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The Status of Audio-Visual Education In Florida's Accredited Senior Negro High Schools and Accredited Vocational High Schools*

By W. H. M. Bowens

Nature of the Survey

Eighty-eight checklist-type questionnaires were mailed to the 88 Negro accredited senior high schools and vocational high schools listed in the October 1956, **Florida Educational Directory,** published by the Florida State Department of Education. Forty or 45.5 percent of the questionnaires were returned. The questionnaires were mailed in April 1956. By the end of May 1957, 39 returns had been received. An additional questionnaire was received in early June 1957.

The purpose of this survey was to determine the status of Audio-Visual Education in the 88 schools surveyed with a view toward helping Negro teacher-training institutions in the area involved to set up more effective audio-visual training programs.

Florida has 67 counties; returns were received from 27 or 40.3 percent of the State's counties. Of these, four or ten percent of the 40 questionnaires returned came from the most populous county in the state—Dade—of which Miami is the County Seat.

Three or 7.5 per cent of the 40 returns came from Escambia county of which Pensacola is the county seat and two returns each were received from Broward, Lake, Leon, Marion, Orange, Polk and Volusia counties. Eighteen counties returned one questionnaire each.

As the map on page two shows, the returns were well-distributed over the entire state, with the largest number coming from the northern part of the state. One return was received from the southernmost county in the state—Monroe.

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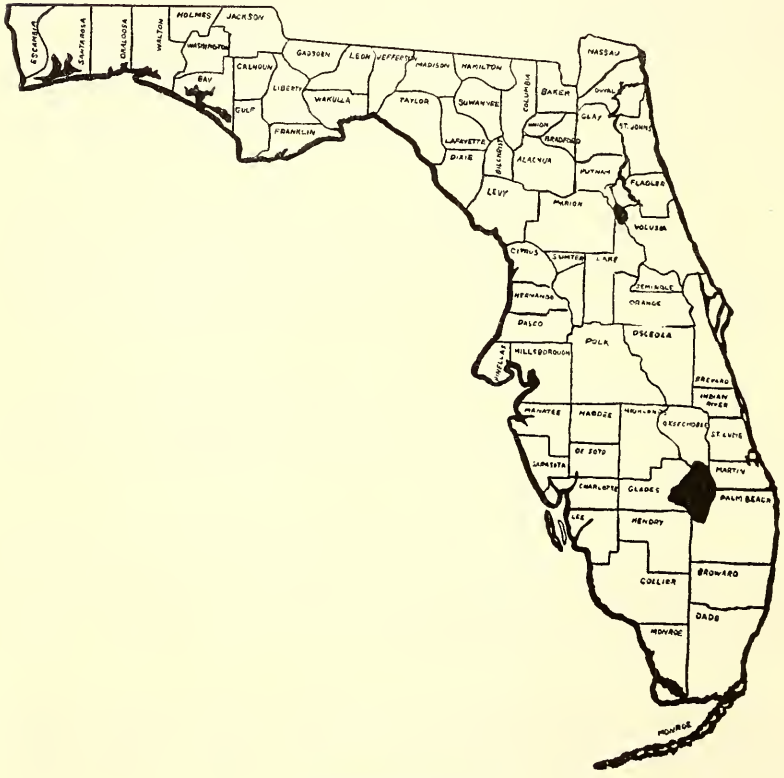
*This article is the third in a series on the status of Audio-Visual Education in Georgia and neighboring states. The first two articles dealt with the status of A-V Education in Georgia and South Carolina accredited high schools respectively.

