

SELECTED PUBLIC ELEMENTARY SCHOOL RESOURCES  
CENTERS IN OKLAHOMA AS COMPARED TO  
STANDARDS FOR SCHOOL MEDIA  
PROGRAMS

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## CHAPTER I

### THE PROBLEM

#### Introduction

Society is faced with many problems. Two in particular are the population explosion and the knowledge explosion. Both are having profound effect upon the educational system. The effect is change, in fact, many changes. The school curricula are expanding and the approaches to teaching have been altered to include many changes. The film, "Make a Mighty Reach," includes innovations such as more student involvement, emphasis on ways to learn rather than memorization of facts, conversational foreign language in the primary grades, the inquiry approach, non-graded programs of continuous progress (no age barrier), student production of instructional materials, remedial efforts with self-direction and individual attention, programmed approach for high achievers, computer assisted instruction, changes in school buildings, teacher aides, flexible scheduling, and team teaching (35). Each of these innovations provides evidence of the effort being made to find improved ways in which teachers and students might recognize and make more effective utilization of individual competency.

Changes in the educational scene affect patterns of teaching and learning. The changes include a variety of techniques which are related to the child as a learner, to an atmosphere which is focused on the learner, and to the improvement of instruction. School library

programs are currently being affected by these innovative changes (1). The relationship between educational curricula and the school resources center program is so interdependent that Trump (54, p. 1) has stated, "... that competent educationists can describe the library in effect as the embodiment of an educational institution's philosophy about learning."

It is inconsequential whether one uses the term library, instructional materials center, learning resources center, school media center, or resources center. The importance lies in the focus of attention on these facilities as brought about by current educational practices. In this study, the term school resources center will be utilized unless a particular author uses another term.

An analysis of the changes suggests certain general trends in the field of elementary education. The trends can be identified as humaneness, accountability, the influence of Jean Piaget in curriculum planning, and the emphasis on reading as a tool of learning.

#### Current Trends in Elementary Education

The 1970 Yearbook of the Association for Supervision and Curriculum Development was entitled To Nurture Humaneness (5). The contributors expressed their concern that today's schools actually dehumanize the child. Their views on humanizing education include involvement of administrators, teachers, parents, patrons, and children in decision making. Arthur Combs, editor of the publication, names imperatives to humaneness as: (a) a commitment to humanism, (b) recognition of the importance of human meaning, (c) removing barriers to humanism, (d) a need for humanistic psychology, (e) humanism as part of the curriculum,

●

(f) training humane teachers, and (g) developing responsibility and self direction in children.

In the same publication, Miller (5, p. 156) states that:

A rich learning situation is necessary for good instruction and is important to fostering humaneness. Since behavior is a function of perception, a rich perceptual field will make possible more efficient behavior. In any task, from carpentry to teaching, an individual can do a better job when a variety of appropriate tools is available. A wealth of materials and equipment opens wider choices to students and teachers, and therefore all can operate in more satisfying and productive ways. A good supply of equipment and materials, then, can contribute to growth in humaneness.

Bruce Joyce in Man, Media, and Machines (25), suggests ways that teachers and technology can be brought together to create a myriad of personalized, creative educational programs. Miller (5) refers to technology as contributing to humaneness by freeing the teacher to relate to youngsters individually or in small groups.

Myron Lieberman refers to accountability as a crucially important movement affecting education in the United States. The firm direction centers around the very reasonable concern that ways need to be found to relate dollars (input) to performance (output) (30). Leon Lessinger (29) cites the following reasons as important causal factors in the accountability movement: (1) increased costs, (2) poor academic performance of minority children, and (3) inconclusive educational projects that totaled billions of dollars since 1965.

Prior to the current concept of accountability, Glasser was concerned with accountability in the teaching process. In his volume, Schools Without Failure (18), he suggests that typical schools are designed for failure and that students who succeed are usually those who respond in the ways prescribed by the teacher. Glasser's concept of bringing relevance into the classroom includes positive approaches by

teachers and open class discussions with no "right" answers, and greater opportunity for decision making by students to create a stimulating environment for all. Thus, the self-image of the unsure is enhanced through participation and feelings of success. Glasser identifies these five specific educational practices as contributors to the failure syndrome of schools: (a) the five-letter grading system, (b) objective testing, (c) use of the normal curve, (d) closed book examinations, and (e) homework. He considers the critical years for most easily preventing failure as between the ages of five and ten. When failure does occur, it can usually be corrected during these five years within the elementary school by teaching and educational procedures that lead to fulfillment of the child's basic needs. Certainly, Glasser implies that educators must do everything possible to satisfy the child's basic needs during the critical time which is the elementary school years.

Jean Piaget is a Swiss genetic epistemologist who is concerned with the discovery of the psychological structure that underlies concept formation. His more than forty years of study have resulted in several volumes which have been translated into English. These works have come to the educational forefront during the last decade. Piaget (49) has developed stages of development which are considered his theoretical taxonomy: (a) sensory-motor, (b) pre-operational, (c) concrete operations, and (d) formal operations (49). Implications for education have been drawn from Piaget's works. Huey (22) has enumerated numerous suggestions for educators that are based upon Piaget's theory. Among these suggestions are: (1) provide opportunity for self-selected learning activities, especially of the manipulative and experiential types, (2) provide opportunities for language experience, (3) provide experience

from many points of view, and (4) develop a climate where the child is a participant and not a spectator in the learning process. These suggestions imply a need for a wide range of materials. The Standards for School Media Programs sets forth guidelines for providing library and audiovisual services from a centralized source (2).

President Nixon proposed the "Right to Read" effort in a message to Congress on March 3, 1970. In that message, he asked Congress to continue funding of Title II because he felt that it would readily serve to achieve the new "Right to Read" commitment. Title II assists school libraries by providing funds for reading materials which, in turn, bolster and support the reading program. The Phi Delta Kappan periodical devoted its April, 1971 issue to "The Right to Read--Target for the '70's". The program calls upon the schools to nurture the desire, as well as the skill, to read, since both skill and desire are serious problems in American education. The centralized resources center can provide the elementary school child and teacher with a one-stop service for a wide variety of learning materials to further reading skills and enjoyment (11).

The trends have resulted in an ever-increasing application of the multi-media approach (use of printed and audiovisual forms of communication and their accompanying technology) to teaching and learning, which, in turn, has brought renewed emphasis to the elementary school resources center. Oliver refers to innovations similar to those mentioned previously as "curriculum gold". He further states, "All this 'curriculum gold' will remain hidden unless plans are made to bring it systematically to the surface. One way to do this is to establish a curriculum materials center" (47, p. 476).

### The Need for Elementary Libraries

There are several reasons for the need of excellence in the school libraries program. Frances Henne (19) considers the following five reasons particularly influential in effecting the provision and betterment of library resources and services in schools:

- (a) The improvement of schools, higher standards in the objectives of elementary education, and enrichment in the content and design of curriculums have continuously amplified the use made of school library resources by students.
- (b) The collections of the school library have become indispensable as creative teaching, the expansion of knowledge, and educational changes have made textbook-dominated teaching obsolete.
- (c) The great increase in the student population has made an ever widening demand to provide for the many individual differences that exist among students in reading, learning, and personal development. To meet these rightful needs of children and young people requires a wide range of books and other materials.
- (d) The expansion of knowledge and the rapid change in many of its fields has made the wide range of library materials essential in the school.
- (e) The discipline of knowing how to use the resources of a library intelligently has always been important in the education of youth, not only as a skill necessary for success in school work, but also as a type of knowledge needed for later use in adult life.

The ALA (American Library Association) Bulletin cites the fact that ten million children attend elementary schools where there are no school libraries. Sixty-six per cent of the elementary schools do not have a centralized library. Even schools with centralized collections have fewer than five books per pupil, and many are without professionally trained librarians (60). The 1971 National Library Week promotional materials state that 43,320 schools have no libraries (15). The future

roles of young people suggest the need for good school libraries or resources centers (60).

#### Elements of a Centralized Resources Center

The elements of a centralized resources center encompass several separate, yet unified, aspects which include: (a) consultant services to improve learning, instruction, and the use of multi-media resources and facilities; (b) instruction to improve learning through the use of printed and audiovisual resources; (c) information of new educational developments; (d) new materials created and produced to suit special needs of students and teachers; (e) materials for class instruction and individual investigation and exploration; (f) efficient working areas for students, faculty, and resources center staff; and (g) equipment to convey the materials to the student and teacher. The last element of a school media resources program and basic to its success is (h) the support that comes from school board members, school administrators, curriculum specialist(s), classroom teachers, and other citizens (2).

Education is essentially a creative process which involves the intellectual, physical, and social skills of the learner. The educational experiences which will be most helpful toward obtaining a quality education must be identified. Then, the most effective tools and materials need to be located. A quality education requires each of the separate, but unified, elements of the resources program (2).

Therefore, it appears that an assessment of elementary school resources centers should be of immediate concern to educators. Educators must be able to ascertain whether elementary schools are providing centralized resources programs in which printed and audiovisual learning



materials, equipment, physical facilities, financial support, professional staff, supportive staff, and services are being made available to teachers and students so that teachers are able to meet current educational needs (1).

The evaluation of the resources center is twofold. Meeting quantitative standards is only one aspect. The emphasis must be on the qualitative facets of the program of services provided to teachers and students by the resources center personnel (1).

#### Statement of the Problem

The general purpose of the present study was to assess centralized resources centers in selected public elementary schools in the State of Oklahoma. The problem was to: (a) examine the resources centers in the selected schools, (b) determine the extent to which the resources centers meet the criteria as set forth in Standards for School Media Programs (2), and (c) utilize the findings to provide a base for suggesting goals for the future of elementary school resources centers in Oklahoma. The results will be considered by the Library Resources Division, Oklahoma State Department of Education, when goals for elementary school resources centers are revised.

Specifically, the study investigated the following questions regarding the selected public elementary school resources centers:

- (1) What general pattern for organization of materials is utilized?
- (2) Are consultant services available from resources center personnel to improve learning, instruction, and the use of multi-media resources and facilities?

- (3) Are materials selected, organized, and made accessible to students and faculty according to the guidelines enumerated in the Standards for School Media Programs (2)?
- (4) Are physical facilities provided for functional utilization of resources?
- (5) Is the resources center program supported by the school board members, school administrators, classroom teachers, and parents or parent groups?
- (6) What analysis of the findings can be made in order to provide a base for suggesting goals for the future of centralized elementary school resources centers in Oklahoma?

#### Assumptions

The investigator made the following assumptions:

- (a) The Standards for School Media Programs were applicable to Oklahoma Public elementary schools (2).
- (b) There was a variance in the pattern followed by schools in effecting resources centers.
- (c) Variance in conformity to regulations could be ascertained.
- (d) The sample was a true random selection of the population.
- (e) The data obtained were reliable.
- (f) The comparison between existing conditions and Standards for School Media Programs would identify strengths and weaknesses for suggesting goals for the future of Oklahoma centralized elementary resources centers (2).

## Definitions

For the purpose of clarification, the following definitions are used in the study:

Standards for School Media Programs (2): A joint publication of the American Association of School Librarians (a division of the American Library Association) and Department of Audiovisual Instruction of the National Education Association. The book, published in 1969, presents guidelines for providing service through a centralized resources center.

Elementary School: Shall be the organizational unit beginning with kindergarten or first grade and progressing through the grades or levels that the individual school system identifies as elementary (usually grade 6 or grade 8).

Media: Printed and audiovisual forms of communication and the accompanying technology (2).

Resources Center: A location in a school where a full range of printed and non-printed (library/audiovisual) materials, necessary equipment, and services from professional personnel are accessible to students and teachers.

Classroom Collection: The instructional resources which are housed permanently in a classroom.

Centralized Collection: The instructional resources which are housed permanently in the resources center accessible to students and teachers in the center or available on loan to classrooms.

Certified Librarian: As defined by the Oklahoma State  
Department of Education (44).

Certified Teacher: As defined by the Oklahoma State Depart-  
ment of Education (44).

### Significance

Recent trends in elementary education point to the need of a wide variety of learning resources. The joint publication of the American Association of School Librarians and the Department of Audiovisual Instruction, Standards for School Media Programs, presents guidelines for efficient management of instructional aids and materials through a centralized resources center (2).

Research studies have determined advantages for a centralized resources center. Four studies reported by Gaver (16) and two studies by Lowrie (31) have indicated that students who have access to centralized library services in an elementary school, read more books, read a better quality, have more effective reading skills, and greater discrimination in the selection of recreational reading than do students who have not had access to centralized library services.

It was hoped that through the study an evaluation of elementary school resources centers in selected Oklahoma public schools would indicate to what extent Standards for School Media Programs are being met (2). A further objective was to provide information to serve as a basis for suggesting goals for the future of centralized resources programs of public elementary schools in Oklahoma. Mr. Homer Shaw and Mrs. Elizabeth Geis, of the Library Resources Division, Oklahoma State Department of Education, indicated a need for such a study to direct

attention to centralized resources centers at the elementary level. They also indicated that the findings would be considered when goals for elementary resources centers are revised.

#### Limitations

Certain limitations are inherent in the study. These include:

- (a) The use of a questionnaire as the source of data collection. This is a limitation for two reasons; first, the construction of the instrument required the utmost care, and secondly, the validity of responses depended upon the willingness of respondents to cooperate, their honesty in answering, and the motivating interest of the respondents.
- (b) The analysis of results and conclusions was based upon those selected schools which cooperated in the study to the exclusion of those which did not participate.
- (c) The study was limited to randomly selected public elementary schools in Oklahoma.

The reader will find in Chapter II the review of the literature. Chapter III includes the methodology of the study. The results are found in Chapter IV. Chapter V contains the summary, conclusions, and recommendations.

## CHAPTER II

### REVIEW OF SELECTED LITERATURE

#### Introduction

This chapter includes a review of relevant literature for a study of elementary school resources centers. The emergence of the centralized resources collection will be discussed and traced to its present status in the field of elementary education. A review of the various American Library Association standards leading up to the Standards for School Media Programs will be presented (2). Related research studies of elementary school resources centers will be discussed in terms of pupil outcomes and evaluation of resources centers. The chapter will conclude with a brief summary of the key elements contained therein.

#### Emergence of Elementary School Resources Centers

The three main periods in the history of school libraries were described by Cecil and Heaps (8) as: the early period (1835-1876), characterized by the rise of school district libraries in New York, Massachusetts, and Michigan; the middle period (1876-1900), characterized by the rise of public school and public library cooperation; and the period of rapid growth (1900-1940), characterized by the development of libraries under the board of education and by the new educational methods that made school libraries an essential part of the school program.

A fourth period which embodies the concept of the centralized resources center has developed since 1940. The elementary school resources center has become a segment of the modern elementary school curriculum which has more than justified its existence in situations where it has been allowed to flourish. Lowrie and Buest (32) state that:

This [growth of elementary school libraries] can be attributed to the development in the philosophy and objectives of the school, research in child growth and development, changes in the curriculum and changes in the concept of the elementary school library.

Lowrie (31) states that the philosophy underlying the elementary school library in today's schools is based on a combination of good practices in library service to children and an acknowledgment of the needs of the curriculum in the modern program of elementary education. The elementary school library should serve as a means to an end and not an end in itself. The objectives of the school library are those of the school it serves.

Educational leaders have supported the centralized library administered by a professional librarian as the ideal method of organizing materials in the elementary schools. Professional educators have maintained that differences among students cannot be accommodated in the academic program until a wide variety of materials are made available to students and teachers. Despite their convictions, the actual development of centralized libraries has been very limited. In 1955, it was estimated that over fifty per cent of the elementary schools in the United States provided only classroom collections which were often limited in scope and quality. Mahar (34) suggested the possibility that the value of the centralized library had not been generally accepted.

