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ABSTRACT

One hundred and sixty of the 375 Kansas senior high schools returned questionnaires indicating frequency of electronic media production during the 1972-73 school year. The survey provided data on the whole sample and on the enrollment categories of media staff, teachers, and students, for the production areas of slide-tape, 8mm film, video-tape, and transparencies. This study also investigated the relationships between frequency of electronic media production and media staff, in-service workshops, and library expenditures. A high percentage of responding schools reported no involvement by the media staff, teachers, or students in the four types of electronic media. Schools reporting full-time media personnel, in-service training, available equipment, and adequate funding reported a higher frequency of electronic media production than schools without such resources. Recommended are the development and maintenance of appropriate production services, all with qualified media personnel, adequate facilities and equipment supported by ample budget. (Author/WH)

Survey of the Frequency of Electronic Media Production in Kansas Senior High Schools During 1972-73 School Year

by Daniel J. Callison

Department of Librarianship
Kansas State Teachers College
1973

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SURVEY OF THE FREQUENCY OF ELECTRONIC MEDIA PRODUCTION IN KANSAS SENIOR HIGH SCHOOLS DURING THE 1972-73 SCHOOL YEAR

PRESENTED TO

Department of Librarianship
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Masters in Librarianship

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Abstract

One hundred and sixty of the 375 Kansas senior high schools returned questionnaires indicating frequency of electronic media production during the 1972-73 school year. The first such measure, The Frequency of Electronic Media Production, provided data for a report on the whole sample and on enrollment categories, for the media staff, teachers, and students in four production areas: slide-tape, 8mm film, video-tape, and transparencies. Responding media specialists indicated "once a day", "once a week", "once a month", "once a semester", or "never." This study also investigated the relationships between frequency of electronic media production and media staff, in-service workshops, and library expenditures. A high percentage of responding schools reported no involvement by the media staff, teachers, or students in the four types of electronic media production measured. When such involvement was reported, less than ten percent of the faculty members or student body was involved. Schools reporting full-time media personnel, in-service training, available equipment, and adequate funding reported a higher frequency of electronic media production than schools without such resources. Schools with large enrollments reported a higher frequency of production than schools with small enrollments. Recommended are the development and maintenance of appropriate production services on the building, district, and state levels, all with qualified media personnel, adequate facilities and equipment supported by ample budget.

Introduction

This research project surveys the frequency of electronic media production by school media specialists, teachers, and students in the senior high schools of Kansas during the 1972-1973 school year. There is also exploration of relationships between frequency of electronic media production and such factors as media staff, production equipment, in-service programs, enrollment size, and financial support. In addition, this study reports major hinderances to electronic media production indicated by school media librarians.

Information supplied by this survey concerns the growing edge of media center services today: local production to support creative inquiry originating in the classroom. During the early Sixties, after the publication of the 1960 Standards for School Library Programs, Kansas school libraries emphasized the acquisition of materials essential for service. Since the publication of the 1969 Standards for School Media Programs and the 1972 Guidelines for School Library Media Programs in Kansas, our media centers have moved toward unified programs of service based upon collections of print materials and non-print materials with their accompanying technology. The soon-to-be-published Standards for Media Programs: District and School will include guidelines for the extensive development of production services for teachers and students.

Revealing electronic media production in its infancy, this report should provide a benchmark for research focusing on future growth and maturity. Teachers, media specialists, and administrators should find the conclusions and recommendations herein provocative. Professors responsible for the educational programs of teachers and school media specialists may discover in these pages clues to new directions. Persons curious about the role of electronic media production in creative inquiry may avail themselves of Mr. Callison's review of the literature and the sources listed in his bibliography.

By completing a research project, the candidate for the Master's Degree in Librarianship at Kansas State Teachers College becomes intimately acquainted with the research process. It is a source of satisfaction to students and faculty when such a project provides information of possible value to educators in Kansas schools.

Marjorie Sullivan
Emporia, Kansas
November 1, 1973

TABLE OF CONTENTS

LIST OF TABLES

Table | Page

Table | Page

Table Page

Table Page

THE BACKGROUND

National Standards for School Media Centers

In 1969 a Joint Committee of the American Association of School Librarians of the American Library Association and the Department of Audiovisual Instruction of the National Education Association published the Standards for School Media Programs. The American Association of School Librarians had revised their national standards in 1960, and the Department of Audiovisual Instruction had revised their standards in 1966. However, because of "significant social changes, educational developments, and technological innovations"[1] it became imperative to present new standards for both organizations in 1969.

Two major facts emerge from the above information. First, the new Standards were written by a joint committee of librarians and audiovisual specialists. Professionals from two fields found it necessary to issue their combined objectives, ideas, and, most importantly, programs of service for the school media center.

The list of purposes of the school library found in the 1960 Standards for School Library Programs underlines the second major point. Only two of nine listed purposes in the 1960 Standards deal with non-print media.

5. Help children and young people become skillful and discriminating users of libraries and of printed and audio-visual materials.

7. Work with teachers in the selection and use of all types of library materials which contribute to the teaching program.[2]

Note that the only references to audiovisual materials concern the use or selection of such materials. Purpose number seven implies teacher use of audiovisual materials. The two stated purposes are the only ones which touch the field of audiovisual materials in the school library as listed by the 1960 Standards. Neither of these two purposes refers to the school library producing its own audiovisual materials. According to the 1960 Standards, the duties of the school librarian do not include the design and production of audiovisual materials.

The 1969 Standards open a new field for the school librarian. The school library is expanded to become the school media center.[3] The media program provides:

1. Consultant services to improve learning instruction, and the use of media resources and facilities.

2. Instruction to improve learning through the use of printed and audiovisual resources.

3. Information on new educational developments.

4. New materials created and produced to suit special needs of students and teachers.

5. Materials for class instruction and individual investigation and exploration.

6. Efficient working areas for students, faculty, and media staff.

7. Equipment to convey materials to the student and teacher.[4]

These new services are as revolutionary as the changes effected by educational technology itself. The media specialist is called upon to work with machinery, to directly aid and construct school curricula, and to provide for the creation of materials by teachers and students. The media specialist, as he is designated in the 1969 Standards, is no longer just an organizer, cataloger, and selector of materials. He is now asked to be a creator of materials. The 1969 Standards provides for differentiated staffing, including the media technician, who has special competencies in the design and production of educational media.[5] The school media center becomes the focal point of the school education program. The school media center is where information and materials are gathered for the purpose of gaining traditional knowledge and using that knowledge to produce new information embodied in new materials.

Another indication of changing times is the extensive survey conducted by Eleanor Godfrey from 1961-1966. The State of Audiovisual Technology concentrated on the use of audiovisual materials.[6] Yet this nationwide survey, covering nearly 3,000 school districts over a five-year period, did not attempt to examine media production in any way. The fact that Godfrey did not attempt to survey media production probably indicates that such activity lacked importance for school libraries in the early 1960's.

Nearly four years after the new 1969 Standards for School Media Programs, the state of educational media production in public schools remains a mystery. A few school districts have advanced to production

levels which equal or surpass the 1969 Standards. Production is taking place in the process of student and teacher "creative inquiry" at Madison, Wisconsin.[7] Stillwater, Oklahoma, and Colorado Springs, Colorado, have established district-wide television programming for ther respective school systems.[8,9] Riverdale, Maryland, boasts a creative program in the production of 8mm film programs.[10]

However, many school districts seem to operate under a dual system, professing the philosophy of the 1969 Standards but implementing the practices described in the 1960 Standards. Indications are that in the field of media production, most Kansas schools fall far below the 1969 Standards. There needs to be additional gathering of data to establish some relationship between the goals for the Kansas school media centers and their actual level of attainment.

Kansas Standards for School Media Centers

Provisions for media production in the secondary school media centers of Kansas are encouraged in several general statements. The 1973 Rules, Regulations, Standards, and Procedures for Accrediting High Schools, by the Kansas State Department of Education, establishes several avenue to justify teacher, student and media staff production of materials for the school media center. The district library media programs are directed to "provide in-service programs in the use of library media equipment."[12] The school library media center program should provide for "expansion of classroom experiences, with provision for reading, listening and viewing activities, and a continuous evaluation of objectives, services and media."[13]

A long range objective for education in Kansas, by 1978, is that "materials should be developed to assist in teaching students communications skills."[14] While such standards are general, they do encourage future expansion of local media production in the school media center.

Much more specific objectives were established by the Kansas Association of School Librarians in 1972. Among eight objectives established for the library media center, the KASL committee listed that students will demonstrate the ability to "create and produce media for their own and classroom use [and] develop methods of inquiry, exploration and discovery."[15]

The KASL committee also listed several objectives of the media center in relationship to teachers, library media specialists, and administrators. These three professional fields shall cooperate to "develop, promote, support, and enrich appropriate teaching and learning experiences; schedule and use media and equipment for optimum use; and operate equipment competently."[16]

The KASL committee also stated objectives which may help to create a closer relationship between the school media center and the community. The community members are invited to "participate in their children's learning activities with media and to share their unique experiences and resources."[17] If this objective can be achieved, then the school media center may well have a wealth of resources for local production of media. Participating community members may help to provide an increasing appreciation for the creation of educational media materials. Such standards, goals and objectives encourage the development of educational media

materials by student, teachers and media specialists in Kansas school media centers.

STATEMENT OF THE PROBLEM

The Questions

Kansas school libraries are presently trying to achieve the goals set forth in the 1969 Standards and the 1972 Guidelines. For these libraries, materials production, the most recent and most challenging feature to be embodied in the above documents, is a crucial element. There has been a need to determine the status of materials production so that progress toward the realization of the Standards and the Guidelines may be appraised. The need for a status study has been especially urgent in Kansas secondary schools, where students have mastered a body of traditional knowledge and techniques, and have achieved the maturity to create electronic media to embody their personal expressions.

The problem for this study was to establish through a statewide survey of senior high schools of Kansas a measurement of the frequency of electronic media production which occurred during the 1972-73 school year. A survey of the electronic media production in Kansas senior high schools has made it possible to draw additional conclusions as to the state of such production in relationship to instruction through student creative inquiry implied in the 1969 Standards and the 1972 Guidelines.

The survey attempts to determine answers to the following questions:

> In the senior high schools of Kansas, how frequently are four major forms of electronic media produced by the school media staff, teachers, and students? (The four areas of electronic media production surveyed are slide-tape programs, 8 mm film programs, and overhead transparencies.)

In Kansas senior high schools, what percentage of teachers and students produce these four major forms of electronic media in their respective schools?

What are the major hinderances to electronic media production in the senior high school media centers of Kansas?

Are there relationships between the enrollment of the senior high school and the amount of electronic media production?

Are there relationships between frequency of electronic production and percentage of teachers and students involved in such production on the one hand and the amount of in-service production training provided for teachers on the other?

Are there relationships between the amount of funds provided per student for the school media program and the amount of electronic media production?

The Assumptions

Several assumptions were made in establishing this survey. The following assumptions deal directly with the degree of valid results produced by the study.

Creative inquiry is becoming widely accepted as a major objective of secondary school media programs.

Production of electronic media is increasing with the growing emphasis on student production of communicative media as a part of the creative inquiry process.

Kansas secondary schools are becoming increasingly involved in creative student inquiry with emphasis on production of communicative media, including the production of electronic media.

Definition of Terms

8mm film production refers to the creation of a series of still pictures taken in rapid succession on either regular 8mm or super 8mm film stock, which, when projected through the proper motion picture

projector, give the viewers an illusion of motion.

Electronic media refers to audio and/or visual forms of communication which are transmitted via electronically powered machinery.

Electronic media production refers to the process of creating an educational presentation through techniques of recording, duplicating, filming and photographing, and skills of script writing, organizing and selecting materials.

Kansas school district media supervisor refers to an administrator who holds a master's degree, with a minimum of twenty-four graduate hours of library media education, has five or more years of successful school experience including time spent as a classroom teacher and school library media specialist, and who currently provides creative and constructive full-time direction for one school district media program within the state of Kansas.[18]

Kansas senior high school refers to any public attendance center listed under the heading "high school" by the 1972-73 Kansas Educational Directory.[19]

Media refers to printed andaudiovisual forms of communication and their accompanying technology.[20]

Media center refers to a learning center in a school where a full range of print and audiovisual media, necessary equipment, and services from the media specialists are accessible to student and teachers.[21]

Media program refers to all the instructional and other services furnished to students and teachers by a media center and its staff.[22]

Media specialist refers to an individual who has broad professional

preparation in educational media, holds a teaching certificate valid on the level at which he serves, and has a minimum of eighteen semester hours of basic library media education, unless he serves a school with enrollment greater than 499; then the media specialist shall have a minimum of twenty-four semester hours of basic library media education.[23]

Media technician refers to a media staff member who may or may not have any training below the media specialist level, but who has special competencies in one or more of the following fields: graphics, production and display, information and materials processing, photographic production, and equipment operation and simple maintenance.[24]

Slide-tape production refers to the creation of a series of film transparencies, usually mounted in 2" X 2" frames, synchronized to an open-reel or cassette recorded sound track.

Transparency production refers to the creation of an image on clear acetate or plastic for use on an overhead projector.

Video-tape production refers to the creation of still and moving images with accompanying sound through a closed circuit television system which limits distribution of an image and sound to receivers directly connected to the origination point by coaxial cable or microwave link.

REVIEW OF THE LITERATURE

General Information on Electronic Media Production

The process of combining the elements of established knowledge and traditional techniques with personal experiences to create a finished, unique, educational product has become a basic objective of the modern secondary school media center. This process has been labeled "creative inquiry" by instructional theorist Kenneth I. Taylor.[25] In the progress of this study, the main focus shall be on the production of a unique audio and/or visual product through the process of creative inquiry. Either the media specialist, the teacher, the student, or any combination of the three may engage in the process of creative inquiry.

A conference on the use of print and audiovisual materials for instructional purposes at Columbia University in 1965 asked three important questions relating to the production of media in view of new curriculum reforms that stress a more free interaction of students and materials.[27] First, in relationship to the student, to what extent is the production of instructional materials by secondary school students being stressed as an essential learning experience? Second, in relationship to the teacher, to what extent is the production of instructional materials by pre-service and in-service teachers included and stressed in teacher preparation? Third, in relationship to the role of the media specialist, to what extent are schools prepared for local production? These three questions introduce a field of study that has had limited exploration

as "very little has yet been written in professional literature on the relationships between the media center's objectives, and learning activities selected to achieve those objectives."[27]

In January of 1970, the Commission on Instructional Technology released a 246-page report attacking public schools for their limited use of instructional technology. Along with recommending a national library to help search out, organize and produce quality media, the Commission also found that schools make scant use of technology. School Library Journal gave this summary of the weaknesses in school educational technology as found by the Commission:

> ...that where it is employed, educational technology is often a "one-shot" injection providing "optional 'enrichment'" at most; that equipment continues to languish in closets for lack of teachers trained to use media; that examples of effective uses of technology are limited and "largely unevaluated."[28]

The commission made the following recommendations:

> A National Institute of Instructional Technology within the National Institute of Education, to work with agencies involved in educational technology, and establish regional centers and programs. One of its chief functions would be to encourage the production of a wide variety of good instructional materials.
>
> A national center or library of educational resources to help a National Institute of Instructional Technology take the lead in searching out, organizing, and preparing high quality materials in all media for distribution. This center would also help school and college libraries transform themselves into comprehensive learning centers.
>
> ...training programs for administrators, teachers, and media specialists.[29]

Never before has any society been faced with providing so much learning for so many people; however, no society has ever had a greater potential with which to train teachers with such powerful tools to improve their teaching.[30] However, as of the writing of this paper, no plans or funds have been released to move the above recommendations from print into action.

Other studies and surveys made to determine the extent of media use and production have reported some positive results. In 1966, the Department of Audiovisual Instruction of the National Education Association found that in a great many schools, teachers developing new instructional programs designed to meet specific needs had made heavy use of transparencies, records, films, and filmstrips. "For a large number of programs, teachers had prepared their own media."[31]

The American Library Association has established guidelines which project the media specialist as one who "understands the nature, creation, and instructional uses of specific media: television programs, electronic and computerized processes, programmed instruction, and remote access systems."[32] Several experts in the audiovisual field have advocated that the media specialist have production competencies. James W. Brown, Dean of Graduate Studies and Research at California University, notes that the media specialist must "provide facilities and technical services to assist in producing materials."[33] Carlton Erickson, Director of the Audiovisual Center at the University of Connecticut, lists "organizing cooperative efforts in preparing and

exchanging media"[34] as a major duty of the media specialist. "Library systems must have available a broader range of clerical, technical, and professional personnel to assist production and reproduction of information media"[35] according to Walter Stone, Director of Educational Media Studies at the University of Pittsburgh.

The process of creating unique materials is not just a minor avenue of activity for the media specialist or those who work with him in the media center. The production of media can be an activity that establishes the media center as the true hub of the learning wheel. When students and teachers use the equipment and materials of the center to produce new materials for further instruction and education, the process of creative inquiry is at a peak.

> The school instructional materials center exists for one purpose only: to support the educational program of the school. It is the program that determines the number and quality of media services that should be available and who will benefit from them.
>
> If the program requires that all school personnel be able to learn through many avenues what others have discovered, the media center must provide a wide range of published media for pupil and teachers. If it also encourages school personnel to express what they think, often through locally developed media, the media center must provide production facilities and services for pupils and teachers alike. In this sense, the school building media center can be seen as an active two-way communications agency. It is the latter emphasis on original, personal communications through media that distinguishes the mature media program, in degree, from the traditional school library.[36]

Not only does media production establish the school library as an effective media center, but production also allows for specific

needs of the school curriculum to be met with unique and appropriate materials. "Commercially produced media that are directed toward mass, nationwide audiences sometimes lack the directness, up-to-dateness, appeal, or usefulness that locally developed materials will provide."[37]

Other advantages of locally produces media include expense. Occasionally, expensive media items are desired for which funds are not available. In such cases, locally produced substitues may be the only means of filling the need.

Recent trends toward increased use of individualized and independent study approaches to teaching and learning have served to emphasize a need for specially tailored instructional materials. In some cases "such items are not yet available through usual commercial sources."[38] Therefore, if they are to be provided at all, they must be produced by the school media center.

But perhaps most importantly, through the process of producing original and unique materials (slides, 8mm films, video-tapes, transparencies, for example), student learn new communication skills. "Talking with pictures" or "showing it like it is" should be typical assignments. "Achievement of good communication requires attention to visual as well as other kinds of literacy skills which local production activities enhance."[39]

Recent Studies of School Media Programs in Kansas

Three studies of Kansas school media programs conducted since 1971 have yielded some interesting conclusions.

Nine graduate students enrolled during the 1972 school year in Educational Media at Kansas State University, Manhattan, Kansas, conducted a survey of all of the Kansas school districts to determine the level of sophistication of educational media programs in the Kansas public schools. A total of 66% of the superintendents responded to the survey. One conclusion from the questionnaire data was that "Kansas public schools did not appear to produce a wide variety of instructional materials."[40] However, the study also concluded that school districts do produce some materials on a limited scale and such production takes place in school districts with over 15,000 enrollment.[43] This study indicates some production of educational media, but there were no measurements or conclusions as to what type of educational media it produces, how often it is produced, who produces it. Nor did this investigation give any reasons why media is not produced in the smaller school districts.

Another conclusion of the 1972 Kansas State survey was that "limited provisions were made in the Kansas public schools for staffing the educational media program."[42] Such a conclusion leads to the belief that more media personnel are needed, but the study made no attempt to show why they are needed or if the media personnel currently employed affect the production of educational media in any way.

Other conclusions of the study include:

> Educational media programs in the Kansas public schools were more effective when the administration and faculty were committed to the provision and use of a wide variety of educational media

and services.

Physical facilities in many existing and new classrooms appear to be better equipped for a wider use of media than in those schools with enrollments of more than 3,000.

Many Kansas public schools did not appear to have adequate provisions for an educational media budget.

Larger school systems in Kansas appeared to be more adequately equipped in their media program than the smaller school system.[43]

A study of the frequency and extent of media use by teachers and students in selected Kansas schools conducted by Marjorie Sullivan and Jean Moore in 1972 produced additional conclusions on media production. They employed a checklist of media completed by 288 elementary and secondary teachers in forty-five Kansas schools. The criteria met by these schools included the following:

1. Each had a school media center meeting or surpassing the 1960 Standards.
2. Each was supervised by a district school library coordinator.
3. The district school library coordinator or a designated school media specialist had agreed to cooperate in the study.[44]

Although the study was directed toward the measurement of the use of media, one section of the checklist did touch student media production. The results show that a relatively high percentage of the students prepared nonelectronic media, such as drawings, paintings, and sculptures. A small percentage produce electronic media on regular basis.[45] This study concluded that student production of

electronic media is infrequent, even in schools meeting rather high standards in media facilities and personnel.

The evidence of this survey was limited in several areas. First, from the forty-five schools there is a representation of only four districts; Great Bend, Manhattan, Salina, and Shawnee Mission. Second, of the forty-five school surveyed, only four were senior high schools, one from each district. The results may indicate some validity as to the production of media by elementary school students in the Shawnee Mission district as twenty-two of the forty-five schools in the survey were from the Shawnee Mission school district.

