annual budgetary allotment for procuring audio-visual materials and equipment especially for speech classes? _____
13. Is the material easily ordered? _____
14. Is there a central audio-visual center available within the school district? _____ If so, where?
15. Does your school have a director of audio-visual aids?

16. Are speech teachers encouraged to use a variety of audio-visual materials in their instruction, such as films, slides, recordings, tape recordings, etc.? _____
17. Do speech teachers participate in the selection of audio-visual aids and equipment for their speech courses? _____
If not, who does? _____
18. Are facilities provided for the preparation of flat pictures, stencils, handmade slides, and other such materials? _____
19. Do speech teachers know how to operate the various types of audio-visual equipment such as: motion picture projectors, recorders, etc.? _____
20. Is a special room available for the showing of films, slides, etc.? _____
21. Is there one person who is designated to maintain the equipment? _____ If not, how is maintenance handled?

22. Please check the speech courses which are offered in your school, also number of semesters taught, and number of classes in each course.

Course	No. of Semesters Taught	No. of Classes In Each Course
Debate		
Public Speaking		
Dramatics		
Radio		
Interpretation		
Language Arts		
Choral Reading		
Television		
Others, please explain		

23. Please place a check to the right of the types of audio-visual equipment which are used in your speech classes. If equipment is owned by the school, also place a check to the left of the list.

<input type="checkbox"/>	Motion pictures, silent and sound	<input type="checkbox"/>
<input type="checkbox"/>	Slides and Still pictures	<input type="checkbox"/>
<input type="checkbox"/>	Film Strips	<input type="checkbox"/>
<input type="checkbox"/>	Models and Mock-Ups	<input type="checkbox"/>
<input type="checkbox"/>	Charts and Flip Sheets	<input type="checkbox"/>
<input type="checkbox"/>	Maps	<input type="checkbox"/>
<input type="checkbox"/>	Opaque Projectors	<input type="checkbox"/>
<input type="checkbox"/>	Stereoscopes	<input type="checkbox"/>
<input type="checkbox"/>	Television Sets	<input type="checkbox"/>
<input type="checkbox"/>	Blackboards	<input type="checkbox"/>
<input type="checkbox"/>	Vu-Graphs, Overhead Projectors	<input type="checkbox"/>
<input type="checkbox"/>	Slide Projectors	<input type="checkbox"/>
<input type="checkbox"/>	Motion Picture Projectors	<input type="checkbox"/>
<input type="checkbox"/>	Wire or Tape Recorders	<input type="checkbox"/>
<input type="checkbox"/>	Microphones	<input type="checkbox"/>
<input type="checkbox"/>	Record Players, 2 speed	<input type="checkbox"/>
<input type="checkbox"/>	Record Players, 1 speed	<input type="checkbox"/>
<input type="checkbox"/>	Screens	<input type="checkbox"/>
<input type="checkbox"/>	Radios	<input type="checkbox"/>
<input type="checkbox"/>	Bulletin Boards	<input type="checkbox"/>

24. How often are audio-visual aids used in the speech classes?
 Daily? _____ Bi-Weekly? _____ Weekly? _____ Monthly? _____
 Other? Please explain _____

25. Any additional information which you might like to add will be gratefully received.

APPENDIX C

Appendix C

List of Schools to Which the Questionnaire Was Sent

* Indicates Those Schools Which Returned the Questionnaire

Adrian High School	Adrian, Michigan
Washington Gardner High School	Albion, Michigan
*Algonac High School	Algonac, Michigan
Allegan High School	Allegan, Michigan
Alma High School	Alma, Michigan
Almont High School	Almont, Michigan
*Alpena High School	Alpena, Michigan
Avondale High School	Auburn Heights, Michigan
Bad Axe High School	Bad Axe, Michigan
Bangor High School	Bangor, Michigan
Central High School	Battle Creek, Michigan
Lakeview High School	Battle Creek, Michigan
Central High School	Bay City, Michigan
*Handy High School	Bay City, Michigan
Belding High School	Belding, Michigan
Belleville High School	Belleville, Michigan
Bellevue High School	Bellevue, Michigan
*Benton Harbor High School	Benton Harbor, Michigan
*Berkeley High School	Berkeley, Michigan
Berrien Springs High School	Berrien Springs, Michigan
Birmingham High School	Birmingham, Michigan
Blissfield High School	Blissfield, Michigan
Bloomington High School	Bloomington, Michigan
Boyne City High School	Boyne City, Michigan
Brighton High School	Brighton, Michigan
Buchanan High School	Buchanan, Michigan
Byron Center High School	Byron Center, Michigan
Cadillac High School	Cadillac, Michigan
Caledonia High School	Caledonia, Michigan
Calumet High School	Calumet, Michigan
Carson City High School	Carson City, Michigan
Cass City High School	Cass City, Michigan
Cassopolis High School	Cassopolis, Michigan
Cedar Springs High School	Cedar Springs, Michigan
Busch High School	Center Line, Michigan
Charlevoix High School	Charlevoix, Michigan
*Charlotte High School	Charlotte, Michigan
*Chelsea High School	Chelsea, Michigan
Clawson High School	Clawson, Michigan
*Clinton Public Schools	Clinton, Michigan
Clio High School	Clio, Michigan