Hodges (20) considered the advantages afforded by a centralized

library over the practice of putting all books in classrooms. Her reasons included: (a) a wide variety of many resources, (b) organization for easy accessibility and use, (c) a resources specialist trained to provide a program of activities designed to develop the skills, attitudes, and appreciations which lead to lifetime reading habits, (d) a life situation which provides easy transition from elementary to junior high school to senior high school to public library, (e) opportunity for each student to seek his own level, (f) exposure to current information regarding this changing world, (g) factor in the reading program where boys and girls can read with enjoyment and discrimination and where skills of reading taught in the classroom can be vitalized, (h) new ways of teaching find support in the central library (individualization), (i) upgrades the entire program of instruction, and (j) most economical means of providing the materials needed in the modern school, and the most effective agency for insuring that these materials will be used efficiently and intelligently.

The decade of the sixties evidenced a greater acceptance of the concept of centralized resources centers. The acceptance was the result of several factors which included: (a) federal funds, (b) funding from the Knapp Foundation, Inc., and (c) publication of Standards for School Library Programs (3) in 1960 and Standards for School Media Programs (2) in 1969.

Federal legislation made funds available for strengthening school libraries. The strengthening began in a small way with the National Defense Education Act of 1958 with provision for purchase of some categories of library materials. A report to Congress by President Johnson regarding the status of elementary school libraries prompted the passage



of the Elementary and Secondary Education Act (ESEA). He reported that in 1965 almost seventy per cent of the public elementary schools in the nation lacked libraries, while 84 per cent lacked librarians to administer the materials. School libraries benefited directly from Title II which provided financial support directly to school library collections and indirectly from Title III, Title I, and Title V which provided for encouragement of innovations, special assistance to the educationally disadvantaged, and strengthening of state departments of education, respectively (24).

The development of school resources centers was influenced by the Knapp School Libraries Project of the American Library Association. The five-year demonstration project provided publicity for centralizing and building multi-media libraries. It was financed in 1963 by a \$1,130,000 grant from the Knapp Foundation, Inc., of philanthropic and educational interests. The project included eight schools, five elementary and three secondary, which were geographically scattered throughout the United States to serve as demonstration centers. Funds for the schools were designated for staff, salaries, materials, and improvement or enlargement of facilities. Separate grants went to cooperating teacher education institutions for key faculty members to be released for half-time assignment in the various project schools. In addition to these features, provision was made for travel funds to support teams of visitors with special interest in visiting a project demonstration school for purposes of observation (53).

A recent project of the Knapp Foundation, Inc., has been the Knapp School Libraries Manpower Project. The Foundation funded the project which includes a \$1,163,718 grant for the purpose of investigating three

aspects of the manpower problem: (a) task and job analysis, (b) education for school librarianship, and (c) recruitment from specific manpower pools. Both of the Knapp Projects call attention to the benefits of a centralized resources center containing printed and audiovisual material with professional personnel providing service as an integral part of the curriculum (9).

The publications, Standards for School Library Programs (3), 1960, and Standards for School Media Programs (2), 1969, have provided goals at the national level which revolve around the concept of centralized collections. The two books and the preceding publications will be discussed in greater detail in the next section.

#### Development of the Present National Standards

The establishment of national standards before the current Standards for School Media Programs has relevance to this study because each set of standards is an outgrowth of the previous set (2).

#### 1920 and 1925 Standards

The earliest standards were entitled Standard Library Organization and Equipment for Secondary Schools and were also known as the "Certain" standards (42). The appellation stemmed from the name of the chairman of the committee responsible for their statement. The standards had been approved by the Committee on Education of the American Library Association after having been discussed by the North Central Association of Colleges and Secondary Schools and adopted both by that association and by the Secondary Education Section of the National Education Association.

In 1925, there appeared a companion statement, Elementary School Library Standards (41).

Both sets of standards were specific and quantitative. Requirements, based upon enrollment, were given for number of books, seating capacity, technical organization, budget allocation, and preparation of the librarian in terms of credit hours in library science. Some attention was focused on the educational services and activities of the library, but not much, insomuch as they were more or less taken for granted. The standards for secondary schools were widely adopted by state departments of education and regional accrediting agencies. Where judiciously interpreted and rigorously enforced, they helped a great deal in raising the level of school library support, organization, and service. In the elementary school, neither the Certain standards nor any others of comparable nature were widely adopted (14). In 1942, Spain (51) reported that only ten states had formulated definite library standards for elementary schools. Oklahoma was not among the ten states.

#### 1945 Standards

The year 1945 witnessed the issuance of post-war library standards applicable to both elementary and secondary schools. In School Libraries Today and Tomorrow (4), the American Library Association's Committee on Post-War Planning announced criteria for the evaluation of the school library which combined quantitative measuring aspects with criteria for the evaluation of library service in its educational aspects (14).

#### 1960 Standards

Standards for School Library, published by the American Association

of School Librarians of the American Library Association in 1960, was based on the concept that a centralized collection of books and materials constitutes a school library (3). Quantitative and qualitative aspects of the library program were considered in terms of four basic elements: (a) collection, (b) staff, (c) budget, and (d) space and equipment.

### 1969 Standards

The most recent evaluative standards are Standards for School Media Programs (2). The 1969 publication continued the emphasis of centralized centers and called for unifying the library and audiovisual programs. The standards were issued jointly by the American Association of School Librarians of the American Library Association and the Department of Audiovisual Instruction of the National Education Association. An important aspect of the publication is the fact that the two organizations worked together for a common set of standards. At times, the two groups were thought to have held divergent views. Another aspect is need, which can be strongly defended with the many changes in school organization. New concepts about how learning occurs, new roles for the student in seeking and utilizing information, and new instructional patterns require all types of resources (58).

### Research Related to Elementary School

#### Resources Centers

The research on elementary school media programs is characterized by much of the data and some of the findings being incorporated as part of investigations of school libraries or education in general. In the

review of research, the topics of investigation are concerned with:

- (a) pupil outcomes related to elementary school resources centers and
- (b) evaluation of elementary school resources centers.

### Educational Gain

The question, "Does an elementary school resources center make a difference in student achievement?", is often asked by school administrators when they consider plans for the establishment of centralized resources centers. Research studies in this area can become argumentative in nature.

Under a grant from the United States Office of Education, Gaver (16) conducted a study at Rutgers University in 1960. Her purpose was to describe the quality of what is referred to in library and educational literature as the "good" school library program; i.e., the program of library use which involves all teachers in a way of teaching which fully utilizes elementary library potential. She created tools to measure the provision and availability of materials and staff, the provision and availability of the library program, the quantitative and qualitative reading gains, and the students' achievement in work-study or reference skills. Testing in schools without libraries, in schools with classroom libraries, and in schools with centralized libraries, she found that her Accessibility of Materials Rating Scale differentiated clearly in favor of the schools with centralized libraries on measures of library-related activities; of library skills, despite considerable overlap; and of the amount and quality of reading. The use of the Iowa Tests of Basic Skills showed greater educational gain between the fourth and sixth grade for students in schools with centralized libraries. The

sixth grade children with a school library included no "non-readers", read significantly more books, in more interest areas and literary forms, read more magazines more frequently, and fewer comic books than children with either a central collection or classroom collections only.

Bishop (7) sought to identify experiences which children have in centralized libraries which either facilitate or retard learning. She identified 100 desirable library experiences and, through interviews with students in six schools, analyzed when and how good library experiences occurred for them. Her conclusions indicated the existence, in selected schools, of certain conditions meeting the objectives of desirable library programs. She did not test for facilitated or retarded learning, but the conditions identified can be recommended for other library programs.

Lowrie (32) made an investigation of ten outstanding elementary library programs in the Country. Her purpose was to determine how successfully library principles were being put into practice and to present programs in the area of curriculum enrichment and reading for pleasure, with emphasis centered in the fourth, fifth, and sixth grades. Her conclusions were that emphasis should be placed on meeting the minimum standards of space, budget, and staff as proposed by the American Library Association; professional training for teachers should include a background in children's literature and library competencies; responsibilities of the administrators in relation to the elementary school library should be presented in education courses; understandings in curriculum trends and child growth and development should be a part of the training of the elementary school librarian.

McMillen (33) attempted to determine the educational justification

for elementary school libraries in Ohio. Using the gain in educational achievement as shown on the Iowa Tests of Basic Skills at the fourth and sixth grade levels, he found that reading and vocabulary gains were greater for schools with libraries. However, the significant difference lay in the work-study skills area--strongly favoring the schools with libraries. McMillen, nevertheless, reported: "There seemed to be a general lack of awareness of what constituted good library service and its importance to the elementary school" (33, p. 151).

In a further study in this area, Willson (61) attempted to show the relationship between school library services and reading and over-all educational achievement of elementary school pupils. Revisions of Gaver's (16) Rating Accessibility Scale and Library Skills Test, the Library Activities Checklist, and fourth and sixth grade Iowa Tests of Basic Skills scores were used to evaluate the accessibility of materials and staff, the nature of the library program, and the educational achievement of students in twelve urban schools. Willson found that schools with libraries held an edge in reading, achievement, work-study skills, and general educational gain. In her study, the acute problems facing large city school systems in the matters of funding and personnel made it impossible to find consistently excellent library programs.

Masterton (36) studied a single school over a span of years, before and after establishment of school library service, during a period when neither socio-economic background nor I.Q. levels changed noticeably. Before establishment of a library, children of average and superior I.Q. were reading below ability; after establishment of a central collection, lower I.Q. children did worse than before, the middle group about the same, and the superior group better. After provision of a librarian,

the final stage in establishment of school library service, children of all levels of ability met or exceeded ability levels. Concluding that a central school library does contribute to improvement of reading skill, Masterton points out that the activity of the library program, as opposed to mere book exposure, is a strong influencing factor, although bright children did benefit from mere book exposure.

Leavitt (27) investigated recreational reading of students in the fifth and sixth grades of twelve schools in the Philadelphia area. She found that pupils in schools with centralized libraries showed less variation between their potential and actual reading levels. Those students in schools with libraries, but without scheduled visiting times, did not read as well as those who regularly spent two to three hours a week in the school library. Those with professional librarians did better than those without.

Monahan (38) tested the theory that pupils in schools with centralized libraries read better and more than schools without and found no significant differences between reading scores on standardized tests. However, she did supply strong data indicating that more reading is done and more books are read in schools with a centralized library, the best single source of books for students. She stated that constant exposure to books and guidance and stimulation by a librarian increase the amount and diversity of reading.

Irwin (23) studied literature programs in Adams County Schools in Ohio. Her purpose was to determine criteria for the uses of children's literature in the elementary school language arts program. She found that eight-one per cent of the criterion schools had central libraries. The average book collection was 4,768 volumes, and the average per pupil



expenditure for library books was \$2.20. Full-time librarians were found in 55.3 per cent of the schools with libraries. Irwin also felt that the success of the literature program depended, in part, upon the elementary library.

El-Hagrasy (13) investigated directly the relationship between teachers' reading habits and library backgrounds, and the amount and kind of reading and library skills held by their students. Using three of the Gaver (16) tools, he concluded that there was a measurable relationship between teacher's reading habits and library backgrounds (as predictors) and pupils' reading and library skills (as criteria). El-Hagrasy's study has strong implications for the school librarian who must help teachers acquire the library skills and reading habits which relate so strongly to the instructional strength of the school and to pupil achievement.

#### Evaluation of School Resources Centers

The United States Office of Education sponsored research concerning the 1958-59 school year which showed that 65.9 per cent of the elementary schools lacked centralized libraries, that 51.05 per cent of the students attended schools without such facilities, and that only 25.8 per cent of the elementary schools were served by librarians. This compares with 91.7 per cent of secondary schools (55).

Darling (56, p. 571), in a United States Office of Education survey, compared aspects of public school library programs in the 1958-59 and 1962-63 school years. Some of the findings were the following:

- (1) From 1958 to 1963 the proportion of schools with centralized libraries increased from fifty per cent in 1958-59 to fifty-nine per cent in 1962-63. During the same period, the proportion of pupils in schools with centralized

libraries increased from sixty-eight to seventy-four per cent.

- (2) The increase in volumes per pupil was most marked in elementary schools.
- (3) In 1962-63 the mean number of volumes per pupil was 6.2.
- (4) Fifty-one per cent of the elementary schools with centralized libraries were served by librarians in 1962-63.
- (5) In 1962-63 there were 2,521 pupils per librarian in all schools, and 1,457 pupils per librarian in schools with centralized libraries.

In a study of practices and policies in elementary school administration, Dean (10, p. 77) reports, "Almost one-third (of the schools in his sample) are recognizing the importance of the elementary school library by providing special subject teachers and supervisors." The study further reports, "... obtaining sufficient instructional materials, selection of instructional materials and school libraries" as among problems of serious concern to elementary school principals.

State surveys of library conditions are numerous. Some states, such as West Virginia and New Hampshire, found elementary school library provisions so low that the studies were limited to the secondary schools (17). In other areas, such as Hawaii (28) and New York City (37), the data on elementary school libraries was reported along with data on other types of libraries.

A California study by Howell (21) was prepared for the 1968 California legislature. His conclusions were that far too little had been done for the schools to have the library facilities, materials, and quality of library services that were needed to maintain the quality of a modern educational program that was desirable.

Bevins (6) conducted a similar investigation of total library

services in the state of Washington in 1965. Her findings indicated a transition from the book-centered school library to an integrated and audiovisual program of services.

A survey of the Oklahoma Council on Libraries (43) in 1965 emphasized public libraries; however, all types were included. As the information was gathered in the summer, the school library data was by no means complete. It was concluded that public and school libraries and the State Library needed much development while college and university libraries seemed to be improved as compared to the past.

The 1968 Oklahoma Education Association's Statewide Survey of Education Needs included the entire population of state classroom teachers (45). There were 20,837 responses to the questionnaire. In one section, the respondents were asked to identify the three most pressing needs in their teaching situation. Three areas in the ten most pressing needs category were: instructional supplies, library facilities, and audiovisual equipment.

Five research studies have been particularly germane to this study because of comparable objectives.

Prostrano (50) was concerned with an analysis of Connecticut school library resources as compared to the 1960 Standards for School Library Programs (3) (a forerunner of Standards for School Media Programs (2)).

He concluded that in every area where specific comparisons of library resources in Connecticut were made to national criteria, the percentages of schools meeting the standards were exceedingly low. Prostrano also found a need for cooperative action by librarians, educators, and citizens to establish goals and procedures for the future development of library service.

Another such study by Ward (59) compared public elementary library resources in Louisiana to the 1960 Standards for School Library Programs with emphasis on the quantitative aspect (3). In comparing the areas of materials collection, budget allocations, and trained library personnel, Ward found that less than twenty-five per cent of the schools met the standards and only thirty-five per cent met the school library quarters standards. A unified effort to improve the situation was recommended.

Lane (26) studied school library resources in Oregon as compared to state and national standards. She found that limited numbers of school libraries could be identified as having modern equipment, functional facilities, liberal budgets, adequate personnel, and optimum services for students and teachers. Her general recommendation was for strengthening and expanding the specific areas of need identified as: personnel, physical facilities, equipment, budget, materials, services, and organization, and administration.

Moyers (39) conducted a study to (a) determine the degree of conformity of selected Ohio elementary schools to state standards and 1960 Standards for School Library Programs (3) and (b) determine factors which inhibit and foster conformance to those regulations and standards. He found that the average school in his study did conform to minimum Ohio standards, but less than fifty per cent conformed to Standards for School Library Programs (3). Moyers concluded that the factors which inhibit and foster conformance to state and national standards appeared to be related to the values held and expressed in actions by school personnel and other members of the community. The factors were not necessarily related to the financial wealth of the school system; that is, some districts with very limited resources were among those with quite

acceptable library facilities. He attributed the apparent inadequacies of the elementary libraries to lack of effective leadership on state and local levels and lack of understanding of the role of the library on the part of some school personnel.

