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# Cataloging of Audio-Visual Equipment

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HONORS  
MUR

HONORS PROJECT

CATALOGING OF AUDIO-VISUAL EQUIPMENT

Tanna Murry

December 1972

For my Honors Special Study I decided to catalog the audio-visual equipment that belongs to the Educational Department. I feel this project was a benefit not only to me but also to the Department. While I gained some much needed experience in cataloging equipment, the Educational Department gained two complete records of its audio-visual equipment--one for the Media Lab and one for the Curriculum Lab. The cards contain the serial numbers of the audio-visual equipment to serve as a means of identification. Also both instructors and students of education will now be able to tell at a glance what equipment is available for their use. Therefore, I think this has been a worthwhile project.

This report of my project has been divided into two parts--  
1) Procedure, 2) Types of audio-visual equipment.

Procedure. The starting point for the project was a set of cards for some of the audio-visual equipment. My original goal was to make a complete set of cards on the Education Department's audio-visual equipment. However, since there was not a complete set of cards for the Media Lab, I decided to make an additional set to be kept there.

The first step of the project was to locate the equipment already cataloged. The serial numbers were checked and the information on the cards was completed. Then I gathered the information on the equipment not previously cataloged. Mr. Small helped me locate some

of this equipment and also some of the equipment already cataloged. With all the information I completed the set of cards for the Media Lab and made a set for the Curriculum Lab.

Also I cataloged a Teacher Education Kit and a book for the Curriculum Lab.

Types of Audio-visual Media. A child's world of experience is virtually available in a mediated form. At the time of graduation, the average high school graduate has watched approximately 15,000 hours of television and has attended 500 motion pictures while only spending only 11,000 hours in the classroom.

Media has three main functions. The first is providing information. Tests show that the new media can indeed provide for learning on almost any subject, with almost any group of learners, at almost any place at any time of day. The second function of media is socializing. The youth of the world seemed unified by the fact that news and fads are carried so swiftly around the globe by means of mass media. Mass media can increase identification with world problems and increase desire for an involvement in change. The mobilizing power of media is the third function. One way to illustrate this mobilizing power is by the effect advertising media has in mobilizing the consumer.

The most common use of media requires the use of two senses-- vision and auditory. Some media has just audio information such as record players and tape recorders. Books and charts are just visual media. While media such as television and motion pictures have both visual and audio information.

There are many types of media and its hard to say that one media tool is superior to another because superiority or inferiority depends on the specific classroom situation and involves the teacher, the student and the subject matter. Each type can and should be analyzed in terms of its uniqueness, as well as its advantages and disadvantages. Therefore, in this section there will be a brief statement about the different types of audio-visual equipment and a sample card for each type.

Phonographs are widely used in education throughout the United States. There are two models of phonographs--monophonic and stereophonic. In the monophonic version all the exxtential sound of the recorded performance is contained on the disc. The stereophonic version contains a spacial diminsion for proper perspective and a added realism. The ability to play, replay, stop and start records at will make the phonograph a valuable tool for education. The use of the phonograph ranges from elementary school through college. The large number of commerical companies that make records for teaching purposes add to the convenience of the phonograph. The Media Lab has one phonograpgh. Below is a sample card.