In 1971, Carroll S. Anderson submitted a Master's report to the College of Education at Kansas State University, An Evaluation of Teachers Utilization of Selected Educational Media in Selected Kansas Public Schools, a study undertaken to determine the level of use of educational media by a select group of teachers.

The requirements for selection were:

1. The teacher must be a cooperating teacher in the student teacher program of the College of Education at Kansas State University.

2. The teacher selected must not have participated in the student teacher training program the semester immediately preceeding the spring of the 1971 semester.

3. The school at which the teacher was working was within a 50-mile radius of Kansas State University.

4. The teacher must have had a student teacher under his supervision at the time the study was conducted (Spring, 1971). [46]

A total of 142 teachers was included in the final sample. The instrument for measuring media usage contains four stages: never used, rarely used, occasionally used, often used.

The study concluded that there is weak in-service education in the use of educational media.[47] The results of the survey also indicate that in-service training is not available for teachers, but the study fails to specify what types of teacher training are lacking. In-service training with media could involve skills of using equipment in the classroom, or it could also involve skills of producing original media.

These three surveys have concentrated on media usage by teachers and students, but have touched lightly on the production of original instructional media. A measurement of the frequency of media production on a state-wide scale can establish additional information as to the extent of media staff, teacher, and student involvement in such production in senior high schools of Kansas.

RESEARCH DESIGN

The Instrument

To gather data an instrument, Survey of the Frequency of Electronic Media Production in Kansas Senior High Schools During the 1972-73 School Year (Appendix A) was prepared. Preliminary questions concerning name of school, enrollment, and total library budget were followed by fourteen questions, each requiring multiple responses. These latter queries probed media staff, available equipment, frequency and extent of electronic media production, future plans for such production, in-service training programs for such production, as well as major hindrances to electronic media production. The survey device also provided space for comment.

The Method

The instrument was mailed to each of the 375 public senior high schools in Kansas (Appendix B). Names of school librarians and their school addresses were provided by the Kansas State Department of Education.[48] Senior high schools not employing a librarian were sent a questionnaire addressed to the principal. Media specialists serving two or more schools received a questionnaire for each school served. Data gathered during the final month of the 1972-73 school year was analyzed and interpreted so as to arrive at conclusions and recommendations.

Importance of the Study

This investigation is subject to a number of limitations. Findings

are germane only to Kansas senior high schools, the chosen sample. Excluded from the study are the traditional media. Only four areas of electronic media production are included, providing a narrow view of a broad field. Excluded also from this research project are all considerations of qualitative aspects of electronic media production as well as all matters related to electronic media use. Inaccurate librarian and administrator responses to survey queries may also impose limitations on the finding of this study.

Despite its limitations, this first in-depth study of extent and frequency of electronic media production in Kansas senior high schools can contribute to improved educational practice. Both the 1969 Standards for School Media Programs and the 1972 Guidelines for School Library Media Programs in Kansas point to individualized instruction involving teachers and students in creative inquiry. Such inquiry involves the media staff, teachers and students in the production of unique personal communications. Slide-tape production, 8mm films, video-tapes, and transparencies are four modes of such personal communications. These modes of educational presentation embrace a variety of production techniques: audio recording, video recording, still and motion photography, and transparency creation (Appendix C).

Conclusions concerning extent and frequency of electronic media production reflect the present level of creative inquiry in Kansas senior high schools. Included also is information concerning relationships between electronic media production on one hand and such factors as media staff, financial support, and in-service training for electronic media

production on the other hand. Considered also are major hindrances to electronic media production.

THE DATA ANALYZED

Total Response

Of the 375 Kansas senior high schools surveyed, 160 responded, or a 42.7% return (Table 1). The 160 responding schools represent 47.5% of the total senior high school enrollment in Kansas public schools during the 1972-73 school year (Table 2).

Media Staff

Sixteen point nine percent of the responding senior high schools reported a full-time district media supervisor during the 1972-73 school year, 54.4% reported a full-time media specialist, and 3.8% reported a full-time media technician (Table 3).

Available Equipment, Materials, and Facilities

Of the 160 responding Kansas senior high schools, 34.4% reported available equipment, materials, and facilities for slide-tape production, 20.6% for 8mm film production, 54.4% for video-tape production, 77.5% for transparency production, and 18.7% reported that no equipment, materials, or facilities were available in the school media center during the 1972-73 school year for production of any of the four types of electronic media measured (Table 4).

TABLE 1

NUMBER AND PERCENTAGE OF KANSAS SENIOR HIGH SCHOOLS COMPLETING PRODUCTION FREQUENCY SURVEY

Total number of schools	Total responding	Total percentage
375	160	42.7

TABLE 2

ENROLLMENT PERCENTAGE OF KANSAS SENIOR HIGH SCHOOLS COMPLETING PRODUCTION FREQUENCY SURVEY

Total enrollment of schools	Total enrollment represented by response	Total percentage
115,950	55,108	47.5

TABLE 3

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS REPORTING A DISTRICT MEDIA SUPERVISOR, MEDIA SPECIALIST AND/OR MEDIA TECHNICIAN DURING THE 1972-73 SCHOOL YEAR

Media staff member	Percentage of schools
Full-time district media supervisor	16.9
Full-time media specialist	54.4
Full-time media technician	3.8

TABLE 4

PERCENTAGES OF RESPONSING KANSAS SENIOR HIGH SCHOOLS REPORTING AVAILABLE ELECTRONIC MEDIA PRODUCTION EQUIPMENT IN THE SCHOOL MEDIA CENTER DURING THE 1972-73 SCHOOL YEAR

Equipment	Percentage of schools
For slide-tape production	34.4
For 8mm film production	20.6
For video-tape production	54.4
For overhead transparency production	77.5
None of the equipment listed above	18.7

Frequency of Media Staff Production

Slide-tape. Of the responding Kansas senior high schools, 76.9% reported that the media staff was never directly involved in the production of slide-tape programs during the 1972-73 school year (Table 5). Eleven point nine percent of the responding schools reported that the media staff was directly involved in slide-tape production at least once each semester, 8.8% reported involvement at least once each month, 1.9% at least once each week, and 0.6% at least once each day.

8mm film. Of the responding schools, 92.5% reported that the media staff was never directly involved in the production of 8mm film programs during the 1972-73 school year. Three point one percent of the responding schools reported that the media staff was directly involved in 8 mm film production at least once each semester, 3.1% reported involvement at least once each month, 1.3% at least once each week, and none of the responding schools reported such involvement at least once each day.

Video-tape. Of the responding schools, 62.5% reported that the media staff was never directly involved in the production of video-tape programs during the 1972-73 school year. Eight point one percent of the responding schools reported that the media staff was directly involved in video-tape production at least once each semester, 14.4% reported involvement at least once each month, 12.5% at least once each week, and 2.5% at least once each day.

Transparency. Of the responding schools, 48.6% reported that the media staff was never directly involved in the production of transpar-

encies during the 1972-73 school year. Thirteen point eight percent of the responding schools reported that the media staff was directly involved in transparency production at least once each semester, 18.8% reported involvement at least once each month, 12.5% at least once each week, and 6.3% at least once each day.

Frequency of Faculty Production

Slide-tape. Of the responding Kansas senior high schools, 72.5% reported that faculty members were never directly involved in the production of slide-tape programs during the 1972-73 school year (Table 6). Eleven point three percent of the responding schools reported that faculty members were directly involved in slide-tape production at least once each semester, 9.4% reported involvement at least once each month, 2.5% at least once each week, and 2.5% at least once each day.

8mm film. Of the responding schools, 83.1% reported that faculty members were never directly involved in the production of 8mm film programs during the 1972-73 school year. Six point three percent of the responding schools reported that faculty members were involved in 8mm film production at least once each semester, 5% reported involvement at least once each month, 4.4% at least once each week, and 1.3% at least once each day.

Video-tape. Of the responding schools, 50% reported that faculty members were never directly involved in the production of video-tape programs during the 1972-73 school year. Six point nine percent of the responding schools reported that faculty members were directly

involved in video-tape production at least once each semester, 20.6% reported involvement at least once each month, 16.9% at least once each week, and 6.3% at least once each day.

Transparency. Of the responding schools, 30.6% reported that faculty members were never directly involved in the production of transparencies during the 1972-73 school year. Nine point four percent of the responding schools reported that faculty members were directly involved in transparency production at least once each semester, 27.5% reported involvement at least once each month, 23.8% at least once each week, and 8.8% at least once each day.

Frequency of Student Production

Slide-tape. Of the responding Kansas senior high schools, 80% reported that students were never directly involved in the production of slide-tape programs during the 1972-73 school year (Table 7). Ten point six percent reported students involved in slide-tape production at least once each semester, 5% reported involvement at least once each month, 2.5% at least once each week, and 1.9% at least once each day.

8mm film. Of the responding schools, 89.4% reported that students were never directly involved in the production of 8mm film programs during the 1972-73 school year. Three point one percent reported students involved in 8mm film production at least once each semester, 3.8% reported involvement at least once each month, 3.1% at least once each week, and 0.6% at least once each day.

Video-tape. Of the responding schools, 59.4% reported that students were never directly involved in the production of video-tape programs during the 1972-73 school year. Thriteen point eight percent reported student involvement in video-tape production at least once each semester, 10% reported involvement at least once each month, 12.5% at least once each week, and 4.4% at least once each day.

Transparency. Of the responding schools, 68.1% reported that students were never directly involved in the production of transparencies during the 1972-73 school year. Eleven point three percent reported students involved in transparency production at least once each semester, 9.4% reported involvement at least once each month, 8.8% at least once each week, and 2.5% at least once each day.

TABLE 5

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS REPORTING THE FREQUENCY OF ELECTRONIC MEDIA PRODUCTION BY MEDIA STAFF MEMBERS DURING THE 1972-73 SCHOOL YEAR

Frequency of production	Percentage of schools			
	Slide-tape	8mm film	Video-tape	Transparency
Never	76.9	92.5	62.5	48.6
Once each semester	11.9	3.1	8.1	13.8
Once each month	8.8	3.1	14.4	18.8
Once each week	1.9	1.3	12.5	12.5
Once each day	0.6	0.0	2.5	6.3

TABLE 6

PERCENTAGE OF RESPONDING KANSAS SENIOR HIGH SCHOOLS REPORTING THE FREQUENCY OF ELECTRONIC MEDIA PRODUCTION BY FACULTY MEMBERS DURING THE 1972-73 SCHOOL YEAR

Frequency of production	Percentage of schools			
	Slide-tape	8mm film	Video-tape	Transparency
Never	72.5	83.1	50.0	30.6
Once each semester	11.3	6.3	6.9	9.4
Once each month	9.4	5.0	20.6	27.5
Once each week	2.5	4.4	16.9	23.8
Once each day	2.5	1.3	6.3	8.8

TABLE 7

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS REPORTING THE FREQUENCY OF ELECTRONIC MEDIA PRODUCTION BY STUDENTS DURING THE 1972-73 SCHOOL YEAR

Frequency of production	Percentage of schools			
	Slide-tape	8mm film	Video-tape	Transparency
Never	80.0	89.4	59.4	68.1
Once each semester	10.6	3.1	13.8	11.3
Once each month	5.0	3.8	10.0	9.4
Once each week	2.5	3.1	12.5	8.8
Once each day	1.9	0.6	4.4	2.5

Percentage of Faculty Members Involved in Production

Slide-tape. Of the responding Kansas senior high schools, 72.5% reported that none of the faculty members were involved in slide-tape production during the 1972-73 school year (Table 8). Twenty point six percent of the responding schools reported that between one percent and ten percent of the faculty members were involved in slide-tape production, 3.1% reported eleven percent to twenty-five percent involved, 1.9% reported twenty-six percent to fifty percent involved, and none of the responding schools reported a majority of the faculty members involved in such production.

8mm film. Of the responding schools, 83.1% reported that none of the faculty members were involved in 8mm film production during the 1972-73 school year. Thirteen point eight percent of the responding schools reported that between one percent and ten percent of the faculty members were involved in 8mm film production, 1.9% reported eleven percent to twenty-five percent involved, 1.3% reported twenty-six percent to fifty percent involved, and none of the responding schools reported a majority of the faculty members involved in such production.

Video-tape. Of the responding schools, 50% reported that none of the faculty members were involved in video-tape production during the 1972-73 school year. Twenty point six percent of the responding schools reported that between one percent and ten percent of the faculty members were involved in video-tape production, 18.1% reported eleven percent to

twenty-five percent involved, 6.9% reported twenty-six percent to fifty percent involved, and 4.4% of the responding schools reported a majority of the faculty members involved in such production.

Transparency. Of the responding schools, 30.6% reported that none of the faculty members were involved in transparency production during the 1972-73 school year. Twenty-four point four percent of the responding schools reported that between one percent and ten percent of the faculty members were involved in transparency production, 18.1% reported eleven percent to twenty-five percent involved, 17.5% reported twenty-six percent to fifty percent involved, and 9.4% of the responding schools reported a majority of the faculty members involved in such production.

Percentage of Students Involved in Production

Slide-tape. Of the responding Kansas senior high schools, 80% reported that none of the students were involved in slide-tape production during the 1972-73 school year (Table 9). Fifteen point six percent of the responding schools reported that between one percent and ten percent of the students were involved in slide-tape production, 2.5% reported eleven percent to twenty-five percent involved, 1.9% reported twenty-six percent to fifty percent involved, and none of the responding schools reported a majority of the students involved in such production.

8mm film. Of the responding schools, 89.4% reported that none of the students were involved in 8mm film production during the 1972-73 school year. Nine point four percent of the responding schools reported

that between one percent and ten percent of the students were involved in 8mm film production, none of the schools reported eleven percent to twenty-five percent involved, 1.3% reported twenty-six percent to fifty percent involved, and none of the responding schools reported a majority of the students involved in such production.

Video-tape. Of the responding schools, 59.4% reported that none of the students were involved in video-tape production during the 1972-73 school year. Twenty-five percent reported that between one percent and ten percent of the students were involved in video-tape production, 10.6% reported eleven percent to twenty-five percent involved, 4.4% reported twenty-six percent to fifty percent involved, and 0.6% of the responding schools reported a majority of the students involved in such production.

Transparency. Of the responding schools, 68.1% reported that none of the students were involved in transparency production during the 1972-73 school year. Twenty-three point eight percent reported that between one percent and ten percent of the students were involved in transparency production, 5% reported eleven percent to twenty-five percent, 2.5% reported twenty-six percent to fifty percent, and 0.6% of the responding schools reported a majority of the students involved in such production.

TABLE 8

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS REPORTING THE PERCENTAGE OF FACULTY MEMBERS INVOLVED IN ELECTRONIC MEDIA PRODUCTION DURING THE 1972-73 SCHOOL YEAR

Percentage involved in production	Percentage of Schools			
	Slide-tape	8mm film	Video-tape	Transparency
Zero	72.5	83.1	50.0	30.6
1% - 10%	20.6	13.8	20.6	24.4
11% - 25%	3.1	1.9	18.1	18.1
26% - 50%	1.9	1.3	6.9	17.5
51% - 100%	0.0	0.0	4.4	9.4

TABLE 9

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS REPORTING THE PERCENTAGE OF STUDENTS INVOLVED IN ELECTRONIC MEDIA PRODUCTION DURING THE 1972-73 SCHOOL YEAR

Percentage involved in production	Percentage of Schools			
	Slide-tape	8mm film	Video-tape	Transparency
Zero	80.0	89.4	59.4	68.1
1% - 10%	15.6	9.4	25.0	23.8
11% - 25%	2.5	0.0	10.6	5.0
26% - 50%	1.9	1.3	4.4	2.5
51% - 100%	0.0	0.0	0.6	0.6

Planned Increased Production

Slide-tape. Of the responding Kansas senior high schools, 21.3% reported a planned increase in production of slide-tape programs by the media staff during the 1973-74 school year (Table 10). Eighteen point one percent plan such an increase for faculty members and 20% plan such an increase for students. Seventy percent of the responding schools reported no planned increase in slide-tape production.

8mm film. Of the responding schools, 6.9% reported a planned increase in production of 8mm film programs by the media staff during the 1973-74 school year. Thirteen point one percent plan such an increase for faculty members and 12.5% plan such an increase for students. Eighty-four point four percent of the responding schools reported no planned increase in 8mm film production.

Video-tape. Of the responding schools, 17.5% reported a planned increase in production of video-tape programs by the media staff during the 1973-74 school year. Thirty-two point five percent plan such an increase for faculty members and 24.4% plan such an increase for students. Sixty-three point eight percent of the responding schools reported no planned increase in video-tape production.

Transparency. Of the responding schools, 21.9% reported a planned increase in transparency production by the media staff during the 1973-74 school year. Twenty-nine point four percent plan such an increase for faculty members and 17.5% plan such an increase for students. Sixty-three point eight percent reported no planned increase in transparency production.

TABLE 10

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS REPORTING A PLANNED INCREASE IN ELECTRONIC MEDIA PRODUCTION FOR THE 1973-74 SCHOOL YEAR

Production Group	Percentage of Schools			
	Slide-tape	8mm film	Video-tape	Transparency
Media Staff	21.3	6.9	17.5	21.9
Faculty	18.1	13.1	32.5	29.4
Students	20.0	12.5	24.4	17.5
No increase planned	70.0	84.4	63.8	63.8

Teacher-training Workshops

During the 1972-73 school year. Of the responding Kansas senior high schools, 7.5% reported teacher-training workshops in slide-tape production during the 1972-73 school year (Table 11), 3.8% reported 8mm film workshops, 23.1% reported video-tape workshops, 26.9% reported transparency workshops, and 68.8% reported no workshops held involving the four types of electronic media measured.

Prior to the 1972-73 school year. Of the responding Kansas senior high schools, 11.9% reported teacher-training workshops in slide-tape production held prior to the 1972-73 school year (Table 12), 4.4% reported 8mm film workshops, 24.4% reported video-tape workshops, 26.9% reported transparency workshops, and 65% reported no workshops held involving the four types of electronic media measured.

Major Hindrances to Production

Of the responding Kansas senior high schools, 20.6% reported there were no major hindrances to electronic media production during the 1972-73 school year (Table 13). Of the responding schools, 36.3% reported lack of funds as a major hindrance, 33.8% reported lack of equipment and materials, 18.1% reported lack of time, 15% reported lack of teacher-training, 10.6% reported lack of trained media personnel, and 8.1% reported lack of evidence as to the value of production as a hindrance to electronic media production.

TABLE 11

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS REPORTING TEACHER-TRAINING WORKSHOPS IN ELECTRONIC MEDIA PRODUCTION HELD DURING THE 1972-73 SCHOOL YEAR

Type of electronic media production workshop held	Percentage of Schools
Slide-tape	7.5
8mm film	3.8
Video-tape	23.1
Transparency	26.9
No workshops held involving the above	68.8

TABLE 12

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS REPORTING TEACHER-TRAINING WORKSHOPS IN ELECTRONIC MEDIA PRODUCTION HELD PRIOR TO THE 1972-73 SCHOOL YEAR

Type of electronic media production workshop held	Percentage of Schools
Slide-tape	11.9
8mm film	4.4
Video-tape	24.4
Transparency	26.9
No workshops held involving the above	65.0

TABLE 13

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS REPORTING MAJOR HINDRANCES TO ELECTRONIC MEDIA PRODUCTION DURING THE 1972-73 SCHOOL YEAR

Percentage of schools						
Lack of equipment and materials	Lack of evidence of value	Lack of time	Lack of teacher-training	Lack of trained media staff	Lack of funds	No hindrance to production
33.8	8.1	18.1	15.0	10.6	36.3	20.6

THE DATA INTERPRETED

Enrollment Categories

The 1972-1973 enrollment of Kansas public senior high schools totaled 115,950. The responding Kansas senior high schools were placed in three enrollment categories, 38,650 students each, based on an even distribution of the total enrollment. Each of these three enrollment categories was then divided in half, with 19,325 students each, to provide for further analysis and interpretation.

When the responding schools and their total enrollments were placed in each of the established enrollment categories, the following percentages resulted. Schools with enrollments from zero to 345 students contained the first one third of the total enrollment. Of schools in this category, 123 of 297 responded to the survey, or 41.1% (Table 14). The 123 responding schools represent a total enrollment of 16,683 students, or 43.1% of the total enrollment in the category (Table 15). Schools with enrollments from zero to 165 contain the first one sixth of the total enrollment. Of the schools in this category, 82 of 212 responded to the survey, or 38.7% (Table 16). The 82 responding schools with enrollments from zero to 165 represent a total enrollment of 7,857 students, or 40.7% of the total enrollment in the category (Table 17).