Parker (48) analyzed elementary school library programs in North Carolina and compared the programs with the recommended standards of the American Library Association and State of North Carolina Standards. He found that the average annual expenditure per pupil for library books was \$1.39, as compared with the state standard of \$0.50 and the national recommendation of \$4.00 to \$6.00 per pupil. The average number of books per pupil was 6.9.

#### Summary

The establishment of libraries in the elementary schools can be traced to the nineteenth century. The concept of the centralized resources center has developed since 1940. The centralized concept became more widely accepted in the sixties due to federal funds, funding of two projects by Knapp Foundation, Inc., and publication of Standards for School Media Programs (2). Research related to elementary school resources centers can be categorized under two headings: (a) educational gain and (b) evaluation of resources centers. The studies dealing with effective libraries have indicated a positive relationship between pupil achievement and access to services of centralized resources centers. Evaluation of elementary school resources centers indicated that few, if any, schools had reached the goals in Standards for School Media Programs in quantitative or qualitative aspects (2).

## CHAPTER III

### METHODOLOGY

#### Introduction

Many recent studies in American colleges and universities have been experimental in nature. Often the field of investigation has developed to such a point that classifications are not considered additions to knowledge. Therefore, much of the recent research literature has been concerned with experimental, not descriptive, research.

For an emerging concept such as combining library and audiovisual materials into a centralized resources center, however, descriptive studies must take place before the experimental studies can be developed. To justify the methodology used in this chapter, Van Dalen (57) will serve as a guide. His chapters on the strategy of descriptive research will be helpful in this matter.

#### Description of Population and Sample

Van Dalen has pointed out that sampling does not consist of collecting data casually from any conveniently located unit. Indeed, "to obtain a representative sample, one systematically selects each unit in a specified way under controlled conditions" (57, p. 296). The steps in the investigator's process are to: (a) define the population, (b) procure an accurate and complete list of the units in the population, (c) draw representative units from the list, and (d) obtain a sufficiently

large sample to represent the characteristics of the population.

The population of the present study included all the public schools in the Oklahoma Educational Directory which indicated elementary teachers as part of the staff (46).

The random sample was accomplished in five steps. The first step was a listing of all elementary public schools in an alphabetical manner by county. The total number of public elementary schools in all counties constituted the population for the study. There were 1,182 elementary public schools.

To accomplish a representative sample, five regions within the State were identified. Dr. Charles Sandmann, of the Oklahoma State Department of Education, served as a consultant in this second step of the sample procedure. Dr. Sandmann was directing a Title III study which utilized a stratified random sampling technique to insure a sample consisting of schools from all regions of the State, schools of various sizes, and communities with contrasting economic, social, and cultural backgrounds. The stratification was accomplished by defining the following five regions: Northwest, Southwest, Northeast, Southeast, and Metropolitan. The first four regions consisted of counties in the State. A list of the counties by regions is given in Appendix A. The Metropolitan Region was represented by the schools in the Oklahoma City Public Schools and the Tulsa Public Schools.

In order to have all sizes of schools represented, a third step was necessary. Schools within each of the five regions were divided by size. The dependent schools (under the authority of the county superintendent and without a high school) formed the first size category. The remaining four categories were determined by the number of teachers

employed as listed in the Oklahoma Educational Directory (46). The breakdown was: 1-5 teacher schools, 6-10 teacher schools, 11-15 teacher schools, and 16 and more teacher schools.

The fourth step involved determining how many schools to include in the total sample, how many schools from each region, and how many of each size from within each region. Approximately ten per cent of the total number of schools were decided upon for the sample. Ten per cent of 1,182 equals 118. For the sake of convenience, the number was rounded off (or increased) to 125. By dividing the total number in the sample (125) by the number of regions (5), the number of schools to be selected from each region (25) was determined. Within each region, the number of schools to be selected from each size of school category was decided upon after the total number of each size of school (as determined by the number of teachers employed) in each region was determined. Percentage of the total number of each size of school to the total schools in each region provided the basis for a ratio and proportion (to 25, the total number of sample schools in each region) computation. The purpose was to determine the number of schools from each size category within each region to be included in the sample. Table I shows the distribution of the sample.

The final step in the selection of sample process was to randomly select the sample schools within the framework determined in step four. Randomization was achieved by utilizing Edward's (12) Table of Random Numbers. The table was entered at Row 5 reading the first two digits of each column in a horizontal manner. Thereafter, the odd row policy was continued until the table was completed. The second time through, the table was again entered at Row 5 reading the last two digits of each



TABLE I  
DISTRIBUTION OF TYPES OF RESOURCES CENTERS FOUND IN THE  
SAMPLE ELEMENTARY SCHOOLS

	REGIONS														
	Northwest			Southwest			Northeast			Southeast			Metropolitan		
	N*	%**	n***	N	%	n	N	%	n	N	%	n	N	%	n
Dependent Schools	29	13.87	4	43	17.62	4	88	32.71	8	79	26.68	6	---	-----	---
1-5 Teacher Schools	12	5.74	1	10	4.09	1	17	6.31	2	33	11.14	3	2	1.21	0
6-10 Teacher Schools	66	31.57	8	69	28.27	7	69	25.65	6	110	37.16	9	19	11.58	3
11-15 Teacher Schools	43	20.57	5	66	27.04	7	47	17.47	4	45	15.20	5	43	26.21	7
16 and more Teacher Schools	59	28.22	7	56	22.95	6	48	17.84	5	30	10.13	2	100	60.97	15
Totals	209	100.00	25	244	100.00	25	269	100.00	25	296	100.00	25	164	100.00	25

\* N refers to total number of schools in the size category within the region.

\*\* % refers to percentage of size of school to the total number of schools in the region.

\*\*\* n refers to the number of schools from each size category of each district included in the sample.

column horizontally and continuing to enter each odd numbered row. At the time the sample schools were being selected from each region, a like number were selected for an alternate sample. The alternate sample was utilized in the event any schools already selected elected not to participate in the study.

### Instrument

With a sample including 125 schools throughout the State, it appeared impractical to interview each individually. Thus, the writer sought a 'was desirous of a' method for collecting data 'needed to be one which could reach' from the schools quickly and at a relatively low cost. The questionnaire method seemed best fitted to the needs of the study.

Van Dalen (57, p. 304) states that "questionnaires have been subject to severe criticism, but many common weaknesses in them can be avoided if they are structured carefully and administered effectively to qualified respondents."

### Framing of Questions

Van Dalen (57, p. 305) states, "Have the questions been stated in crystal clear, simple language and focused sharply on specific points?"

The questionnaire-type instrument, Form for Data Collection, used in the present study was designed in a simple manner. The heading was explanatory yet brief. Consideration was given to the objectives, past experiences, literature, and previous questionnaires in constructing the instrument.

### Ordering of Questions

Van Dalen (57, p. 305) continues, "Are items placed in a psychologically or logically sound sequence?"

The results of this study were compared to the standards set forth in Standards for School Media Programs (2). Therefore, the questionnaire was constructed within the framework of the various sections of the standards. The six major topics of the Standards for School Media Programs (2) were utilized in the six headings of the Form for Data Collection. The questionnaire was designed to obtain information on: General Information; Staff and Services of the Resources Center; Selection, Accessibility, and Organization of Materials; Availability of Materials for Group and Individual Investigation and Exploration for Students and Faculty; Resources Center Facilities; and Support Given the Resources Center Program.

### Designing the Directions and Format

Van Dalen (57, p. 305) further states, "Are clear, complete directions given concerning the type and scope of information that is wanted, where to place the responses, and in what form?"

The instructions were:

- (1) Please complete the information on this form for your building and return it to Mrs. Carolyn Croft, Library Education Department, Oklahoma State University, Stillwater, Oklahoma 74074, at your earliest convenience. A stamped-addressed envelope is enclosed.
- (2) The form should be completed by one of the following:
  - (a) Director of the Resources Center (Head Librarian),

- (b) Teacher supervising the Resources Center, (c) Building Principal. Note: The term Resources Center is used in the survey as synonymous with Materials Center, Media Center, or Library. Resources means both books and audiovisual materials.
- (3) Information should concern the current school year, 1970-71.
- (4) I \_\_\_\_\_ do \_\_\_\_\_ do not want to receive a copy of the survey results.

Each page was photographically reduced in size in order that two pages would fit on one 8½" X 14" page. The final copy included two 8½" X 14" sheets of yellow paper with printing on both sides, stapled, and folded in half to provide a more compact and attractive format.

#### Eliciting Honest Replies

Van Dalen (57, p. 305) further concludes, "Are directions and questions worded and ordered so as to allay any fears, suspicions, embarrassment, or hostility on the part of the respondent?"

Following the directions was the phrase, "ALL REPLIES WILL BE TREATED AS CONFIDENTIAL". The questions were not phrased so as to elicit biased replies which would support the study's objectives. A copy of the instrument appears in Appendix B.

#### Jury

It was important to know whether the instrument which had been constructed would receive the answers intended. Location of weaknesses

needed to be discovered before sending the instrument to the entire sample.

A jury was selected which was composed of ten persons. The jury consisted of teachers, librarians, principals, and Oklahoma State Department of Education personnel. Members of the jury were: Mrs. Carolyn VanRegenmorter, Special Reading Teacher who also had charge of the library at Lincoln Elementary School, Stillwater, Oklahoma; Mrs. Bonnie Alexander, Librarian, Skyline Elementary School, Stillwater, Oklahoma; Mrs. Doris Bell, elementary teacher, Ponca City, Oklahoma; Mrs. Joan Seal, elementary teacher, Tulsa, Oklahoma; Mr. Arthur Berri, principal, Lincoln Elementary School, Stillwater, Oklahoma; Mrs. Isabel Baker, former elementary teacher and currently on leave from professorial duties at Morehead State University, Morehead, Kentucky, to complete an advanced degree; Mrs. Neysa Eberhard, Director of Curriculum Materials Laboratory, Oklahoma State University Library and former Library Coordinator of Newton Public Schools, Newton, Kansas; Dr. Charles Sandmann, Oklahoma State Department of Education; Mrs. Elizabeth Geis and Mr. Homer Shaw, both of the Library Resources Division, Oklahoma State Department of Education.

The preliminary draft of the questionnaire was revised, to incorporate the suggestions of the jury, before the instrument was mailed to the sample schools.

Several materials related to the questionnaire were developed to expedite the collection of data. These related materials were: (a) a cover letter to the person completing the Form for Data Collection, (b) a follow-up post card, and (c) a follow-up letter. Samples of these materials have been placed in Appendix C.

### Procedure for Data Collection

The questionnaire, Form for Data Collection, and cover letter were mailed to the sample schools and alternate sample schools on October 5, 1970. Care was exercised in addressing the envelopes to the person in charge of the resources center. Names of known persons were secured from Mrs. Elizabeth Geis of the Library Resources Division, Oklahoma State Department of Education. In the event that a name was not available, the envelope was addressed to the resources center director and the second line of the address was the name of the principal as listed in the Oklahoma Educational Directory (46). Each envelope was addressed in longhand. The purpose of addressing the envelopes by hand was to give a personal touch and to increase the chances of the receiver responding to the Form for Data Collection. The procedure of addressing envelopes in longhand was utilized on all correspondence with the sample schools.

Follow-up post cards were mailed to those schools which had not responded by October 26, 1970. A follow-up letter with another copy of the Form for Data Collection was sent to those schools which had not responded by November 23, 1970.

The processing of the actual data began January 4, 1971. When a school in the regular sample did not respond, a school from the alternate sample (which did respond) was substituted for the nonrespondent. In the final tabulation, there were 85 schools from the original sample utilized and 37 from the alternate sample. The total number of responses was 122 (97.6 per cent).

Follow-up visits were conducted in fifteen schools representing three from each region. The procedures utilized in selection of

follow-up visit schools were:

- (1) A list was compiled of all schools within each region that indicated centralized resources centers in the response.
- (2) Three of the schools were randomly selected using the "names in the hat" method.
- (3) When a region did not have at least three centralized resources centers, the responses indicating no centralized resources centers were included in the selection procedure to fill the remaining vacancies.

This was necessary in three regions.

The purpose of the visits was to verify the information received in the Form for Data Collection.

#### Data Analysis

Quantitative data in almost all kinds of empirical research require some statistical analysis and a study of this nature is no exception. Often, very complex analyses are required to answer an empirical question, while at other times a simple straightforward analysis is sufficient. In his chapter on descriptive statistics, Van Dalen (56, p. 330) suggests that "The choice of a specific statistic depends upon the question being asked in the study and upon the nature of the data." He continues by adding, "Thus, if a simple measure of central tendency answers the question, there is little merit in performing more complicated analysis for the sake of window dressing."

The major statistical tool used was the frequency distribution. In a study such as the present one, it is difficult to judge visually such

things as variability of the distribution or the average score. The frequency distribution organizes the data into a meaningful form.

The Oklahoma State University Computer Center's facilities were utilized in the tabulation of statistical data. Programming and key punch services were provided.

To prepare raw data for the Computer Center's services, a code system was developed. The system was designed to include numbers assigned for all possible combinations of answers to each question in the instrument. Once all responses were coded, only key punch and programming services were required to transfer the coded data into the Center's equipment for processing. The results were compared in terms of the following variables: geographical region, size of school as determined by the number of teachers employed, and assessed valuation per pupil. The methods of determining the first two variables have been discussed previously (pp. 29-33). The assessed valuation per pupil was determined by reading the tables in Statistical and Financial Information (52). The results of the tabulations are reported in the next chapter.

#### Summary

The chapter has been concerned with the study's methodology. The population and the procedures for selecting the sample were included. Also included was a description of the development of the instrument and the steps taken for the data collection were defined. The chapter concluded with a discussion of data analysis. Chapter IV comprises the results segment of this study.



## CHAPTER IV

### RESULTS

#### Introduction

A questionnaire, Form for Data Collection, was constructed according to the criteria as set forth in Standards for School Media Programs (2). The purpose of the instrument was to ascertain the status of selected public elementary school resources centers in Oklahoma for the 1970-71 school year. A jury made recommendations regarding the questionnaire and a revised Form for Data Collection was mailed to the randomly selected public elementary schools (10.56%) in the State. The percentage of responses was 97.6. Fifteen (12.3 per cent) of the responding schools were randomly selected for follow-up visits to verify the information received in the instrument.

The 15 (12.3 per cent) follow-up visits revealed six discrepancies. One school gave data for the junior high library which was in a building separate from the elementary schools. Two schools gave data for their high school libraries. Their elementary schools did not have centralized resources centers. Three schools indicated centralized resources centers which were observed to be too limited in scope to qualify as such. These discrepancies were corrected before tabulation.

The follow-up visits revealed a forty per cent discrepancy. If the discrepancy was applied to the total sample, the situation regarding

resources centers in public elementary schools in Oklahoma was much worse than reported.

In order to give a clear picture of the information gained from responses to the questionnaire, each of the six major subdivisions is presented individually. The recommendations as given in Standards for School Media Programs precede the results (2). The variables of region, size of school as determined by number of teachers employed (the Oklahoma Educational Directory (44) does not give enrollment by schools), and per pupil valuation within the school district are considered within each result.

#### Results Regarding General Information

The Standards for School Media Programs recommends "... a unified program of audiovisual and printed services and resources in the individual school. ... This fusion of media resources and services provides optimum service for students and teachers" (2, p. 2).

Table II presents the distribution of types of resources centers found in the sample elementary schools. It was revealed that over seventy per cent (70.5%) have no centralized resources centers. Resources were centralized with no service in 3.3 per cent of the responses. Centralized resources centers with aide (a person with clerical or secretarial competencies) service (part-time or full-time) occurred in 2.5 per cent of the cases. Centralized resources centers with teacher service (at least thirty minutes per day) were reported in 5.7 per cent of the responses. Schools with teacher service (at least 30 minutes per day) and aid service (part-time or full-time) in a centralized resources center occurred in 1.6 per cent of the cases.

