

A STUDY OF KANSAS ELEMENTARY SCHOOL LIBRARY  
MEDIA CENTERS WITH DISTRICT SCHOOL MEDIA  
DIRECTORS COMPARED TO ELEMENTARY SCHOOL  
LIBRARY MEDIA CENTERS WITHOUT DISTRICT  
SCHOOL MEDIA DIRECTORS FROM 1966-1972

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## CHAPTER I

### THE PROBLEM

#### Introduction

Psychologists have learned that the greater the variety of situations to which a child must accommodate his behavior, the more flexible his attitude becomes. Lack of variety and poor quality of stimulation can spell deprivation for any child. The pupil of the electronic age requires an educational environment that allows him maximum participation in discovery; educators must relate and synthesize rather than fragment knowledge. They must provide a multiplicity of stimuli that will spark the child's curiosity and engender a continuing desire to learn (8).

Since education is a process of changing behavior--in the sense of thinking, feeling, and acting--children will need to acquire ideas that they do not have, skills they do not possess, interests broader and more mature than they had known, and ways of thinking more effective than they have had before. Essential to this kind of educational philosophy are these priorities:

1. Learning how to learn, how to attack new problems, how to acquire new knowledge
2. Using rational processes
3. Building competence in basic skills
4. Developing intellectual and vocational competence
5. Exploring values in new experience
6. Understanding concepts and generalizations (11, p. 8)

The curriculum of the past, geared to the basic textbook, is inadequate to meet the learning needs of children today. With the realization of this fact and recognition of individual differences among students, many schools in the 1950's and 1960's planned for individualization of instruction by the use of more aids to enrich and supplement the curriculum. With the intensive expansion of educational media materials in the late sixties, real individualization of the learning process occurred (53).

An effective learning environment for the child is one in which the major function of the school is to develop in the pupil the ability to learn under his own initiative. Techniques and methods needed to implement this objective have been developed to meet the individual needs of a child by the provision of wide resources of materials to accommodate the individual differences among pupils (11).

#### Trends in Library Media Center Development

In 1966, Doyle (26) identified the library media center as the workshop where children can actively engage in meaningful study. As the educational experiences increase through the use of one medium, the child will be ready to cope with another. "It is individuals we teach, not subjects. . . . The library materials center can provide for individual differences" (26, p. 88). Darling (20) earlier forecast library program changes as rapid to support the emerging new methods in teaching and learning and to accommodate newer educational media. He further declared that the school library program had become integrated with the instructional program and, at best, had become indistinguishable from it.

The support among educational leaders for the need of elementary media centers as the ideal method of organizing materials administered by a professional librarian was reported in 1963 by Hodges (37). Yet, despite reported advantages of centralizing materials in a library media center, Mahar (51) pointed out that over fifty per cent of the elementary schools in the United States provided only classroom collections.

A report in 1966 by the United States Office of Education (71) provided statistics to indicate that 31.4 per cent of the 73,216 elementary school systems had central library facilities. Tremendous growth in the elementary school library development began with the Elementary and Secondary Education Act in 1965 producing "a faster growth of elementary school libraries than any previous stimulus" (11, p. 7).

The resulting development of elementary school library media centers required leadership, supervision, and staff development to achieve uniform excellence throughout a school district. Recognition of the role of the library supervisor had been made by Darling (22), Lohrer (47), and Yungemeyer (76). As early as 1960 the Pennsylvania Division of School Libraries (59) recommended the appointment of a library supervisor or coordinator in a school district in which there were two or more libraries.

To foster leadership in library media center development after the passage of the Elementary and Secondary Education Act, Title II, State Departments of Education provided guidance through in-service training programs emphasizing the concept of the unified library media center (71). These programs varied among the states as did the state plans for the implementation of the Elementary and Secondary Education Act,

Title II. By 1968, a United States Office of Education report (71) stated that the number of new public centralized elementary school libraries established ranged from none in six states to 331 in Texas. Many states also reported continued development and revision for school library resources, emphasizing provisions for a unified media program and setting new and improved standards. Among the states in which an implementation plan contained criteria to develop or revise standards for school libraries was Kansas for which the goal was to emphasize a unified media program with the establishment of new or improved requirement levels (65) (71). The 1968 annual report from the Kansas Title II Administrator contained this statement, "at the present rate of local, State, and Federal funding, it will take at least ten years before Kansas schools can meet minimum standards for adequate media center resources" (71, p. 44).

#### Statement of the Problem

With the advent of the Elementary and Secondary Education Act, Title II, impetus was given toward the development and improvement of elementary school media centers. The Kansas State Department of Education plan for implementation of ESEA, Title II, funds use by the schools was constructed to improve existing school media centers and to stimulate the development of new centers toward a goal in collection size for meeting the American Library Association School Library Media Standards, 1960. Most efforts toward goal achievement occurred without definitive explanations for the role of the District School Media Director. The problem of the study was derived from the need for information concerning the degree of contribution, involvement, and

leadership by the District School Media Director in the development and implementation of the elementary school media centers to support the school's curriculum and educational program.