The percentages of schools responding to the survey varies in the three assigned categories from 41.1% to 52.6%. Likewise, in each of

TABLE 14

RESPONDING KANSAS SENIOR HIGH SCHOOLS IN THREE ENROLLMENT CATEGORIES WITH NUMBER OF SCHOOLS AND PERCENTAGES

Size of enrollment	Number of responding schools	Percentage of responding schools
0 - 345	123	41.1
346 - 1,305	27	45.8
1,306 - 2,645	10	52.6

TABLE 15

RESPONDING KANSAS SENIOR HIGH SCHOOLS IN THREE ENROLLMENT CATEGORIES WITH TOTAL ENROLLMENT AND PERCENTAGES

Size of enrollment	Total enrollment of responding schools	Enrollment percentage
0 - 345	16,683	43.1
346 - 1,305	19,177	49.6
1,306 - 2,645	19,248	49.8

TABLE 16

RESPONDING KANSAS SENIOR HIGH SCHOOLS IN SIX CATEGORIES WITH NUMBER OF SCHOOLS AND PERCENTAGES

Size of enrollment	Number of responding schools	Percentage of responding schools
0 - 165	82	38.7
166 - 345	41	48.2
346 - 715	17	43.6
716 - 1,305	10	50.0
1,306 - 2,079	6	54.5
2,080 - 2,645	4	50.0

TABLE 17

RESPONDING KANSAS SENIOR HIGH SCHOOLS IN SIX CATEGORIES WITH TOTAL ENROLLMENT AND PERCENTAGES

Size of enrollment	Total enrollment of responding schools	Enrollment percentage
0 - 165	7,857	40.7
166 - 345	8,826	45.7
346 - 715	8,621	44.6
716 - 1,305	10,556	54.6
1,306 - 2,079	9,809	50.8
2,080 - 2,645	9,439	48.8

the three enrollment categories, enrollment percentages differ from 43.1% to 49.8%. Similar percentages are reported for each of the six enrollment categories.

The Media Staff. A high percentage (80%) of responding Kansas senior high schools with enrollments of over 1,306 reported that during the 1972-73 school year the school district employed a full-time media supervisor (Table 18). An even higher percentage (90%) of the same schools reported the employment of a full-time media specialist. The percentage of schools which reported a full-time district media supervisor dropped sharply in relationship to school enrollment, with eighty percent of the larger schools reporting a supervisor to only 9.8% of the smaller schools. The percentage of schools which employed a full-time media specialist fell quickly also, with ninety percent of the large schools reporting a specialist and only 32.9% of the schools with an enrollment under 165 reporting a specialist. Of the 160 schools responding to the survey, 16.9% reported a supervisor, and 54.4% reported a full-time media specialist.

Few (2.4%) of the small schools reported a full-time media technician, while 11.1% of the responding medium-sized schools reported a full-time media technician. None of the responding schools with an enrollment of 1,306 or more reported the employment of a full-time media technician during the 1972-73 school year.

A higher percentage of schools reported either a full-time district media supervisor or media specialist than a media technician. This was true in all enrollment categories. The media technician is responsible

TABLE 18

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS REPORTING A DISTRICT MEDIA SUPERVISOR, MEDIA SPECIALIST AND/OR MEDIA TECHNICIAN DURING THE 1972-73 SCHOOL YEAR: ENROLLMENT CATEGORIES AND TOTAL RESPONSE

Size of enrollment	Percentage of schools		
	District Supervisor	Media Specialist	Media Technician
0 - 165	9.8	32.9	3.7
166 - 345	9.8	70.7	0.0
0 - 345	9.8	45.5	2.4
346 - 715	11.8	82.3	11.8
716 - 1,305	60.0	70.0	10.0
346 - 1,305	29.6	81.4	11.1
1,306 - 2,079	50.0	83.3	0.0
2,080 - 2,645	100.0	100.0	0.0
1,306 - 2,645	80.0	80.0	0.0
TOTAL RESPONSE	16.9	54.4	3.8

for the production of electronic media as long as all of the routines necessary to reach that production have been made available to him.[50] Do the schools which reported only a district supervisor and/or media specialist rely upon these one or two professionals in administration and organization of the media program to undertake also the additional tasks of directing and producing finished electronic media products? Such a "double-duty" is not feasible in a school which wants an effective media program.[51] It is desirable to have at least one full-time media staff member completely responsible for production of educational media materials.

Jeanne Masson Douglas, Director of the Educational Resources Center of the Reading, Pennsylvania Area Community College, has listed several specific duties for a media technician on the college level. These important tasks could be adapted by secondary schools seeking extensive production of original media through their own media center. The services of the Media Coordinator for Production Services include "(1) supervising typesetting and duplicating of print materials, (2) supervising lettering, illustrating, paste-up and other preliminary graphics production, (3) supervising overhead transparency production, (4) supervising audio- and video-tape production, (5) supervising photography production, (6) maintaining a production equipment inventory, (7) maintaining production supplies inventories, (8) accumulating production statistics, in all production areas, both print and nonprint, to be submitted monthly to the director of the Educational Resources Center."[52]

Such tasks, in addition to conducting teacher-training workshops and organizing public presentation of teacher and student created media, are time consuming and demanding for the media technician. Original electronic media production may suffer, or not even exist, when the media specialist or district supervisor finds the demands of more than one profession too great. As one responding media specialist commented, "When one is librarian, media distributor and repairman, title coordinator, 'Jack of All Trades,' it is difficult to do an adequate job...staff is important."

As the figures of this survey indicate, a majority of responding Kansas senior high schools (54.4%) are staffed with a full-time media specialist. The percentage of schools with a full-time district media supervisor ranges from a low 9.8% of responding schools with an enrollment below 345 to 100% of the responding schools with an enrollment between 2,080 and 2,645. The percentage of responding Kansas senior high schools which reported a full-time district media supervisor is a low 16.9%. The percentage of responding schools which reported the employment of a media technician responsible for production activities is even lower than the other two areas. It may be that the media technician is not recognized in many school districts as a valuable element for a successful school media program.

The Equipment. Equipment for the production of transparencies was available at a large percentage of the responding senior high schools during the 1972-73 school year (Table 19). All of the schools with enrollments over 1,305 reported having such equipment and 81.5%

of the schools with an enrollment between 346 and 1,305 reported transparency production equipment available in the school media center. Seventy-four point eight percent of the small schools reported transparency production equipment was available. It is not surprising to find a high percentage of schools reporting the availability of transparency production equipment. Godfrey found in her survey that the overhead projector was present in a large percentage of the nation's classrooms.[53] Nearly a decade after her study, the overhead projector has become a useful tool in all areas of secondary education. The simple process of making a basic transparency is usually not a barrier to the trained teacher or student. The availability of such production equipment, however, may be a barrier. A responding media specialist commented that the "library is still print oriented--there is no room for the AV equipment in the library, and if teachers want transparencies, they make their own in the office. I have no idea of how many are made." This barrier is probably even greater to the student when he finds office equipment "off limits." Another media specialist commented that "the principal does not make transparency materials available." Barriers to transparency production may be difficult to overcome when access to the equipment is blocked by the administration, and it is hard to conceive that such barriers can be removed by media specialists who refuse to produce transparencies themselves.

Since the late 1950's an increasing number of secondary schools have acquired equipment for video-tape production.[54] All of the responding Kansas senior high schools with an enrollment over 2,079

TABLE 19

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS REPORTING AVAILABLE ELECTRONIC MEDIA PRODUCTION EQUIPMENT IN THE SCHOOL MEDIA CENTER DURING THE 1972-73 SCHOOL YEAR: ENROLLMENT CATEGORIES AND TOTAL RESPONSE

Size of enrollment	Percentage of schools				
	Slice-tape equipment	8mm film equipment	Video-tape equipment	Transparency equipment	No equipment
0 - 165	24.4	15.9	42.7	69.5	25.6
166 - 345	39.9	24.4	65.9	85.4	12.2
0 - 345	29.3	18.7	50.4	74.8	21.1
346 - 715	41.2	23.5	52.9	82.4	17.6
716 - 1,305	50.0	20.0	70.0	80.0	10.0
346 - 1,305	44.4	22.2	59.3	81.5	14.8
1,306 - 2,079	66.7	16.7	83.3	100.0	0.0
2,080 - 2,645	75.0	75.0	100.0	100.0	0.0
1,306 - 2,645	70.0	40.0	90.0	100.0	0.0
TOTAL RESPONSE	34.4	20.6	54.4	77.5	18.7

reported video-tape production equipment available during the 1972-73 school year, while 83.3% of the responding schools with an enrollment between 1,306 and 2,079 reported such equipment. A little over half (50.4%) of the responding schools in the small enrollment category reported available video-tape equipment. One media specialist commented that "the school board has not approved purchase of video-tape equipment in the last three years or for the next; they feel that it would become more of a recreational facility than educational." Another media specialist commented that "the video-tape is used by the athletic and drama department only..." The video-tape, still young in the field of education, may seem an expensive toy to those not acquainted with the value of electronic media. To others it is a limited form of media that can only be used in special areas of school activities. The media specialist can be responsible for moving the video-tape into a place of acceptability and educational usefulness. The video-tape has become an instrument for education of students, teachers and administrators at Wilmette Public Schools in Glenview, Illinois, where these activities took place in 1970:

1. Video-taping actual class presentations, focusing on teaching behavior or learning processes of children.

2. Video-taping student learning activities and reviewing these with the students so that they might improve upon their own learning skills.

3. Video-taping the progress of an individual child and using it in parent-teacher or professional staffing conferences.

4. Video-taping specific learning situations which are atypical and using the video-tape as a focal point for an in-service program for other teachers.

5. Video-taping parts of professional meetings and making them available to other teachers at a more convenient time.

6. Video-taping master teachers in action and using the video-tape as an in-service discussion starter.

7. Video-taping model programs in operation so that they can be evaluated and discussed at a later time.

8. Video-taping student productions for later viewing by other students, teachers, or parents.[55]

Video-tape has educational value in all fields of the secondary curricula, including laboratory courses, vocational training, and student debate and newscasting.[56] In many cases the limits of the video-tape are in reality the limits of the teachers, students, administrators, or, unfortunately, the media staff.

Fewer schools reported the availability of equipment for slide-tape production or 8mm film production than reported equipment available for video-tape and transparency production. Seventy percent of the large schools reported slide-tape production equipment available in the school media center. The process of producing original slides and the skill of syncronizing 2" x 2" transparencies with a sound track may still be a new and experimental field for most Kansas senior high schools. However, the versatility of equipment for such productions and their relative inexpensiveness may encourage more schools to provide such equipment in the future.

Only forty percent of the schools with an enrollment over 1,305 reported 8mm film production equipment and fewer than one school in five with an enrollment under 166 reported equipment available for 8mm film production. The convenience of cartridge loaded cameras for both slide and 8mm film production has resulted in equipment that can be mastered by the nontechnically trained teacher and student. The expense of developing film, mounting slides, duplicating sound tracks, splicing film and tape, and repairing of equipment may well be kept under control by a trained media technician. The production possibilities of slide-tape and 8mm film programs are too great to be cast aside because of fear that money will be wasted and equipment poorly used by the technically incompetent.

One school of every responding five with an enrollment of fewer than 165 reported no equipment was available for the types of media production measured by this survey. A higher percentage of large schools reported media production equipment than schools with small enrollments. All of the responding schools with an enrollment greater than 1,306 reported having equipment for at least one form of electronic media production measured by this survey.

Of the schools responding to the survey, a higher percentage of large schools reported available equipment than schools with medium-sized and small enrollments. A majority of the responding schools reported available equipment for video-tape and transparency production.

Frequency of Media Staff Production. The media staff should accept the leadership role to introduce electronic media production to teachers and students. It is the responsibility of the media specialist, with the media technician, to provide facilities and technical services to assist in producing such materials.[57] The data gathered reveals considerable variations among schools in different enrollment categories as to the involvement of the media staff in the production of electronic media (Tables 20-23).

In general, a higher percentage of responding schools in the small enrollment categories reported media staff noninvolvement than did schools in the large enrollment categories. For example, 82.1% of schools with an enrollment under 345 reported the media staff was never involved in slide-tape production, while 66.7% of the schools with an enrollment between 346 and 1,305 reported noninvolvement, and only 30% of the schools with an enrollment over 1,305 reported such noninvolvement of the media staff. Extremes range from 86.6% of schools with an enrollment under 165 to only 25% of schools with enrollments over 2,080. Generally, the same pattern is found for media staff involvement in 8mm film, video-tape, and transparency production.

A higher percentage of schools with large enrollments reported frequent media staff involvement in production than schools with small enrollments. Especially high percentages were compiled for transparency production, as 40% of the large enrollment schools reported the media staff was involved at least once each day and 50% of responding schools with an enrollment between 1,306 and 2,079 reported the media staff

involved in transparency production at least once each day. A relatively high percentage of schools reported media staff involvement in video-tape production. Eighteen point five percent of responding schools with an enrollment between 346 and 1,305 reported such involvement at least once each week. Media staff involvement in slide-tape and 8mm film production was less frequent than video-tape and transparency production.

Frequency of Faculty Production. A publication of the National Education Association describes schools of the future in which teams of professionals and paraprofessionals help children learn by computer, self-instruction, materials creation, multi-media, and exploratory centers.[58] In this setting, the teacher is a manager who serves in the role of the integrator of knowledge. In such a multi-mediated environment, he may have professional relationships with supportive personnel such as technicians, electronic engineers, and graphic artists, as well as with paraprofessionals and volunteer parents. Here the emphasis will be on learning rather than teaching, and the teacher will assume a new level of professional responsibility; that of "learning director," specializing in pupil involvement and self-direction. Literacy will become more than a reading and writing competence. The teacher of today must be capable of developing visual and audio literacy to enable students to utilize the rapidly growing field of instructional technology. "Included in the forecast for the next few years is the concept of media training heretofore limited to media professionals...assimilated into general and special methods courses... equipping teachers as never before with basic production and utilization skills."[59]

TABLE 20

PERCENTAGES OF RESPONDING SMALL (0-345) KANSAS SENIOR HIGH SCHOOLS REPORTING THE FREQUENCY OF ELECTRONIC MEDIA PRODUCTION BY MEDIA STAFF MEMBERS DURING THE 1972-73 SCHOOL YEAR

Frequency of production	Size of enrollment	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Never	0-165	86.6	95.1	70.7	56.1
	166-345	73.2	87.8	53.7	41.5
	0-345	82.1	92.7	65.0	51.2
Once each semester	0-165	7.3	2.4	8.5	12.2
	166-345	12.2	2.4	4.8	17.1
	0-345	8.9	2.4	7.3	13.8
Once each month	0-165	4.9	2.4	12.2	20.7
	166-345	9.8	4.8	19.5	14.6
	0-345	6.5	3.3	14.6	18.7
Once each week	0-165	1.2	0.0	8.5	9.8
	166-345	4.8	4.8	17.1	17.1
	0-345	2.4	1.6	11.4	12.2
Once each day	0-165	0.0	0.0	0.0	1.2
	166-345	0.0	0.0	4.8	9.8
	0-345	0.0	0.0	1.6	4.1

TABLE 21

PERCENTAGES OF RESPONDING MEDIUM-SIZED (346-1,305) KANSAS SENIOR HIGH SCHOOLS REPORTING THE FREQUENCY OF ELECTRONIC MEDIA PRODUCTION BY MEDIA STAFF MEMBERS DURING THE 1972-73 SCHOOL YEAR

Frequency of production	Size of enrollment	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Never	346-715	76.5	88.2	64.7	47.1
	716-1,305	50.0	100.0	40.0	50.0
	346-1,305	66.7	92.6	55.6	48.1
Once each semester	346-715	17.6	5.9	0.0	17.6
	716-1,305	20.0	0.0	30.0	0.0
	346-1,305	18.5	3.7	11.1	11.1
Once each month	346-715	5.9	5.9	11.8	23.5
	716-1,305	30.0	0.0	10.0	30.0
	346-1,305	14.8	3.7	11.1	25.9
Once each week	346-715	0.0	0.0	17.6	5.9
	716-1,305	0.0	0.0	20.0	20.0
	346-1,305	0.0	0.0	18.5	11.1
Once each day	346-715	0.0	0.0	5.9	5.9
	716-1,305	0.0	0.0	0.0	0.0
	346-1,305	0.0	0.0	3.7	3.7

TABLE 22

PERCENTAGES OF RESPONDING LARGE (1,306-2,645) KANSAS SENIOR HIGH SCHOOLS REPORTING THE FREQUENCY OF ELECTRONIC MEDIA PRODUCTION BY MEDIA STAFF MEMBERS DURING THE 1972-73 SCHOOL YEAR

Frequency of Production	Size of enrollment	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Never	1,306-2,079	33.3	83.3	33.3	0.0
	2,080-2,645	25.0	100.0	75.0	50.0
	1,306-2,079	30.0	90.0	50.0	20.0
Once each semester	1,306-2,079	16.7	16.7	16.7	16.7
	2,080-2,645	50.0	0.0	0.0	25.0
	1,306-2,645	30.0	10.0	10.0	20.0
Once each month	1,306-2,079	16.7	0.0	16.7	0.0
	2,080-2,645	25.0	0.0	25.0	0.0
	1,306-2,645	20.0	0.0	20.0	0.0
Once each week	1,306-2,079	16.7	0.0	16.7	33.3
	2,080-2,645	0.0	0.0	0.0	0.0
	1,306-2.645	10.0	0.0	10.0	20.0
Once each day	1,306-2,079	16.7	0.0	16.7	50.0
	2,080-2,645	0.0	0.0	0.0	25.0
	1,306-2,645	10.0	0.0	10.0	40.0

TABLE 23

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS REPORTING THE FREQUENCY OF ELECTRONIC MEDIA PRODUCTION BY MEDIA STAFF MEMBERS DURING THE 1972-73 SCHOOL YEAR: THREE ENROLLMENT CATEGORIES AND TOTAL RESPONSE

Frequency of production	Size of enrollment	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Never	0-345	82.1	92.7	65.0	51.2
	346-1,305	66.7	92.6	55.6	48.1
	1,305-2,645	30.0	90.0	50.0	20.0
	TOTAL RESPONSE	76.9	92.5	62.5	48.6
[illegible] each semester	0-345	8.9	2.4	7.3	13.8
	346-1,305	18.5	3.7	11.1	11.1
	1,305-2,645	30.0	[illegible]	10.0	20.0
	TOTAL RESPONSE	11.2	3.1	8.1	13.8
[illegible] each month	[illegible]	[illegible]	[illegible]	14.6	18.7
	346-1,305	14.3	[illegible]	11.1	25.9
	1,305-2,645	20.0	0.0	20.0	0.0
	TOTAL RESPONSE	8.8	3.1	14.4	18.8
Once each week	0-345	2.4	1.6	11.4	12.2
	346-1,305	0.0	0.0	18.5	11.1
	1,306-2,645	10.0	0.0	10.0	20.0
	TOTAL RESPONSE	1.9	1.3	12.5	12.5
Once each day	0-345	0.0	0.0	1.6	4.1
	346-1,305	0.0	0.0	3.7	3.7
	1,306-2,645	10.0	0.0	10.0	40.0
	TOTAL RESPONSE	0.6	0.0	2.5	6.3

"As accountability becomes more and more a reality and less and less a catch phrase [and] specialists in media selection, materials design and learning resources production do the choosing of materials for the implementation of specific learning objectives, the teacher's prime responsibility will be seeing that the materials are used according to the directions of designers and developers."[60] The teachers may also assist in the production of such materials when individualization is necessary. The ability of the teacher to use electronic media equipment to produce educational materials is essential to the process of creative inquiry.

In general, a higher percentage of small senior high schools reported teacher noninvolvement in electronic media production than responding large schools (Tables 24-27). For example, 79.7% of the responding schools with an enrollment under 345 reported that faculty members were never involved in slide-tape production during the 1972-73 school year, while only 30% of the responding schools with an enrollment over 1,306 reported such noninvolvement. Extremes range from 82.9% of the responding schools with an enrollment under 165 to only 25% of the responding schools with an enrollment over 2,080. In general, the same pattern is found for the frequency of teacher production of 8mm film, video-tape and transparencies.