TABLE II  
DISTRIBUTION OF TYPES OF RESOURCES CENTERS FOUND IN THE  
SAMPLE ELEMENTARY SCHOOLS

	REGION										SIZE OF SCHOOL*										PER PUPIL VALUATION**						TOTALS			
	Northwest		Southwest		Northeast		Southeast		Metropolitan		Dependent	1-5		6-10		11-15		16 & more		\$ 0-3,999		\$4,000-7,000		\$8,000 & more		Number	Per Cent			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N			%		
No centralized resources centers	16	64	22	88	24	100	21	91.4	3	12	20	100	7	100	28	84.9	17	63.0	14	40.0	29	85.3	37	81.7	20	71.4	86	70.5		
Centralized resources with no service	1	4	1	4	0	0	1	4.3	1	4	0	0	0	0	0	0.0	2	7.4	2	5.7	2	5.9	1	1.7	1	3.6	4	3.3		
Centralized resources center with aide (part time or full time) service	3	12	0	0	0	0	0	0.0	0	0	0	0	0	0	0	0.0	0	0.0	3	8.8	0	0.0	3	5.0	0	0.0	3	2.5		
Centralized resources center with teacher (ranging from 30 minutes daily to full time) service	2	8	1	4	0	0	0	0.0	4	16	0	0	0	0	1	3.0	1	3.7	6	14.3	2	5.9	1	1.7	4	14.3	7	5.7		
Centralized resources centers with service (ranging from one day per month to full time) from a certified librarian	0	0	1	4	0	0	1	4.3	0	0	0	0	0	0	1	3.0	1	3.7	0	0.0	1	2.9	1	1.7	0	0.0	2	1.6		
Centralized resources center with teacher (ranging from 30 minutes daily to full time) and aide (part time or full time) service	3	12	0	0	0	0	0	0.0	17	68	0	0	0	0	3	9.1	6	22.2	11	31.4	0	0.0	17	28.2	3	10.7	20	16.4		
	25	100	25	100	24	100	23	100.0	25	100	20	100	7	100	33	100.0	27	100.0	35	100.0	34	100.0	60	100.0	28	100.0	122	100.0		

\* As determined by the number of teachers employed  
\*\* Within the school district.

Note: Approximately ten per cent (15 schools) of the sample schools were included in follow-up visits to verify the information received in the questionnaire. A forty per cent discrepancy was observed. If the forty per cent discrepancy was applied across the board, the situation regarding public elementary school resources centers in Oklahoma is much worse than reported.

There were 16.4 per cent of the sample schools reporting centralized resources centers with service (ranging from one day per month to full-time) of a certified librarian.

### Results Regarding Staff and Services of the Resources Center

#### Staff

Standards for School Media Programs provides that the resources center:

... have one full-time media specialist for every 250 students, or major fraction thereof ... (and) at least one media aide (a person with clerical or secretarial competencies) and one media technician (a person who has special competencies in one or more of the following fields: graphics production and display, information and materials processing, photo-  
graphic production, and equipment operation and simple maintenance) be employed for each professional media specialist ... (2, pp. 12 and 16).

Table III illustrates the distribution of the resources center staff found in the sample elementary schools. Eighty-six of the sample schools indicated no certificated (qualified) individual. There were eight aides working less than full-time. Full-time aides were working in eleven schools. One school reported a certified teacher, as determined by the State Department of Education, Section of Teacher Education and Certification, in charge of the resources center with no released time from teaching duties. There were seven certified teachers working the equivalent of at least one hour per day in the resources center. Four of the sample schools reported a certified teacher employed full-time in the resources center. Certified librarians, as determined by the State Department of Education, Section of Teacher Education and Certification, devoting approximately one day per month in the resources

TABLE III

DISTRIBUTION OF RESOURCES CENTER STAFF

	REGION					SIZE OF SCHOOL*					PER PUPIL VALUATION** TOTALS			
	Northwest N	Southwest N	Northeast N	Southeast N	Metropolitan N	Dependent N	1-5 N	6-10 N	11-15 N	16 & more N	\$ 0-3,999 N	\$4,000-7,999 N	\$8,000 & more N	Number
No staff	16	22	24	21	3	20	7	28	17	14	29	37	20	86
Part time aide service	0	2	0	1	5	1	0	1	3	3	0	6	2	8
Full time aide service	4	0	0	0	7	0	0	1	4	6	0	7	4	11
Certified*** teacher in charge of the resources center with no released time from teaching duties	0	1	0	0	0	0	0	0	0	1	1	0	0	1
Certified*** teacher serving equivalent of at least one hour per day in the resources center	4	2	0	1	0	0	0	1	2	4	2	5	0	7
Certified*** teacher serving full time in the resources center	0	0	0	0	4	0	0	0	0	4	0	0	4	4
Certified*** librarian serving approximately one day per month in the resources center	0	0	0	0	12	0	0	0	0	12	0	12	0	12
Certified*** librarian serving at least one day per week in the resources center	0	0	0	0	5	0	0	1	2	2	0	5	0	5
Certified*** librarian serving full time in the resources center	2	0	0	0	2	1	0	0	0	3	0	2	2	4
	****	****	****	****	****	****	****	****	****	****	****	****	****	****

\* As determined by the number of teachers employed

\*\* Within the school district

\*\*\* Certified as determined by the Section of Teacher Education and Certification, State Department of Education

\*\*\*\* It was not feasible to compute totals or percentages in this table because it is possible for one school to have staff in more than one category.

center were reported in 12 schools. Five schools reported certified librarians working approximately one day per week in the resources center. Four schools employed certified librarians on a full-time basis. It was not feasible to compute percentages in this section because it was possible for one school to have staff in more than one category.

Enrollment data for the sample schools revealed 81 schools in the 1-250 students category, 30 schools with 251-500 students, 9 schools in the 501-750 students category, and 2 schools with a student population between 751-1,000. Therefore, 41 of the sample schools had enrollment to merit more than one person in each of the categories indicated in the standards. However, none of the sample schools reported more than one person in any of the categories listed in Table III.

### Services

Standards for School Media Programs states:

The professional staff provides teachers and students with a wide variety of services. In so doing, the media specialists make instructional decisions within their purview and supply appropriate leadership in the educational process (2, p. 7).

One item on the questionnaire asked for the respondent to rate the services performed by the resources center staff on a continuum "1" (indicating great strength) through "7" (indicating great weakness). These responses were averaged and the distribution of averages is shown in Table IV. No schools indicated a "1" on the continuum and 1.6 per cent rated services at "2". There were 2.45 per cent of the schools which had "3" ratings. Of the sample schools, there were 5.7 per cent indicating a "4" on the continuum, while 9.8 per cent rated the services at "5". The "6" rating was indicated by 4.9 per cent of the schools and

TABLE IV

DISTRIBUTION OF AVERAGED RATINGS OF SERVICES PERFORMED  
BY THE RESOURCES CENTER STAFF

Continuum of Rating Scale	REGION										SIZE OF SCHOOL*										PER PUPIL VALUATION**						TOTALS			
	Northwest		Southwest		Northeast		Southeast		Metropolitan		Dependent	1-5		6-10		11-15		16 & more		\$ 0-3,999		\$4,000-7,999		\$8,000 & more		Number	Per Cent			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N			%		
1 = Great strength	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00	
2	2	8	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3.7	1	2.9	0	0.0	1	1.7	1	3.6	2	1.60			
3	0	0	1	4	0	0	0	0	0	2	8	0	0	0	0	0	0	0	2	7.4	1	2.9	1	2.9	2	3.3	0	0.0	3	2.45
4	2	8	1	4	0	0	0	0	0	4	16	0	0	0	2	6.1	1	3.7	4	11.4	3	8.9	2	3.3	2	7.1	7	5.70		
5	3	12	1	4	0	0	1	4.3	7	28	0	0	0	2	6.1	3	11.1	7	20.0	0	0.0	8	13.3	4	14.3	12	9.80			
6	0	0	0	0	0	0	0	0	0	6	24	0	0	0	1	3.0	2	7.4	3	8.5	0	0.0	6	10.0	0	0.0	6	4.90		
7 = Great weakness	2	8	0	0	0	0	0	0	0	1	4	0	0	0	0	0	0	1	3.7	2	5.7	1	2.9	2	3.3	0	0.0	3	2.45	
No service	0	0	0	0	0	0	1	4.3	1	4	0	0	0	0	0	0	0	0	2	5.7	0	0.0	1	1.7	1	3.6	2	1.60		
No answer	0	0	0	0	0	0	0	0	0	1	4	0	0	0	0	0	0	0	1	2.9	0	0.0	1	1.7	0	0.0	1	1.00		
No centralized resources center	16	64	22	88	24	100	21	91.4	3	12	20	100	7	100	28	84.8	17	63.0	14	40.0	29	85.3	37	61.7	20	71.4	86	70.50		
Total	25	100	25	100	24	100	23	100.0	25	100	20	100	7	100	33	100.0	27	100.0	35	100.0	34	100.0	60	100.0	28	100.0	122	100.00		

\* As determined by the number of teachers employed

\*\* Within the school district

2.45 per cent had the "7" rating. There were 1.6 per cent that indicated no service and 1 per cent did not answer the question. Sample schools without centralized resources centers comprised 70.5 per cent.

## Results Regarding Selection, Accessibility, and Organization of Materials

### Selection

The Standards for School Media Programs states, "The process of selection is expedited by consulting reviews, recommended lists, standard bibliographic tools, and special releases" (2, p. 21).

One of the questions asked the respondent was to evaluate the selection guides for printed and audiovisual materials available on the basis of "3" = Excellent, "2" = Moderate, "1" = Poor, and "0" = Missing or Does Not Apply. Table V reveals the distribution of the responses. The excellent rating was chosen by 21.2 per cent of the schools. Almost five per cent of the respondents evaluated selection guides as moderate. Almost two and one-half per cent indicated poor ratings. The "missing" or "does not apply" rating was found in one per cent of the responses. Sample schools without centralized resources centers totaled 70.5 per cent.

### Accessibility

Standards for School Media Programs recommends the resources center "is open at all times of the school day, and also before and after school" (2, p. 22).

Table VI indicates the distribution of the number of hours per week the resources center is accessible when school is not in session. Two



TABLE V

DISTRIBUTION OF EVALUATIONS OF SELECTION GUIDES FOR  
PRINTED AND AUDIOVISUAL MATERIALS

	REGION					SIZE OF SCHOOL*					PER PUPIL VALUATION**			TOTALS	
	Northwest N %	Southwest N %	Northeast N %	Southeast N %	Metropolitan N %	Dependent N %	1-5 N %	6-10 N %	11-15 N %	16 & more N %	\$ 0-3,999 N %	\$4,000-7,999 N %	\$8,000 & more N %	Number	Per Cent
Excellent	3 12	1 4	0 0	0 0.00	22 88	0 0	0 0	5 15.2	6 22.2	15 42.8	0 0.0	21 35.0	5 17.9	26	21.2
Moderate	4 16	1 4	0 0	1 4.35	0 0	0 0	0 0	0 0.0	2 7.4	4 11.4	1 2.9	2 3.3	3 10.7	6	4.9
Poor	2 8	1 4	0 0	0 0.00	0 0	0 0	0 0	0 0.0	2 7.4	1 2.9	3 8.9	0 0.0	0 0.0	3	2.4
No guides	0 0	0 0	0 0	1 4.35	0 0	0 0	0 0	0 0.0	0 0.0	1 2.9	1 2.9	0 0.0	0 0.0	1	1.0
No centralized resources centers	16 64	22 88	24 100	21 91.30	3 12	20 100	7 100	28 84.8	17 63.0	14 40.0	29 85.3	37 61.7	20 71.4	86	70.5
Total	25 100	25 100	24 100	23 100.00	25 100	20 100	7 100	33 100.0	27 100.0	35 100.0	34 100.0	60 100.0	28 100.0	122	100.0

\* As determined by the number of teachers employed.

\*\* Within the school district.

TABLE VI

DISTRIBUTION OF THE NUMBER OF HOURS PER WEEK THE RESOURCES CENTER IS ACCESSIBLE WHEN SCHOOL IS NOT IN SESSION

	REGION					SIZE OF SCHOOL*					PER PUPIL VALUATION**			TOTALS														
	Northwest		Southwest		Metropolitan	Dependent	15		6-10		11-15		16 & more		Number	Per Cent												
	N	%	N	%	N	%	N	%	N	%	N	%	N	%			N	%										
7 and more hours	0	0	0	0	0	0.0	3	12	0	0	0	0	1	3.05	0	0.0	2	5.7	0	0.0	3	5.00	0	0.00	3	2.5		
5-7 hours	3	12	0	0	0	0.0	3	12	0	0	0	0	0	0.00	1	3.7	5	14.3	0	0.0	3	5.00	3	10.70	6	4.9		
3-5 hours	0	0	0	0	0	0.0	3	12	0	0	0	0	0	0.00	1	3.7	2	5.7	0	0.0	2	3.30	1	3.55	3	2.5		
2-3 hours	3	12	0	0	0	0.0	5	20	0	0	0	0	1	3.05	2	7.4	5	14.3	0	0.0	7	11.65	1	3.55	8	6.5		
1-2 hours	2	8	0	0	0	0.0	1	4	0	0	0	0	0	0.00	2	7.4	1	2.9	2	5.9	1	1.70	0	0.00	3	2.5		
No access when school is not in session	1	4	3	12	0	0	2	8.7	7	28	0	0	0	0	3	9.10	4	14.8	6	17.1	3	8.8	7	11.65	3	10.70	13	10.6
No centralized resources center	16	64	22	88	24	100	21	91.3	3	12	20	100	7	100	28	84.80	17	63.0	14	40.0	29	85.3	37	61.70	20	71.50	86	70.5
Total	25	100	25	100	24	100	23	100.0	25	100	20	100	7	100	33	100.00	27	100.0	35	100.0	34	100.0	60	100.00	28	100.00	122	100.0

\* As determined by the number of teachers employed

\*\* Within the school district

and one-half per cent of the schools reported accessibility seven or more hours per week. Accessibility of five to seven hours per week was indicated by 4.9 per cent of the schools. Two and one-half per cent of the schools reported accessibility three to five hours per week. Accessibility of two to three hours per week was indicated by 6.5 per cent of the respondents. Two and one-half per cent of the schools showed accessibility between one and two hours per week. No access was indicated by 10.6 per cent of the schools. Sample schools without centralized resources centers totaled 70.5 per cent.

The distribution of type of accessibility when school is in session is indicated in Table VII. Thirteen per cent of the schools revealed an open policy (students are free to use the resources center as needed). Rigid scheduling of all class visits was indicated by 15.5 per cent of the schools. One per cent of the schools did not answer the question. Sample schools without centralized resources center totaled 70.5 per cent.

### Organization

Standards for School Media Programs states that the resources center materials should be arranged "following some approved classification scheme" (2, p. 26).

Table VIII reveals the distribution of method of classification of resources. There were 26.2 per cent of the schools utilizing the Dewey Decimal Classification method. Three and one-third per cent of the schools indicated centralized resources but no method of classification. Sample schools without centralized resources centers totaled 70.5 per cent.