*Fenton High School	Fenton, Michigan
Lincoln High School	Ferndale, Michigan
Flat Rock High School	Flat Rock, Michigan
*Beecher High School	Flint, Michigan
*Utley High School	Flint, Michigan
Bendle High School	Flint, Michigan
*Central High School	Flint, Michigan
Kearsley Agriculture High School	Flint, Michigan
Northern High School	Flint, Michigan
Flushing High School	Flushing, Michigan
Fremont High School	Fremont, Michigan
Gladwin High School	Gladwin, Michigan
Goodrich High School	Goodrich, Michigan
*Grand Blanc Township Schools	Grand Blanc, Michigan
*Grand Haven High Schools	Grand Haven, Michigan
*Grand Ledge High School	Grand Ledge, Michigan
*Central High School	Grand Rapids, Michigan
*Creston High School	Grand Rapids, Michigan
Goodwin Heights High School	Grand Rapids, Michigan
Kellogsville High School	Grand Rapids, Michigan
Lee High School	Grand Rapids, Michigan
*Ottawa Hills High School	Grand Rapids, Michigan
*South High School	Grand Rapids, Michigan
Union High School	Grand Rapids, Michigan
*Wyoming Park High School	Grand Rapids, Michigan
Grandville High School	Grandville, Michigan
*Greenville High School	Greenville, Michigan
Grosse Ile High School	Grosse Ile, Michigan
Grosse Pointe High School	Grosse Pointe, Michigan
Hamtramack High School	Hamtramack, Michigan
Hancock High School	Hancock, Michigan
Harbor Beach High School	Harbor Beach, Michigan
Harbor Springs High School	Harbor Springs, Michigan
*Hart Public Schools	Hart, Michigan
*Hastings High School	Hastings, Michigan
*Hazel Park High School	Hazel Park, Michigan
Hickory Corners Public Schools	Hickory Corners, Michigan
*Highland Park High School	Highland Park, Michigan
Hillman High School	Hillman, Michigan
*Hillsdale High School	Hillsdale, Michigan
*Holland High School	Holland, Michigan
Holt High School	Holt, Michigan
Homer Public Schools	Homer, Michigan
Howell High School	Howell, Michigan
*Hudsonville High School	Hudsonville, Michigan
*Imlay City High School	Imlay City, Michigan
Inkster High School	Inkster, Michigan
Roosevelt High School	Inkster, Michigan

Ionia High School	Ionia, Michigan
Iron Mountain Senior High School	Iron Mountain, Michigan
Jackson High School	Jackson, Michigan
*East Jackson High School	Jackson, Michigan
Vandercook Lake High School	Jackson, Michigan
*Kalamazoo Central High School	Kalamazoo, Michigan
Kalkaska High School	Kalkaska, Michigan
Keego Harbor High School	Keego Harbor, Michigan
*Kelloggsville High School	Kelloggsville, Michigan
Kingsford High School	Kingsford, Michigan
*Lake City High School	Lake City, Michigan
Lake Linden-Hubbel High School	Lake Linden, Michigan
Lake Orion High School	Lake Orion, Michigan
Lakeview High School	Lakeview, Michigan
Lambertville High School	Lambertville, Michigan
*Eastern High School	Lansing, Michigan
*Sexton High School	Lansing, Michigan
Lapeer High School	Lapeer, Michigan
Leslie High School	Leslie, Michigan
*Lincoln Park High School	Lincoln Park, Michigan
Ludington High School	Ludington, Michigan
Manistique High School	Manistique, Michigan
Marine City High School	Marine City, Michigan
*Graveraet High School	Marquette, Michigan
Marshall High School	Marshall, Michigan
Mason High School	Mason, Michigan
Melvindale High School	Melvindale, Michigan
Mendon High School	Mendon, Michigan
Menominee High School	Menominee, Michigan
*Middleville High School	Middleville, Michigan
Midland High School	Midland, Michigan
Milan High School	Milan, Michigan
Milford High School	Milford, Michigan
*Monroe High School	Monroe, Michigan
*Montrose High School	Montrose, Michigan
*Morenci High School	Morenci, Michigan
*Mount Clemens High School	Mount Clemens, Michigan
*Mount Morris High School	Mount Morris, Michigan
Mount Pleasant High School	Mount Pleasant, Michigan
Munising High School	Munising, Michigan
*Muskegon High School	Muskegon, Michigan
*North Muskegon High School	Muskegon, Michigan
*Muskegon Heights High School	Muskegon, Michigan
*Nashville High School	Nashville, Michigan
Newaygo High School	Newaygo, Michigan
*New Haven High School	New Haven, Michigan
Niles High School	Niles, Michigan
North Branch High School	North Branch, Michigan