A higher percentage of large schools reported frequent teacher involvement in electronic media production than did schools with small enrollments. Especially high percentages were compiled for transparency production, as 40% of the large enrollment schools reported faculty

TABLE 24

PERCENTAGES OF RESPONDING SMALL (0-345) KANSAS SENIOR HIGH SCHOOLS REPORTING THE FREQUENCY OF ELECTRONIC MEDIA PRODUCTION BY FACULTY MEMBERS DURING THE 1972-73 SCHOOL YEAR

Frequency of production	Size of enrollment	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Never	0-165	82.9	90.2	61.0	36.6
	166-345	73.2	75.6	36.6	22.0
	0-345	79.7	85.4	52.8	21.7
Once each semester	0-165	9.8	6.1	9.8	13.4
	166-345	12.2	9.8	4.9	2.4
	0-345	10.6	7.3	8.1	9.8
Once each month	0-165	6.1	1.2	15.9	31.7
	166-345	12.2	12.2	34.1	31.7
	0-345	8.1	4.9	22.0	31.7
Once each week	0-165	1.2	2.4	12.2	15.9
	166-345	0.0	2.4	17.1	31.7
	0-345	0.8	2.4	13.8	21.1
Once each day	0-165	0.0	0.0	1.2	2.4
	166-345	2.4	0.0	7.3	12.2
	0-345	0.8	0.0	3.3	5.7

TABLE 25

PERCENTAGES OF RESPONDING MEDIUM-SIZED (346-1,305) KANSAS SENIOR HIGH SCHOOLS REPORTING THE FREQUENCY OF ELECTRONIC MEDIA PRODUCTION BY FACULTY MEMBERS DURING THE 1972-73 SCHOOL YEAR

Frequency of production	Size of enrollment	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Never	346-715	76.5	82.4	58.8	41.2
	716-1,305	50.0	80.0	30.0	20.0
	346-1,305	66.7	81.5	48.1	33.3
Once each semester	346-715	5.9	0.0	0.0	17.6
	716-1,305	20.0	10.0	10.0	0.0
	346-1,305	14.8	3.7	3.7	11.1
Once each month	346-715	0.0	5.9	17.6	5.9
	716-1,305	20.0	10.0	20.0	30.0
	346-1,305	7.4	7.5	18.5	14.8
Once each week	346-715	5.9	11.8	5.9	17.6
	716-1,305	0.0	0.0	30.0	50.0
	346-1,305	3.7	7.4	14.8	29.6
Once each day	346-715	11.8	0.0	17.6	17.6
	716-1,305	0.0	0.0	10.0	0.0
	346-1,305	7.4	0.0	14.8	11.1

TABLE 26

PERCENTAGES OF RESPONDING LARGE (1,306-2,645) KANSAS SENIOR HIGH SCHOOLS REPORTING THE FREQUENCY OF ELECTRONIC MEDIA PRODUCTION BY FACULTY MEMBERS DURING THE 1972-73 SCHOOL YEAR

Frequency of production	Size of enrollment	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Never	1,306-2,079	33.3	8.3	16.7	16.7
	2,080-2,645	25.0	25.0	25.0	0.0
	1,306-2,645	30.0	60.0	20.0	10.0
Once each semester	1,306-2,079	0.0	0.0	0.0	0.0
	2,080-2,645	25.0	0.0	0.0	0.0
	1,306-2,079	10.0	0.0	0.0	0.0
Once each month	1,306-2,079	33.3	0.0	0.0	0.0
	2,080-2,645	25.0	0.0	25.0	25.0
	1,306-2,645	30.0	0.0	10.0	10.0
Once each week	1,306-2,079	16.7	16.7	66.7	50.0
	2,080-2,645	25.0	25.0	25.0	25.0
	1,306-2,645	20.0	20.0	50.0	40.0
Once each day	1,306-2,079	16.7	0.0	16.7	33.3
	2,080-2,645	0.0	50.0	25.0	50.0
	1,306-2,645	10.0	20.0	20.0	40.0

TABLE 27

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS REPORTING THE FREQUENCY OF ELECTRONIC MEDIA PRODUCTION BY FACULTY MEMBERS DURING THE 1972-73 SCHOOL YEAR: THREE ENROLLMENT CATEGORIES AND TOTAL RESPONSE

Frequency of production	Size of enrollment	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Never	0-345	79.7	85.4	52.8	31.7
	346-1,305	66.7	81.5	48.1	33.3
	1,306-2,645	30.0	60.0	20.0	10.0
	TOTAL RESPONSE	72.5	83.1	50.0	30.6
Once each semester	0-345	10.6	7.3	8.1	9.8
	346-1,305	14.8	3.7	3.7	11.1
	1,306-2,645	10.0	0.0	0.0	0.0
	TOTAL RESPONSE	11.3	6.3	6.9	9.4
Once each month	0-345	8.1	4.9	22.0	31.7
	346-1,305	7.4	7.5	18.5	14.8
	1,306-2,645	30.0	0.0	10.0	10.0
	TOTAL RESPONSE	9.4	5.0	20.6	27.5
Once each week	0-345	0.0	2.4	13.8	21.1
	346-1,305	3.7	7.4	14.8	29.6
	1,306-2,645	20.0	20.0	50.0	40.0
	TOTAL RESPONSE	2.5	4.4	16.9	23.8
Once each day	0-345	0.8	0.0	3.3	5.7
	346-1,305	7.4	0.0	14.8	11.1
	1,306-2,645	10.0	20.0	20.0	40.0
	TOTAL RESPONSE	2.5	1.3	6.3	8.8

members involved in transparency production at least once each day, and 40% reported such involvement at least once each week. Fifty percent of the responding schools with an enrollment over 2,080 reported teacher involvement in transparency production at least once each day. A relatively high percentage of responding schools reported faculty members involved in video-tape production. Fifty percent of the responding schools with an enrollment over 1,306 reported faculty members involved in video-tape production at least once each week, and 20% in the same enrollment category reported such involvement at least once each day. Teacher involvement in slide-tape and 8mm film production was less frequent than video-tape and transparency production. Of the four types of electronic media measured by the survey, teachers were involved most frequently in transparency production.

Frequency of Student Production. Kenneth Taylor contends that many students are already technically proficient in creating audio- and video-tapes, transparencies, photos and other forms of electronic media. "Student media that are added to school collections for local reference value also serve as models to other students who wish to communicate through original avenues...it is conceivable that the training of all students to create a variety of media for purpose of creative inquiry may become the most rapidly growing service of future media centers."[61] According to Marshall McLuhan, "The meaning of the electronic age is the switch from 'hardware' to 'software'...and it means that all instruction is to be taken from the hands of the instructors and put into the hands of the students for programming."[62] Yet some

comments from the Kansas senior high schools responding to this production survey indicate that the door is not open to the student. Often media production equipment is not placed into the hands of students for fear they might damage the equipment or produce poor quality media not worth the money or time invested.

In general, a higher percentage of responding small schools reported student noninvolvement in electronic media production than did schools with large enrollments (Tables 28-31). For example, 84.6% of the responding small schools reported that students were not involved in slide-tape production during the 1972-73 school year, while only 40% of the large schools reported such non-involvement. Extremes range from 89% of the samll schools to 33.3% of the responding schools with an enrollment between 1,306 and 2,079. Generally, the same pattern is found for student production of 8mm films, video-tapes, and transparencies.

A majority of the responding senior high schools in all enrollment categories reported that students were not involved in the four types of electronic media production measured. However, some student involvement in production was reported. A higher percentage of schools with large enrollments reported student involvement than schools with small enrollments. Forty percent of the responding schools with an enrollment over 1,306 reported students involved in video-tape and transparency production at least once each week. Thirty percent of the schools in the large enrollment category reported student involvement in video-tape production at least once each day, and 20% of the responding large schools reported student involvement in transparency production. Student

TABLE 28

PERCENTAGES OF RESPONDING SMALL (0-345) KANSAS SENIOR HIGH SCHOOLS REPORTING THE FREQUENCY OF ELECTRONIC MEDIA PRODUCTION BY STUDENTS DURING THE 1972-73 SCHOOL YEAR

Frequency of production	Size of enrollment	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Never	0-165	89.0	96.3	74.4	79.3
	166-345	75.6	82.9	41.5	61.0
	0-345	84.6	91.9	63.4	73.2
Once each semester	0-165	7.3	1.2	11.0	8.5
	166-345	14.6	7.3	19.5	19.5
	0-345	9.8	3.3	13.8	12.2
Once each month	0-165	3.7	1.2	6.1	8.5
	166-345	4.9	7.3	22.0	7.3
	0-345	4.1	3.3	11.4	8.1
Once each week	0-165	0.0	1.2	8.5	3.7
	166-345	2.4	2.4	9.8	9.8
	0-345	0.8	1.6	8.9	5.7
Once each day	0-165	0.0	0.0	0.0	0.0
	166-345	2.4	0.0	7.3	2.4
	0-345	0.8	0.0	2.4	0.8

TABLE 29

PERCENTAGES OF RESPONDING MEDIUM-SIZED (346-1,305) KANSAS SENIOR HIGH SCHOOLS REPORTING THE FREQUENCY OF ELECTRONIC MEDIA PRODUCTION BY STUDENTS DURING THE 1972-73 SCHOOL YEAR

Frequency of production	Size of enrollment	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Never	346-715	88.2	88.2	70.6	70.6
	716-1,305	50.0	80.0	30.0	40.0
	346-1,305	74.1	85.2	55.6	59.3
Once each semester	346-715	0.0	0.0	5.9	5.9
	716-1,305	30.0	10.0	40.0	10.0
	346-1,305	11.1	3.7	18.5	7.4
Once each month	346-715	0.0	5.9	5.9	5.9
	716-1,305	20.0	10.0	0.0	40.0
	346-1,305	7.4	7.4	3.7	18.5
Once each week	346-715	5.9	5.9	11.8	11.8
	716-1,305	0.0	0.0	20.0	10.0
	346-1,305	3.7	3.7	18.5	11.1
Once each day	346-715	5.9	0.0	5.9	5.9
	716-1,305	0.0	0.0	0.0	0.0
	346-1,305	3.7	0.0	3.7	3.7

TABLE 30

PERCENTAGES OF RESPONDING LARGE (1,306-2,645) KANSAS SENIOR HIGH SCHOOLS REPORTING THE FREQUENCY OF ELECTRONIC MEDIA PRODUCTION BY STUDENTS DURING THE 1972-73 SCHOOL YEAR

Frequency of production	Size of enrollment	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Never	1,306-2,079	33.3	83.3	16.7	16.7
	2,080-2,645	50.0	50.0	25.0	50.0
	1,306-2,645	40.0	70.0	20.0	30.0
Once each semester	1,306-2,079	16.7	0.0	0.0	16.7
	2,080-2,645	25.0	0.0	0.0	0.0
	1,306-2,645	20.0	0.0	0.0	10.0
Once each month	1,306-2,079	16.7	0.0	16.7	0.0
	2,080-2,645	0.0	0.0	0.0	0.0
	1,306-2,645	10.0	0.0	10.0	0.0
Once each week	1,306-2,079	16.7	16.7	50.0	33.3
	2,080-2,645	25.0	25.0	25.0	50.0
	1,306-2,645	20.0	20.0	40.0	40.0
Once each day	1,306-2,079	16.7	0.0	16.7	33.3
	2,080-2,645	0.0	25.0	50.0	0.0
	1,306-2,645	10.0	10.0	30.0	20.0

TABLE 31

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS REPORTING THE FREQUENCY OF ELECTRONIC MEDIA PRODUCTION BY STUDENTS DURING THE 1972-73 SCHOOL YEAR: THREE ENROLLMENT CATEGORIES AND TOTAL RESPONSE

Frequency of production	Size of enrollment	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Never	0-345	84.6	91.9	63.4	73.2
	346-1,305	74.1	85.2	55.6	59.3
	1,305-2,645	40.0	70.0	20.0	30.0
	TOTAL RESPONSE	80.0	89.4	59.4	68.1
Once each semester	0-345	9.8	3.3	13.8	12.2
	346-1,305	11.1	3.7	18.5	7.4
	1,306-2,645	20.0	0.0	0.0	10.0
	TOTAL RESPONSE	10.6	3.1	13.8	11.3
Once each month	0-345	4.1	3.3	11.4	8.1
	346-1,305	7.4	7.4	3.7	18.5
	1,306-2,645	10.0	0.0	10.0	0.0
	TOTAL RESPONSE	5.0	3.8	10.0	9.4
Once each week	0-345	0.8	1.6	8.9	5.7
	346-1,305	3.7	3.7	18.5	11.1
	1,305-2,645	20.0	20.0	40.0	40.0
	TOTAL RESPONSE	2.5	3.1	12.5	8.8
Once each day	0-345	0.8	0.0	2.4	0.8
	346-1,305	3.7	0.0	3.7	3.7
	1,306-2,645	10.0	10.0	30.0	20.0
	TOTAL RESPONSE	1.9	0.6	4.4	2.5

involvement in slide-tape and 8mm film production was less frequent than video-tape and transparency production.

Frequency of Media Staff, Faculty, and Student Production. Most students "model the instructors who teach them, rather than following the suggestions and admonishments in textbooks or lectures."[63] If students in secondary schools observe their instructors producing instructional media, then, supposedly, students may do the same for presentations of their own. Faculty members show a higher frequency of electronic media production than do students or media staff members during the 1972-73 school year (Table 32). Such faculty involvement may lead to more student involvement in electronic media production in the future.

Percentage of Faculty Members Involved in Production. One media specialist returned the following comment with the production survey questionnaire:

> Although the equipment is readily available for all to use, there is a real reluctance on the part of most faculty members to use media other than VTR and 16mm films. Overheads are used largely for notes rather than illustration with prepared transparencies. We are quite anxious to improve teacher involvement in the media.

Of the total responding Kansas senior high schools, a majority reported that fewer than ten percent of the faculty members were involved in four types of electronic media production measured by the survey (Tables 33-36). Seventy-two percent of the responding schools reported none of the faculty involved in slide-tape production, and 83.1% reported none of the faculty involved in 8mm film production.

TABLE 32

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS REPORTING THE FREQUENCY OF ELECTRONIC MEDIA PRODUCTION BY MEDIA STAFF MEMBERS, FACULTY MEMBERS AND STUDENTS DURING THE 1972-73 SCHOOL YEAR

Frequency of production	Production group	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Never	Media staff	76.9	92.5	62.5	48.6
	Faculty	72.5	83.1	50.0	30.6
	Students	80.0	89.4	59.4	68.1
Once each semester	Media staff	11.9	3.1	8.1	13.8
	Faculty	11.3	6.9	6.9	9.4
	Students	10.6	3.1	13.8	11.3
Once each month	Media staff	8.8	3.1	14.4	18.8
	Faculty	9.4	5.0	20.6	27.5
	Students	5.0	3.8	10.0	9.4
Once each week	Media staff	1.9	1.3	12.5	12.5
	Faculty	2.5	4.4	16.9	23.8
	Students	2.5	3.1	12.5	8.8
Once each day	Media staff	0.6	9.9	2.5	6.3
	Faculty	2.5	1.3	6.3	8.8
	Students	1.9	0.6	4.4	2.5

In general, a higher percentage of responding small schools reported faculty noninvolvement than did schools with large enrollments.

Of the responding schools reporting faculty involvement in electronic media production, a higher percentage of faculty members were reported involved in video-tape or transparency production than in slide-tape or 8mm film production. None of the responding schools reported a majority of the faculty members involved in either slide-tape or 8mm film production. Four point four percent of the responding schools reported a majority of the faculty members involved in video-tape production, and 9.4% of the schools reported a majority of the faculty members involved in transparency production.

Of the responding schools reporting a majority of the faculty members involved in electronic media production, no relationship can be established between the size of enrollment on the one hand and the high percentage of involvement on the other hand. Four point one percent of the small enrollment schools reported a majority of the faculty members involved in video-tape production, 7.4% of the medium-sized schools reported such involvement, but none of the large schools reported such a high percentage of faculty members so involved. Eight point nine percent of the responding small schools reported a majority of the faculty members involved in transparency production, 7.4% of the medium-sized schools reported such involvement, and 20% of the large schools reported a majority of the faculty members so involved.

TABLE 33

PERCENTAGES OF RESPONDING SMALL (0-345) KANSAS SENIOR HIGH SCHOOLS REPORTING THE PERCENTAGE OF FACULTY MEMBERS INVOLVED IN ELECTRONIC MEDIA PRODUCTION DURING THE 1972-73 SCHOOL YEAR

Percentage Involved in production	Size of enrollment	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Zero	0-165	82.9	90.2	61.0	36.6
	166-345	73.2	75.6	36.6	22.0
	0-345	79.7	85.4	52.8	31.7
1% - 10%	0-165	14.6	8.5	18.3	32.9
	166-345	19.5	19.5	24.4	19.5
	0-345	16.3	12.2	20.3	28.5
11% - 25%	0-165	1.2	0.0	14.6	12.2
	166-345	7.3	2.4	17.1	22.0
	0-345	3.3	0.8	15.4	15.4
26% - 50%	0-165	1.2	1.2	4.9	11.0
	166-345	0.0	2.4	12.2	24.4
	0-345	0.8	1.6	7.3	15.4
51% - 100%	0-165	0.0	0.0	1.2	7.3
	166-345	0.0	0.0	9.8	12.2
	0-345	0.0	0.0	4.1	8.9

TABLE 34

PERCENTAGES OF RESPONDING MEDIUM-SIZED (346-1,305) KANSAS SENIOR HIGH SCHOOLS REPORTING THE PERCENTAGE OF FACULTY MEMBERS INVOLVED IN ELECTRONIC MEDIA PRODUCTION DURING THE 1972-73 SCHOOL YEAR

Percentage involved in production	Size of enrollment	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Zero	346-715	76.5	82.4	58.8	41.2
	716-1,305	50.0	80.0	30.0	20.0
	346-1,305	66.7	8.15	48.1	33.3
1% - 10%	346-715	11.8	17.6	11.8	11.8
	716-1,305	50.0	20.0	30.0	0.0
	346-1,305	25.9	18.5	18.5	7.4
11% - 25%	346-715	5.9	0.0	23.5	17.6
	716-1,305	0.0	0.0	20.0	60.0
	346-1,305	3.7	0.0	22.2	33.3
26% - 50%	346-715	5.9	0.0	0.0	23.5
	716-1,305	0.0	0.0	10.0	10.0
	346-1,305	3.7	0.0	3.7	18.5
51% - 100%	346-715	0.0	0.0	5.9	5.9
	716-1,305	0.0	0.0	10.0	10.0
	346-1,305	0.0	0.0	7.4	7.4

TABLE 35

PERCENTAGES OF RESPONDING LARGE (1,306-2,645) KANSAS SENIOR HIGH SCHOOLS REPORTING THE PERCENTAGE OF FACULTY MEMBERS INVOLVED IN ELECTRONIC MEDIA PRODUCTION DURING THE 1972-73 SCHOOL YEAR

Percentage involved in production	Size of enrollment	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Zero	1,306-2,079	33.3	83.3	16.7	16.7
	2,080-2,645	25.0	25.0	25.0	0.0
	1,306-2,645	30.0	60.0	20.0	10.0
1% - 10%	1,306-2,079	50.0	0.0	33.3	16.7
	2,080-2,645	75.0	50.0	25.0	25.0
	1,306-2,645	60.0	20.0	30.0	20.0
11% - 25%	1,306-2,079	0.0	16.7	33.3	16.7
	2,080-2,645	0.0	25.0	50.0	0.0
	1,306-2,645	0.0	20.0	40.0	10.0
26% - 50%	1,306-2,079	16.7	0.0	16.7	33.3
	2,080-2,645	0.0	0.0	0.0	50.0
	1,306-2,645	10.0	0.0	10.0	40.0
51% - 100%	1,306-2,079	0.0	0.0	0.0	16.7
	2,080-2,645	0.0	0.0	0.0	25.0
	1,306-2,645	0.0	0.0	0.0	20.0

TABLE 36

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS REPORTING THE PERCENTAGE OF FACULTY MEMBERS INVOLVED IN ELECTRONIC MEDIA PRODUCTION DURING THE 1972-73 SCHOOL YEAR: THREE ENROLLMENT CATEGORIES AND TOTAL RESPONSE

Percentage involved in production	Size of enrollment	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Zero	0-345	79.7	85.4	52.8	31.7
	346-1,305	66.7	81.5	48.1	33.3
	1,305-2,645	30.0	60.0	20.0	10.0
	TOTAL RESPONSE	72.2	83.1	50.0	30.6
1% - 10%	0-345	16.3	12.2	20.3	28.5
	346-1,305	25.9	18.5	18.5	7.4
	1,306-2,645	60.0	20.0	30.0	20.0
	TOTAL RESPONSE	20.6	13.8	20.6	24.4
11% - 25%	0-345	3.3	0.8	15.4	15.4
	346-1,305	3.7	0.0	22.2	33.3
	1,306-2,645	0.0	20.0	40.0	10.0
	TOTAL RESPONSE	3.1	1.9	18.1	18.1
26% - 50%	0-345	0.8	1.6	7.3	15.4
	346-1,305	3.7	0.0	3.7	18.5
	1,306-2,645	10.0	0.0	10.0	40.0
	TOTAL RESPONSE	1.9	1.3	6.9	17.5
51% - 100%	0-345	0.0	0.0	4.1	8.9
	346-1,305	0.0	0.0	7.4	7.4
	1,306-2,645	0.0	0.0	0.0	20.0
	TOTAL RESPONSE	0.0	0.0	4.4	9.4

Percentage of Students Involved in Production. In 1970 Gerald Baltimore, Audiovisual Coordinator at Parkdale Senior High School in Riverdale, Maryland answered a student's question with another question.[64] The student asked, "What kind of programs can be produced in the new audiovisual course?" Baltimore's answer was, "What would you like to say to whom?" The Riverdale audiovisual program offers students an opportunity to communicate on movie film, slides and tapes, instead of just in writing and speaking. Of course, the basics of research, reading and writing, are still present, but the magic opportunity is given for the student to communicate to others in the way he receives much of his information--electronic media.

Students were asked in a national survey conducted in 1959 by Wilbur Schramm, "Which medium would you miss most if you had to do without it?"[65] An overwhelming majority of the students, both boys and girls in grades eight through twelve, responded that television, radio and movies must head the list as opposed to books, magazines and newspapers. Yet are students provided the opportunity of exploring the process of how such electronic media programming is produced? Are they given the opportunity to understand by doing? Are the students, who live in an age of mass electronic communication, allowed to research, organize, design and present knowledge through a lens or microphone just as they receive it from a screen or amplifier?

Of the total responding Kansas senior high schools, a majority reported that none of the students were involved in the four types of electronic media production measured by the survey (Tables 37-40).