TABLE VII

DISTRIBUTION OF TYPES OF ACCESSIBILITY WHEN SCHOOL IS IN SESSION

	REGION					SIZE OF SCHOOL*					PER PUPIL VALUATION**			TOTALS																
	Northwest		Southwest		Northeast		Southeast		Metropolitan		Dependent		1-5		6-10		11-15		16 & more		\$ 0-3,999		\$4,000-7,999		\$8,000 & more		Number		Per Cent	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Open policy (students free to use as needed)	4	16	3	12	0	0	1	4.35	8	32	0	0	0	0	1	3.05	6	22.2	9	25.7	3	8.8	10	16.65	3	10.7	16	13.0		
Rigid scheduling of class visits	4	16	0	0	0	0	1	4.35	14	56	0	0	0	0	3	9.10	4	14.8	12	34.3	2	5.9	12	20.00	5	17.9	19	15.5		
No answer	1	4	0	0	0	0	0.00	0	0	0	0	0	0	1	3.05	0	0.0	0	0.0	0	0.0	1	1.65	0	0.0	1	1.0			
No centralized resources center	16	64	22	88	24	100	21	91.30	3	12	20	100	7	100	28	84.80	17	63.0	14	40.0	29	85.3	37	61.70	20	71.4	86	70.5		
Total	25	100	25	100	24	100	23	100.00	25	100	20	100	7	100	33	100.00	27	100.0	35	100.0	34	100.0	60	100.00	28	100.0	122	100.0		

\* As determined by the number of teachers employed

\*\* Within the school district

TABLE VIII

DISTRIBUTION OF METHOD OF CLASSIFICATION OF RESOURCES

	REGION					SIZE OF SCHOOL*					PER PUPIL VALUATION**			TOTALS														
	Northwest		Southwest		Northeast		Southeast		Metropolitan		Dependent	1-5		6-10		11-15		16 & more		\$ 0-3,999		\$4,000-7,999		\$8,000 & more		Number	Per Cent.	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N			%
Dewey Decimal Classification	8	32	2	8	0	0	1	4.35	21	84	0	0	0	0	3	9.1	9	33.3	20	57.1	3	8.8	22	36.65	7	25.0	32	26.2
Resources centralized but not classified	1	4	1	4	0	0	1	4.35	1	4	0	0	0	0	2	6.1	1	3.7	1	2.9	2	5.9	1	1.65	1	3.6	4	3.3
No centralized resources center	16	64	22	88	24	100	2191.30	3	12	20	100	7	100	28	84.8	17	63.0	14	40.0	29	85.3	37	61.70	20	71.4	86	70.5	
<b>Total</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>24</b>	<b>100</b>	<b>23100.00</b>	<b>25</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>7</b>	<b>100</b>	<b>33</b>	<b>100.0</b>	<b>27</b>	<b>100.0</b>	<b>35</b>	<b>100.0</b>	<b>34</b>	<b>100.0</b>	<b>60</b>	<b>100.00</b>	<b>28</b>	<b>100.0</b>	<b>122</b>	<b>100.0</b>	

\* As determined by the number of teachers employed

\*\* Within the school district

## Results Regarding Availability of Materials

Printed Materials

The national standards make the following recommendations for printed materials:

Books-- ... 20 volumes per student; magazines--minimum of 40 titles; newspapers--one local, one state, and one national; pamphlets, clippings, and other miscellaneous materials--appropriate to the curriculum and for other interests of students (2, p. 30).

Table IX reveals the distribution of number of books per pupil available. There were 1.6 per cent of the schools indicating 20 or more books per pupil. Schools with 15-19 books per pupil totaled 1.0 per cent. Almost eleven and one-half per cent of the schools revealed 10-14 books per pupil. Schools with 5-9 books per pupil totaled 9.8 per cent. There were 5.75 per cent of the schools with 0-5 books per pupil. Sample schools without centralized resources centers totaled 70.5 per cent.

Table X reveals the distribution of number of magazines available regularly. None of the sample schools indicated magazines in the 41 and more or 26-40 categories. There were 5.75 per cent of the schools reporting 11-25 magazines available regularly. Schools with 0-10 magazines available regularly totaled 23.75 per cent. Sample schools with no centralized resources centers totaled 70.5 per cent.

Table XI gives the distribution of types of newspapers available regularly. None of the schools reported having a national newspaper. State newspapers were indicated in four schools. Twenty schools had local newspapers. Fifteen schools reported no newspapers. Sample schools without centralized resources centers numbered 86.

TABLE IX

DISTRIBUTION OF NUMBER OF BOOKS AVAILABLE PER PUPIL

Average number of books per pupil	REGION					SIZE OF SCHOOL*					PER PUPIL VALUATION**			TOTALS														
	Northwest		Southwest		Northeast		Southeast		Metropolitan		Dependent	1-5	6-10	11-15	16 & more	\$ 0-3,999	\$4,000-7,999	\$8,000 & more	Number	Per Cent								
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%						
20 or more	0	0	1	4	0	0	0	0.00	1	4	0	0	0	0	1	3.0	0	0.0	1	2.9	1	2.95	1	1.65	0	0.0	2	1.6
15-19	0	0	0	0	0	0	0	0.00	1	4	0	0	0	0	0	0.0	1	3.7	0	0.0	0	0.00	1	1.65	0	0.0	1	1.0
10-14	1	4	1	4	0	0	0	0.00	12	48	0	0	0	0	2	6.1	5	18.5	7	20.0	1	2.95	9	15.00	4	14.3	14	11.4
5-9	3	12	0	0	0	0	1	4.35	8	32	0	0	0	0	1	3.0	2	7.4	9	25.7	0	0.00	8	13.30	4	14.3	12	9.8
0-4	5	20	1	4	0	0	1	4.35	0	0	0	0	0	0	1	3.0	2	7.4	4	11.4	3	8.80	4	6.70	0	0.0	7	5.7
No centralized resources center	16	64	22	88	24	100	21	91.30	3	12	20	100	7	100	28	84.9	17	63.0	14	40.0	29	85.30	37	61.70	20	71.4	86	70.5
<b>Total</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>24</b>	<b>100</b>	<b>23</b>	<b>100.00</b>	<b>25</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>7</b>	<b>100</b>	<b>33</b>	<b>100.0</b>	<b>27</b>	<b>100.0</b>	<b>35</b>	<b>100.0</b>	<b>34</b>	<b>100.00</b>	<b>60</b>	<b>100.00</b>	<b>28</b>	<b>100.0</b>	<b>122</b>	<b>100.0</b>

\* As determined by the number of teachers employed

\*\* Within the school district

TABLE X

DISTRIBUTION OF NUMBER OF MAGAZINES AVAILABLE REGULARLY

	REGION					SIZE OF SCHOOL*					PER PUPIL VALUATION**			TOTALS														
	Northwest		Southeast		Northeast		Southeast		Metropolitan		Dependent	1-5	6-10	11-15	16 & more	\$ 0-3,999	\$4,000-7,999	\$8,000 & more	Number	Per Cent								
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%										
41 and more	0	0	0	0	0	0	0.0	0	0	0	0	0	0	0	0	0.0	0	0.0	0	0.0								
26-40	0	0	0	0	0	0.0	0	0	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0	0.0							
11-25	4	16	0	0	0	0.0	3	12	0	0	0	0	2	6.1	0	0	5	14.3	0	0.0	5	8.3	2	7.2	7	5.75		
0-10	5	20	3	12	0	0	2	8.7	19	76	0	0	0	0	3	9.1	10	37	16	45.7	5	14.7	18	30.0	6	21.4	29	23.75
No centralized resources center	16	64	22	88	24	100	21	91.3	3	12	20	100	7	100	28	84.8	17	63	14	40.0	29	85.3	37	61.7	20	71.4	86	70.50
Total	25	100	25	100	24	100	23	100.0	25	100	20	100	7	100	33	100.0	27	100	35	100.0	34	100.0	60	100.0	28	100.0	122	100.00

\* As determined by the number of teachers employed

\*\* Within the school district



TABLE XI

DISTRIBUTION OF TYPES OF NEWSPAPERS AVAILABLE REGULARLY

	REGION					SIZE OF SCHOOL*					PER PUPIL VALUATION**			TOTALS
	Northwest N***	Southwest N***	Northeast N***	Southeast N***	Metropolitan N*	Dependent N***	1-5 N***	6-10 N***	11-15 N***	16 & more N***	\$ 0-3,999 N***	\$4,000-7,999 N***	\$8,000 & more N***	Number ***
National	0	0	0	0	0	0	0	0	0	0	0	0	0	0
State	2	2	0	0	0	0	0	1	0	3	1	2	1	4
Local	5	1	0	2	12	0	0	3	5	12	2	14	4	20
None available	4	1	0	0	10	0	0	1	5	9	3	7	5	15
No centralized resources center	16	22	24	21	3	20	7	28	17	14	29	37	20	86

\* As determined by the number of teachers employed

\*\* Within the school district

\*\*\*It was not feasible to compute totals or percentages in this table because it is possible for one school to have more than one type of newspaper.

One of the items in the questionnaire asked the respondent to evaluate the collection of pamphlets, clippings, and miscellaneous materials on the basis of: "3" = excellent, "2" = moderate, "1" = poor, and "0" = missing or does not apply. The distribution of the evaluations of the collection of pamphlets, clippings, and miscellaneous materials is found in Table XII. Responses indicating excellent collections totaled 1.0 per cent. There were 10.6 per cent of the schools with moderate collections. Schools with poor collections totaled 13.9 per cent. Almost two and one-half per cent of the schools reported collections missing. No answers to the question were received in 1.6 per cent of the cases. Sample schools without centralized resources centers totaled 70.5 per cent.

#### Audiovisual Materials

Standards for School Media Programs states that the recommendation for audiovisual materials as: "Filmstrips-- ... 3 prints per pupil; 8mm films-- $\frac{1}{2}$  per student ...; 16 mm films--access to a minimum of 3,000 titles; tape and disc recordings-- ... 6 per student" (2, pp. 30-31).

To conserve space affecting the length of the questionnaire, the respondents were asked to evaluate the collection of audiovisual materials on the basis of "3" = excellent, "2" = moderate, "1" = poor, and "0" = missing or does not apply. The distribution of these evaluations of audiovisual materials is found in Table XIII. None of the respondents rated the audiovisual materials excellent. Moderate ratings were given in 11.5 of the cases. The rating of poor was indicated by 15.55 per cent of the respondents. Audiovisual materials were missing in 2.45 per cent of the cases. Sample schools without centralized resources collections totaled 70.5 per cent.

TABLE XII

DISTRIBUTION OF THE EVALUATIONS OF THE COLLECTIONS OF PAMPHLETS, CLIPPINGS, AND MISCELLANEOUS MATERIALS

	REGION										SIZE OF SCHOOL*										PER PUPIL VALUATION**						TOTALS	
	Northwest		Southwest		Northeast		Southeast		Metropolitan		Dependent		1-5		6-10		11-15		16 & more		\$0-3,999		\$4,000-7,999		\$8,000 & more		Number	Per Cent
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Excellent	1	4	0	0	0	0	0	0.00	0	0	0	0	0	0	0	0.0	1	3.7	0	0.00	1	2.95	0	0.00	0	0.0	1	1.0
Moderate	2	8	3	12	0	0	0	0.00	8	32	0	0	0	0	3	9.1	5	18.5	5	14.30	1	2.95	11	18.35	1	3.6	13	10.6
Poor	5	20	0	0	0	0	1	4.35	11	44	0	0	0	0	0	0.0	2	7.4	15	42.85	3	8.80	8	13.35	6	21.4	17	13.9
Missing or does not apply	0	0	0	0	0	0	1	4.35	2	8	0	0	0	0	0	0.0	2	7.4	1	2.85	0	0.00	2	3.30	1	3.6	3	2.4
No answer	1	4	0	0	0	0	0	0.00	1	4	0	0	0	0	2	6.1	0	0.0	0	0.00	0	0.00	2	3.30	0	0.0	2	1.6
No centralized resources center	16	64	22	88	24	100	21	91.30	3	12	20	100	7	100	28	84.8	17	63.0	14	40.00	29	85.30	37	61.70	20	71.4	86	70.5
Total	25	100	25	100	24	100	23	100.00	25	100	20	100	7	100	33	100.0	27	100.0	35	100.00	34	100.00	60	100.00	28	100.0	122	100.0

\* As determined by the number of teachers employed

\*\* Within the school district

TABLE XIII

DISTRIBUTION OF EVALUATIONS OF AUDIOVISUAL MATERIALS

	REGION					SIZE OF SCHOOL*						PER PUPIL VALUATION**						TOTALS										
	Northwest		Southwest		Northeast		Southeast		Metropolitan		Dependent		1-5		6-10		11-15		16 & more		\$ 0-3,999		\$4,000-7,999		\$8,000 & more		Number	Per Cent
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Excellent	0	0	0	0	0	0	0	0.00	0	0	0	0	0	0	0	0.0	0	0.0	0	0.00	0	0.00	0	0.0	0	0.0	0	0.00
Moderate	2	8	1	4	0	0	1	4.35	10	40	0	0	0	0	2	6.1	4	14.8	8	22.85	1	2.95	9	15.0	4	14.3	14	11.50
Poor	5	20	2	8	0	0	0	0.00	12	48	0	0	0	0	2	6.1	5	18.5	12	34.30	3	8.80	12	20.0	4	14.3	19	15.55
Missing or does not apply	2	8	0	0	0	0	1	4.35	0	0	0	0	0	1	3.0	1	3.7	1	2.85	1	2.95	2	3.3	0	0.0	3	2.45	
No centralized resources center	16	64	22	88	24	100	21	91.30	3	12	20	100	7	100	28	84.8	17	63.0	14	40.00	29	85.30	37	61.7	20	71.4	86	70.50
<b>Total</b>	<b>25</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>24</b>	<b>100</b>	<b>23</b>	<b>100.00</b>	<b>25</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>7</b>	<b>100</b>	<b>33</b>	<b>100.0</b>	<b>27</b>	<b>100.0</b>	<b>35</b>	<b>100.00</b>	<b>34</b>	<b>100.00</b>	<b>60</b>	<b>100.0</b>	<b>28</b>	<b>100.0</b>	<b>122</b>	<b>100.00</b>

\* As determined by the number of teachers employed

\*\* Within the school district

### Professional Materials

The Standards for School Media Programs makes the following recommendations in regard to the professional collection:

Books--200-1000 titles, Magazines--40-50 professional titles available regularly; various materials such as courses of study, curriculum guides, teacher's manuals, education materials released by the state and community, ... (2, pp. 33-34).

To conserve space affecting the length of the questionnaire, the respondents were asked to evaluate the professional collection on the basis of the following ratings: "3" = excellent, "2" = moderate, "1" = poor, "0" = missing or does not apply. The distribution of these evaluations of professional collections is found in Table XIV. None of the schools reported excellent professional collections. Three and one-third per cent reported moderate professional collections. The poor rating was given in 22.1 per cent of the cases. The professional collection was missing in 4.1 per cent of the schools. Sample schools without centralized resources collections totaled 70.5 per cent.

### Expenditures

Standards for School Media Programs recommends, "To maintain an up-to-date collection of materials in the media center not less than six per cent of the national average for per pupil operational cost ..." should be included in the resources center budget (2, p. 35). The 1969-70 national average for per pupil expenditure was \$839 (40). Six per cent of that amount is \$50.34, which represents the recommended per pupil expenditure.