The information sought through the questionnaire involved the following areas:

1. Organization of the Audio-Visual Program
2. Equipment owned
3. Materials produced by the individual school for classroom use.
4. Methods of procuring audio-visual materials
5. Functions of the audio-visual program
6. Budgets and methods of obtaining them
7. Promotional and developmental programs

OUTLINE MAP OF FLORIDA
SHOWING POSITIONS OF COUNTIES



Organization

According to Weaver and Bollinger:

If a visual program is to function efficiently, it must be properly organized, and managed regardless of the size . . . The problems of organization and admin-

istration of a visual aids program are very much the same whether they are those of a single school or a city system. These problems differ only in magnitude, not in kind.[1]

In short, if an audio-visual program is to be effective, it must be well organized and administered, with someone permanently responsible for these functions. Florida schools are apparently aware of this fact, because, according to the data, 27 or 67.5 per cent of the 40 responding schools have audio-visual directors and coordinators. The same number have audio-visual committees. Furthermore, only 6 or 15 per cent of the 40 responding schools had no director or no committee. In other words 34 or 85 per cent of the schools responding had directors or committees or both. (See Table I below).

TABLE I—SCHOOLS HAVING AUDIO-VISUAL DIRECTORS AND COMMITTEES

	Yes		No		NA*	
	No.	Per cent	No.	Per cent	No.	Per cent
1. Do you have an Audio-Visual Director?	27	67.5	13	32.5	0	0
2. Has Your Director had special training?	18	45.0	18	45.0	4	10.0
3. Do you have an A-V Committee?	27	67.5	13	32.5	0	0
4. Are all Departments or Subject-Matter Areas represented on your committee?	19	47.5	16	40.0	5	12.5

*NA—No Answer

Another aspect of organization is the place of utilization of materials and equipment by teachers and others. There are several possibilities here. The most ideal is to have every classroom equipped for using audio-visual materials and equipment. Other possibilities are to have one classroom adequately equipped in each building where there are several buildings on a campus; to have one audio-visual room on each floor in case of multi-storied buildings or to have one central room used by the entire school. The latter arrangement is the least desirable due to unavoidable scheduling problems as well as the inconvenience of moving from the classroom to a central center.

[1]Gilbert G. Weaver and Elroy W. Bollinger, *Visual Aids: Their Construction and Use,* (New York, publisher 1949) pp. 288-289.

Only nine or 22.5 per cent of the responding schools stated that every room in their respective schools was equipped for using motion pictures, slides, filmstrips and other projected audio-visual materials. On the other hand more than half (23 or 57.5%) of the responding schools stated that they had one central audio-visual room which was used by the entire school. According to the Department of Audio-Visual Instruction of the National Education Association, in one of their special booklets on various phases of audio-visual education, central audio-visual "rooms are a hindrance to the school program and have been condemned by modern educators."[2] In short this is not a desirable practice.

Twenty-five or 62.5 per cent of the responding schools stated that they had several buildings on their campuses, however, only 9 or 22.5 per cent (as previously stated) indicated that every room in their respective schools was audio-visually equipped.

Audio-visual specialists unanimously agree that the best place to use audio-visual materials and equipment is in the classroom. They also agree rather emphatically that school auditoriums should not be used for audio-visual teaching, because students tend to feel that they are being entertained rather than educated in an auditorium. According to the Audio-Visual Education Association of California, auditoriums are acceptable for special occasions, such as Washington's Birthday or Fire Prevention Week, but should not be used for general classroom teaching.[3] How do the 40 responding schools stand on the matter of the use of auditoriums for teaching purposes? Far too many use it for teaching—25 or 62.5 per cent. Eight of the 40 responding schools or 20 per cent use the auditorium as an audio-visual center.

Housing is another phase of audio-visual organization and administration. Two points of view pervade present thinking on this matter. One is that audio-visual materials and equipment should be housed in the school library and checked out and used the same as books, magazines and other traditional library equipment. In short, they should be a part of the library, administered by the library staff. The other is that audio-visual materials should be housed and administered independently.