TABLE 37

PERCENTAGES OF RESPONDING SMALL (0-345) KANSAS SENIOR HIGH SCHOOLS REPORTING THE PERCENTAGE OF STUDENTS INVOLVED IN ELECTRONIC MEDIA PRODUCTION DURING THE 1972-73 SCHOOL YEAR

Percentage involved in production	Size of enrollment	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Zero	0-165	89.9	96.3	74.4	79.3
	166-345	75.6	82.9	41.5	61.0
	0-345	84.6	91.9	63.4	73.2
1% - 10%	0-165	11.0	3.7	14.6	14.6
	166-345	14.6	17.1	36.6	29.3
	0-345	12.2	8.1	22.0	19.5
11% - 25%	0-165	0.0	0.0	9.8	2.4
	166-345	4.9	0.0	14.6	7.3
	0-345	1.6	0.0	11.4	4.1
26% - 50%	0-165	0.0	0.0	1.2	3.7
	166-345	4.9	0.0	7.3	0.0
	0-345	1.6	0.0	3.3	2.4
51% - 100%	0-165	0.0	0.0	0.0	0.0
	166-345	0.0	0.0	0.0	2.4
	0-345	0.0	0.0	0.0	0.8

TABLE 38

PERCENTAGES OF RESPONDING MEDIUM-SIZED (346-1,305) KANSAS SENIOR HIGH SCHOOLS REPORTING THE PERCENTAGE OF STUDENTS INVOLVED IN ELECTRONIC MEDIA PRODUCTION DURING THE 1972-73 SCHOOL YEAR

Percentage involved in production	Size of enrollment	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Zero	346-715	88.2	88.2	70.6	70.6
	716-1,305	50.0	80.0	30.0	40.0
	346-1,305	74.1	85.2	55.6	59.3
1% - 10%	346-715	5.9	11.8	23.5	29.4
	716-1,305	50.0	20.0	50.0	40.0
	346-1,305	22.2	14.8	33.3	33.3
11% - 25%	346-715	5.9	0.0	5.9	0.0
	716-1,305	0.0	0.0	10.0	10.0
	346-1,305	3.7	0.0	7.4	3.7
26% - 50%	346-715	0.0	0.0	0.0	0.0
	716-1,305	0.0	0.0	0.0	10.0
	346-1,305	0.0	0.0	0.0	3.7
51% - 100%	346-715	0.0	0.0	0.0	0.0
	716-1,305	0.0	0.0	10.0	0.0
	346-1,305	0.0	0.0	3.7	0.0

TABLE 39

PERCENTAGES OF RESPONDING LARGE (1,306-2,645) KANSAS SENIOR HIGH SCHOOLS REPORTING THE PERCENTAGE OF STUDENTS INVOLVED IN ELECTRONIC MEDIA PRODUCTION DURING THE 1972-73 SCHOOL YEAR

Percentage involved in production	Size of enrollment	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Zero	1,306-2,079	33.3	83.3	16.7	16.7
	2,080-2,645	50.0	50.0	25.0	50.0
	1,306-2,645	40.0	70.0	20.0	30.0
1% - 10%	1,306-2,079	33.3	0.0	50.0	50.0
	2,080-2,645	50.0	25.0	25.0	50.0
	1,306-2,645	40.0	10.0	40.0	50.0
11% - 25%	1,306-2,079	16.7	0.0	0.0	33.3
	2,080-2,645	0.0	0.0	25.0	0.0
	1,306-2,645	10.0	0.0	10.0	20.0
26% - 50%	1,306-2,079	16.7	16.7	33.3	0.0
	2,080-2,645	0.0	25.0	25.0	0.0
	1,306-2,645	10.0	20.0	30.0	0.0
51% - 100%	1,306-2,079	0.0	0.0	0.0	0.0
	2,080-2,645	0.0	0.0	0.0	0.0
	1,307-2,645	0.0	0.0	0.0	0.0

TABLE 40

PERCENTAGE OF RESPONDING KANSAS SENIOR HIGH SCHOOLS REPORTING THE PERCENTAGE OF STUDENTS INVOLVED IN ELECTRONIC MEDIA PRODUCTION DURING THE 1972-73 SCHOOL YEAR: THREE ENROLLMENT CATEGORIES AND TOTAL RESPONSE

Percentage involved in production	Size of enrollment	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Zero	0-345	84.6	91.6	63.4	73.2
	346-1,305	74.1	85.2	55.6	59.3
	1,306-2,645	40.0	70.0	20.0	30.0
	TOTAL RESPONSE	80.0	89.4	59.4	68.1
1% - 10%	0-345	12.2	8.1	22.0	19.5
	346-1,305	22.2	14.8	33.3	33.3
	1,306-2,645	40.0	10.0	40.0	50.0
	TOTAL RESPONSE	15.6	9.4	25.0	23.8
11% - 25%	0-345	1.6	0.0	11.4	4.1
	346-1,305	3.7	0.0	7.4	3.7
	1,306-2,645	10.0	0.0	10.0	20.0
	TOTAL RESPONSE	2.5	0.0	10.6	5.0
26% - 50%	0-345	1.6	0.0	3.3	2.4
	346-1,305	0.0	0.0	0.0	3.7
	1,306-2,645	10.0	20.0	30.0	0.0
	TOTAL RESPONSE	1.9	1.3	4.4	2.5
51% - 100%	0-345	0.0	0.0	0.0	0.8
	346-1,305	0.0	0.0	3.7	0.0
	1,306-2,645	0.0	0.0	0.0	0.0
	TOTAL RESPONSE	0.0	0.0	0.6	0.6

In general, a higher percentage of responding small schools reported student noninvolvement than schools with large enrollments.

Of the responding schools reporting student involvement in electronic media production, a higher percentage of students were reported involved in video-tape or transparency production than in slide-tape or 8mm film production. None of the responding schools reported a majority of the students involved in either slide-tape or 8mm film production, and only 0.6% of the responding schools reported a majority of the students involved in either video-tape or transparency production.

In general, responding schools in all enrollment categories reported only one percent to ten percent of the student body involved in electronic media production during the 1972-73 school year.

Percentage of Faculty Members and Students Involved in Production. Of the responding Kansas senior high schools reporting the percentage of faculty and student involvement in electronic media production, a higher percentage of schools reported faculty involvement than reported student involvement (Table 41). None of the responding schools reported a majority of either group involved in slide-tape or 8mm film production. The same percentage (1.9%) of schools reported faculty and student involvement in 8mm film and slide-tape production at between twenty-five and fifty percent. However, 23.7% of the responding schools reported that between one percent and twenty-five percent of the faculty was involved in slide-tape production, while only 18.1% of the responding schools reported one percent to twenty-five percent of the students

TABLE 41

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS REPORTING THE PERCENTAGE OF FACULTY MEMBERS AND STUDENTS INVOLVED IN ELECTRONIC MEDIA PRODUCTION DURING THE 1972-73 SCHOOL YEAR

Percentage involved in production	Production group	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Zero	Faculty	72.5	83.1	50.0	30.6
	Students	80.0	89.4	59.4	68.1
1% - 10%	Faculty	20.6	13.8	20.6	24.4
	Students	15.6	9.4	25.0	23.8
11% - 25%	Faculty	3.1	1.9	18.1	18.1
	Students	2.5	0.0	10.6	5.0
26% - 50%	Faculty	1.9	1.3	6.9	17.5
	Students	1.9	1.3	4.4	2.5
51% - 100%	Faculty	0.0	0.0	4.4	9.4
	Students	0.0	0.0	0.6	0.6

involved in the same media production. Of the responding schools, 15.7% reported that between one percent and twenty-five percent of the faculty members were involved in 8mm film production, while only 11.1% reported the same percentage of student involvement.

Less than one percent of the responding schools reported a majority of the student body involved in either video-tape or transparency production. Four point four percent of the responding schools reported a majority of the faculty involved in video-tape production, while 9.4% of the schools reported a majority of the faculty involved in transparency production. Thirty-eight point seven percent of the responding schools reported between one percent and twenty-five percent of the faculty involved in video-tape production, while only 25.6% of the schools reported the same percentage of student involvement. Forty-two point five percent of the responding schools reported between one percent and twenty-five percent of the faculty involved in transparency production, while only 28.8% of the schools reported the same percentage of student involvement.

Future Electronic Media Production. Many of the returned questionnaires brought with them promising predictions for increased electronic media production during the 1973-74 school year. One media specialist responded that "...the values of audiovisuals has been proven, and faculty and students are beginning to explore..." Another commented that "As my school moves more in the direction of individualized instruction, we hope to expand into other areas of self-made teaching units." "More plans are in store for the future," another replied,

TABLE 42

PERCENTAGES OF RESPONDING SMALL (0-345) KANSAS SENIOR HIGH SCHOOLS REPORTING A PLANNED INCREASE IN ELECTRONIC MEDIA PRODUCTION FOR THE MEDIA STAFF, FACULTY AND STUDENTS DURING THE 1973-74 SCHOOL YEAR

Production group	Size of enrollment	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Media staff	0-165	15.9	7.3	13.4	19.5
	166-345	24.4	7.3	17.1	19.5
	0-345	18.7	7.3	14.6	19.5
Faculty members	0-165	9.8	9.8	25.6	23.2
	166-345	19.5	9.8	26.6	31.7
	0-345	13.0	9.8	29.3	26.0
Students	0-165	13.4	6.1	15.9	11.0
	166-345	19.5	12.2	29.3	19.5
	0-345	15.4	8.1	20.3	13.8
No increase in production planned	0-165	79.3	89.0	73.2	72.0
	166-345	65.9	87.8	58.5	58.5
	0-345	74.8	88.6	68.3	67.5

TABLE 43

PERCENTAGES OF MEDIUM-SIZED (346-1,305) KANSAS SENIOR HIGH SCHOOLS REPORTING A PLANNED INCREASE IN ELECTRONIC MEDIA PRODUCTION FOR THE MEDIA STAFF, FACULTY AND STUDENTS DURING THE 1973-74 SCHOOL YEAR

Production group	Size of enrollment	Slide-tape	8mm film	Video-tape	Transparency
Media staff	346-715	29.4	5.9	35.3	41.2
	716-1,305	40.0	10.0	10.0	20.0
	346-1,305	33.3	7.4	25.9	33.3
Faculty members	346-715	29.4	23.5	35.3	35.3
	716-1,305	30.0	20.0	30.0	50.0
	346-1,305	29.6	22.2	33.3	40.7
Students	346-715	29.4	29.4	23.5	17.6
	716-1,305	40.0	20.0	20.0	40.0
	346-1,305	33.3	25.9	22.2	25.9
No increase in production planned	346-715	58.8	64.7	52.9	52.9
	716-1,305	60.0	80.0	70.0	50.0
	346-1,305	59.3	70.4	59.3	51.9

TABLE 44

PERCENTAGES OF RESPONDING LARGE (1,306-2,645) KANSAS SENIOR HIGH SCHOOLS REPORTING A PLANNED INCREASE IN ELECTRONIC MEDIA PRODUCTION FOR THE MEDIA STAFF, FACULTY AND STUDENTS DURING THE 1973-74 SCHOOL YEAR

Production group	Size of enrollment	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Media staff	1,306-2,079	16.7	0.0	33.3	0.0
	2,080-2,645	25.0	0.0	25.0	50.0
	1,306-2,645	20.0	0.0	30.0	20.0
Faculty members	1,306-2,079	50.0	16.7	66.7	16.7
	2,080-2,645	50.0	50.0	75.0	75.0
	1,306-2,645	50,0	30.0	70.0	40.0
Students	1,306-2,079	50.0	16.7	83.3	33.3
	2,080-2,645	25.0	50.0	75.0	50.0
	1,306-2,645	40.0	30.0	80.0	40.0
No increase in production planned	1,306-2,079	33.3	83.3	16.7	66.7
	2,080-2,645	50.0	50.0	25.0	25.0
	1,306-2,645	40.0	70.0	20.0	50.0

TABLE 45

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS REPORTING A PLANNED INCREASE IN ELECTRONIC MEDIA PRODUCTION FOR THE MEDIA STAFF, FACULTY AND STUDENTS DURING THE 1973-74 SCHOOL YEAR: THREE ENROLLMENT CATEGORIES AND TOTAL RESPONSE

Production group	Size of enrollment	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Media staff	0-345	18.7	7.3	14.6	19.5
	346-1,305	33.3	7.4	25.9	33.3
	1,306-2,645	20.0	0.0	30.0	20.0
	TOTAL RESPONSE	21.3	6.9	17.5	21.9
Faculty members	0-345	13.0	9.8	29.3	26.0
	346-1,305	29.6	22.2	33.3	40.7
	1,306-2,645	50.0	30.0	70.0	40.0
	TOTAL RESPONSE	18.1	13.1	32.5	29.4
Students	0-345	15.4	8.1	20.3	13.8
	346-1,305	33.3	25.9	22.2	25.9
	1,306-2,645	40.0	30.0	80.0	40.0
	TOTAL RESPONSE	20.0	12.5	24.4	17.5
No increase in production planned	0-345	74.8	88.6	68.3	67.5
	346-1,305	59.3	70.4	59.3	51.9
	1,306-2,645	40.0	70.0	20.0	50.0
	TOTAL RESPONSE	70.0	84.4	63.8	63.8

"We hope to extend our filmmaking classes and buy video-tape." Yet another media specialist wrote, "We are making some progress. Each year more teachers become involved with electronic media." Still others reported new media centers were being planned to increase the opportunity of electronic media production.

A majority of the responding senior high schools reported that no increase in electronic media production is planned for the 1973-74 school year (Tables 42-45). However, many schools reported some plans for increased production, especially more production by faculty members.

In general, a higher percentage of responding medium-sized schools reported plans for increased production by the media staff than did responding schools in the other two enrollment categories. A higher percentage of large schools reported plans for increased production by faculty members and students than did responding schools in the other two enrollment categories. A higher percentage of small schools reported no plans for increased production than did responding schools in the other two enrollment categories.

A higher percentage of schools reported plans for increased production in the areas of video-tape and transparencies than reported plans for increased production of slide-tape programs or 8mm film programs.

A significantly high percentage of responding large schools, 80%, reported plans for increased student production of video-tape programs for the 1973-74 school year.

Teacher-training Workshops in Electronic Media Production. An important part of any school media program is the in-service training of teachers. Such teacher-training workshops may be conducted by the school media specialist or technician, or by a company representative trained to demonstrate the potential of a specific piece of electronic equipment. Usually, however, face-to-face, personal contact between the individual teacher and the media specialist or technician is the best approach to teacher-training in electronic media production.[66] Without such contact, either on an individual or group basis, the media specialist is bypassing a major responsibility and an opportunity. As a responding media specialist commented, "Until there is provision for training teachers in the area of electronic media production, progress will be slow." Another specialist commented that "Ignorance accounts for most of the lack in enthusiasm for the production of electronic media."

Of the total responding Kansas senior high schools, a majority reported that no teacher-training workshops in the four types of electronic media production measured by the survey were held either prior to or during the 1972-73 school year (Tables 46-47). Of the responding schools, a higher percentage reported workshops held in video-tape and transparency production than in slide-tape and 8mm film production.

In contrast to small schools, a higher percentage of large schools reported workshops held either prior to or during the 1972-73 school year. This contrast prevailed in all four types of electronic media

TABLE 46

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS REPORTING TEACHER-TRAINING WORKSHOPS IN ELECTRONIC MEDIA PRODUCTION HELD DURING THE 1972-73 SCHOOL YEAR: ENROLLMENT CATEGORIES AND TOTAL RESPONSE

Size of enrollment	Percentage of schools				
	Slide-tape workshop	8mm film workshop	Video-tape workshop	Transparency workshop	No workshops held
0-165	3.7	3.7	18.3	13.4	76.8
166-345	7.3	0.0	23.4	19.5	58.5
0-345	4.9	2.4	22.0	15.4	70.7
346-715	11.8	11.8	11.8	23.5	76.5
716-1,305	0.0	0.0	20.0	10.0	70.0
346-1,305	7.4	7.4	14.8	18.5	74.1
1,306-2,079	50.0	0.0	66.7	33.3	33.3
2,080-2,645	25.0	25.0	50.0	75.0	25.0
1,306-2,645	40.0	10.0	60.0	50.0	30.0
TOTAL RESPONSE	7.5	3.8	23.1	18.1	68.8

TABLE 47

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS REPORTING TEACHER-TRAINING WORKSHOPS IN ELECTRONIC MEDIA PRODUCTION HELD PRIOR TO THE 1972-73 SCHOOL YEAR: ENROLLMENT CATEGORIES AND TOTAL RESPONSE

Size of enrollment	Percentage of schools				
	Slide-tape workshop	8mm film workshop	Video-tape workshop	Transparency workshop	No workshops held
0-165	7.3	6.1	19.5	20.7	73.2
166-345	9.8	2.4	26.8	26.8	63.4
0-345	8.1	4.9	22.0	22.8	69.9
346-715	23.5	0.0	17.6	41.1	52.9
716-1,305	20.0	0.0	40.0	30.0	60.0
346-1,305	22.0	0.0	25.9	37.0	55.6
1,306-2,079	33.3	0.0	50.0	33.3	33.3
2,080-2,645	25.0	25.0	50.0	75.0	25.0
1,306-2,645	30.0	10.0	50.0	50.0	30.0
TOTAL RESPONSE	11.9	4.4	24.4	26.9	65.0

production measured by the survey. Extremes of the schools reporting no workshops during the 1972-73 school year, ranged from 73.2% of the responding schools with an enrollment between zero and 165 to 25% of the responding schools with an enrollment between 2,080 and 2,645 which reported no workshops held prior to the 1972-73 school year. Of the schools reporting no workshops held during the 1972-73 school year, the extremes ranged from 76.8% of the schools with fewer than 165 students to only 25% of the schools with more than 2,080 students.

Hindrances to Electronic Media Production. Over one third of the responding Kansas senior high schools reported that the major hindrances to electronic media production during the 1972-73 school year were the lack of funds (36.3%) and the lack of equipment and materials (33.8%) (Table 48). Comments on some of the questionnaires emphasized these major hindrances. "Money, space and time are of prime importance as far as media production is concerned," wrote one media specialist. A principal answering the questionnaire for his school replied, "Without adequate funds to buy equipment and hire a trained staff, no such electronic media production can take place." Two-thirds of the responding schools with an enrollment between 1,306 and 2,079 reported lack of funds as a major hindrance. Fifty percent of the responding schools with an enrollment of 1,306 students or more reported the lack of equipment and materials as a major hindrance.

The other hindrances listed on the questionnaire--lack of evidence or value, lack of time, lack of teacher-training, and lack of trained media staff members--were found secondary to the lack of funds and

equipment. Only 8.1% of the responding schools ranked the lack of evidence as to the value of electronic media production as a major hindrance.

Other hindrances added by the responding media specialists included "lack of working space," "difficult to schedule time and difficult to get play back equipment," "equipment broken, need a full-time trained person in this area," and "lack of clerical help." One specialist listed "too many commercial movies from Fort Riley and the Health Department used to entertain students." Some good films can be obtained from government agencies, but the use of such films, or any films, for entertainment can be a hindrance to developing an active educational media program. Several specialists listed "lack of teacher interest," or "teachers and students do not want to do extra work," or "apathy on the part of teachers," as additional hindrances to electronic media production.

Lack of funds and lack of equipment and materials were ranked as major hindrances by nearly one third or more of the responding schools in each enrollment category. The ranking of "lack of time" as a major hindrance is of interest as a higher percentage of medium-sized and large schools ranked lack of time as a hindrance than did small schools. Perhaps additional media personnel is needed in the larger schools to lower the student/media specialist ratio, thus releasing more time for electronic media production. A higher percentage of large schools also reported the lack of trained media staff as a major hindrance than did the small schools.

TABLE 48

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS REPORTING MAJOR HINDRANCES TO ELECTRONIC MEDIA PRODUCTION DURING THE 1972-73 SCHOOL YEAR: ENROLLMENT CATEGORIES AND TOTAL RESPONSE

Size of enrollment	Percentage of schools						
	Lack of equipment and materials	Lack of evidence of value	Lack of time	Lack of teacher-training	Lack of trained media staff	Lack of funds	No hindrance to production
0-165	32.9	11.0	13.4	14.6	7.3	39.0	19.5
166-345	34.1	2.4	14.6	14.6	9.8	31.7	26.8
0-345	33.3	8.0	13.8	14.6	8.1	36.6	22.0
346-715	35.3	11.8	29.4	11.8	11.8	29.4	29.4
716-1,305	30.0	0.0	40.0	20.0	20.0	30.0	10.0
346-1,305	33.3	7.4	33.3	14.8	14.8	29.6	22.2
1,306-2,079	33.3	16.7	33.3	16.7	16.7	66.7	0.0
2,080-2,645	50.0	0.0	25.0	25.0	50.0	25.0	0.0
1,306-2,645	40.0	10.0	30.0	20.0	30.0	50.0	0.0
TOTAL RESPONSE	33.8	8.1	18.1	15.0	10.6	36.3	20.6

Hindrances to electronic media production are often not realized until the media program undertakes the service of such production. All of the responding large senior high schools indicated hindrances to electronic media production during the 1972-73 school year, while 22% of the small schools and 22.2% of the medium-sized schools reported experiencing no hindrance to such production. However, many of the schools reporting no hindrances to production also reported absolutely no involvement in electronic media production by the media staff, teachers or students during the 1972-73 school year.

The Media Staff and Electronic Media Production Services

A majority (54.4%) of the responding Kansas senior high schools reported a full-time school media specialist employed during the 1972-73 school year. These 87 schools represent 77.2% of the total enrollment of the responding schools (Table 49). Several other responding schools indicated a part-time media specialist employed for one school, a full-time specialist who must divide valuable time among two or more schools. A few of the questionnaires brought comments such as, "I am a full-time librarian, but not a media specialist," or "I am librarian one half day in grade school and one half day in high school." Of the responding senior high schools, 16.9% reported a full-time district media supervisor, while only 3.8% reported a full-time media technician. In several Kansas senior high schools, media technicians are under part-time employment, or have divided responsibilities among two or more schools.