#### Purpose of the Study

The purpose of this study was to (a) examine the involvement of the District School Media Directors in the organization and development of Kansas elementary school library media centers and (b) to compare the development of elementary school library media centers for which a District School Media Director was employed and those in which there was no District School Media Director employed.

Specifically, this study investigated the following questions relative to the selected elementary school media centers to determine differences in services and collections between elementary school media centers developed under the supervision of a District School Media Director and those centers developed without such supervision.

1. What kinds of cooperation and involvement exist between the elementary school library media center staff and the teaching staff through selection of materials, in curriculum development, in assisting students in becoming skilled in the use of elementary school media center resources, and in service to teachers for classroom instruction?
2. What consultative and information services are provided to the teaching staff relative to materials in the center and to services the elementary school library media center facilities and staff provide?

3. What centralized district-wide services exist for acquisition and processing of materials, for inter-media center loan services, for centralized production of teaching materials, and for purchasing of equipment and furniture?
4. What was the comparative quantitative growth of the collections of materials in the elementary school library media center during the time period for which the centers were investigated?
5. What was the degree of maintenance of effort by budgetary support provided by the local district for purchasing of materials?
6. What hours of elementary school library media center service are provided with the personnel: professional librarian, clerk(s), and volunteers?
7. What hours the elementary school library media center is open for student and teacher use?
8. Are the physical facilities adequate for use of the resources by students in the elementary school library media center?

#### Assumptions

The investigator made the following assumptions:

(a) The comparison between elementary library media centers developed with the supervision of a District School Media Director and those developed without this supervisory person would identify a measurable effect of this supervisor upon the development of the elementary library media center program.

(b) The variance and the factors affecting the development of elementary library media center programs can be detected with the data collected.



(c) The strengths of library supervision can be determined by the comparison between elementary library media centers developed with the supervision of a District School Media Director and those for which this position was not assigned.

#### Definitions

1. District School Media Director -- the individual responsible for supervision of the elementary school media center staff and the District School Library Media Center supportive personnel. Primary role is to provide leadership in all aspects of the school library media program.
2. District School Media Clerk -- a paid adult employed by the school district to provide supportive but non-professional involvement in services performed under the supervision of the District School Media Director.
3. Elementary School Media Librarian -- a school librarian certified by standards of the Kansas State Department of Education, who is assigned to provide professional library media services to the students and teachers at the attendance center.
4. Elementary School Media Clerk -- a paid adult employed by the school district to provide support but non-professional involvement in services performed for the elementary library media center under the supervision of the Elementary School Media Librarian.
5. Involvement -- the degree of performance of services by the personnel in the preceding definitions as indicated by the frequency of response identification.

6. Library Media Center -- the centralized location in an attendance center that provides students and teachers with a full range of print and non-print (library/audio-visual) materials, necessary equipment, and professional services.

### Significance

With the unification of school districts in Kansas, 311 Unified School Districts were operating in the 1971-1972 (43) school year. Twenty-three of these districts employed a professionally trained District School Media Director (41). In 1960, however, the Standards for School Library Programs, published by the American Association of School Librarians (4), recommended that each school district with five or more attendance centers employ a professionally trained coordinator for the district media program. Of the 311 Unified School Districts in Kansas in 1971-1972, 133 districts had five or more attendance centers (41). Thus, in 1971-1972 only 17 per cent of the Kansas Unified School Districts with five or more attendance centers were following the 1960 recommendation of the American Association of School Librarians.

Previous to the appropriation in 1965 of federal funds through the Elementary and Secondary Education Act, Title II, for materials in school media centers, only three Kansas Unified Districts employed a District School Media Director.

In 1972, each of the four largest districts had more than one certified person involved in media coordination at the system level. However, only eight of the ten largest districts have directors and only fourteen of the largest twenty-five systems employ District School Media Directors (41, p. 2).

As a result of this information, it was expected that the use of these findings would be beneficial to boards of education and superintendents of schools in determining supervisory personnel needs.

### Limitations

Certain limitations were inherent in the study. These include:

(a) The use of a questionnaire as a data collection source was limited first by the dependence upon the care of the construction of the instrument; secondly, the validity of response depended upon the willingness of respondents in answering, their motivating interest, and their perspective of view.

(b) The results analyzed and conclusions drawn were based upon the selected schools which cooperated in the study; thus, excluding those that did not participate.

(c) The use of data reported in ESEA, Title II, applications and reports limits the study based on the integrity and consistency of the reporting person(s).

(d) The study was limited to randomly selected schools in 46 school districts of Kansas.

### Summary

This chapter provided an introduction to library media center development during the years of the study, the purpose and statement of the problem, the significance of the study for Kansas schools; assumptions, definitions, significance, and limitations about the study. Chapters that follow provide a review of the literature, the methodology

employed in the study, the results of the study, and, finally, a summary chapter with conclusions and recommendations.

## CHAPTER II

### REVIEW OF SELECTED LITERATURE

#### Introduction

The purpose of this review is to examine articles and research studies relevant to the objectives of this study. The chapter will trace the emergence of supervision for school libraries from its beginning to present concepts. In relationship to the development of school library supervision is the development of elementary library media centers. The chapter reviews this development from the inception to the Elementary and Secondary Education Act, Title II (69), in 1965 through 1972. Related research studies of supervision and elementary library media centers are discussed in terms of current concepts and development. The chapter concludes with a brief summary of the primary elements of this review of literature.