Florida schools apparently believe in the library housing school of thought because 27 or 67.5 per cent of the responding schools stated that their AV Centers were housed in the library. Two additional schools stated that

[2]*Planning Schools for Use of Audio-Visual Materials: No. 3, AV Instructional Materials Center* (Department of A-V Instruction of the NEA, Washington, D. C. 1954.) p. 5.
[3]*Setting Up Your Audio-Visual Education Program* (AV Education Association of California) (Stanford University Press) 1949, pp. 16-17.

their centers were housed in the library office annex and adjacent to the library. Only two schools or 5 per cent reported that their centers were housed in the principal's office (generally, considered undesirable) while one each stated that their centers were housed in (1) the record room, (2) a special room, (3) the related study classroom, (4) the social science classroom, (5) the supervisor's office, and (6) the county materials center. (See Table II below). Three schools or 7.5 per cent did not answer this question.

TABLE II—HOUSING OF THE AUDIO-VISUAL CENTER IN 40 FLORIDA ACCREDITED NEGRO HIGH SCHOOLS

	No.	Percent
1. Library	27	67.5
2. No Answer	3	7.5
3. Principal's Office	2	5.0
4. Library Office Annex	1	2.5
5. Adjacent to Library	1	2.5
6. Record Room	1	2.5
7. Special Room	1	2.5
8. Related Study Classroom	1	2.5
9. Social Science Classroom	1	2.5
10. Supervisor's Office	1	2.5
11. County Materials Center	1	2.5
Totals	40	100.0

Equipment

The number of students in an individual school is very important in determining the equipment needs of that school, as well as the type of program and the equipment preferences of individual teachers. According to Hartsell and Norford, the Audio-Visual Commission on Public Information recommends the following basic minimum equipment:

1. 16mm. Sound Projectors—1 per 300 students or major fraction thereof; at least one for each building.
2. Filmstrip and 2″ x 2″ projector—1 per 200 students or a major fraction thereof; at least one per building.
3. Opaque Projector—1 per building (one must be equipped to handle 3¼″ x 4″ slides).
4. Record Players (3 speed)—1 per first school-year class; 1 per five other classrooms; at least two per building.
5. Tape Recorders—1 per 300 students or major fraction; at least one per building.
6. AM-FM Radio and TV All-Channel Receivers—(where appropriate program materials are avail-

able) 1 radio per five classrooms; at least one TV set per building.

7. Overhead Projector (7″ x 7″ or larger)—1 per building.
8. Screens (square 60″ x 60″ or larger)—1 per each two classrooms.[4]

The survey showed that the 40 responding schools owned more record players—132 or 3.3 players per school—than any other type of equipment. Thirty-nine or 97.5 per cent of the 40 schools owned these 132 record players. Thirty-eight or 95 per cent of the schools owned 78 filmstrip projectors; 39 or 97.5 per cent owned 52 motion picture projectors; 33 or 82.5 per cent owned 49 tape recorders; 32 or 80 per cent owned 64 microphones and 28 or 70 per cent owned 35 public address systems. Next in order of number of pieces of equipment owned were combination filmstrip and slide projectors; AM-FM radio sets, opaque projectors, central sound systems, disc recorders, lantern slide projectors, motion-picture cameras, 2″ x 2″ slide projectors, still picture cameras, overhead projectors, stereo viewers, all-channel TV, enlargers and darkroom equipment, wire recorders and microprojectors (See Table III below).

TABLE III—EQUIPMENT OWNED BY 40 FLORIDA ACCREDITED NEGRO HIGH SCHOOLS

	Total	*Average*	*Schools Owning*	
	No.	*Per School*	*No.*	*Percentage*
1. Record Players	132	3.3	39	97.5
2. Filmstrip Projectors	78	1.9	38	95.0
3. Microphones	64	1.6	32	80.0
4. 16mm SMP Projectors	52	1.3	39	97.5
5. Tape Recorders	49	1.2	33	82.5
6. PA Systems	35	.90	28	70.0
7. Combination Filmstrips and 2″ x 2″ Slide Projectors	28	.70	19	47.5
8. AM-FM Radio Sets	22	.55	15	37.5
9. Central Sound System	16	.40	15	37.5
10. Opaque Projectors	17	.43	14	35.0
11. Disc Recorders	14	.35	7	17.5
12. Lantern Slide Projectors 3¼″ x 4″	8	.20	6	15.0
13. MP Cameras	6	.15	6	15.0
14. 2″ x 2″ Slide Projectors	3	.08	3	7.5
15. Still Picture Cameras	3	.08	3	7.5
16. Stereo Viewers	2	.05	2	5.0
17. Overhead Projectors	2	.05	1	2.5
18. All-Channel TV	1	.03	1	2.5
19. Enlarger and Darkroom Equipment	1	.03	1	2.5
20. Wire Recorders	1	.03	1	2.5
21. Microprojectors	1	.03	1	2.5