According to the 1972 Guidelines for School Library Media in Kansas, a school media specialist has training in media production, the district media supervisor provides creative and constructive supervision, and the media technician has special training in the field of electronic media production.[67] The 1969 Standards for School Media Programs lists media production competencies for both the specialist and the technician.[68] Generally, schools reporting full-time media personnel during the 1972-73 school year indicated a higher involvement in providing electronic media production services than did all respondents to the survey (Tables 50-57).

Higher percentages of schools employing a full-time district media supervisor and/or media specialist reported available electronic media production equipment than did all responding schools (Table 50). All schools with a full-time media technician reported equipment available for at least one type of electronic production. Seven point four percent of the schools with a district media supervisor reported no available equipment, while 12.6% of the responding schools with a media specialist reported no equipment. Eighteen point seven percent of all responding schools reported no equipment available for the four types of electronic media production measured by the survey.

Higher percentages of schools with media personnel reported frequent faculty and student involvement in all four areas of production measured than did all responding senior high schools (Tables 52-53). Higher percentages of schools with media personnel reported, for the most part, a higher percentage of faculty and student involvement in

TABLE 49

PERCENTAGES AND TOTAL ENROLLMENTS OF RESPONDING KANSAS SENIOR HIGH SCHOOLS WITH A DISTRICT MEDIA SUPERVISOR, MEDIA SPECIALIST AND/OR MEDIA TECHNICIAN DURING THE 1972-73 SCHOOL YEAR

Full-time media staff member	Number of schools reporting media staff member	Percentage or responding schools	Total enrollment of schools reporting media staff member	Percentage of enrollment of responding schools
District media supervisor	27	16.9	23,932	43.4
School media specialist	87	54.4	42,525	77.2
School media technician	6	3.8	2,179	4.0

these four areas of electronic media production than did all responding senior high schools (Tables 54-55).

Higher percentages of schools with a district media supervisor and/or media specialist reported plans for increased production in electronic media than did all of the responding schools. These higher percentages of involvement hold true for all four areas of production surveyed and for all production personnel surveyed.

Higher percentages of responding schools with a district media supervisor and/or media specialist reported workshops held in the four electronic media production areas measured during the 1972-73 school year than did all respondents (Table 57). Higher percentages of responding schools with a district media supervisor and/or media specialist reported workshops held prior to the 1972-73 school year than did the total of respondents, except for 8mm film production. Only 3.4% of the responding schools with a media specialist reported workshops held for 8mm film production prior to the 1972-73 school year, while 4.4% of the total response reported such workshops.

A higher percentage of schools with a media technician reported no workshops held during the 1972-73 school year than did all responding schools. A higher percentage of schools with a media technician reported no workshops held prior to the 1972-73 school year than did all responding schools. Could it be that the duties of the media technician do not include conducting teacher-training workshops? Data gathered for this survey indicates that technicians do not assume such a responsibility.

TABLE 50

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS WITH A DISTRICT MEDIA SUPERVISOR, MEDIA SPECIALIST AND/OR MEDIA TECHNICIAN REPORTING AVAILABLE ELECTRONIC MEDIA PRODUCTION EQUIPMENT IN THE SCHOOL MEDIA CENTER DURING THE 1972-73 SCHOOL YEAR

Full-time media staff member	Percentage of schools				
	Slide-tape equipment	8mm film equipment	Video-tape equipment	Transparency equipment	No equipment
District media supervisor	63.0	33.3	77.8	88.9	7.4
School media specialist	44.8	29.9	67.8	83.9	12.6
School media technician	33.3	0.0	50.0	100.0	0.0
TOTAL RESPONSE	34.4	20.6	54.4	77.5	18.7

TABLE 51

PERCENTAGES OF KANSAS SENIOR HIGH SCHOOLS WITH A DISTRICT MEDIA SUPERVISOR, MEDIA SPECIALIST AND/OR MEDIA TECHNICIAN REPORTING THE FREQUENCY OF ELECTRONIC MEDIA PRODUCTION BY MEDIA STAFF MEMBERS DURING THE 1972-73 SCHOOL YEAR

Frequency of production	Full-time media staff member	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Never	Supervisor	51.9	77.8	33.3	25.9
	Specialist	66.7	89.7	47.1	40.2
	Technician	66.7	100.0	66.7	16.7
	TOTAL RESPONSE	76.9	92.5	62.5	48.6
Once each semester	Supervisor	14.8	3.7	14.8	14.8
	Specialist	14.9	3.4	11.5	16.1
	Technician	33.0	0.0	0.0	16.7
	TOTAL RESPONSE	11.9	3.1	8.1	13.8
Once each month	Supervisor	25.9	3.7	11.1	14.8
	Specialist	12.6	5.7	16.1	14.9
	Technician	0.0	0.0	0.0	16.7
	TOTAL RESPONSE	8.8	3.1	14.4	18.8
Once each week	Supervisor	0.0	0.0	18.5	22.2
	Specialist	4.6	1.1	20.7	18.4
	Technician	0.0	0.0	0.0	50.0
	TOTAL RESPONSE	1.9	1.3	12.5	12.5
Once each day	Supervisor	3.7	0.0	7.4	7.4
	Specialist	1.1	0.0	4.6	10.3
	Technician	0.0	0.0	33.3	0.0
	TOTAL RESPONSE	0.6	0.0	2.5	6.3

TABLE 52

PERCENTAGES OF KANSAS SENIOR HIGH SCHOOLS WITH A DISTRICT MEDIA SUPERVISOR, MEDIA SPECIALIST AND/OR MEDIA TECHNICIAN REPORTING THE FREQUENCY OF ELECTRONIC MEDIA PRODUCTION BY FACULTY MEMBERS DURING THE 1972-73 SCHOOL YEAR

Frequency of production	Full-time media staff member	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Never	Supervisor	51.9	77.8	33.3	25.9
	Specialist	64.4	74.7	37.9	27.6
	Technician	66.7	100.0	50.0	16.7
	TOTAL RESPONSE	72.5	83.1	50.0	30.6
Once each semester	Supervisor	22.2	3.7	7.4	3.7
	Specialist	14.9	8.0	8.0	6.9
	Technician	33.3	0.0	16.7	0.0
	TOTAL RESPONSE	11.3	6.3	6.9	9.4
Once each month	Supervisor	14.8	7.4	29.6	29.6
	Specialist	12.6	8.0	25.3	23.0
	Technician	0.0	0.0	16.7	33.3
	TOTAL RESPONSE	9.4	5.0	20.6	27.5
Once each week	Supervisor	7.4	3.7	18.5	29.6
	Specialist	3.4	5.7	18.4	28.7
	Technician	0.0	0.0	16.7	33.3
	TOTAL RESPONSE	2.5	4.4	16.9	23.8
Once each day	Supervisor	3.7	7.4	11.1	11.1
	Specialist	4.6	2.3	9.2	12.6
	Technician	0.0	0.0	0.0	16.7
	TOTAL RESPONSE	2.5	1.3	6.3	8.8

TABLE 53

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS WITH A DISTRICT MEDIA SUPERVISOR, MEDIA SPECIALIST AND/OR MEDIA TECHNICIAN REPORTING THE FREQUENCY OF ELECTRONIC MEDIA PRODUCTION BY STUDENTS DURING THE 1972-73 SCHOOL YEAR

Frequency of production	Full-time media staff member	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Never	Supervisor	63.0	85.2	44.4	63.0
	Specialist	71.3	82.8	46.0	55.2
	Technician	66.7	100.0	66.7	83.3
	TOTAL RESPONSE	80.0	89.4	59.4	68.1
Once each semester	Supervisor	18.5	3.7	18.5	14.8
	Specialist	12.6	5.7	16.1	14.9
	Technician	33.3	0.0	16.7	0.0
	TOTAL RESPONSE	10.6	3.1	12.8	11.3
Once each month	Supervisor	7.4	3.7	0.0	7.4
	Specialist	8.0	6.9	14.5	14.5
	Technician	0.0	0.0	0.0	0.0
	TOTAL RESPONSE	5.0	3.8	10.0	9.4
Once each week	Supervisor	7.4	3.7	22.2	11.1
	Specialist	4.6	3.4	17.2	13.8
	Technician	0.0	0.0	16.7	16.7
	TOTAL RESPONSE	2.5	3.1	12.5	8.8
Once each day	Supervisor	3.7	3.7	14.8	3.7
	Specialist	3.4	1.1	9.2	0.0
	Technician	0.0	0.0	0.0	2.5
	TOTAL RESPONSE	1.9	0.6	4.4	2.5

TABLE 54

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS WITH A DISTRICT MEDIA SUPERVISOR, MEDIA SPECIALIST AND/OR MEDIA TECHNICIAN REPORTING THE PERCENTAGE OF FACULTY MEMBERS INVOLVED IN ELECTRONIC MEDIA PRODUCTION DURING THE 1972-73 SCHOOL YEAR

Percentage involved in production	Full-time media staff member	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Zero	Supervisor	51.9	77.8	33.3	25.9
	Specialist	64.4	74.7	27.9	27.6
	Technician	66.7	100.0	50.0	16.7
	TOTAL RESPONSE	72.5	83.1	50.0	30.6
1% - 10%	Supervisor	44.4	18.5	25.9	22.2
	Specialist	27.6	20.7	20.7	14.9
	Technician	33.3	0.0	33.3	0.0
	TOTAL RESPONSE	20.6	13.8	20.6	24.4
11% - 25%	Supervisor	0.0	3.7	29.6	14.8
	Specialist	4.6	3.4	25.3	19.5
	Technician	0.0	0.0	0.0	50.0
	TOTAL RESPONSE	3.1	1.9	18.1	18.1
26% - 50%	Supervisor	3.7	0.0	0.0	29.6
	Specialist	3.4	1.1	8.0	24.1
	Technician	0.0	0.0	0.0	16.7
	TOTAL RESPONSE	1.9	1.3	6.9	17.5
51% - 100%	Supervisor	0.0	0.0	11.1	7.4
	Specialist	0.0	0.0	8.0	13.8
	Technician	0.0	0.0	16.7	16.7
	TOTAL RESPONSE	0.0	0.0	4.4	9.4

TABLE 55

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS WITH A DISTRICT MEDIA SUPERVISOR, MEDIA SPECIALIST AND/OR MEDIA TECHNICIAN REPORTING THE PERCENTAGE OF STUDENTS INVOLVED IN ELECTRONIC MEDIA PRODUCTION DURING THE 1972-73 SCHOOL YEAR

Percentage involved in production	Full-time media staff member	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Zero	Supervisor	63.0	85.2	44.4	63.0
	Specialist	71.3	82.8	46.0	55.2
	Technician	66.7	100.0	66.7	83.3
	TOTAL RESPONSE	80.0	89.4	59.4	68.1
1% - 10%	Supervisor	33.3	11.1	33.3	29.6
	Specialist	23.0	14.9	27.6	28.7
	Technician	33.0	0.0	16.7	0.0
	TOTAL RESPONSE	15.6	9.4	25.0	23.8
11% - 25%	Supervisor	0.0	0.0	14.8	3.7
	Specialist	2.3	0.0	17.2	10.3
	Technician	0.0	0.0	0.0	0.0
	TOTAL RESPONSE	2.5	0.0	10.6	5.0
26% - 50%	Supervisor	3.7	3.7	3.7	3.7
	Specialist	3.4	2.3	8.0	4.6
	Technician	0.0	0.0	16.7	16.7
	TOTAL RESPONSE	1.9	1.3	4.4	2.5
51% - 100%	Supervisor	0.0	0.0	3.7	0.0
	Specialist	0.0	0.0	1.1	2.1
	Technician	0.0	0.0	0.0	0.0
	TOTAL RESPONSE	0.0	0.0	0.6	0.6

TABLE 56

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS WITH A DISTRICT MEDIA SUPERVISOR, MEDIA SPECIALIST AND/OR MEDIA TECHNICIAN REPORTING A PLANNED INCREASE IN ELECTRONIC MEDIA PRODUCTION FOR THE MEDIA STAFF, FACULTY AND STUDENTS DURING THE 1973-74 SCHOOL YEAR

Production group	Full-time media staff member	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Media staff	Supervisor	29.6	3.7	29.6	22.2
	Specialist	29.9	9.2	29.9	31.0
	Technician	0.0	0.0	0.0	16.7
	TOTAL RESPONSE	21.3	6.9	17.5	21.9
Faculty members	Supervisor	37.0	14.8	44.4	33.3
	Specialist	26.4	21.8	47.1	36.8
	Technician	0.0	0.0	0.0	0.0
	TOTAL RESPONSE	18.1	13.1	32.5	29.4
Students	Supervisor	25.9	14.8	40.7	14.8
	Specialist	28.7	20.7	36.8	24.1
	Technician	16.7	0.0	0.0	0.0
	TOTAL RESPONSE	20.0	12.5	24.4	17.5
No increase in production planned	Supervisor	59.3	85.2	48.1	59.3
	Specialist	58.6	74.7	47.1	51.7
	Technician	83.3	100.0	100.0	83.3
	TOTAL RESPONSE	70.0	84.4	63.8	63.8

TABLE 57

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS WITH A DISTRICT MEDIA SUPERVISOR, MEDIA SPECIALIST AND/OR MEDIA TECHNICIAN REPORTING TEACHER-TRAINING WORKSHOPS IN ELECTRONIC MEDIA PRODUCTION HELD DURING THE 1972-73 SCHOOL YEAR AND/OR PRIOR TO THE 1972-73 SCHOOL YEAR

When workshops were held	Full-time media staff member	Percentage of schools				
		Slide-tape workshop	8mm film workshop	Video-tape workshop	Transparency workshop	No workshop
Workshop held during 1972-73	Supervisor	18.5	14.8	40.7	33.3	44.4
	Specialist	11.5	5.7	28.7	24.1	69.9
	Technician	0.0	0.0	16.7	16.7	83.3
	TOTAL RESPONSE	7.5	3.8	23.1	18.1	68.8
Workshops held prior to 1972-73	Supervisor	25.9	11.1	40.7	40.7	44.4
	Specialist	14.9	3.4	26.4	31.0	62.1
	Technician	16.7	0.0	33.3	33.3	66.7
	TOTAL RESPONSE	11.9	4.4	24.4	26.9	65.0

Teacher-training and the Frequency of Electronic Media Production

Many teachers are still entering jobs without adequate orientation to the current state of instructional technology.[69] In-service training for teachers in electronic media production is not a substitute for adequate preparation of the teacher before he enters the profession. However, effective and well organized in-service training can be a major compensating factor. Most important, in-service training provides the opportunity for the teacher to keep pace with the rapidly changing field of electronic communication now being utilized by the public schools for instructional purposes.

James W. Brown, Dean of Graduate Studies and Research at California State University, warns that "Faculty meetings, workshops, and other in-service training procedures can be interesting, stimulating and provocative--and yet they may still fail."[70] The teacher must have adequate motivation and resources to take the proposed practice into his own classroom and try it out. Actual classroom trial use, especially with original electronic media productions, may fail and result in discouragement unless the teacher is sustained in his efforts by support from the media staff. The media staff must "encourage repeated trials and experimentation; allow the teacher to feed back his early disappointments, failures, and frustrations; and help the teacher correct errors and gradually refine his techniques."[71] Thus, the genesis for teacher involvement in electronic media production may come from the in-service workshop, but involvement may continue only with an increased effort by the media staff continually aiding the teacher in the production of original media.

The importance of the media staff's initiating electronic media production should not be underestimated. In a survey conducted in 1971, both school superintendents and media coordinators ranked "in-service training" second only to "Curriculum integration" as a major responsibility of the media coordinator (district media supervisor). The survey also found that the professionals questioned believed at least ten percent of the media coordinator's time should be used for in-service training of teachers.[72]

Of the Kansas senior high schools responding to the production frequency survey, over half (55.4%) reported no workshops involving the four types of electronic media production measured had been held either prior to or during the 1972-73 school year (Table 58). A small percentage of the return reported slide-tape workshops held either during (7.5%) or prior to (11.9%) the 1972-73 school year. An even smaller percentage of the responding schools reported workshops in 8mm film production. Nearly one responding school out of every four (24.4%) reported video-tape workshops held prior to the 1972-73 school year, while 26.9% held transparency workshops during the same period. Video-tape workshops were held at 23.1% of the responding schools during the 1972-73 school year, while 18.1% reported transparency workshops during the same period. Just as a higher percentage of schools reported video-tape and transparency workshops than slide-tape and 8mm film workshops, a higher percentage of schools also reported media staff, faculty and student involvement in video-tape and transparency production than in the other two production areas measured by the survey.

TABLE 58

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS REPORTING TEACHER-TRAINING WORKSHOPS IN ELECTRONIC MEDIA PRODUCTION DURING THE 1972-73 SCHOOL YEAR AND/OR PRIOR TO THE 1972-73 SCHOOL YEAR AND SCHOOLS NOT HOLDING WORKSHOPS

When workshop was held	Type of electronic media workshop	Number of responding schools	Percentage of responding schools
1972-73	Slide-tape	12	7.5
Prior 72-73	Slide-tape	19	11.9
1972-73	8mm film	6	3.8
Prior 72-73	8mm film	7	4.4
1972-73	Video-tape	37	23.1
Prior 72-73	Video-tape	39	24.4
1972-73	Transparency	29	18.1
Prior 72-73	Transparency	43	26.9
No workshops	eld	89	55.6

Of the schools reporting workshops held either prior to or during the 1972-73 school year, higher percentages reported media staff, faculty and student involvement in production than did schools reporting no workshops (Tables 59-63). These higher percentages are indicated in all areas of electronic media production measured by the survey. It is not surprising that schools with teacher-training workshops also report higher percentages of student involvement in production (Tables 61 and 63). Students evidently learn the instructional techniques of the teacher.

Of the schools reporting workshops held during the 1972-73 school year, higher percentages reported faculty and student involvement in prodcution than either schools reporting workshops held prior to the 1972-73 school year or schools reporting no workshops (Tables 60-63). These higher percentages of involvement are indicated in all areas of electronic media production measured by the survey. Could it be that the quality of in-service training is improving each year along with a greater understanding of the benefits generated by production of original electronic media?

Of the schools reporting workshops held either prior to or during the 1972-73 school year, higher percentages plan to increase production of electronic media than do schools reporting no workshops (Table 64). These higher percentages are indicated in all areas of media production and for all production personnel measured by the survey.