Northville High School
 Okemos High School
 Ontonagon High School
 Ortonville, High School
 *Otsego High School
 *Owosso High School
 *Oxford High School
 Paw Paw High School
 Perry High School
 Petoskey High School
 *Plainwell High School
 *Plymouth High School
 *Pontiac High School
 *Port Huron High School
 *Quincy High School
 *Reed City High School
 *Redford High School
 Richmond High School
 River Rouge High School
 Rochester High School
 Rockford High School
 *Rogers City Township Schools
 *Romeo High School
 Romulus High School
 *Roseville High School
 Royal Oak High School
 Madison High School
 *Arthur Hill High School
 *Saginaw High School
 St. Clair High School
 *Lake Shore High School
 South Lake High School
 St. Johns High School
 St. Joseph High School
 St. Louis High School
 Saline High School
 Sanduskey High School
 *Saulte St. Marie High School
 Scottville High School
 Shelby High School
 Shepherd High School
 *South Haven High School
 Sparta High School
 Stambaugh High School
 Stephenson High School
 Stockbridge High School
 Sturgis High School
 *Tecumseh High School

Northville, Michigan
 Okemos, Michigan
 Ontonagon, Michigan
 Ortonville, Michigan
 Otsego, Michigan
 Owosso, Michigan
 Oxford, Michigan
 Paw Paw, Michigan
 Perry, Michigan
 Petoskey, Michigan
 Plainwell, Michigan
 Plymouth, Michigan
 Pontiac, Michigan
 Port Huron, Michigan
 Quincy, Michigan
 Reed City, Michigan
 Redford, Michigan
 Richmond, Michigan
 River Rouge, Michigan
 Rochester, Michigan
 Rockford, Michigan
 Rogers City, Michigan
 Romeo, Michigan
 Romulus, Michigan
 Roseville, Michigan
 Royal Oak, Michigan
 Royal Oak, Michigan
 Saginaw, Michigan
 Saginaw, Michigan
 St. Clair, Michigan
 St. Clair Shores, Michigan
 St. Clair Shores, Michigan
 St. Johns, Michigan
 St. Joseph, Michigan
 St. Louis, Michigan
 Saline, Michigan
 Sanduskey, Michigan
 Saulte St. Marie, Michigan
 Scottville, Michigan
 Shelby, Michigan
 Shepherd, Michigan
 South Haven, Michigan
 Sparta, Michigan
 Stambaugh, Michigan
 Stephenson, Michigan
 Stockbridge, Michigan
 Sturgis, Michigan
 Tecumseh, Michigan

Three Rivers High School
*Traverse City High School
*Slocum Township Schools
*Vassar High School
Vicksburg High School
Wakefield High School
*Walled Lake High School
Warren High School
Watervliet High School
Wayland High School
*Wayne High School
West Branch High School
White Cloud High School
Whitehall High School
Williamston High School
*Roosevelt High School
Yale High School
Ypsilanti High School
*Zeeland High School

Three Rivers, Michigan
Traverse City, Michigan
Trenton, Michigan
Vassar, Michigan
Vicksburg, Michigan
Wakefield, Michigan
Walled Lake, Michigan
Warren, Michigan
Watervliet, Michigan
Wayland, Michigan
Wayne, Michigan
West Branch, Michigan
White Cloud, Michigan
Whitehall, Michigan
Williamston, Michigan
Wyandotte, Michigan
Yale, Michigan
Ypsilanti, Michigan
Zeeland, Michigan