[4]Horace C. Hartsell and Charles A. Norford, "Selecting Equipment or Steve's Problem," *Audio-Visual Instruction*, Nov., 1956, p. 174.

The 40 schools surveyed had most of AVCPI's recommended basic equipment, with a few exceptions. No attempt was made in this survey to determine the adequacy or inadequacy of equipment owned by the responding schools.

Many schools with limited budgets have developed their audio-visual programs through the use of certain teacher-produced materials such as posters, charts, flannelboards, still pictures and bulletin boards. Furthermore, audio-visual specialists generally agree that teachers should be able to produce some of these simpler types of materials.

Of the materials produced by teachers in the 40 responding schools, posters headed the list with 34 or 85 per cent indicating that they produced posters for teaching purposes. Sixteen or 40 per cent of the schools produce motion pictures of athletic contests and 9 or 22.5 per cent produce motion pictures for teaching purposes. Eleven or 27.5 per cent produce filmstrips and still pictures for teaching purposes while 12 or 30 per cent produce photographic slides and 7 or 17.5 per cent produce handmade lantern slides. Only 9 or 22.5 per cent of the responding schools indicated that they produce materials other than those aforementioned. Among other materials produced for teaching purposes, were maps, globes, bulletin boards, historical and natural displays, disc recordings, tape recordings, graphs, charts, collections of local objects and atlases.

The data indicate that some of these schools should explore the possibility of producing more of the less expensive audio-visual materials such as feltboards, photographic slides, filmstrips, lantern slides, still pictures, exhibits of local objects and other such inexpensive materials.

Procurement of Materials

Audio-visual materials may be procured by several methods—free loan, rental, purchase, donations and local production. The 40 responding schools were asked to indicate which method or methods they employed.

Of the 40 responding schools, 32 or 80 per cent get some materials on a free loan basis from industries, government agencies and other free loan sources. Eleven or 27.5 per cent procure some materials from the Florida State University Audio-Visual Center. Eight or 20 per cent borrow films from county audio-visual libraries, and the same number indicated that they buy some film and some filmstrips. One-hundred per cent of the responding schools indicated that they procure materials from at least one or more sources. Procurement, according to the survey, did not seem to constitute a major problem for the responding schools.

Functions of the Audio-Visual Center

According to Margaret W. Divizia:

The audio-visual movement in American education has quickened and grown strong because its motivating force is service—service to people of all ages, and teachers of all subjects. Its equipment and materials are designed for one purpose, to serve the needs of education. Audio-visual departments exist to serve the schools which create them.[5]

Service, then, is the primary and general function of any audio-visual center or department. This service may take varied and infinite forms. With this in mind, the 40 responding schools were asked to indicate the types of services rendered by their respective audio-visual centers or departments.

Table IV (below) indicates that 35 or 87.5 per cent of the responding schools have as their primary function the servicing of high school classes using visual aids, and assisting high school teachers in the selection of audio-visual materials. Thirty or 75 per cent assume responsibility for the selection and maintenance of all audio-visual equipment while 26 schools or 65 per cent conduct promotional programs in the most effective methods of using audio-visual materials in high schools. Nineteen or 47.5 per cent of the responding schools stated that their A-V Center or departments assist teachers in producing A-V materials and 10 or 25 per cent provide photographic services for all high school needs.