TABLE 59

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS WITH WORKSHOPS HELD DURING THE 1972-73 SCHOOL YEAR AND/OR PRIOR TO 1972-73 REPORTING THE FREQUENCY OF ELECTRONIC MEDIA PRODUCTION BY THE MEDIA STAFF DURING THE 1972-73 SCHOOL YEAR

Frequency of production	When electronic media workshop was held	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Never	1972-73	25.0	83.3	21.6	27.6
	Prior 1972-73	31.6	85.7	33.3	23.3
	No workshops held	88.8	98.9	74.2	60.7
	TOTAL RESPONSE	76.9	92.5	62.5	48.6
Once each semester	1972-73	25.0	0.0	18.9	17.2
	Prior 1972-73	31.6	0.0	15.4	20.9
	No workshops held	7.9	0.0	4.5	10.1
	TOTAL RESPONSE	11.9	3.1	8.1	13.8
Once each month	1972-73	25.0	16.7	18.9	20.7
	Prior 1972-73	31.6	14.3	17.9	25.6
	No workshops held	2.2	0.0	11.2	14.6
	TOTAL RESPONSE	8.8	3.1	14.4	18.8
Once each week	1972-73	16.7	0.0	32.4	10.3
	Prior 1972-73	5.3	0.0	23.1	16.3
	No workshops held	1.1	1.1	10.1	12.4
	TOTAL RESPONSE	1.9	1.3	12.5	12.5
Once each day	1972-73	8.3	0.0	8.1	24.1
	Prior 1972-73	0.0	0.0	10.3	14.0
	No workshops held	0.0	0.0	0.0	2.2
	TOTAL RESPONSE	0.6	0.0	2.5	6.3

TABLE 60

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS WITH WORKSHOPS HELD DURING THE 1972-73 SCHOOL YEAR AND/OR PRIOR TO 1972-73 REPORTING THE FREQUENCY OF ELECTRONIC MEDIA PRODUCTION BY FACULTY MEMBERS DURING THE 1972-73 SCHOOL YEAR

Frequency of production	When electronic media workshop was held	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Never	1972-73	16.7	66.7	0.0	6.9
	Prior 1972-73	21.1	71.4	20.5	7.0
	No workshops held	86.6	91.0	64.0	46.1
	TOTAL RESPONSE	72.5	83.1	50.0	30.6
Once each semester	1972-73	25.0	0.0	10.8	13.8
	Prior 1972-73	26.3	0.0	15.4	16.3
	No workshops held	7.9	3.4	3.4	7.9
	TOTAL RESPONSE	11.3	6.3	6.9	9.4
Once each month	1972-73	8.3	16.7	27.0	34.5
	Prior 1972-73	26.3	14.3	20.5	27.9
	No workshops held	3.4	1.1	18.0	20.2
	TOTAL RESPONSE	9.4	5.0	20.6	27.5
Once each week	1972-73	25.0	16.7	45.9	24.1
	Prior 1972-73	21.1	14.3	28.2	34.9
	No workshops held	0.0	3.4	10.1	19.1
	TOTAL RESPONSE	2.5	4.4	16.9	23.8
Once each day	1972-73	25.0	0.0	16.2	20.7
	Prior 1972-73	5.3	0.0	15.4	14.0
	No workshops held	1.1	1.1	4.5	6.7
	TOTAL RESPONSE	2.5	1.3	6.3	8.8

TABLE 61

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS WITH WORKSHOPS HELD DURING THE 1972-73 SCHOOL YEAR AND/OR PRIOR TO 1972-73 REPORTING THE FREQUENCY OF ELECTRONIC MEDIA PRODUCTION BY STUDENTS DURING THE 1972-73 SCHOOL YEAR

Frequency of production	When electronic media workshop was held	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Never	1972-73	25.0	66.7	18.9	48.3
	Prior 1972-73	36.8	71.4	28.2	51.2
	No workshops held	92.1	94.4	71.9	79.8
	TOTAL RESPONSE	80.0	89.0	59.4	68.1
Once each semester	1972-73	16.7	0.0	18.9	13.8
	Prior 1972-73	21.1	0.0	23.1	16.3
	No workshop held	4.5	1.1	10.1	6.7
	TOTAL RESPONSE	10.6	3.1	13.8	11.3
Once each month	1972-73	8.3	16.7	13.5	6.9
	Prior 1972-73	10.5	14.3	15.4	14.0
	No workshops held	3.4	2.2	9.0	5.6
	TOTAL RESPONSE	5.0	3.8	10.0	9.4
Once each week	1972-73	25.0	16.7	29.7	24.1
	Prior 1972-73	21.1	14.3	17.9	16.3
	No workshops held	0.0	2.2	6.7	6.7
	TOTAL RESPONSE	2.5	3.1	12.5	8.8
Once each day	1972-73	25.0	0.0	18.9	6.9
	Prior 1972-73	10.5	0.0	15.4	2.3
	No workshops held	0.0	0.0	2.2	1.1
	TOTAL RESPONSE	1.9	0.6	4.4	2.5

TABLE 62

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS WITH WORKSHOPS HELD DURING THE 1972-73 SCHOOL YEAR AND/OR PRIOR TO 1972-73 REPORTING THE PERCENTAGE OF FACULTY MEMBERS INVOLVED IN ELECTRONIC MEDIA PRODUCTION DURING THE 1972-73 SCHOOL YEAR

Percentage involved in production	When electronic media workshop was held	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Zero	1972-73	16.7	66.7	0.0	6.9
	Prior 1972-73	21.1	71.4	20.5	7.0
	No workshops held	87.6	91.0	64.0	46.1
	TOTAL RESPONSE	72.5	83.1	50.0	30.6
1% - 10%	1972-73	50.0	33.3	27.0	20.7
	Prior 1972-73	63.2	28.6	17.9	20.9
	No workshops held	10.1	6.7	18.0	19.1
	TOTAL RESPONSE	20.6	13.8	20.6	24.4
11% - 25%	1972-73	25.0	0.0	40.5	27.6
	Prior 1972-73	15.8	0.0	33.3	27.9
	No workshops held	0.3	1.1	11.2	14.6
	TOTAL RESPONSE	3.1	1.9	18.1	18.1
26% - 50%	1972-73	8.3	0.0	21.6	24.1
	Prior 1972-73	0.0	0.0	15.4	34.9
	No workshops held	2.2	1.1	4.5	14.6
	TOTAL RESPONSE	1.9	1.3	6.9	17.5
51% - 100%	1972-73	0.0	0.0	10.8	20.7
	Prior 1972-73	0.0	0.0	12.8	9.3
	No workshops held	0.0	0.0	2.2	5.6
	TOTAL RESPONSE	0.0	0.0	4.4	9.4

TABLE 63

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS WITH WORKSHOPS HELD DURING THE 1972-73 SCHOOL YEAR AND/OR PRIOR TO 1972-73 REPORTING THE PERCENTAGE OF STUDENTS INVOLVED IN ELECTRONIC MEDIA PRODUCTION DURING THE 1972-73 SCHOOL YEAR

Percentage involved in production	When electronic media workshop was held	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Zero	1972-73	25.0	66.7	18.9	48.3
	Prior 1972-73	36.0	71.4	28.2	51.2
	No workshops held	92.1	94.4	71.9	79.8
	TOTAL RESPONSE	80.0	89.4	59.4	68.1
1% - 10%	1972-73	41.7	33.3	40.5	31.0
	Prior 1972-73	47.4	14.3	33.3	25.6
	No workshops held	7.9	5.6	22.5	15.7
	TOTAL RESPONSE	15.6	9.4	25.0	23.8
11% - 25%	1972-73	16.7	0.0	21.6	13.8
	Prior 1972-73	10.5	0.0	17.9	11.6
	No workshops held	0.0	0.0	5.6	4.5
	TOTAL RESPONSE	2.5	0.0	10.6	5.0
26% - 50%	1972-73	16.7	0.0	16.2	6.9
	Prior 1972-73	5.3	14.3	17.9	4.6
	No workshops held	0.0	0.0	0.0	0.0
	TOTAL RESPONSE	1.9	1.3	4.4	2.5
51% - 100%	1972-73	0.0	0.0	2.7	0.0
	Prior 1972-73	0.0	0.0	2.6	2.3
	No workshops held	0.0	0.0	0.0	0.0
	TOTAL RESPONSE	0.0	0.0	0.6	0.6

TABLE 64

PERCENTAGE OF RESPONDING KANSAS SENIOR HIGH SCHOOLS WITH WORKSHOPS HELD DURING THE 1972-73 SCHOOL YEAR AND/OR PRIOR TO 1972-73 REPORTING A PLANNED INCREASE IN ELECTRONIC MEDIA PRODUCTION FOR THE MEDIA STAFF, FACULTY AND STUDENTS DURING THE 1973-74 SCHOOL YEAR

Production group	When electronic media workshop was held	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Media staff	1972-73	16.7	16.7	37.8	27.6
	Prior 1972-73	36.8	14.3	20.5	30.2
	No workshops held	15.7	1.1	12.4	15.7
	TOTAL RESPONSE	21.3	6.9	17.5	21.9
Faculty members	1972-73	6617	33.3	70.3	48.3
	Prior 1972-73	52.6	28.6	56.4	48.8
	No workshops held	5.6	6.7	16.9	18.0
	TOTAL RESPONSE	18.1	13.1	32.5	29.4
Student body	1972-73	58.3	16.7	54.1	24.1
	Prior 1972-73	47.4	28.6	46.2	25.6
	No workshops held	13.5	6.7	12.4	11.2
	TOTAL RESPONSE	20.0	12.5	24.4	17.5
No increase in production planned	1972-73	33.3	66.7	27.0	44.8
	Prior 1972-73	47.4	71.4	41.0	41.9
	No workshops held	78.7	89.9	78.7	75.3
	TOTAL RESPONSE	70.0	84.4	63.8	63.8

The Library Budget and the Frequency of Electronic Media Production

According to the 1972 Guidelines for School Library Media Programs in Kansas, the North Central Association requires an annual expenditure of $7.50 per student in grades K-12, while the 1960 Standards for School Library Programs has established a figure of $10.00 per student K-12 as an annual expenditure for the media program.[73] The 1969 Standards for School Media Programs states, "To maintain an up-to-date collection of materials in the media center not less than 6 percent of the national average for per pupil operational cost (based on average daily attendence) should be spent per year per student."[74] In 1969 the dollar figure per pupil was $40.80, in 1970 the figure was $43.32, and in the mid-1970's the figure may approach the fifty dollar mark.[75]

Eighty-three point one percent of the responding schools reported their 1972-73 library expenditures (Table 65). None of the responding schools reported annual expenditures meeting the 1969 Standards. Of the schools reporting a library budget, 50.4% reported expenditures below the $7.50 per student level, 61.7% below the $10.00 level, 49.6% above the $7.50 level, and 38.3% above the $10.00 per student level (Table 66). None of the schools reporting expenditures over the $10.00 per student level had an enrollment over 345 students during the 1972-73 school year. In general, schools with larger enrollments reported lower expenditures per student than did schools with smaller enrollments. Large schools reported a higher frequency of electronic media production than did small schools. Percentages relating equipment, frequency of production and planned production to expenditures per pupil are relatively constant (Tables 67-73). Some of the responding schools with small enrollments

TABLE 65

PERCENTAGE OF RESPONDING KANSAS SENIOR HIGH SCHOOLS REPORTING 1972-73 LIBRARY BUDGET

Total number of schools responding to survey	Total of responding schools listing 1972-73 library budget	Percentage of responding schools listing 1972-73 library budget
160	133	83.1

TABLE 66

NUMBER AND PERCENTAGE OF RESPONDING KANSAS SENIOR HIGH SCHOOLS IN FOUR LIBRARY BUDGET CATEGORIES

Dollars per student	Number of responding schools	Percentage of schools
Below $ 7.50	67	50.4
Below $10.00	82	61.7
$ 7.50 and above	66	49.6
$10.00 and above	51	38.3

commented that money is not spent on software for media production until the commercial print and nonprint needs are first met. In these schools, electronic media production has received a low priority. In the past, schools with large enrollments may have acquired more extensive commercial print and nonprint collections and may have hired more trained media personnel than small schools, thus allowing a higher current priority to be placed on the production of original electronic media.

TABLE 67

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS IN FOUR LIBRARY BUDGET CATEGORIES REPORTING AVAILABLE ELECTRONIC MEDIA PRODUCTION EQUIPMENT IN THE SCHOOL MEDIA CENTER DURING THE 1972-73 SCHOOL YEAR

	Percentage of schools				
Dollars per student	Slide-tape equipment	8mm film equipment	Video-tape equipment	Transparency equipment	No equipment
Below $ 7.50	38.8	22.4	58.2	79.1	16.4
Below $10.00	36.6	20.7	57.3	74.4	17.1
$ 7.50 and above	33.3	21.2	54.4	78.8	15.2
$10.00 and above	35.3	23.5	54.9	86.3	13.7
TOTAL RESPONSE	36.1	21.8	56.4	78.9	15.8

TABLE 68

PERCENTAGE OF RESPONDING KANSAS SENIOR HIGH SCHOOLS IN FOUR LIBRARY BUDGET CATEGORIES REPORTING THE FREQUENCY OF ELECTRONIC MEDIA PRODUCTION BY MEDIA STAFF MEMBERS DURING THE 1972-73 SCHOOL YEAR

Frequency of production	Dollars per student	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Never	Below $ 7.50	74.6	97.0	59.7	44.8
	Below $10.00	75.6	95.1	61.0	48.8
	$ 7.50 and above	75.8	89.4	60.6	48.5
	$10.00 and above	74.5	90.2	58.8	43.1
	TOTAL RESPONSE	75.2	93.2	60.2	46.6
Once each semester	Below $ 7.50	13.4	3.0	9.0	20.9
	Below $10.00	12.2	3.7	8.5	18.3
	$ 7.50 and above	13.6	3.0	10.6	7.6
	$10.00 and above	15.7	2.0	11.8	7.8
	TOTAL RESPONSE	13.5	3.0	9.8	14.3
Once each month	Below $ 7.50	9.0	0.0	13.4	13.4
	Below $10.00	11.0	1.2	14.6	13.4
	$ 7.50 and above	7.6	6.1	13.6	19.7
	$10.00 and above	3.9	5.9	11.8	21.6
	TOTAL RESPONSE	8.3	3.0	13.5	16.6
Once each week	Below $ 7.50	1.5	0.0	13.4	13.4
	Below $10.00	0.0	0.0	12.2	12.2
	$ 7.50 and above	3.0	1.5	13.6	19.7
	$10.00 and above	5.9	2.0	15.7	23.5
	TOTAL RESPONSE	2.3	0.8	13.5	16.5
Once each day	Below $ 7.50	1.5	0.0	4.5	7.5
	Below $10.00	1.2	0.0	3.7	7.3
	$ 7.50 and above	0.0	0.0	1.5	4.5
	$10.00 and above	0.0	0.0	3.0	6.0
	TOTAL RESPONSE	0.8	0.0	2.0	3.9

TABLE 69

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS IN FOUR LIBRARY BUDGET CATEGORIES REPORTING THE FREQUENCY OF ELECTRONIC MEDIA PRODUCTION BY FACULTY MEMBERS DURING THE 1972-73 SCHOOL YEAR

Frequency of production	Dollars per student	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Never	Below $ 7.50	70.1	83.6	46.3	31.3
	Below $10.00	70.7	84.1	46.3	34.1
	$ 7.50 and above	75.8	81.8	48.5	35.4
	$10.00 and above	76.5	80.4	49.0	19.6
	TOTAL RESPONSE	72.9	82.7	47.4	28.6
Once each semester	Below $ 7.50	14.9	7.5	4.5	9.0
	Below $10.00	15.9	7.3	3.7	7.3
	$ 7.50 and above	10.6	7.6	7.6	9.1
	$10.00 and above	7.8	7.8	9.8	11.8
	TOTAL RESPONSE	12.8	7.5	6.0	9.0
Once each month	Below $ 7.50	7.5	3.0	19.4	29.9
	Below $10.00	7.3	2.4	23.2	31.7
	$ 7.50 and above	12.1	3.0	22.7	25.8
	$10.00 and above	7.8	3.9	17.6	21.6
	TOTAL RESPONSE	9.8	3.0	21.1	27.8
Once each week	Below $ 7.50	3.0	3.0	20.9	19.4
	Below $10.00	2.4	3.7	19.5	17.1
	$ 7.50 and above	0.0	7.6	16.7	28.8
	$10.00 and above	0.0	7.8	17.6	35.3
	TOTAL RESPONSE	1.5	5.3	18.8	24.1
Once each day	Below $ 7.50	4.5	3.0	9.0	10.4
	Below $10.00	3.7	2.4	7.3	9.8
	$ 7.50 and above	0.0	0.0	4.5	10.6
	$10.00 and above	2.0	3.9	5.9	11.8
	TOTAL RESPONSE	3.0	1.5	6.8	10.5

TABLE 70

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS IN FOUR LIBRARY BUDGET CATEGORIES REPORTING THE FREQUENCY OF ELECTRONIC MEDIA PRODUCTION BY STUDENTS DURING THE 1972-73 SCHOOL YEAR

Frequency of production	Dollars per student	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Never	Below $ 7.50	79.1	88.1	53.7	64.2
	Below $10.00	79.3	90.2	57.3	65.9
	$ 7.50 and above	77.3	89.4	59.1	69.7
	$10.00 and above	76.5	86.3	54.9	68.6
	TOTAL RESPONSE	78.2	88.7	56.4	66.9
Once each semester	Below $ 7.50	10.4	4.5	11.9	11.9
	Below $10.00	12.2	3.7	12.2	9.8
	$ 7.50 and above	12.1	3.0	13.6	10.6
	$10.00 and above	9.8	3.9	13.7	13.7
	TOTAL RESPONSE	11.3	3.8	12.8	11.3
Once each month	Below $ 7.50	4.5	3.0	10.4	9.0
	Below $10.00	3.7	2.4	9.8	8.5
	$ 7.50 and above	7.6	3.0	13.6	7.6
	$10.00 and above	9.8	3.9	15.7	7.8
	TOTAL RESPONSE	6.0	3.0	12.0	8.3
Once each week	Below $ 7.50	3.0	3.0	16.4	10.4
	Below $10.00	2.4	2.4	14.6	11.0
	$ 7.50 and above	1.5	4.5	10.6	9.1
	$10.00 and above	2.0	5.9	11.8	7.8
	TOTAL RESPONSE	2.3	3.8	13.5	9.8
Once each day	Below $ 7.50	3.0	1.5	7.4	4.5
	Below $10.00	3.7	1.2	6.1	3.7
	$ 7.50 and above	1.5	0.0	3.0	1.5
	$10.00 and above	2.0	0.0	3.9	2.0
	TOTAL RESPONSE	2.3	0.8	5.3	3.0

TABLE 71

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS IN FOUR LIBRARY BUDGET CATEGORIES REPORTING THE PERCENTAGE OF FACULTY MEMBERS INVOLVED IN ELECTRONIC MEDIA PRODUCTION DURING THE 1972-73 SCHOOL YEAR

Percentage involved in production	Dollars per student	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Zero	Below $ 7.50	70.1	83.6	46.3	31.3
	Below $10.00	70.7	84.1	46.3	34.1
	$ 7.50 and above	75.8	81.8	48.5	35.4
	$10.00 and above	76.5	80.4	49.0	19.6
	TOTAL RESPONSE	72.9	82.7	47.4	28.6
1% - 10%	Below $ 7.50	23.9	13.4	23.9	20.9
	Below $10.00	24.4	12.2	25.6	23.2
	$ 7.50 and above	19.7	15.2	21.2	28.8
	$10.00 and above	17.6	17.6	17.6	27.5
	TOTAL RESPONSE	21.8	14.3	22.6	24.8
11% - 25%	Below $ 7.50	3.0	3.0	22.4	23.9
	Below $10.00	2.4	2.4	20.7	19.5
	$ 7.50 and above	3.0	0.0	15.2	15.2
	$10.00 and above	3.9	0.0	15.7	19.6
	TOTAL RESPONSE	3.0	1.5	18.8	19.5
26% - 50%	Below $ 7.50	3.0	0.0	4.5	19.4
	Below $10.00	2.4	1.2	4.9	19.5
	$ 7.50 and above	1.5	3.0	9.1	16.7
	$10.00 and above	2.0	2.0	9.8	15.7
	TOTAL RESPONSE	2.3	1.5	6.8	18.0
51% - 100%	Below $ 7.50	0.0	0.0	3.0	4.5
	Below $10.00	0.0	0.0	2.4	5.9
	$ 7.50 and above	0.0	0.0	6.1	13.6
	$10.00 and above	0.0	0.0	7.8	17.6
	TOTAL RESPONSE	0.0	0.0	4.5	9.0

TABLE 72

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS IN FOUR LIBRARY BUDGET CATEGORIES REPORTING THE PERCENTAGE OF STUDENTS INVOLVED IN ELECTRONIC MEDIA PRODUCTION DURING THE 1972-73 SCHOOL YEAR

Percentage involved in production	Dollars per student	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Zero	Below $ 7.50	79.1	88.1	53.7	64.2
	Below $10.00	79.3	90.2	57.3	65.9
	$ 7.50 and above	77.3	89.4	59.1	69.7
	$10.00 and above	76.5	86.3	54.9	68.6
	TOTAL RESPONSE	78.2	88.7	56.4	66.9
1% - 10%	Below $ 7.50	14.9	9.0	26.9	26.9
	Below $10.00	17.1	7.3	24.4	24.4
	$ 7.50 and above	19.7	10.6	24.2	19.7
	$10.00 and above	17.6	13.7	27.5	21.6
	TOTAL RESPONSE	17.3	9.8	25.6	23.3
11% - 25%	Below $ 7.50	4.5	1.5	11.9	7.5
	Below $10.00	2.4	1.2	11.0	7.3
	$ 7.50 and above	0.0	0.0	12.1	4.5
	$10.00 and above	2.0	0.0	13.7	3.9
	TOTAL RESPONSE	2.3	0.8	12.0	6.0
26% - 50%	Below $ 7.50	1.5	1.5	4.5	1.5
	Below $10.00	1.2	1.2	4.9	2.4
	$ 7.50 and above	3.0	0.0	4.5	4.5
	$10.00 and above	3.9	0.0	3.9	3.9
	TOTAL RESPONSE	2.3	0.8	4.5	3.0
51% - 100%	Below $ 7.50	0.0	0.0	1.5	0.0
	Below $10.00	0.0	0.0	1.2	0.0
	$ 7.50 and above	0.0	0.0	0.0	1.5
	$10.00 and above	0.0	0.0	0.0	2.0
	TOTAL RESPONSE	0.0	0.0	0.8	0.8

TABLE 73

PERCENTAGES OF RESPONDING KANSAS SENIOR HIGH SCHOOLS IN FOUR LIBRARY BUDGET CATEGORIES REPORTING A PLANNED INCREASE IN ELECTRONIC MEDIA PRODUCTION FOR THE MEDIA STAFF, FACULTY AND STUDENTS DURING THE 1973-74 SCHOOL YEAR

Production group	Dollars per student	Percentage of schools			
		Slide-tape	8mm film	Video-tape	Transparency
Media staff	Below $ 7.50	17.9	3.0	14.9	22.4
	Below $10.00	17.1	4.9	14.6	20.7
	$ 7.50 and above	27.3	12.1	19.7	24.2
	$10.00 and above	21.4	11.8	21.6	27.5
	TOTAL RESPONSE	22.6	7.5	17.3	23.3
Faculty members	Below $ 7.50	19.4	9.0	34.3	29.9
	Below $10.00	17.1	12.2	32.9	28.0
	$ 7.50 and above	19.7	18.1	30.3	33.3
	$10.00 and above	23.5	15.7	31.4	37.3
	TOTAL RESPONSE	19.5	13.5	32.3	31.6
STudents	Below $ 7.50	22.4	10.4	26.9	19.4
	Below $10.00	20.7	11.0	24.4	18.3
	$ 7.50 and above	19.7	16.7	21.2	16.7
	$10.00 and above	21.6	17.6	23.5	17.6
	TOTAL RESPONSE	21.1	13.5	24.1	18.0
No increase in production planned	Below $ 7.50	70.1	88.1	62.7	61.2
	Below $10.00	73.2	85.4	64.6	64.6
	$ 7.50 and above	65.2	78.8	63.6	62.1
	$10.00 and above	58.8	80.4	60.8	56.9
	TOTAL RESPONSE	67.7	83.5	63.2	61.7

COMMENTS FROM RESPONDING MEDIA SPECIALISTS

Comments returned with the survey underline many of the current problems faced by school media centers attempting to provide services to support electronic media production. Most of these comments have been mentioned in previous sections of this paper to help establish current opinion as to the value and need of such production. Additional comments are presented here for further reflection.