APPENDIX D

GEOGRAPHIC LOCATION OF SCHOOLS WHICH
WERE SENT A QUESTIONNAIRE AND
THOSE WHICH RESPONDED

KEY

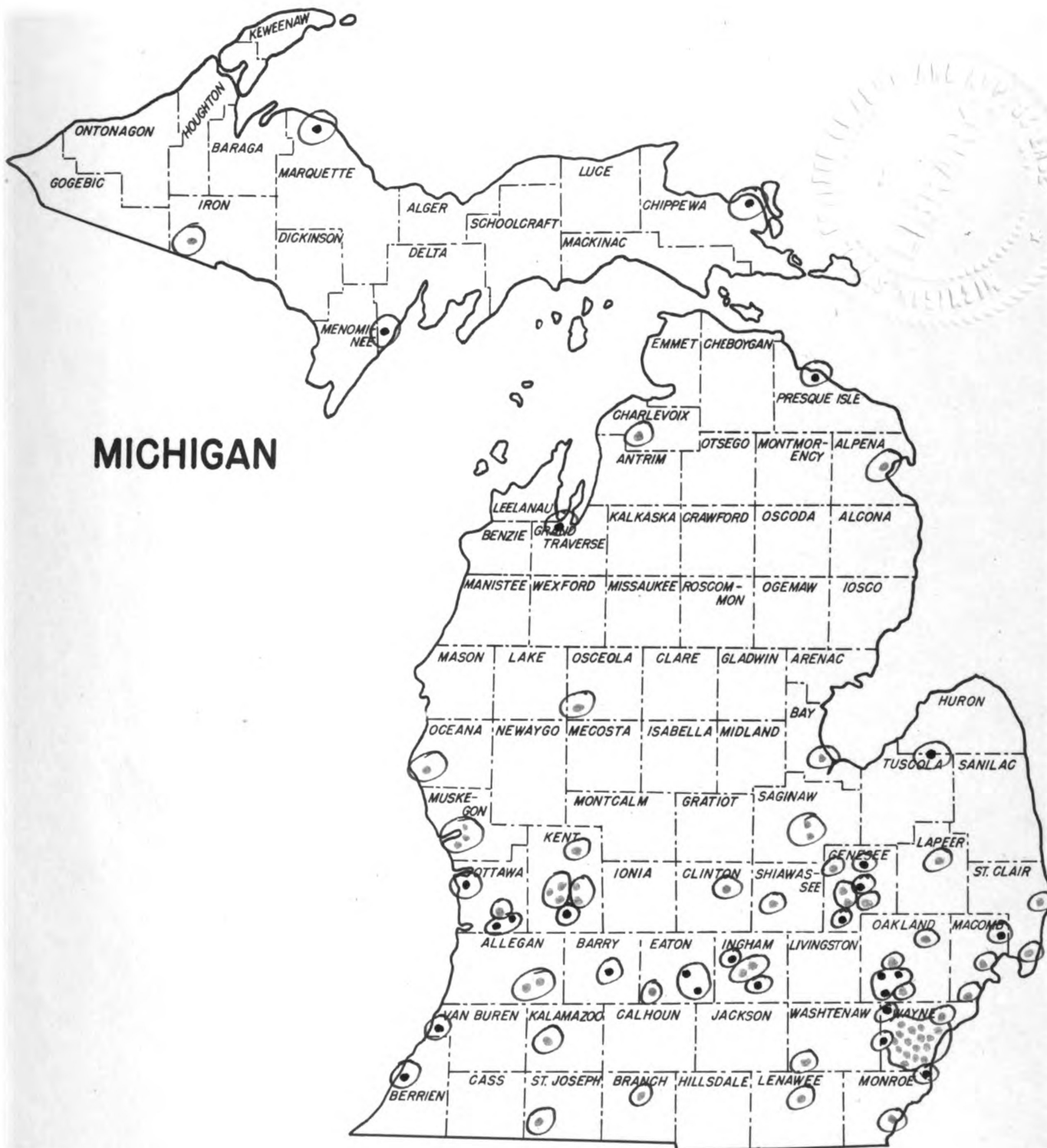
Red : A Schools
Black : B Schools
Green : C Schools
: Schools Responding

Map A - Schools Which Were Sent
A Questionnaire.

Map B - Schools Which Returned
the Questionnaire.

The red, black and green dots, (Map A), denote the geographic locations of schools which were sent a questionnaire. Those dots which are encircled, (Map B), indicate the schools which completed and returned the questionnaire.





ROOM USE ONLY

Jan 15 '58

Jan 17 '58

Mar 20 '58

~~MAR 10 1960~~

~~JUN 10 1961~~

~~JUL 30 1964~~

~~AUG 1 1966~~

~~DEC 17 1966~~

~~[REDACTED]~~

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