TABLE IV—FUNCTIONS OF THE AUDIO-VISUAL PROGRAM IN 40* FLORIDA NEGRO ACCREDITED HIGH SCHOOLS

	Yes	*No*	*NA***
1. To serve high school classes using visual aids	35	1	3
2. To assist high school teachers in the selection of Audio-Visual materials	33	2	4
3. To conduct a promotional program in the most effective methods of using A-V materials in high school classrooms	26	5	8
4. To provide photographic service for all high school needs	10	13	16
5. To assume responsibility for selection and maintenance of all audio-visual equipment	30	1	8
6. To assist teachers in the production of A-V materials	19	5	15
7. Others		1	36
1. To service elementary classes	1	0	0
2. To secure A-V materials for school use	1	0	0

*Note: one school had no A-V Center.
**No answer.

[5]Margaret W. Divizia, "Administration of an Audio-Visual Center," quoted in Charles F. Schuller, ed., *The School Administrator and His Audio-Visual Program*, (Washington, D. C., 1949) p. 34.

Budgets

Before an audio-visual program can be a going concern, it must have a budget—the sine qua non of an effective, developing program.

The Audio-Visual Commission on Public Information, an audio-visual public relations group organized in 1956, has the following to say on budgets for individual school programs:

> The commission believed that the minimum cost of the local school program should be (one per cent of the school's instructional budget; used to provide all materials of instruction except textbooks; and exclusive of all salaries.)
>
> L. C. Larson, director for the Audio-Visual Center at Indiana University and U. S. delegate to the Paris UNESCO, stated that the annual pupil cost for instruction would run between $250 and $600 in the U. S. 'That means that with an average pupil cost of $300 annually, educators cooperating for the highest efficient use of the school dollar can employ the most modern teaching tools for only $3 per pupil,' Larson explained.[6]

How did the 40 responding schools rate with reference to the proposed per pupil expenditure of AVCPI? As Table VI shows per pupil expenditures in 21 of the 40 schools (only 21 gave budget figures) ranged from a minimum of 10 cents to a maximum of $1.50. The median expenditure was .52 per pupil and the average per pupil expenditure was 65.9 cents per pupil; both figures are far below the recommended $3 average of AVCPI.

Audio-visual budgets may be determined on a per teacher basis, a per pupil basis, a per pupil in average daily attendance basis, a per building basis, a fixed per cent of the total budget basis and a per school basis within a given school system. As Table VI shows, of the 21 schools giving a budget figure, 14 or 66⅔ per cent use a per pupil basis for determining their audio-visual budgets. The per pupil basis, incidentally, is one of the most widely used methods of computing audio-visual budgets.

Despite the fact that only 21 or 52.5 per cent of the responding schools listed definite budget figures, 36 or 90 per cent indicated that they received monies for audio-visual use. (See Table V). Only 4 schools or 10 per cent gave no answer to the budget question.

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[6]Charles F. Schuller, "The Audio-Visual Commission on Public Information," *Educational Screen and Audio-Visual Guide*, July 1957, p. 367.

TABLE V—SOURCES OF AUDIO-VISUAL EXPENDITURES IN 40 FLORIDA ACCREDITED NEGRO HIGH SCHOOLS

	Number	*Percentage*
County Board of Education	23	57.5
County and State	6	15.0
No Answer	4	10.0
Board of Public Instruction	2	5.0
State	2	5.0
General Funds	1	2.5
Instructional Materials Budget	1	2.5
County and State and Finances Raised by School	1	2.5
Total	40	100.0