Table XV reveals the distribution of per pupil expenditure for resources center budgets in the sample schools. No school reported a per

TABLE XIV

DISTRIBUTION OF EVALUATIONS OF PROFESSIONAL COLLECTION

	REGION					SIZE OF SCHOOL*										PER PUPIL VALUATION**						TOTALS								
	Northwest		Southwest		Northeast		Southeast		Metropolitan		Dependent		1-5		6-10		11-15		16 & more		\$ 0-3,999		\$4,000-7,999		\$8,000 & more		Number	Per Cent		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Excellent	0	0	0	0	0	0	0	0.00	0	0	0	0	0	0	0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Moderate	3	12	0	0	0	0	0	0.00	1	4	0	0	0	0	0	0	2	7.4	2	5.7	1	2.9	2	3.3	1	3.6	4	3.3		
Poor	4	16	3	12	0	0	1	4.35	19	76	0	0	0	0	4	12	6	22.2	17	48.6	4	11.8	19	31.7	4	14.3	27	22.1		
Missing or does not apply	2	8	0	0	0	0	1	4.35	2	8	0	0	0	0	1	3	2	7.4	2	5.7	0	0.0	2	3.3	3	10.7	5	4.1		
No centralized resources center	16	64	22	88	24	100	21	91.30	3	12	20	100	7	100	28	85	17	63.0	14	40.0	29	85.3	37	61.7	20	71.4	86	70.5		
Total	25	100	25	100	24	100	23	100.00	25	100	20	100	7	100	33	100	27	100.0	35	100.0	34	100.0	60	100.0	28	100.0	122	100.0		

\* As determined by the number of teachers employed

\*\* Within the school district

TABLE XV

DISTRIBUTION OF PER PUPIL EXPENDITURE FOR  
RESOURCES CENTER BUDGET

	REGION										SIZE OF SCHOOL*										PER PUPIL VALUATION**						TOTALS	
	Northwest		Southwest		Northeast		Southeast		Metropolitan		Dependent		1-5		6-10		11-15		16 & more		\$ 0-3,999		\$4,000-7,999		\$8,000 & more		Number	Per Cent
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
\$4.01 - 5.00	0	0	1	4	0	0	0	0.00	1	4	0	0	0	0	1	3.0	1	3.7	0	0.00	0	0.0	2	3.3	0	0.00	2	1.6
\$3.01 - 4.00	1	4	0	0	0	0	1	4.35	4	16	0	0	0	0	2	6.1	2	7.4	2	5.70	1	2.9	5	8.3	0	0.00	6	4.9
\$2.01 - 3.00	2	8	2	8	0	0	0	0.00	10	40	0	0	0	0	0	0.0	4	14.8	10	28.55	2	5.9	12	20.0	0	0.00	14	11.5
\$1.01 - 2.00	3	12	0	0	0	0	0	0.00	1	4	0	0	0	0	0	0.0	1	3.7	3	8.55	0	0.0	2	3.3	2	7.15	4	3.3
\$ .01 - 1.00	1	4	0	0	0	0	1	4.35	5	20	0	0	0	0	2	6.1	0	0.0	5	14.30	2	5.9	1	1.7	4	14.30	7	5.7
No answer	2	8	0	0	0	0	0	0.00	1	4	0	0	0	0	0	0.0	2	7.4	1	2.90	0	0.0	1	1.7	2	7.15	3	2.5
No centralized resources center	16	64	22	88	24	100	21	91.30	3	12	20	100	7	100	28	84.8	17	63.0	14	40.00	29	85.3	37	61.7	20	71.40	86	70.5
Total	25	100	25	100	24	100	23	100.00	25	100	20	100	7	100	33	100.0	27	100.0	35	100.00	34	100.0	60	100.0	28	100.00	122	100.0

\* As determined by the number of teachers employed

\*\* Within the school district

pupil expenditure exceeding \$5.00. There were 1.6 per cent of the schools reporting expenditures in the \$4.01-\$5.00 category. The category \$3.01-\$4.00 included 4.9 per cent of the schools. Eleven and one-half per cent reported an expenditure between \$2.01-\$3.00. Three and one-third per cent indicated a \$1.01-\$2.00 expenditure. Schools spending \$0.01-\$1.00 totaled 5.7 per cent. Two and one-half per cent of the schools did not answer the question. Schools without centralized resources centers totaled 70.5 per cent.

#### Results Regarding Resources Center Facilities

Standards for School Media Programs makes the following recommendations for resources center facilities (2, p. 39). Environment:

It should have good lighting, acoustical treatment, and temperature and humidity control necessary for the comfort of its users and for the preservation of materials. Floor covering is made of noise-reducing materials. Carpeting is recommended.

#### Location:

The center is located away from noise areas and in a place easily accessible to students and teachers. The location permits use of the center before and after school hours, evenings, Saturdays, and vacations.

It further recommends space to meet the functions of entrance, circulation, and distribution; reading and browsing; individual study and learning; conference rooms, small group viewing and listening; group projects and instruction in research; administration; workroom; maintenance and repair service; media production laboratory; audiovisual equipment; distribution and storage; and a center for professional materials for faculty (2, pp. 40-43). Equipment should include shelving, tables, chairs, standard library furniture, and equipment for the materials which exist at the school.



One of the items in the questionnaire asked the respondents to evaluate the resources center facility in terms of this rating scale: "3" = excellent, "2" = moderate, "1" = poor, and "0" = missing or does not apply. Table XVI reveals the distribution of the evaluations of resources center facilities. The excellent rating occurred in 2.45 per cent of the schools. In 12.3 per cent of the schools, the moderate rating was utilized. There were 14.75 per cent of the schools indicating poor ratings. Sample schools without centralized resources centers totaled 70.5 per cent.

#### Results Regarding Support Given the Resources Center Program

Standards for School Media Programs states, "Basic to the success of a media program is the support that comes from school board members, school administrators, curriculum specialists, classroom teachers, and other citizens" (2, pp. 4-5).

One item in the questionnaire asked the respondents to evaluate the support given the resources center program by the following groups of people: school board members, school superintendent, school principal, classroom teachers, and parents or parent groups. The basis for evaluation was this rating scale: "3" = excellent, "2" = moderate, "1" = poor, and "0" = missing or does not apply.

#### School Board Members

The distribution of ratings given the school board members in terms of support to the resources center program is shown in Table XVII. The excellent rating was indicated in 23.75 per cent of the cases. The

TABLE XVI

DISTRIBUTION OF THE EVALUATION OF  
RESOURCES CENTER FACILITIES

	REGION					SIZE OF SCHOOL*					PER PUPIL VALUATION**			TOTALS														
	Northwest		Southwest		Northeast		Southeast		Metropolitan		Dependent	1-5	6-10	11-15	16 & more	\$ 0-3,999	\$4,000-7,999	\$8,000 & more	Number	Per Cent								
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%										
Excellent	0	0	0	0	0	0	0	0.0	3	12	0	0	0	0	0	0.0	1	3.7	2	5.7	0	0.0	3	2.45				
Moderate	5	20	1	4	0	0	0	0.0	9	36	0	0	0	3	9.1	4	14.8	8	22.9	2	5.9	9	15.0	4	14.3	15	12.30	
Poor	4	16	2	8	0	0	2	8.7	10	40	0	0	0	2	6.1	5	18.5	11	31.4	3	8.8	11	18.3	4	14.3	18	14.75	
No centralized resources center	16	64	22	88	24	100	21	91.3	3	12	20	100	7	100	28	84.8	17	63.0	14	40.0	29	85.3	37	61.7	20	71.4	86	70.50
Total	25	100	25	100	24	100	23	100.0	25	100	20	100	7	100	33	100.0	27	100.0	35	100.0	34	100.0	60	100.0	28	100.0	122	100.00

\* As determined by the number of teachers employed

\*\* Within the school district

TABLE XVII

DISTRIBUTION OF THE RATINGS FOR THE SCHOOL BOARD MEMBERS IN TERMS OF SUPPORT TO THE RESOURCES CENTER PROGRAM

	REGION										SIZE OF SCHOOL*										PER PUPIL VALUATION**						TOTALS	
	Northwest		Southwest		Northeast		Southeast		Metropolitan		Dependent		1-5		6-10		11-15		16 & more		\$ 0-3,999		\$4,000-7,999		\$8,000 & more		Number	Per Cent
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Excellent	5	20	6	24	9	37.50	7	30.40	2	8	6	30	2	28.6	6	18.2	9	33.35	6	17.10	8	23.5	16	26.7	5	17.9	29	23.75
Moderate	16	64	10	40	5	20.85	5	21.75	15	60	7	35	1	14.3	15	45.5	11	40.75	17	48.60	11	32.4	26	43.3	14	50.0	51	41.80
Poor	2	8	1	4	3	12.50	1	4.35	2	8	2	10	0	0.0	4	12.1	0	0.00	3	8.60	3	8.8	4	6.7	2	7.1	9	7.35
Missing or does not apply	1	4	1	4	2	8.35	0	0.00	1	4	1	5	0	0.0	1	3.0	2	7.40	1	2.85	2	5.9	0	0.0	3	10.7	5	4.10
No answer	1	4	7	28	5	20.80	10	43.50	5	20	4	20	4	57.1	7	21.2	5	18.50	8	22.85	10	29.4	14	23.3	4	14.3	28	23.00
Total	25	100	25	100	24	100.00	23	100.00	25	100	20	100	7	100.0	33	100.0	27	100.00	35	100.00	34	100.0	60	100.0	28	100.0	122	100.00

\* As determined by the number of teachers employed

\*\* Within the school district

moderate rating applied to 41.8 per cent of the schools. The poor rating was extended in 7.35 per cent of the schools. No support was evidenced in 4.1 per cent of the cases. Twenty-three per cent of the sample schools did not answer the question.

#### School Superintendents

Table XVIII reveals the distribution of ratings given the school superintendents in terms of support to the resources center program. The excellent rating was found in 36.05 per cent of the schools. Thirty-two per cent of the cases revealed moderate support. Poor support was indicated in 3.25 per cent of the schools. No support was found in 4.1 per cent of the cases. No answer was given in 24.6 per cent of the schools.

#### School Principal

Table XIX reveals the distribution of ratings given the school principal in terms of support to the resources center program. The excellent rating was found in 46.7 per cent of the cases. Twenty-three per cent of the schools rated the support as moderate. Poor support was indicated in 4.9 per cent of the schools. Three and one-third per cent revealed no support. No answers were found in 22.1 per cent of the sample schools.

#### Classroom Teachers

Table XX reveals the distribution of ratings given the classroom teachers in terms of support to the resources center program. The excellent rating was found in 36.1 per cent of the cases. The moderate

TABLE XVIII

DISTRIBUTION OF THE RATINGS FOR THE SCHOOL SUPERINTENDENTS IN TERMS OF SUPPORT TO THE RESOURCES CENTER PROGRAM

	REGION										SIZE OF SCHOOL*								PER PUPIL VALUATION**						TOTALS					
	Northwest		Southwest		Northeast		Southeast		Metropolitan		Dependent		1-5		6-10		11-15		16 & more		\$ 0-3,999		\$4,000-7,999		\$8,000 & more		Number	Per Cent		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Excellent	11	44	11	44	11	45.85	8	34.8	3	12	5	25	2	28.6	9	27.3	9	33.3	19	54.30	15	44.1	20	33.3	9	32.1	44	36.05		
Moderate	10	40	6	24	5	20.85	4	17.4	14	56	5	25	1	14.3	12	36.4	11	40.8	10	28.60	7	20.6	25	41.7	7	25.0	39	32.00		
Poor	1	4	0	0	0	0.00	0	0.0	3	12	0	0	0	0.0	1	3.0	0	0.0	3	8.55	0	0.0	1	1.7	3	10.7	4	3.25		
Missing or does not apply	2	8	0	0	2	8.30	0	0.0	1	4	3	15	0	0.0	1	3.0	1	3.7	0	0.00	1	2.9	0	0.0	4	14.3	5	4.10		
No answer	1	4	8	32	6	25.00	11	47.8	4	16	7	35	4	57.1	10	30.3	6	22.2	3	8.55	11	32.4	14	23.3	5	17.9	30	24.60		
Total	25	100	25	100	24	100.00	23	100.0	25	100	20	100	7	100.0	33	100.0	27	100.0	35	100.00	34	100.0	60	100.0	28	100.0	122	100.00		

\* As determined by the number of teachers employed

\*\* Within the school district

TABLE XIX

DISTRIBUTION OF RATINGS FOR THE SCHOOL PRINCIPAL IN TERMS OF SUPPORT  
TO THE RESOURCES CENTER PROGRAM

	REGION										SIZE OF SCHOOL*								PER PUPIL VALUATION**						TOTALS					
	Northwest		Southwest		Northeast		Southeast		Metropolitan		Dependent		1-5		6-10		11-15		16 & more		\$ 0-3,999		\$4,000-7,999		\$8,000 & more		Per Cent	Number		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Excellent	10	40	12	48	13	54.2	9	39.1	13	52	8	40	2	28.55	16	48.5	15	55.6	16	45.70	14	41.2	31	51.7	12	42.9	57	46.7		
Moderate	12	48	4	16	3	12.5	4	17.4	5	20	4	20	1	14.30	9	27.3	6	22.2	8	22.85	7	20.6	15	25.0	6	21.4	28	23.0		
Poor	1	4	0	0	2	8.3	0	0.0	3	12	2	10	0	0.00	1	3.0	0	0.0	3	8.60	1	2.9	2	3.3	3	10.7	6	4.9		
Missing or does not apply	1	4	2	8	1	4.2	0	0.0	0	0	2	10	0	0.00	1	3.0	1	3.7	0	0.00	1	2.9	0	0.0	3	10.7	4	3.3		
No answer	1	4	7	28	5	20.8	10	43.5	4	16	4	20	4	57.15	6	18.2	5	18.5	8	22.85	11	32.4	12	20.0	4	14.3	27	22.1		
Total	25	100	25	100	24	100.0	23	100.0	25	100	20	100	7	100.00	33	100.0	27	100.0	35	100.00	34	100.0	60	100.0	28	100.0	122	100.0		

\* As determined by the number of teachers employed

\*\* Within the school district

TABLE XX

DISTRIBUTION OF RATINGS FOR THE CLASSROOM TEACHERS IN TERMS OF SUPPORT TO THE RESOURCES CENTER PROGRAM

	REGION										SIZE OF SCHOOL*										PER PUPIL VALUATION**						TOTALS	
	Northwest		Southwest		Northeast		Southeast		Metropolitan		Dependent		1-5		6-10		11-15		16 & more		\$ 0-3,999		\$4,000-7,999		\$8,000 & more		Number	Per Cent
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Excellent	7	28	10	40	12	50.00	6	26.1	9	36	9	45	2	28.6	10	30.3	13	48.15	10	28.55	9	26.45	24	40.0	11	39.30	44	36.10
Moderate	16	64	7	28	4	16.65	8	34.8	10	40	5	25	1	14.3	15	45.5	8	29.65	16	45.70	12	35.30	23	38.3	10	35.70	45	36.90
Poor	0	0	0	0	3	12.50	0	0.0	2	8	2	10	0	0.0	0	0.0	0	0.00	3	8.60	2	5.90	1	1.7	2	7.15	5	4.10
Missing or does not apply	1	4	1	4	1	4.20	0	0.0	0	0	3	15	0	0.0	0	0.0	0	0.00	0	0.00	1	2.95	0	0.0	2	7.15	3	2.45
No answer	1	4	7	28	4	16.65	9	39.1	4	16	1	5	4	57.1	8	24.2	6	22.20	6	17.15	10	29.40	12	20.0	3	10.70	25	20.45
	25	100	25	100	24	100.00	23	100.0	25	100	20	100	7	100.0	33	100.0	27	100.00	35	100.00	34	100.00	60	100.0	28	100.00	122	100.00

\* As determined by the number of teachers employed

\*\* Within the school district

rating was indicated in 36.9 per cent of the schools. The poor rating was found in 4.1 per cent of the cases. No support was indicated in 2.45 per cent of the cases. No answer was found in 20.45 per cent of the sample schools.

#### Parent or Parent Groups

Table XXI reveals the distribution of ratings given the parents or parent groups in terms of support given the resources center program. The excellent rating was extended in 15.6 per cent of the schools. The moderate rating was utilized in 33.6 per cent of the cases. The poor rating was found in 7.4 per cent of the schools. Eighteen per cent of the schools reported no support. No answer was given by 25.4 per cent of the sample schools.

#### Opinion of the Respondent

One item in the questionnaire asked the opinion of the respondent with regard to the value of a centralized resources program in relation to the curriculum needs of the school. The rating scale range included: very necessary, necessary, occasionally necessary, and not necessary. Table XXII reveals the distribution of ratings given by the respondents in terms of the value of a centralized resources program. The very necessary rating was selected in 45.1 per cent of the cases. The necessary rating was found in 23.75 per cent of the schools. Occasionally necessary was the rating in 12.3 per cent of the cases. The resources center was considered not necessary in 2.45 per cent of the sample schools. No answer was indicated in 16.4 per cent of the cases.



