

that there was no significant difference in the scores on the exams and yet the people who were subjected to the filmstrips got 25% more. It seems to me that is rather significant.

Mr. Dworkin: We realized, of course, that this is happening — a little too late. The examination was so structured that the people who attended the lectures would not suffer because they didn't get as much material.

Mr. Friedberg: If more material can be conveyed to the student by means of the filmstrip than by means of the lecture would this not make the presence of the teacher unnecessary?

Mr. Dworkin: This would depend on the teacher. In this particular case more material was presented in the filmstrips. The conclusion based on the students' opinion is that this is not desirable. There are indications in other

experiments that you can get more material across by means of a filmstrip than with a lecture because it is a mechanical device. There is also another thing about the filmstrip I'd like to bring out here. It is a mechanical device — that thing just goes on and on and on, and if you stop to think or breathe at the wrong time you might be lost. This is one of the objections to these particular lectures.

Mr. Friedberg: I've been subjected to the same thing many a time by a live teacher who pumped information at you so fast that if you did stop to sneeze . . .

Mr. Dworkin: Well then you might as well have the information on filmstrip.

Mr. Friedberg: That's the point I'm getting at. The students didn't like the medium, but nonetheless they were able to get 25% more material. Certainly, the point you made is a

good one. The implications are very important for the use of the sound filmstrip.

Sol Roshal (Planning Research Corp.): I'd like to suggest that if the filmstrip is better than the teacher or equally as good, the teacher may be using the wrong method of presentation. We compare lectures with filmstrips and lectures with television but perhaps more emphasis should be placed on the proper use of lectures, television and filmstrips and other teaching methods.

Wm. L. Broecker, (WMSB-TV, Michigan State Univ.): Have you any test scores on long-term retention value of the information gotten from the film-strips, at 3, 6 or 12 months?

Mr. Dworkin: No. Due to the nature of the school and experimental population this would have been very difficult to obtain and also to derive any significance from the results.

An Experimental Film-Rental Plan to Aid Teacher Education

By ELLSWORTH C. DENT

The lack of conveniently available sources of supply of good educational films and of teacher experience in their utilization restricts the benefits to be derived from such teaching materials. Research has established what important contributions to classroom teaching can result from the proper use of suitable educational films. It is hoped that the data and experience derived from the experimental program described in this paper will help to bring about a much wider use of this valuable teaching tool.

ONE OF THE GREATEST deterrents to the more general and effective use of good educational films in schools is the lack of teacher experience in film utilization. It is estimated that approximately 20% of the teachers in the United States have had the benefit of training in the audio-visual field; furthermore, only a small percentage of the teachers in training will gain experience in using films to teach.

Another important factor which limits the more extensive use of teaching films is the lack of conveniently available sources of supply. This is common among schools of many types and is especially regrettable among the institutions which are responsible for the education of teachers.

Some of the colleges and universities which devote major attention to teacher education have film-rental libraries to serve the elementary and secondary schools in their areas of influence. These same films are usually available for use on the campus, and such use is encouraged in several instances.

A few of these institutions have films which have been acquired for permanent use in the laboratory school and in

teacher-education courses. Others do not own films, but obtain them occasionally from rental libraries. A major problem is communication between the film sources and those who should be interested in the films.

There are numerous variations and combinations of these programs, but the majority of the institutions responsible for preservice education of teachers either have an inadequate educational film program or no film program at all. This means that most of the graduates who enter the teaching field will have little or no experience with the excellent possibilities for educational films when used properly.

It has been established through research that good educational films can make important contributions to classroom teaching. Charles F. Hoban, James D. Finn and Edgar Dale* have found that audio-visual materials, when used properly in the teaching situation, can accomplish the following:

(1) They supply a concrete basis for conceptual thinking and hence reduce meaningless word-responses of students.

(2) They have a high degree of interest for students.

*"Audio-Visual Materials," *Encyclopedia of Educational Research*, rev. ed., The Macmillan Co., New York (1950).

(3) They make learning more permanent.

(4) They offer a reality of experience which stimulates self-activity on the part of pupils.

(5) They develop a continuity of thought; this is especially true of motion pictures.

(6) They contribute to growth of meaning and hence to vocabulary development.

(7) They provide experiences not easily obtained through other materials and contribute to the efficiency, depth and variety of learning.

It is axiomatic that skills in any procedure are developed through practice. Accordingly, it is highly desirable to have good films readily available for use as desired — especially by those in teacher-education courses who will be practicing professionally as soon as they have completed pre-service requirements.

In consideration of the accelerated need for scientific training and to extend educational opportunity into many other areas, Coronet Instructional Films has assembled a package of 50 films for teacher education. These have been offered to members of the American Association of Colleges for Teacher Education under a cooperative plan to: (1) supply certain films for use as needed, and (2) provide research information which will assist in planning future Coronet productions.

The first three films in the package of 50 trace the history of education in the United States. These films were designed to help tell the story of one of the most important influences on our American heritage. The fourth film, *Audio-Visual Ma-*

Presented on October 21, 1958, at the Society's Convention at Detroit by Ellsworth C. Dent, Coronet Instructional Films, 65 E. So. Water St., Chicago 1.