TABLE VI—BUDGETS OF AUDIO-VISUAL PROGRAMS IN 21 FLORIDA ACCREDITED NEGRO HIGH SCHOOLS, 1956-57

	Total Budget	*Enrollment*	*Per Pupil Expenditures**	*Bases for Determining Budget*
1.	$ 259.50	173	$1.50	Per Pupil
2.	1,723.45	1175	1.47	Per Pupil
3.	400.00	300	1.33	25% of Instructional Budget
4.	684.00	684	1.00	Per Pupil
5.	270.00	274	.99	Per Teacher
6.	600.00	655	.92	Need
7.	450.00	601	.75	Per Pupil
8.	250.00	335	.75	Per Pupil
9.	375.00	646	.58	Per Pupil
10.	894.00	1694	.53	County-Wide Basis
11.	384.00	735	.52	Per Pupil
12.	164.00	328	.50	Per Pupil
13.	570.50	1141	.50	Per Pupil
14.	189.00	378	.50	Per Pupil
15.	350.00	735	.48	Per Pupil
16.	100.00	260	.39	Per Pupil
17.	500.00	1500	.33	Per Pupil
18.	475.00	1935	.25	No Answer
19.	150.00	657	.23	No Answer
20.	75.00	355	.21	Per Pupil
21.	96.00** plus repairs	935	.10	Size of the School

*Figures to the nearest cent.
**The amount for repairs was not given.

Promotional and Developmental Programs

It is now a well-established and widely accepted fact that audio-visual materials make for a more effective learning situation. Despite this fact, however, audio-visual programs in many schools are hampered because many teachers do not know how to use the equipment and materials provided by such programs, and many school administrators, though they are aware of the value of such programs, have not been thoroughly sold on them. In short, audio-visual programs, like all good products, must be sold to teachers,

administrators, parents and other interested groups. This is the function of the promotional programs.

A visual handbook prepared by the Audio-Visual Education Association of California which is composed of leaders in audio-visual education at all levels suggests the following check-list for promoting the use of audio-visual materials and equipment among in-service teachers, who, incidentally are the chief users of audio-visual equipment and materials in the individual schools:

1. Give demonstrations on the use of materials and equipment before teacher groups, or at faculty meetings.
2. Supervise use within the classroom.
3. Permit teachers to observe other teachers who use audio-visual materials well in your school and elsewhere.
4. Keep teachers informed concerning new materials, equipment, and new ways of use, and give them teacher's guides and manuals.
5. Preview materials in groups together and discuss their worth and possible use.
6. Encourage the production of slides, photographs and other simple aids.
7. Train teachers to use equipment with confidence.
8. Encourage teachers to take summer session classes and attend workshops and institutes in audio-visual education.
9. Encourage teachers to join professional organizations.
10. Help individual teachers by telling them about the materials they can use, and suggest ways of using them.
11. Bring in outside experts who can inform and stimulate teacher interest.[7]

The 40 responding schools were asked to indicate methods used by them to promote effective methods of utilizing audio-visual materials among their teachers. They were also asked to comment on plans for future development of their audio-visual programs.

Twelve or 30 per cent of the 40 schools gave no answer to the query concerning promotion while 21 or 52.5 per cent gave no answer to the query concerning development of their programs. In addition, six schools or 15 per cent answered the question concerning development

[7] *Setting Up Your Audio-Visual Education Program,* (Audio-Visual Education Association of California), Stanford University Press, 1949, p. 25.

by saying they hoped to develop programs but gave no definite plans for doing so.

Eight or 20 per cent of the 40 responding schools indicated that they use in-service training sessions to promote more effective use of audio-visual-materials. Approximately the same number indicated that they use demonstrations by teachers familiar with effective utilization, as well as demonstrations by visiting consultants and experts. Among other methods cited were keeping teachers informed through personal contact and through publications of available materials and new materials, as well as sources of free materials; placing materials catalogues in all departments; organizing student projectionists clubs; assisting teachers in selecting materials; group previews by faculty members; assisting teachers in programming and integrating audio-visual materials in their classroom lesson units; urging teachers to use audio-visual materials in their teaching and encouraging teachers to attend summer-school classes in audio-visual education.

Of the 13 schools stating plans for developing their audio-visual programs one had no specific plans, but hoped to develop its program. Among plans listed by the remaining twelve were: (1) plan to organize an audio-visual committee made up of members of each department; (2) plan to give in-service training to teachers in equipment operation during the pre-school conference in August; (3) plan to purchase more equipment and materials with a view towards expanding the program; (4) plan to build a more complete library of audio-visual source books and other audio-visual literature; (5) plan to organize a camera club; (6) plan to utilize available materials more fully and to take advantage of local and other helpful agencies; (7) plan to try to get a special audio-visual teacher to adequately supervise, teach and distribute equipment and materials; (8) plan to begin a production program of slides and other materials, and (9) to develop an audio-visual aids room and work towards a more adequate budget.