TABLE XXI

DISTRIBUTION OF RATINGS FOR PARENTS OR PARENT GROUPS IN TERMS OF SUPPORT TO THE RESOURCES CENTER PROGRAM

	REGION					SIZE OF SCHOOL*					PER PUPIL VALUATION**			TOTALS	
	Northwest N %	Southwest N %	Northeast N %	Southeast N %	Metropolitan N %	Dependent N %	1-5 N %	6-10 N %	11-15 N %	16 & more N %	\$ 0-3,999 N %	\$4,000-7,999 N %	\$8,000 & more N %	Number	Per Cent
Excellent	4 16	1 4	4 16.7	2 8.7	8 32	4 20	0 0.00	3 9.10	4 14.80	8 22.9	1 2.9	14 23.3	4 14.3	19	15.6
Moderate	15 60	7 28	6 25.0	6 26.1	7 28	5 25	3 42.85	8 24.25	11 40.75	14 40.0	10 29.4	26 43.3	5 17.9	41	33.6
Poor	3 12	2 8	3 12.5	1 4.3	0 0	3 15	1 14.30	4 12.10	1 3.70	0 0.0	2 5.9	1 1.7	6 21.4	9	7.4
Missing or does not apply	1 4	6 24	6 25.0	4 17.4	5 20	2 10	0 0.00	7 21.20	6 22.25	7 20.0	10 29.4	3 5.0	9 32.1	22	18.0
No answer	2 8	9 36	5 20.8	10 43.5	5 20	6 30	3 42.85	11 33.35	5 18.50	6 17.1	11 32.4	16 26.7	4 14.3	31	25.4
Total	25 100	25 100	24 100.0	23 100.0	25 100	20 100	7 100.00	33 100.00	27 100.00	35 100.0	34 100.0	60 100.0	28 100.0	122	100.0

\* As determined by the number of teachers employed

\*\* Within the school district

TABLE XXII

DISTRIBUTION OF RATINGS GIVEN BY THE RESPONDENT IN TERMS OF THE  
VALUE OF A RESOURCES CENTER PROGRAM

	REGION					SIZE OF SCHOOL*								PER PUPIL VALUATION**						TOTALS										
	Northwest		Southwest		Northeast		Southeast		Metropolitan		Dependent		1-5		6-10		11-15		16 & more		\$ 0-3,999		\$4,000-7,999		\$8,000 & more		Number	Per Cent		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Very necessary	10	40	11	44	9	37.5	6	26.1	19	76	6	30	2	28.5	16	48.5	12	44.45	19	54.3	10	29.4	33	55.0	12	42.9	55	45.10		
Necessary	9	36	5	20	7	29.2	6	26.1	2	8	5	25	1	14.3	4	12.1	9	33.35	10	28.5	12	35.3	11	18.3	6	21.4	29	23.75		
Occasionally necessary	4	16	4	16	5	20.8	2	8.7	0	0	5	25	1	14.3	5	15.2	3	11.10	1	2.9	4	11.8	6	10.0	5	17.9	15	12.30		
Not necessary	1	4	0	0	0	0.0	1	4.3	1	4	2	10	0	0.0	1	3.0	0	0.00	0	0.0	0	0.0	0	0.0	3	10.7	3	2.45		
No answer	1	4	5	20	3	12.5	8	34.8	3	12	2	10	3	42.9	7	21.2	3	11.10	5	14.3	8	23.5	10	16.7	2	7.1	20	16.40		
Total	24	100	25	100	24	100.0	23	100.0	25	100	20	100	7	100.0	33	100.0	27	100.00	35	100.0	34	100.0	60	100.0	28	100.0	122	100.00		

\* As determined by the number of teachers employed

\*\* Within the school district

Chapter V presents an overview of the study, the findings, and conclusions. It also contains recommendations, suggestions for related study and concluding remarks.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Overview

The general purpose of this study was to assess centralized resources centers in public elementary schools in the State of Oklahoma. The problem was (a) to examine the resources centers in the selected schools, (b) to determine the extent to which these resources centers met the standards as set forth in Standards for School Media Programs (2), and (c) to utilize these findings to provide a basis for suggesting goals for the future of elementary school resources centers in Oklahoma.

An instrument, Form for Data Collection, was constructed according to the guidelines in the national standards. The questionnaire requested general information on staff and services; selection, accessibility, and organization of materials; availability of materials for group and individual investigation and exploration for students and faculty; resources center facilities; and support given the resources center program. The Form for Data Collection was mailed to 125 randomly selected public elementary schools and the 125 alternate sample schools in the State. The sample represented 10.58 per cent of the public elementary schools in Oklahoma. There were 122 responses (97.6 per cent). Fifteen (12.3 per cent) of the responding schools were randomly selected for follow-up visits to verify the information received in the questionnaire.

These data were compared to the recommendations in Standards for School Media Programs (2).

### Findings

The analyses of results revealed the following findings:

- (1) The majority (70.5%) of public elementary schools in Oklahoma do not have centralized resources centers. A regional analysis indicates that 68 per cent of those schools with centralized resources centers (with service [ranging from one day per month to full-time] from a certified librarian [as defined by the Teacher Education, Certification and Assignment Handbook (44)]) are from the Metropolitan Region. An additional 16 per cent of schools in the Metropolitan Region have service (ranging from one hour per day to full-time) from a certified teacher (as defined by the Teacher Certification and Assignment Handbook (44)). The schools in the Northwest Region revealed 12 per cent with centralized resources and certified librarian service (as qualified in the preceding sentence) and an additional eight per cent serviced by certified teachers. Analyses of data according to size of school as determined by the number of teachers employed reveal that the larger schools (11-15 teachers and 16 or more) have a greater tendency toward providing a centralized resources center program. An examination of these data according to per pupil valuation with the school

district does not present any evidence from which pertinent generalizations can be drawn.

- (2) There are very few (4) certified librarians employed full-time in Oklahoma public elementary schools. Those schools which do employ full-time certified librarians do not meet the one librarian per 250 students ratio recommended in the Standards for School Media Programs (2). No schools met the national criteria (of one aide and one technician per librarian) with respect to aides (a person with clerical or secretarial competencies) and technicians (a person 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).
- (3) The reported centralized resources centers (29.5%) rated the services performed by the resources center staff on a continuum from 1 (great strength) to 7 (great weakness). The rating indicated most was 5 (9.8%). Almost 6 per cent (5.7) had the 4 rating, 4.9 per cent indicated the 6 rating.
- (4) The schools in the Metropolitan Region have a high quality (88% were rated excellent) of recommended (according to Standards for School Media Programs (2)) selection guides for printed and audiovisual materials.

- (5) Resources centers are accessible only a short time (15-30 minutes daily) when school is not in session in about one-third of the schools reporting centralized resources centers.
- (6) Over one-half (15.5%) of the schools reporting centralized resources centers follow rigid scheduling of class visits while nearly one-half (13%) employ the open policy (students free to use as needed).
- (7) The majority (26.2%) of the reported centralized resources centers classify materials by the Dewey Decimal Classification method.
- (8) Very few (1.6%) of the schools reporting centralized resources centers (29.5%) attained the recommendation for books of 20 volumes per student. Over eleven per cent (11.4%) averaged 10-15 books per pupil and almost ten per cent (9.8%) reported 5-9 volumes per student.
- (9) None of the schools reporting centralized resources centers (29.5%) had the recommended number of 40-50 magazines. Five and three-fourths per cent had 11-25 magazine titles available regularly. Schools reporting 0-10 magazines totaled 23.75 per cent.
- (10) None of the schools reporting centralized resources centers (29.5%) had the recommended types (1 national, 1 state, and 1 local) of newspapers. Four schools reported taking a state newspaper and 20 of the schools reported having a local newspaper available regularly.

- (11) In regard to pamphlets, clippings, and other miscellaneous materials, one per cent of the schools reporting centralized resources centers rated the collection as excellent. The moderate rating was revealed in 10.6 per cent of the cases and 13.9 per cent of the collections were rated poor.
- (12) The rating of available audiovisual resources revealed no schools (of the 29.5% reporting centralized resources centers) with excellent collections. Eleven and one-half per cent had moderate ratings for their holdings. Over fifteen per cent (15.55%) rated their audiovisual resources as poor.
- (13) The schools reporting centralized resources centers (29.5%) rated the holdings in the professional collection. None of the schools had excellent collections. Three and one-third per cent reported moderate holdings. Schools with poor collections totaled 22.1 per cent.
- (14) None of the schools reporting centralized resources centers (29.5%) met the Standards for School Media Programs recommended allocation of six per cent of the total per pupil cost (or \$50.34 per pupil) for printed and audiovisual materials (2). The largest expenditure reported was in the \$4.01-\$5.00 range by 1.6 per cent of the schools. Eleven and one-half per cent reported spending \$2.01-\$3.00.
- (15) The schools reporting centralized resources collections (29.5%) rated the resources center facilities. Over two



per cent (2.45%) rated the facilities as excellent. The moderate rating was revealed in 12.3 per cent of the schools. Schools reporting poor facilities totaled 14.75 per cent.

- (16) Concerning the rating of support given the resources center program by the school board members, almost 24 per cent reported excellent support while over forty per cent (41.8%) revealed moderate support. Twenty-three per cent of the schools responding did not answer the question.
- (17) Over thirty-six per cent of the schools responding rated the support given by the school superintendent as excellent. Thirty-two per cent revealed moderate ratings. No answers were received in 24.6 per cent of the responses.
- (18) In regard to the rating of support given the resources center program by the school principal, 46.7 per cent of the responses indicated an excellent rating. Twenty-three per cent revealed moderate ratings. No answers were received from 22.1 per cent of the sample schools.
- (19) Over thirty-six per cent of the responses rated the support given the resources center program by classroom teachers as excellent. The moderate rating was revealed by 36.9 per cent of the schools. Over two per cent indicated no support. No answers were received in 20.45 per cent of the responses.

- (20) In regard to the rating of support given the resources center program by the parents or parent groups, over 15 per cent indicated excellent support. The moderate rating was revealed in 33.6 per cent of the cases. Eighteen per cent indicated no support. No answers were received in 25.4 per cent of the responses.
- (21) The educators responding to the questionnaire were asked to give their opinion of the value of a centralized resources program in relation to curriculum needs. Over 45 per cent regarded resources centers as very necessary. Almost 24 per cent held the opinion that resources centers were necessary. The occasionally necessary opinion was revealed in 12.3 per cent of the responses. Almost two and one-half per cent indicated a not necessary opinion while 16.4 per cent did not answer the question.

#### Conclusions

Based on the analyses of the data, the following conclusions were reached regarding resources center programs in elementary schools of Oklahoma:

- (1) When the reported 29.5 per cent of the centralized resources centers in the sample public elementary schools of the State were compared to the Standards for School Media Programs (2) for staff, magazines, newspapers, and per pupil expenditure, the centers were totally inadequate.
- (2) In terms of services performed by the resources center staff, selection guides, accessibility, books,

miscellaneous printed materials, audiovisual materials, professional collections, and resources center facilities, the 29.5 per cent of reported centralized resources centers were inadequate in the majority of cases when compared to the criteria contained in Standards for School Media Programs (2).

- (3) The method of organizing materials, as reported by the 29.5 per cent of the schools with some form of centralized resources center, was in keeping with the recommendation in the Standards for School Media Programs (2).
- (4) The per cent of returned questionnaires (97.6%) and the indications of support given the resources center program by school board members, superintendents, principals, classroom teachers, parents or parent groups, indicate a consensus of concern for elementary school resources center programs. Yet, the evidence indicated that the proper school personnel have not taken the initiative in supporting elementary school resources center programs.
- (5) The facts that (a) 70.5 per cent of the selected public elementary schools did not have any type of centralized resources center and (b) those schools which reported some type of centralization were below criteria contained in Standards for School Media Programs (2) in many aspects, indicate the public elementary school resources center programs situation in Oklahoma is somewhat critical.

## Recommendations

The following recommendations are made with respect to the general program of resources center program development in the public elementary schools of Oklahoma:

- (1) All professional educational organizations of the State need to be concerned with the development of resources center programs in Oklahoma elementary schools.
- (2) A concentrated effort needs to be developed by Oklahoma Educational Association, Oklahoma Association of School Librarians, Oklahoma Library Association, and the Oklahoma Association for Educational Media and Technology to promote the position of resources center programs from a low level to a high priority level.
- (3) A strong program for consultant support and promotion needs to be developed by a state agency.
- (4) The role and function of the centralized elementary school resources center programs should be brought into sharper focus among teachers and administrators. It appears that more emphasis is needed on the value, purpose, and place of resources centers in the educational program. One method of achieving this would be through demonstration centers where educators and other interested persons are encouraged to visit a demonstration resources center in action. Included in this concept would be qualified personnel to assist the visitors regarding their particular elementary school resources center situation.

- (5) Long-range plans at the district level should be developed to strengthen the library programs in individual buildings. This is being done in the Metropolitan Region of the State and the results were noticeable in the present study. The plans should include the employment of a supervisor who would provide leadership for planning a developmental program for centralized elementary resources centers.
- (6) Educators who are concerned with immediate improvement of existing situations should focus attention on (a) accessibility of resources to students and teachers and (b) guidance for students and teachers in the use of the resources. The recommended method is to employ a certified librarian who has been trained to promote services for a total resources center program. For complete study of the various facets of a resources center program, refer to Standards for School Media Programs (2).
- (7) Certification and accreditation standards by the State Department of Education in Oklahoma should be strengthened and enforced to assure supportive and functional resources centers for elementary school educational programs.
- (8) The national trend at the present time is to combine the terms "librarian" and "audiovisual specialist" to the term "media specialist". This writer recommends that the Section of Teacher Education and Certification of the State Department of Education be cognizant of this

trend and consider it as they view certification requirements.

#### Suggestions for Related Study

Further research in the area of elementary libraries on the following topics might be of value to educators:

- (1) Perceptual studies related to how students, teachers, parents, administrators, and board of education members view the place, function, and value of centralized elementary school resources centers.
- (2) A follow-up study of centralized elementary school resources centers of Oklahoma in three to five years to assess the progress made state-wide toward implementation of the Standards for School Media Programs (2).
- (3) A research study to determine the relationship of free reading programs to the school resources center.
- (4) Research into the role of the teacher in motivating use of the centralized resources center.
- (5) Research into the role of the principal in implementation of elementary school resources center programs.
- (6) Subsequent school achievement of students who have attended schools with centralized resources centers and those students who have had only classroom collections as measured by Iowa Tests for Educational Development.
- (7) An analysis of growth in different types of reading skills made by sixth grade students attending schools with centralized resources centers and those students attending

schools without centralized resources centers.

- (8) The effect of centralized resources centers on reading preferences of fifth grade students attending Stillwater, Oklahoma, public elementary schools.
- (9) An analysis of critical thinking skills of seventh grade students who have attended elementary schools with centralized resources centers as compared to seventh grade students who have attended elementary schools without centralized resources centers as measured by California Study Methods Survey and Watson-Glaser Test for Critical Thinking.

#### Concluding Remarks

The area of centralized resources centers in elementary schools of Oklahoma is in the early development stage. However, some progress has been made and the avenues for advancement are many. It is hoped that the data of this study will aid the educators and lay people of the State in providing more complete resources center programs for the elementary school children of Oklahoma.