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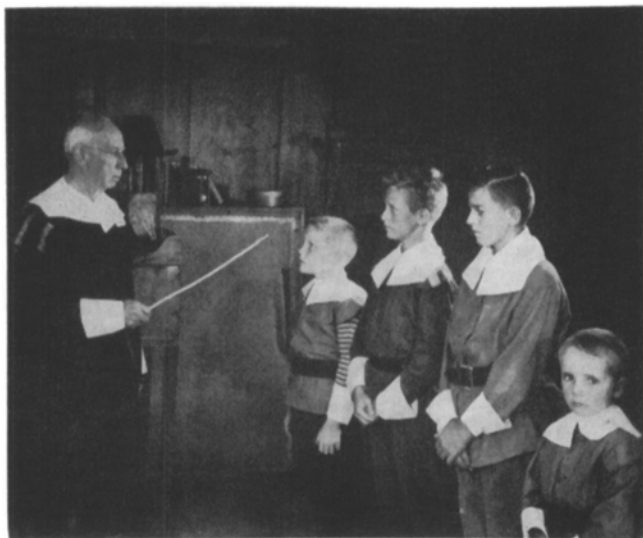


Fig. 1. A Puritan reading and writing school of the seventeenth century. (From the Coronet film, *Education in America: The 17th and 18 Century.*)

materials in Teaching, presents an overview of various types of useful audio-visual materials, and includes good utilization techniques.

The remainder of the package is comprised of 8 subjects containing teacher-student relationships in counseling situations; 23 films which include classroom situations for method analysis; and 15 effective films for various subject areas, ranging from lower elementary through high school.

The films supplied under this plan are not limited to use on the campus of the cooperating institution. If the practice-teaching program is conducted off the campus, teachers in training may use the films there. Five teachers' guides are furnished for each film to assist instructors and trainees in the planning of their utilization programs.

The cooperating institution agrees to assign to a qualified member of its staff the responsibility for keeping these films in good condition; announcing their availability to all instructors and future teachers in preservice courses; handling film requests; encouraging the use of the films as often as desired; and relaying to Coronet Instructional Films the reports of those who use the films.

These reports are simple ones, indicating the reactions of those who see the films — instructors and trainees. All are

reviewed by the research division of Coronet for consideration in the planning of future productions.

Black-and-white prints of each of the 50 films and the accessory materials are deposited with each cooperating institution for a period of 12 months at a total cost of \$250.00. The films alone have a value of approximately \$3,100 at current prices, so the nominal rental fee is much less than the costs involved. At the end of the year, the films may be returned at no further obligation, or they may be retained another year by paying another rental fee.

As indicated above, this is an experimental program. It will be reviewed before the end of the current academic year to determine its effectiveness. If the program seems a desirable one for everyone concerned, it may be either revised or expanded to meet the requirements of participating institutions. In the meantime, all who have ordered the films have been assured the privilege of retaining those films another year on the same rental basis.

The response to the announcement of this program was immediate and gratifying. Acceptances came from colleges of various sizes, from schools of education in universities across the continent, and from the University of Puerto Rico. There are 45 cooperating institutions, in-

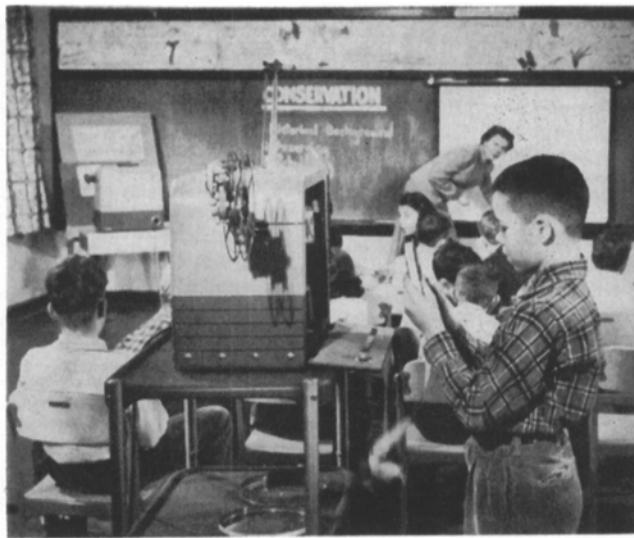


Fig. 2. 16mm sound projector in use in a classroom.

cluding 5 on the Pacific Coast, 9 in the northeastern states, 25 in the north central states, and one each in Montana, Nebraska, Alabama, South Carolina and Florida.

It is interesting to note that such institutions as Indiana University, Syracuse University and the universities of Florida, Michigan, Missouri and Wisconsin — which already have most of these films in their rental libraries — have also ordered this program. This will permit the films in the experimental package to be made available for use as needed in the laboratory school or in the school of education. Several of the other institutions own very few films or none at all. In those instances, the films will provide excellent experience in utilization, and may develop an appreciation of the values to be derived from films which are readily accessible.

The institutions which are now cooperating in this experimental program offer a wide enough range to provide adequate data for later consideration. For this reason, additional institutions will not be encouraged to join in this cooperative experiment until the beginning of the summer sessions in June 1959. In the meantime, all available data and experience will be used to determine the future direction and expansion of a program to break the teacher-education bottleneck in film utilization.