Conclusions

1. The responding schools are definitely audio-visual conscious. All had audio-visual programs of some type. All had some audio-visual equipment. The data seem to indicate that the audio-visual movement has a solid foothold in Florida's Accredited Negro High Schools.

2. The majority of the responding schools—85 percent—have directors and/or committees. In other words, most of the responding schools have organized programs with one person or several persons (committees) responsible for directing these programs. The data also indicates that the majority of the directors have had some kind of special training in audio-visual education.

3. Although a large number of the schools surveyed owned numerous pieces of certain types of equipment, notably record players and filmstrip projectors (one school had 12 record players for 1600 pupils and another school with 655 students owned 6 filmstrip projectors), not one school had the minimum equipment recommended by AVCPI although several had everything recommended except all-channel television receivers. Despite this fact, however, most schools had a variety of equipment and materials.

4. According to the data, 67.5 per cent of the responding schools housed their audio-visual centers in the school library. According to some audio-visual experts this is undesirable since librarians are not trained in audio-visual techniques, while others feel it is a desirable arrangement because it places all teaching materials—books, magazines, other printed matter and audio-visual materials—in a central source. From the data, it seems that housing the audio-visual center in the library is a widespread practice in Florida schools. Incidentally, no attempt was made to determine whether or not librarians served as audio-visual directors, although several schools indicated that this was the case.

5. The data indicated that procurement was not a problem. All of the responding schools make use of several sources for procuring audio-visual materials. Of particular significance was the fact that 80 per cent of the responding schools make use of free sources of materials. This becomes even more significant in view of the limited audio-visual budgets of the 40 responding schools.

6. Adequate budgets seem to constitute a major problem in the 40 responding schools. In fact, this may be the cause of most of the other problems faced by these schools, since all of them seem to be eager to develop better audio-visual programs. Perhaps more long-range planning and promotional activities would lead to larger audio-visual appropriations (52.5 per cent had no long-range plans for developing their programs) since planning and promotion help to sell the audio-visual program to administrators and others. These suggestions merit some consideration since only 21 of the 40 schools indicated that they had budgets earmarked specifically for audio-visual education.

7. Examination of the data suggests that the responding schools are well aware of the functions of an audio-visual program. Functionally, according to the data, programs were lacking most in local production programs, that is, production of simple, audio-visual materials locally.

8. On the whole, the data indicated that small, rural schools had programs just as good (and in some cases better) as those schools in large, metropolitan counties.

Recommendations

1. Every school should develop a long-range audio-visual program based upon careful, concerted study, with a view towards increasing the effectiveness of the program.

2. Every school should, as an initial step following the development of a long-range plan, secure an adequate budget earmarked specifically for audio-visual education.

3. Every school should appoint a part-time or full-time person (depending upon the size of the school) to direct its program.

4. Every school should work to develop a full program—one which would make use of all kinds of non-projected as well as projected materials.

5. Every school should have as its goal eventual elimination of central projection rooms and the equipping of every classroom for using all kinds of audio-visual materials. A healthy slogan might be, "Every classroom an audio-visual classroom."

6. The in-service training programs in operation in many of the schools should be continued, increased and improved and every teacher and administrator should be urged to attend workshops and special courses in audio-visual education. They should also be urged to join professional audio-visual organizations and to attend meetings of these organizations whenever possible.

7. Every community should be carefully surveyed and a resource file on audio-visual education possibilities set up for use by the entire faculty.

8. All schools should have audio-visual committees with at least one member representing each major subject-matter area comprising these committees.

9. Every school should thoroughly survey, evaluate and improve its use and purchase of audio-visual materials and equipment on the basis of curriculum needs and teacher-preference.