The process of electronic media production (Appendix C) requires new skills which were not demanded of the librarian a decade ago. The abilities of gathering, organizing and storing materials have always been basic to the library profession, but electronic media production requires the additional skills of operating machinery still new to the field of education. The librarian has become the media specialist. He is a specialist not only in selection of proper materials produced by others, but a specialist in directing the production of original materials that enrich the educational environment of the media center.

One media specialist commented, "A great deal of time and planning is necessary to make a production that is worth keeping, and few students will take the time and effort." Another wrote, "Electronic media production makes instruction more meaningful, in most cases, when it is of fairly good quality. All these projects are very time consuming, and in a school our size with one librarian and one clerical aid, the pressure becomes almost overwhelming."

The additional demands of electronic media production can consume a great deal of the media specialist's time. A twenty-minute slide-tape production may require up to three hundred man-hours to produce, including research, script writing, photography and final presentation.[76] The skills required for electronic media production may be greater than one media specialist can handle. Additional trained personnel, who can organize to eliminate wasted time and money, are needed. Time and expense can also be saved by teachers organizing within their departments to coordinate their requests for such production, and perhaps working as a team to produce vital, unique media for use by the entire department.[77] The school district at Stillwater, Oklahoma, has coordinated efforts district-wide for video-taping so that "through a central television studio video-tapes are produced for use by schools in the entire system."[78] What are the possibilities of a state-wide production system? Electronic media produced in one school system might well be used in another. Such production could lead to an exchange of techniques, skills, and new ideas in educational technology.

The large initial cost in electronic media production is the equipment. While responding schools indicated available equipment, lack of funds for production was ranked as major hindrance to production services. The process of developing film might be reduced through special educational rates; or even more desirable, equipment could be available at a district resource center for developing and processing film. Audio- and video-tapes can be used over and over again as they may be erased.[79] Also, if the media center is producing a finished product,

that product has become a tool for further education. The self-made product, unlike the commercial product, is unique to the specific needs of the educational structure which has produced it. Not only is the self-made product specifically taylored, but it is often less expensive than the commercial product.

The fear of producing unprofessional media should never be a barrier to a program of electronic media production. "The quality factor of the production should be based solely on the particular merits and conditions of the learning activity...Few sensible persons would try to compare the Los Angles Lakers with the sixth grade intramural team..."[80] One media specialist has discovered that "although attractive, professional looking graphics are desired by the creator of a slide program and pleasing to the viewer, researchers have found that a viewer learns as well with crude graphics."[81]

Along with the lack of time, staff and money, the media specialists indicated a general lack of enthusiasm for electronic media production. One commented, "...students prefer to be spoonfed...they show little interest because they don't want to do extra work." Blame for lack of enthusiasm can not be placed completely upon the student. Roberta Charlesworth, Coordinator of English with the Board of Education in Toronto, Canada, points out in her article, "Meaning and Media Created by Students" that

> ...the school generation has grown up in the global village of radio and television and film with non-linear patterns and non-print information. They respond to it more naturally and completely than do adults. In the past, students believed

> that they had to rely on the teacher for print information. They do not rely on any teacher for electronic information. The students are not waiting for the teachers to feel comfortable with the new media to introduce it; they are instinctively demanding it.[82]

The demands for electronic media production are growing. The media specialist and the teacher need to examine the role that they must play in introducing such media to the educational process of the public school system. "In the 19th century, the knowledge inside the school room was higher than the knowledge outside...today it is reversed...the child knows that in going to school, he is in a sense interrupting his education."[83]

The barriers to an effective media program are many, and the process of media production may add to these barriers. Henry M. Brickell, former Dean of the School of Education at Indiana University, noted shortly after publication of the 1969 Standards several problems that would have to be met in order to accomplish the ALA-DAVI goals. Conditions to allow for change in the media center, Brickell writes, include a group of highly intelligent people with differentiated roles; available time; a special place in which to work; knowledge of human behavior (what motivates students, teachers, and community); an expected product; proper equipment and materials; and tryout situations.[84] Brickell also mentions several conditions for successful implimentation of the 1969 Standards, and these include strong administrative endorsement; public acceptance; aid and reference from outside professional associations, staff awareness and interest; and prohibitive regulations removed from state departments of education, individual school systems and even

individual school buildings.[85] Several media specialists commented that the administration prevented materials, time and space from being available for electronic media production. Several other specialists commented that they took it upon themselves to produce some electronic media materials, but with their own equipment, on their own time, and with their own money.

Barriers to production are not as high at some Kansas senior high schools as they are at others. Many comments indicate that progress is being made. "The faculty produce various forms of electronic media," wrote one specialist, "and there is excellent interest in electronic media." Another commented, "This school is very much oriented to the use of electronic media. Students are required to prepare transparencies, tapes, video-tapes, and other original media for virtually every field of study. The mass media classes have prepared documentaries of the school, and have also prepared tapes of school activities which have been broadcast on public radio." As an understanding of the value of electronic media increases, so may the frequency of its production in Kansas senior high schools.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Purpose and Procedure

To determine the present status of electronic media production in Kansas senior high schools, this survey questioned librarians in all public senior high schools of Kansas. Of the 375 schools, 160 responded.

The Frequency of Electronic Media Producation, the measuring devise, includes preliminary questions concerning name of school, enrollment, and total library budget. These preliminary questions are followed by fourteen queries, each requiring multiple responses. The latter probe concerning available media staff, available equipment, frequency and extent of electronic media production, future plans for production, in-service training programs for such production, as well as major hindrances to electronic media production. The survey device also provides space for comment.

Data supplied by the respondents was processed, analyzed, and interpreted to yield findings related to all respondents, enrollment size, available media staff, in-service workshops, and annual library budget.

Conclusions

A majority of the responding Kansas senior high schools reported media staff, teacher, and student noninvolvement in slide-tape, 8mm film, and video-tape production during the 1972-73 school year. The highest percentages of noninvolvement were reported for 8mm film production by the media staff, teachers, and students.

A majority of the responding Kansas senior high schools reported student noninvolvement in transparency production during the 1972-73 school year, while 48.6% of the schools reported media staff noninvolvement and 30.6% reported teacher noninvolvement.

Of the responding Kansas senior high schools reporting media staff involvement in electronic media production, most reported the frequency of slide-tape production to be once each semester, 8mm film production once each semester, video-tape production once each month, and transparency production at least once each month.

Of the responding Kansas senior high schools reporting teacher involvement in electronic media production, most reported the frequency of slide-tape production to be once each semester, 8mm film production once each semester, video-tape production once each month, and transparency production at least once each month.

Of the responding Kansas senior high schools reporting student involvement in electronic media production, most reported the frequency of slide-tape production to be once each semester, 8mm film production once each month, video-tape production once each semester, and transparency production at least once each semester.

Of the responding Kansas senior high schools reporting the percentage of teachers involved in electronic media production, most reported that between one percent and ten percent of the faculty members were involved.

Of the responding Kansas senior high schools reporting the percentage of students involved in electronic media production, most reported that between one percent and ten percent of the students were involved.

A majority of the responding Kansas senior high schools reported no plans for increased electronic media production during the 1973-74 school year.

A majority of the responding Kansas senior high schools reported no teacher-training workshops in electronic media production held either prior to or during the 1972-73 school year.

Over one third of the responding schools ranked lack of funds and lack of equipment as major hindrances to electronic media production in Kansas senior high schools.

In general, responding Kansas senior high schools with large enrollments (1,306 students or more) reported a higher frequency of electronic media production than the other enrollment categories measured.

In general, responding Kansas senior high schools with a full-time media specialist and/or district media supervisor reported a higher frequency of electronic media production that the total response.

In general, responding Kansas senior high schools reporting teacher-training workshops for electronic media production reported a higher frequency of production that schools not conducting such workshops.

In general, this survey found no significant relationship between per pupil expenditure and the current frequency of electronic media production in Kansas senior high schools. None of the responding Kansas senior high schools reported annual per pupil expenditures meeting the 1969 Standards for School Media Programs -- six percent of the national average for per pupil operational cost.

Recommendations

Increased emphasis on creative inquiry, which requires multimedia information sources, multimedia presentations of unique personal expressions, and the preparation of materials to embody and communicate those expressions.

Pre- and in-service programs to educate and train teachers in the design and production of electronic media for use in creative inquiry.

Continued efforts to remove the major hindrances to educational electronic media production -- lack of funds and lack of equipment.

Continued efforts to attain the 1969 Standards and 1972 Kansas Guidelines, both calling for qualified media personnel in all public schools.

Sustained efforts to establish the media technician as a professional member of the school media staff so as to provide specialized skills in electronic media production.

Increased support by principals in establishing centers for electronic media production directed by qualified media personnel in the school media center.

Establishment of school district-wide production programs responsible for designing and producing original educational electronic media for system-wide use.

Establishment of a state-wide production program responsible for designing and producing original electronic media for distribution throughout the state.

Future application of this survey and the instrument Frequency of Electronic Media Production for the measurement of progress in electronic media production in the senior high schools of Kansas.

Further research to measure other types and qualitative aspects of electronic media production in Kansas senior high schools.

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APPENDIXES

Appendix A

Kansas Senior High Schools and Enrollments for the 1972-73 School Year, Listed in Six Categories (schools in ALL CAPITALS responded to the production survey).

Enrollment: 0-165

Edson 16
WESKAN 26
Kendall 28
Healy 30
Hamilton 32
Utica 34
Bazine 36
ENSIGN 36
Hardtner 36
JAMESTOWN 36
Paradise 36
QUENEMO 36
Gorham 37
Herndon 37
Republic 37
Strong City 39
COPELAND 40
DORRANCE 40
Bogue 41
Brewster 42
Esbon 42
Moscow 42
READING 42
Dexter 43
ATTICA 44
Lucas 45
BLUE MOUND 46
HANSTON 47
Haviland 47
Bern 48
Gridley 48
Mullinville 48
Burr Oak 49
COURTLAND 49
THAYER 49
Deerfield 50
Tipton 50
Summerfield 51
WINONA 52
Agra-Eastern 53
McCRAKEN 53
Sharon 53
GENESEO 54
Lebo 54
LURAY 54
McDonald 54
Holyrood 56
ROLLA 56
Miltonvale 57
PAXICO 58
Rexford 58
ELWOOD 59
Jennings 59
Cedar Vale 60
MELVERN 60
Natoma 60
Protection 60
Montezuma 61
Zenda-Nashville 61
McCUNE 62
BIRD CITY 63
Cuba 63
Lewis 63
Longton 65
Marquette 65
WAKEFIELD 65
Bennington 66
Bucklin 66
CLIFTON 66
Lebanon 66
MORLAND 66
Wetmore 66
Bushton 67
Tescott 67
WAVERLY 67
Linwood 68
Morrowville 68
Powhattan 68
Rosalia 68
Ransom 69
CUNNINGHAM 70
Lenora 70

PLAINVILLE 255
Wakenney 258
Haven 260
Lansing 261
PHILLIPSBURG 263
Andale 271
OBERLIN 279
TOWANDA 283
Effingham 287
EUREKA 293
Holton 293
Overbrook 296
Council Grove 297
FREDONIA 300
Gardner 206
Lyons 310
OSAWATOMIE 317
TONGANOXIE 322
Girard 323
Girard 323
Hoisington 323
Colby 325
Hiawatha 329
Scott City 345

Enrollment: 346-715

Ulysses 351
MARYSVILLE 355
ANTHONY 362
Kingman 364
Larned 265
RUSSELL 381
DESOTO 382
Garnett 382
Columbus 383
Goddard 406
Mulvane 407
GOODLAND 417
Valley Center 424
Clay Center 426
NICKERSON 428
Chapman 436
Buhler 443
Abilene 447
Pratt 454
Paola 457
Augusta 471

CONCORDIA 480
IOLA . 484
ALTAMONT 489
Kansas City Rosedale 513
WELLINGTON 530
Bonner Springs 536
TECUMSEH 546
ATCHINSON 561
Fort Scott 576
PARSONS 600
OTTAWA 607
Winfield 611
Independence 625
CHANUTE 632
EL DORADO 652
Kansas City Argentine 686
McPherson 695
TOPEKA WASHBURN RURAL 715

Enrollment: 716-1305

Hays 722
Pittsburg 784
Arkansas City 791
Coffeyville 794
KANSAS CITY SUMNER 800
Liberal 815
TOPEKA SEAMAN 829
HAYSVILLE CAMPUS 878
Newton 903
DODGE CITY 1000
EMPORIA 1011
Salina South 1020
Garden City 1088
KANSAS CITY TURNER 1112
SALINA CENTRAL 1162
OLATHE 1163
Great Bend 1182
Junction City 1200
MANHATTAN 1292
DERBY 1305

Enrollment: 1306-2079

TOPEKA HIGHLAND PARK 1380
LEAVENWORTH 1398
Topeka West 1540

WICHITA HEIGHTS 1570
HUTCHINSON 1701
LAWRENCE 1737
Shawnee Mission North 1911
Shawnee Mission East 1930
Shawnee Mission Northwest 1960
TOPEKA HIGH 2023
Wichita North 2079

Enrollment: 2080-2645

WICHITA SOUTH 2121
Shawnee Mission West 2223
Shawnee Mission South 2358
WICHITA SOUTHEAST 2364
WICHITA EAST 2416
Wichita West 2525
KANSAS CITY WYANDOTTE 2538
Kansas City Washington 2645

Appendix B

General Procedures in Electronic Media Production

Slide-Tape Production

Production of a combination slide and tape presentation may involve the following elements: (1) stating educational objectives of the presentation (2) gathering and organizing materials and information into a written script (3) selecting suitable visuals for production of 35mm or ektagraphic slides (4) photographing selected visuals (5) recording narration on reel-to-reel or cassette tape (6) synchronizing slides with taped narration (7) presentation of the finished product (8) cataloging and storing of the finished product for future use.

8mm Film Production

Production of 8mm film programs may involve the following elements: (1) stating educational objectives of the presentation (2) gathering and organizing materials and information into a written script (3) filmming selected scenes (4) editing developed 8mm film for a finished presentation, adding narration if necessary (5) presentation of the finished product (6) cataloging and storing of the finished product for future use.

Video-tape Production

Production of video-tape programs may involve the following elements: (1) stating educational objectives of the presentation (2) gathering and organizing materials and information into a written script (3) video-taping sequencial scenes and recording narration (4) editing scenes for finished presentation, if necessary (5) presentation of the finished product (6) cataloging and storing of the finished product for future use.

Transparency Production

Production of transparencies may involve the following elements: (1) stating educational objectives of presentation and how the transparencies will be used to help accomplish those objectives (2) gathering and organizing materials and information for suitable reproduction into transparency form (3) reproduction of information onto transparency and mounting for final presentation (4) presentation of the finished product (5) cataloging and storing of the finished product for future use.

Appendix C Questionnaire and Letter

SURVEY OF THE FREQUENCY OF ELECTRONIC MEDIA PRODUCTION IN KANSAS SENIOR HIGH SCHOOLS DURING THE 1972-73 SCHOOL YEAR

Please answer the following questions as they apply to your school media program for the 1972-73 school year.

Name of your senior high school:_____ USD #_____

Enrollment of school:_____ Total budget of library:_____

Please circle one

1. This school district employes a full-time district media supervisor. YES NO

2. This senior high school has a full-time library media specialist. YES NO

3. This senior high school has a full-time library media technician. YES NO

4. This senior high school has a media center with the equipment, materials and facilities to produce the following electronic media: (check ALL which apply)

   Slide-tape programs _____ 8mm film programs _____

   Overhead transparencies _____ Video-tape programs _____

   None of the above can be produced with the equipment, materials, and facilities currently in this senior high school media center. _____

5. During this school year, how frequently was a member of the SCHOOL MEDIA STAFF directly involved in production of the following types of electronic media? (check ONE in EACH column)

	Slide-tape	8mm film	Video-tape	Transparencies
Never	_____	_____	_____	_____
Once each SEMESTER	_____	_____	_____	_____
Once each MONTH	_____	_____	_____	_____
Once each WEEK	_____	_____	_____	_____
Once each DAY	_____	_____	_____	_____

6. During this school year, how frequently were FACULTY MEMBERS directly involved in production of the following types of electronic media? (check ONE in EACH column)

	Slide-tape	8mm film	Video-tape	Transparencies
Never	____	____	____	____
Once each SEMESTER	____	____	____	____
Once each MONTH	____	____	____	____
Once each WEEK	____	____	____	____
Once each DAY	____	____	____	____

7. During this school year, how frequently were STUDENTS directly involved in production of the following types of electronic media? (check ONE in EACH column)

	Slide-tape	8mm film	Video-tape	Transparencies
Never	____	____	____	____
Once each SEMESTER	____	____	____	____
Once each MONTH	____	____	____	____
Once each WEEK	____	____	____	____
Once each DAY	____	____	____	____

8. During this school year, what percentage of FACULTY MEMBERS was involved in production of the following types of electronic media? (check ONE in EACH column)

	Slide-tape	8mm film	Video-tape	Transparencies
Zero Percent	____	____	____	____
1 to 10 Percent	____	____	____	____
11 to 25 Percent	____	____	____	____
26 to 50 Percent	____	____	____	____
51 to 100 Percent	____	____	____	____

9. During this school year, what percentage of THE STUDENT BODY was directly involved in production of the following types of electronic media? (check ONE in EACH column)

	Slide-tape	8mm film	Video-tape	Transparencies
Zero Percent	_____	_____	_____	_____
1 to 10 Percent	_____	_____	_____	_____
11 to 25 Percent	_____	_____	_____	_____
26 to 50 Percent	_____	_____	_____	_____
51 to 100 Percent	_____	_____	_____	_____

10. During the coming school year, increased production in the following areas of electronic media is planned. NOTE: (check ALL which apply)

	Slide-tape	8mm film	Video-tape	Transparencies
Media Staff production of	_____	_____	_____	_____
Faculty production of	_____	_____	_____	_____
Student production of	_____	_____	_____	_____
No increase is planned in production of	_____	_____	_____	_____

11. During this school year, at least one inservice workshop for teacher-training was held within the school district, assisting in production of the following types of electronic media: (check ALL which apply)

Slide-tape programs _____ 8mm films _____

Overhead transparencies _____ Video-tape programs _____

No workshops involving any of the above media production were held _____

12. Inservice workshops for teacher-training in the following types of electronic media production have been held within the school district prior to this school year. (check ALL which apply)

Slide-tape programs _____ 8mm films _____

Overhead transparencies _____ Video-tape programs _____

No workshops involving any of the above media production have been held _____

13. _____ During the past school year, there was no real hindrance to the production of electronic media at this senior high school. (If this statement applies, check and OMIT the following question.)

14. During the past school year there were real hindrances to media production at this senior high school. (Rank those which apply from (1) greatest hindrance to (6) least hindrance. Please add to the list below if necessary and rank accordingly.

( ) lack of equipment and materials

( ) lack of training for teachers

( ) lack of evidence as to value of electronic media production

( ) lack of a trained electronic media production staff

( ) lack of time to product electronic media

( ) lack of funds to finance production

( ) OTHER:

15. Your comments:

kansas state teachers college
1200 COMMERCIAL STREET
EMPORIA, KANSAS 66801
TELEPHONE 316 343 1200

May 3, 1973

To: Senior High School Librarians of the State of Kansas

Subject: Survey of the Frequency of Electronic Media Production

Dear Media Specialist:

As the school year comes to a close, I know that the many responsibilities of the professional school librarian seem to grow with each passing day I am asking you for one more favor that I truly believe will be beneficial to you and to the future of the profession of school librarianship.

I am making a survey of the entire state of Kansas as to the frequency of electronic media production in senior high schools. This project is a portion of the requirement for a Masters Degree in Library Science at Kansas State Teachers College. I have selected such a survey because the actual production of educational media by the media staff, faculty, and students is becoming the most important and creative part of school library service and educational instruction. At this time some media centers can claim an extensive program of individualized media production. However, there are no reports of the frequency of such production and no definite reasons as to why electronic media production is or is not taking place.

By promptly answering and returning the enclosed questionnaire, you can help in showing exactly the state of media production in Kansas high schools as of the end of this school year. The time period for answering is short, but the survey, in order to have validity, must be conducted at this time.

A previewing panel of library media specialists has found this instrument concise, requiring no more than fifteen to twenty minutes to complete. All terms used in the survey are defined in Standards for School Media Programs (1969). All information received will be confidential, and an abstract of results will be sent to you upon request.

Thank you for your cooperation. Have a pleasant summer vacation.

Sincerely,

Daniel J. Callison