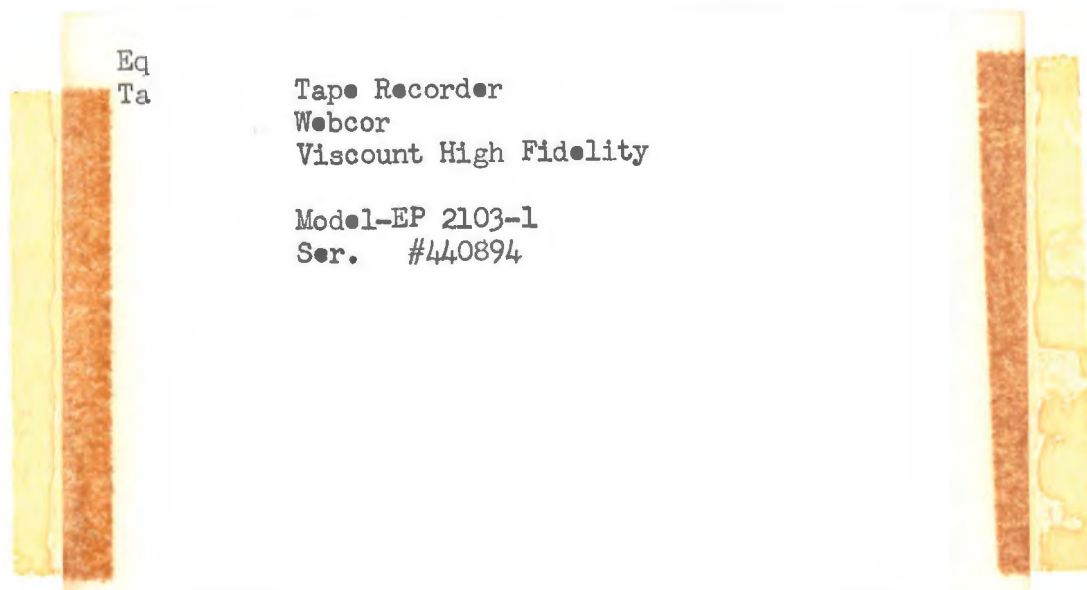
Eq  
Re

Record Player  
Rheem Califone

Model 1410  
Ser. # 02748



The most versatile use of audio media comes with the use of the audiotape recorder. Unlike the phonodisc on which the information is permanently fixed, the audiotape recorder has a metallic oxide coating on which patterns are formed as the tape passes over the recording head. Information is picked up and processed and recorded on the tape but not permanently. This impermanence of the information on the tape is the chief advantage of the audiotape recorder. There are two types of audiotape recorders--1) reel-to-reel and 2) cassette. Of the two the cassette type is the easier to use. However both have many uses for both group and individual learning. Below is a sample card of one of the two recorders in the Media Lab.



A product of the twentieth century, filmstrip projectors are the most widely accepted and most widely used method of projection in American schools today. A filmstrip is a strip of 35-millimeter film on which individual slides or frames appear in vertical sequence. Because filmstrips are about one-fourth the cost of slide sets, there

are far more filmstrips than slide sets available commercially. Filmstrips provide the teacher with a well-planned and well-organized visual presentation. Many times filmstrips are available with prepared sound tracks, which is an added attraction. Filmstrips are easily stored in small metal cannisters. The Education Department has three filmstrip projectors as well as storage files for the filmstrips. A sample card is:



Slide projectors and slides are easy to use and set up. The slides are usually loaded in the proper order into automatic slide trays. Most projectors are remote-control and the teacher can advance slides or repeat slides as desired while at the same time carrying on an active dialogue with pupils. Commercial companies, museums, and publishing houses have made available a wide variety of individual slides and slide sets that are especially designed for school. Many teachers even make their own slides. There is one slide projector in the Media Lab. The card for this projector follows:



Slide Projector  
Air Quipt - EF

Model 619  
Ser. #20154



The most powerful single audio-visual presentation medium is sound motion pictures. There are pertinent and useful films on every area of curriculum in education. Motion picture films are put out by educational institutions, commercial producers, governmental agencies, religious organizations, and private interest groups. Films can be bought, borrowed or rented. Motion pictures have many unique characteristics such as:

- 1) motion can be shown at normal speeds or slowed down or speeded up,
- 2) time-lapse photography is also possible, 3) motion pictures contain animation, 4) photomicrography, which is bringing microscopic objects into clear view, is also possible.

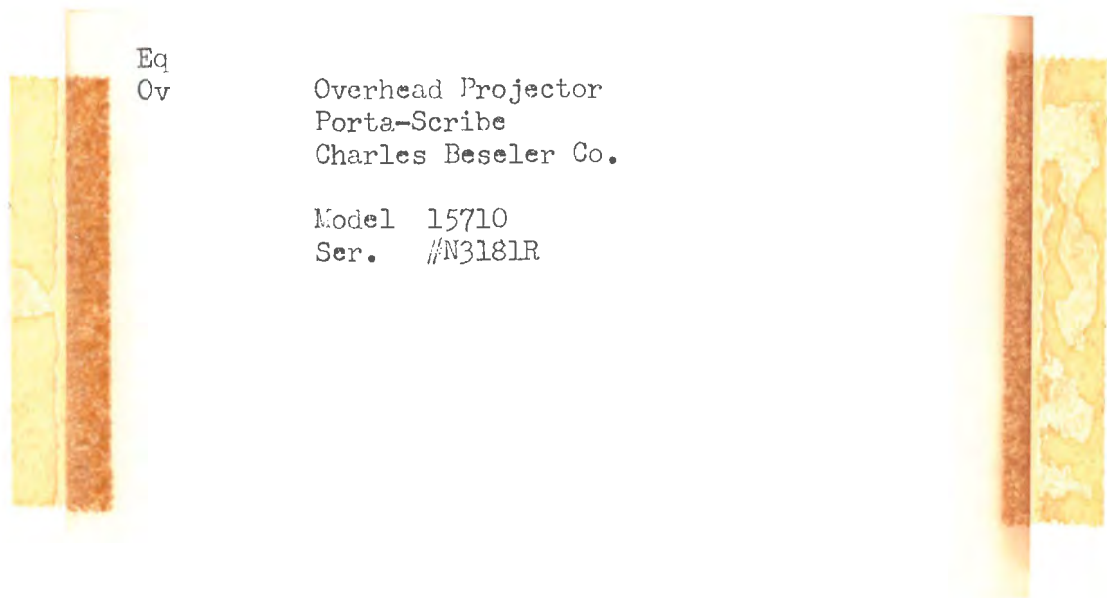
Another form of the motion picture projector is the loop projector. A continuous-loop cartridge is plugged into the projector. Films can be changed simply by pulling out one cartridge and plugging in another one. A continuous loop-cartridge can play up to thirty minutes. In the Media Lab there are three motion picture projectors and one loop-projector. A sample card is:





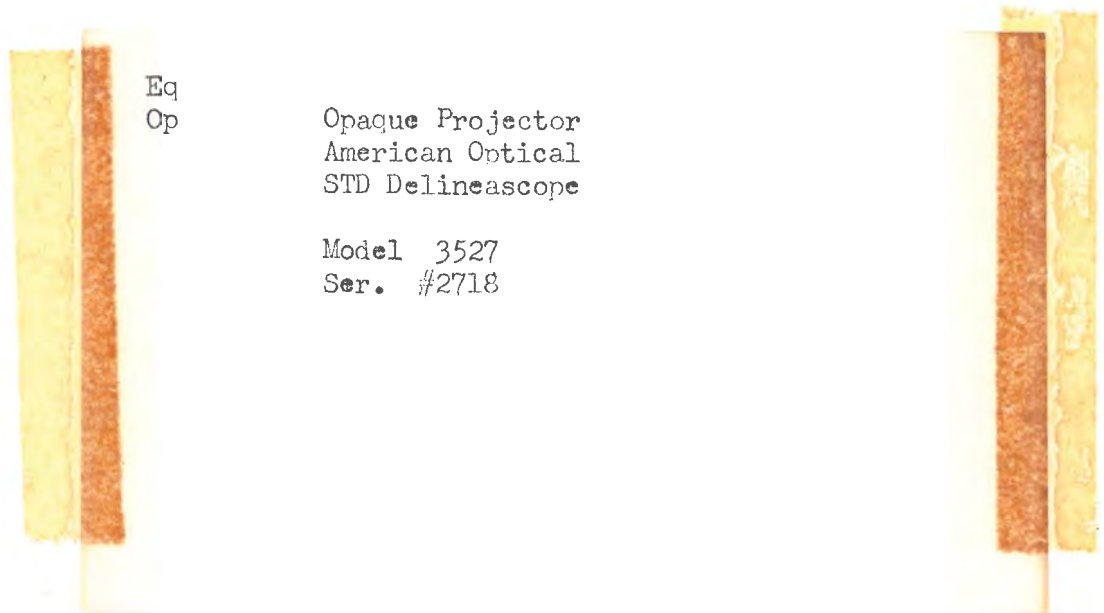
Probably the most apparent sign of the impact of the new educational media in many schools is the overhead projector. In less than a decade it has developed from a novelty to a necessity. The overhead projector is the only audio-visual device which was specifically designed for the instructor and not adapted from entertainment, scientific or hobby purposes. The overhead projector throws a large light image onto a screen in front of the classroom. The bright lamp located beneath the stage transmits light through the transparency into a mirror-lens system (the head) located directly over the center of the stage. From there the image is projected onto the screen, it can be seen in a normally light classroom. While using the overhead projector the teacher can face the class and talk directly to the pupils. There are two ways the teacher can use the overhead projector. One is as an "electric chalkboard". While the class is present the teacher can write on a transparent surface, which is either a roll or a sheet of acetate, with a colored or opaque marker pen. The second way is with transparencies prepared ahead of time, which the teacher can make or purchase. Overlays make it possible for a visual presentation

to be built up in steps. For example, an overlay of an insect would have the basic outline of the insect on the base part and the additional leaves would have the different parts of the insects. Transparencies, designed and tested for specific lessons, are available from most publishers of instructional materials. The Education Department has seven overhead projectors. A card looks like this:



The opaque projector is much older than the overhead projector. In fact it made its way into American classrooms about the turn of the century. This projector is capable of projecting opaque objects, such as magazine articles and art prints. Though the use of the opaque projector is decreasing due to the large increase in the use of the overhead projector, many teachers still find them advantageous in some areas, such as in art where prints are shown to the class. Another important use of the opaque projector is that it can enlarge a drawing or map so the projected image can be traced on the wall, a poster board or the chalkboard. The opaque projector operates on the principle of reflected light, which bounces

off the material to projected. The result is a not so bright image, therefore for best results it must be used in a darkened room. There is one opaque projector in the Media Lab and the card is like this:



The use of television in education has been researched in every possible way for the last two decades. Whether a teacher considers ETV (educational television) an ally or an enemy depends on the teacher's skill in using it. Television has many advantages. First it has the immediacy of on the spot news broadcasts. Also many subjects are available on ETV. One of the main uses of television is that it makes it possible through the portable videotape recorder to tape classes and individual speeches. Our Education Department is equipped with two video cameras and two audio recorders and three monitors. A sample card for one of the monitors is:



Television Monitor  
Sony

Model CVM-51UWP  
Ser. #21533



These are just a few of the main audio-visual media. But this gives a general view of the equipment available in the Educational Department.

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