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APPENDIX A

REGIONS IN SAMPLE

## COUNTIES INCLUDED IN EACH REGION\*

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NORTHWEST REGION

Alfalfa	Ellis	Oklahoma**
Beaver	Garfield	Roger Mills
Blaine	Grant	Texas
Canadian	Harper	Woods
Cimarron	Kingfisher	Woodward
Custer	Logan	
Dewey	Major	

## NORTHEAST REGION

Adair	Mayes	Rogers
Cherokee	Noble	Tulsa***
Craig	Nowata	Wagoner
Creek	Osage	Washington
Delaware	Ottawa	
Kay	Pawnee	
Lincoln	Payne	

## SOUTHWEST REGION

Beckham	Grady	McClain
Caddo	Greer	Murray
Carter	Harmon	Stephens
Cleveland	Jackson	Tillman
Comanche	Jefferson	Washita
Cotton	Kiowa	
Garvin	Love	

## SOUTHEAST REGION

Atoka	Latimer	Okmulgee
Bryan	LeFlore	Pittsburg
Choctaw	Marshall	Pontotoc
Coal	McCurtain	Pottawatomie
Haskell	McIntosh	Pushmataha
Hughes	Muskogee	Seminole
Johnston	Okfuskee	Sequoyah

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\*As determined in a study by Dr. Charles Sandmann of the Oklahoma State Department of Education.

\*\*Except Oklahoma City Public Schools.

\*\*\*Except Tulsa Public Schools.

**APPENDIX B**

**SAMPLE OF INSTRUMENT**

FORM FOR DATA COLLECTION REGARDING  
ELEMENTARY SCHOOL RESOURCES CENTERS

Directions:

1. Please complete the information on this form for your building and return it to Mrs. Carolyn Croft, Library Education Department, Oklahoma State University, Stillwater, Oklahoma 74074, at your earliest convenience. A stamped-addressed envelope is enclosed.
2. The form should be completed by one of the following:
  - a. Director of the Resources Center (Head Librarian)
  - b. Teacher supervising the Resources Center
  - c. Building Principal

Note: The term Resources Center is used in this survey as synonymous with Materials Center, Media Center, or Library. Resources means both books and audiovisual materials.

3. Information should concern the current school year, 1970-71.
4. I  do  do not want to receive a copy of the survey results.

ALL REPLIES WILL BE TREATED AS CONFIDENTIAL

School Building Name \_\_\_\_\_

School District Name \_\_\_\_\_ County \_\_\_\_\_

School Principal \_\_\_\_\_ Enrollment of School \_\_\_\_\_

Name of person completing this form \_\_\_\_\_

What grades or levels does your school serve?

K-6 ; K-8 ; 1-6 ; 1-8 ; Other, please specify \_\_\_\_\_

SECTION I General Information
----------------------------------

- ✓ 1. Does your school have a centralized resources collection? Yes \_\_\_\_\_ No \_\_\_\_\_
- ✓ 2. If yes, is this collection housed in a Resources Center? Yes \_\_\_\_\_ No \_\_\_\_\_
- ✓ 3. If yes, is this collection catalogued? Yes \_\_\_\_\_ No \_\_\_\_\_
4. Has your Resources Center been in operation for at least three years previous to 1970-71? Yes \_\_\_\_\_ No \_\_\_\_\_ If not, when was your Resources Center started? \_\_\_\_\_

IF YOUR BUILDING DOES NOT HAVE A CENTRALIZED COLLECTION PLEASE  
OMIT THE NEXT FOUR SECTIONS AND PROCEED TO SECTION VI



SECTION II Staff and Services of the Resources Center
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A. INFORMATION CONCERNING RESOURCES CENTER PERSONNEL

(Not to include unpaid student assistants)

Name* and Title	Time Devoted to RC** ***	College Credit in Library Courses ****	College Credit in Audiovisual Courses ****	College Degree(s)	Certificate Now Held

\* The name of each individual is needed to avoid duplications since a resources specialist may serve more than one building.

\*\* RC means the Resources Center

\*\*\* Compute time in terms of average amount of time devoted to the Resources Center per day--e.g., full time, 1/2, 1/6, etc.

\*\*\*\* Give number of semester credit hours



SECTION III Selection, Accessibility, and Organization of Materials
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## A. SELECTION AND EVALUATION OF MATERIALS

- ✓ 1. Does your school building have a set of written policies and procedures for selecting and evaluating books and audio-visual materials, for accepting gifts for the Resources Center or for questions of censorship both from within or outside the school? Yes \_\_\_\_\_ No \_\_\_\_\_

2. Check (✓) the selection aids used for ordering books.

Children's Catalog, 1966 (Wilson)  
 Junior High School Catalog, 1970 (Wilson)  
 Basic Book Collection for Elementary School (ALA)  
 Basic Book Collection for Junior High School (ALA)  
 The Booklist and Subscription Books Bulletin (ALA)  
 The Horn Book Magazine  
 School Library Journal  
 Other--please indicate title(s)

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\_\_\_\_\_ TOTAL NUMBER of selection aids

- ( ) Evaluation of total selection aids (3=Excellent, 2=Moderate, 1=Poor, 0=Missing or Does not Apply)

3. Check (✓) the selection aids used in ordering (for purchase) audiovisual materials.

Booklist and Subscription Books Bulletins  
 School Library Journal  
 Audiovisual Instruction  
 Educational Screen and Audiovisual Guide  
 Film News  
 Other--please indicate title(s)

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\_\_\_\_\_ TOTAL NUMBER of selection aids

- ( ) Evaluation of total selection aids (3=Excellent, 2=Moderate, 1=Poor, 0=Missing or Does not Apply)

## B. ACCESSIBILITY

- ✓ 1. How many hours per week is the Resources Center open when school is not in session? (Calculate to the nearest half hour.)
- Before school..... \_\_\_\_\_  
 After school (before 6 p.m.)..... \_\_\_\_\_  
 Evenings (after 6 p.m.)..... \_\_\_\_\_  
 Saturday..... \_\_\_\_\_  
 Other..... \_\_\_\_\_



## B. AUDIOVISUAL MATERIALS

Please supply the information requested in the table and evaluate by this scale: 3=Excellent, 2=Moderate, 1=Poor, 0=Missing or Does Not Apply

Types of Materials	No. of titles owned by school building	No. of titles borrowed from other sources last year	Evaluate adequacy of each type for instructional needs
16 mm films			a. ( )
8 mm films--single concept loop			b. ( )
8 mm films--regular length reel			c. ( )
Filmstrips			d. ( )
Sound Filmstrips			e. ( )
Slides		----	f. ( )
Disc recordings		----	g. ( )
Tape recordings		----	h. ( )
Picture sets, study prints, and art prints		----	i. ( )
Maps		----	j. ( )
Globes		----	k. ( )
Charts, posters, etc.		----	l. ( )
Transparencies		----	m. ( )
Programmed Instructional Materials		----	n. ( )
Other types (please list)			
		----	o. ( )
TOTALS		----	Average Rating p. ( )

## C. PROFESSIONAL MATERIALS FOR FACULTY

(Available through Resources Center in your building)

1. Professional Books. Give total number of different professional titles available. Check the appropriate blank.
 

<input type="checkbox"/> a. 0-10	<input type="checkbox"/> d. 51-100
<input type="checkbox"/> b. 11-25	<input type="checkbox"/> e. 101-above
<input type="checkbox"/> c. 26-50	
2. Professional Periodicals. Give total number of different professional titles. Give the appropriate blank.
 

<input type="checkbox"/> a. 0-5	<input type="checkbox"/> b. 6-10	<input type="checkbox"/> c. 11-15	<input type="checkbox"/> d. 26-above
---------------------------------	----------------------------------	-----------------------------------	--------------------------------------
3. Other types of professional materials. Evaluate your collection of each of the following using this scale: 3=Excellent, 2=Moderate, 1=Poor, 0=Missing or Does Not Apply
  - ( ) a. Courses of Study
  - ( ) b. Curriculum Guides
  - ( ) c. Teacher's Manuals
  - ( ) d. Catalogs of materials such as paperbacks and films
  - ( ) e. Information of museums and sites of educational value
  - ( ) f. Television and radio program guides and manuals
  - ( ) g. Community resources and field trip listings
  - ( ) h. News release of local, state, or national professional interest
4. Services available from Professional Materials Collection.
  - a. Are materials easily accessible? Yes \_\_\_\_\_ No \_\_\_\_\_
  - b. Are materials circulated? Yes \_\_\_\_\_ No \_\_\_\_\_
  - c. Is professional material cataloged? Yes \_\_\_\_\_ No \_\_\_\_\_
  - d. Is the collection up-to-date? Yes \_\_\_\_\_ No \_\_\_\_\_
  - e. Are materials borrowed from a system or regional center to meet specific requests of teachers or to bring an assortment of materials to the attention of faculty? Yes \_\_\_\_\_ No \_\_\_\_\_

## D. EXPENDITURES FOR RESOURCES CENTER

1. Indicate the amount of money budgeted for the 1970-71 school year for the following:\*

\_\_\_\_\_ a. Printed Materials  
 \_\_\_\_\_ b. Audiovisual Materials

\*These figures should NOT include funds for school-adopted textbooks, closed circuit or subscription television, supplies, equipment, or the processing of materials.

SECTION V  
Resources Center Facilities

Evaluate the adequacy of your Resources Center in terms of this scale:  
 3=Excellent, 2=Moderate, 1=Poor, 0=Missing or Does Not Apply

- ( ) A. Environment      ( ) B. Location      ( ) C. Space  
 ( ) D. Equipment

Please indicate the NUMBER of each type of equipment which is available in your building

- |   |   |
|---|---|
| <input type="checkbox"/> 1. 16 mm sound projector                 | <input type="checkbox"/> 20. Micro-reader                     |
| <input type="checkbox"/> 2. 8 mm projector                        | <input type="checkbox"/> 21. Micro-reader printer             |
| <input type="checkbox"/> 3. 2x2 slide projector                   | <input type="checkbox"/> 22. Portable video tape recorder     |
| <input type="checkbox"/> 4. Filmstrip projector                   | <input type="checkbox"/> 23. Production equipment in building |
| <input type="checkbox"/> 5. 10x10 overhead projector              | <input type="checkbox"/> a. Dry mount press and tacking iron  |
| <input type="checkbox"/> 6. Opaque projector                      | <input type="checkbox"/> b. Paper cutter                      |
| <input type="checkbox"/> 7. Filmstrip viewer                      | <input type="checkbox"/> c. Transparency production equipment |
| <input type="checkbox"/> 8. 2x2 slide viewer                      | <input type="checkbox"/> d. 16 mm camera                      |
| <input type="checkbox"/> 9. Television viewer                     | <input type="checkbox"/> e. 8 mm camera                       |
| <input type="checkbox"/> 10. Microprojector                       | <input type="checkbox"/> f. Spirit duplicator                 |
| <input type="checkbox"/> 11. Record player                        | <input type="checkbox"/> g. Primary typewriter                |
| <input type="checkbox"/> 12. Audio-tape recorder                  | <input type="checkbox"/> h. Film rewind                       |
| <input type="checkbox"/> 13. Listening stations with earphones    | <input type="checkbox"/> i. Film splicer                      |
| <input type="checkbox"/> 14. Projection cart                      | <input type="checkbox"/> j. Tape splicer                      |
| <input type="checkbox"/> 15. Projection screen                    | <input type="checkbox"/> k. Slide reproducer                  |
| <input type="checkbox"/> 16. Closed circuit television            | <input type="checkbox"/> l. Other--please list below:         |
| <input type="checkbox"/> 17. Radio receiver (AM-FM)               |   |
| <input type="checkbox"/> 18. Copying machine (for transparencies) |   |
| <input type="checkbox"/> 19. Duplicating machine                  |   |

SECTION VI

Support Given the Resources Center Program

1. Evaluate the support given the learning resources center program for the following groups of people according to this scale:  
3=Excellent, 2=Moderate, 1=Poor, 0=Missing or Does Not Apply
  - a. School Board Members
  - b. School Superintendent
  - c. School Principal
  - d. Classroom Teachers
  - e. Parents or Parent Groups
2. What are your feelings regarding the value of a centralized learning Resources Center in relation to the curriculum needs of your school?
  - a. Very Necessary
  - b. Necessary
  - c. Occasionally Necessary
  - d. Not Necessary
3. Please use the space below for making any comments relative to the questions asked in this instrument, your particular situation, etc.

THANK YOU FOR YOUR COOPERATION

APPENDIX C

SAMPLE OF CORRESPONDENCE



(COVER LETTER)

October 5, 1970

Dear Resources Center Director:

The resources (library/audiovisual) program has long been recognized for its role of supporting and contributing to the instructional program of a school. However, in Oklahoma, evidence is lacking as to the degree to which elementary school resources are available in order that the Resources Center may function as a vital and meaningful service to the curriculum.

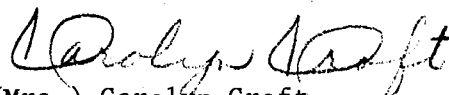
The Library Resources Division of the State Department of Education is cooperating in this study. Mr. Homer Shaw and Mrs. Elizabeth Geiss will utilize the results and the extent to which the data is accurate will determine its value to the State of Oklahoma.

This study is being conducted to analyze elementary school resources centers in Oklahoma in terms of criteria presented in Standards for School Media Programs. This study is being conducted under the direction of W. Ware Marsden, Associate Dean, College of Education, Oklahoma State University.

Your school has been selected to participate in this study. As the person responsible for resources (library/audiovisual) services in your school, you are in a position to contribute important information which will aid in the analysis of the elementary school resources centers in the State. Will you please give a portion of your valuable time to answer the enclosed form and return it in the stamped-addressed envelope at your earliest convenience? All returns will be treated as confidential and individual responses will not be identified.

Your cooperation in this project will be appreciated.

Sincerely,



(Mrs.) Carolyn Croft  
Library Education Department  
Oklahoma State University  
Stillwater, Oklahoma 74074



W. Ware Marsden, Ed.D.  
Associate Dean  
College of Education  
Oklahoma State University  
Stillwater, Oklahoma 74074

Enclosure

(FOLLOW-UP POST CARD)

October 24, 1970

Dear Resources Center Director,

Three weeks ago, a form for collection of data regarding elementary school resources centers was forwarded to you. It is important to have the information from your school included in the study.

Will you please complete the form and return it to me as soon as possible? Thank you.

Sincerely,



(Mrs.) Carolyn Croft

(FOLLOW-UP LETTER)

November 23, 1970

Dear Resources Center Director:

Some time ago a data collection form regarding resources centers was sent to you. It was my thought that center directors would provide this information which could be used as a lever for improving elementary school resources centers in Oklahoma.

I realize you are busy and were it not for the fact that this data will be of value in uplifting the quality of elementary school resources centers in the State I would hesitate to send you this reminder.

In the event you have misplaced the original form, enclosed you will find one which will facilitate your response.

Sincerely,



(Mrs.) Carolyn Croft  
Library Education Department  
Oklahoma State University  
Stillwater, Oklahoma 74074

Enclosure

VITA

Carolyn June (Bauer) Croft

Candidate for the Degree of

Doctor of Education

Thesis: SELECTED PUBLIC ELEMENTARY SCHOOL RESOURCES CENTERS IN OKLAHOMA  
AS COMPARED TO STANDARDS FOR SCHOOL MEDIA PROGRAMS

Major Field: Elementary Education

Biographical:

Personal Data: Born in Enid, Oklahoma, June 8, 1939, the daughter of Theodore A. and Mary M. Bauer.

Education: Graduated from Meford High School, Medford, Oklahoma, in May, 1957; attended Kansas State University, Manhattan, Kansas, Kansas State Teachers College, Emporia, Kansas; completed requirements for the Bachelor of Science degree from Oklahoma State University in January, 1961; attended Kansas State Teachers College, Emporia, Kansas, Washburn University, Topeka, Kansas; received the Master of Science degree from Oklahoma State University in August, 1962; attended Wichita State University, Wichita, Kansas, Fort Hays Kansas State College, Hays, Kansas, University of Oklahoma, Norman, Oklahoma; completed requirements for the Doctor of Education degree in May, 1972.

Professional Experience: Elementary teacher at Sumner School, Topeka, Kansas, 1961-62; elementary teacher at Lee School, Manhattan, Kansas, 1962-63; elementary teacher, Washington School, Anthony, Kansas, 1963-64, 1965-66; instructor, Department of Library Education, College of Education, Oklahoma State University, 1966-1971.