#### Emergence of Supervision for School Libraries

In the fifties the concept of supervision was viewed by Burton and Brueckner (14, p. 11) as the "expert technical service primarily aimed at studying and improving cooperatively all factors which affect child growth and development." This leadership role as identified through National Education Association research was defined as:

. . . goal centered, value oriented, communicative, catalytic, energizing, initiatory, and/or creative; the leader is

understanding, perceptive, communicative and accepted; what he does or what happens within groups identifies, clarifies, strengthens, supports, suggests new alternatives, alters relationships and arrangements, provides new structure or means of operation, creates new understandings, motivates, provides new perspective and conceptualization (52, p. 27).

Recognition of these concepts about supervisory services by attendance center librarians, district supervisors, and state supervisors was identified in 1942 by Coulbourn (16) and in 1953 by Erstead (28) as the personnel who interpret the school library idea and provide effective leadership. Increases in the number of school library supervisors occurred after World War II, particularly, reports Yungmeyer (76) with the publication of Standards for School Library Programs in 1960 and the subsequent work of the American Association of School Librarians Standards Implementation Committee, the School Library Development Project, and state and local school librarian groups.

Contributing to the supervisory role the distinction that supervision improves school libraries were reports and studies made by Darling (20 and 21), Lohrer (47), the Pennsylvania Division of School Libraries (59), the Pacific Northwest Library Association, Library Development Project (58), and Yungmeyer (76, p. 345) who asserted "where such supervision is provided school library programs are more extensive, and that budget, quarters, materials, and personnel are usually of a higher caliber." The 1960 PNLA Library Department Project (58) report indicated that the performance of libraries under the direction of school library supervisors was with few exceptions, superior to non-supervised school libraries. Darling (22) described the basic role of the library supervisor as one to provide leadership in the development and improvement of school libraries and to inspire colleagues to achieve

the kind of school library service for the best education children require.

Proof of the leadership impact of the school library supervisor was provided by Lohrer (47, p. 14) in the 1963 national survey reporting that programs "under the direction and planning of city, town, or county school library supervisors seemed to function more smoothly and were developing more rapidly than was true in other school systems." In 1963, acceptance of the importance of the supervisory role for school library development by public school personnel was slow as Goodlad (34, p. 55) pointed out:

The concept of the library as a part of an instructional system, responding to teacher and student needs and even creating needs within that system, is understood by relatively few school librarians and only dimly perceived by most teachers and administrators.

The changing curricula in the late sixties and early seventies, the appearance of the new standards in 1969 with the publication of School Media Standards, and the impact of federal funds through the Elementary and Secondary Education Act, Title II, brought about a need to reassess the role of the District School Media Director. The importance for state and local leadership for school library development became evident following the enactment of this federal legislation as the number of local and state supervisors increased and assumed greater responsibilities for implementing new and expanded library programs. By 1968, sixty-eight supervisors had been added at the state level and approximately 327 had been added at the local system or district level (49).

Hines (36, p. 154) commented that the role was "beginning to have real administrative authority over unified library services within a

school system." Darling (21) indicated that the 1969 standards would give new guidance for supervisors by setting higher standards for media programs at the school system level, would provide recommendations about staff, collections, and services relative to the function of the district media program and to the individual school media program; thus, supervisors would need to evaluate and upgrade district programs as well as to upgrade their own knowledge in order to exert effective leadership.

The upgrading of knowledge for District School Media Directors included being well informed about federal legislation as well as about the new technologies and materials. Bomar (10) urged these leaders to seek as much information as possible concerning all phases of federal aid to schools so as to be aware of the opportunities as well as the limitations in the many federal laws relative to school libraries.

The changing patterns of teaching and learning in education today will call for not less supervision but rather more effective supervision, geared to exciting developments (24). Supervisors today are active members of an educational task force faced with the responsibility of liberating children from mediocre educational experiences and of securing for all children an educational program of innovative excellence (23).

Not only school library leaders but educational leaders have provided support to the need and importance of the changing role for supervision of school library media programs. Neagley, Evans, and Lynn (54), whose publication details the role of the school administrator's leadership role in the changing use of learning resources in this time of significant developing technology, consider the supervisor of learning



resources a member of the team to implement curriculum change. The role is a cooperative one in which:

. . . the district coordinator of learning resources works with the subject area curriculum coordinators and the curriculum committees to insure effective selection, production, and use of appropriate instructional media for each developing learning sequence. . . . The district coordinator of learning resources is the local expert in identifying and cataloging various sources of media. He needs to extend every effort to see that teachers, administrators, and all other curriculum workers have available the choices among all pertinent learning resources (54, p. 51-52).

A Superintendent of Schools, Gibbs (33, p. 1) supportively stated:

To secure the best library programs, authority and responsibility for district wide development should be vested in a competent library supervisor. It is sound practice to develop a statement of objectives and to delegate leadership for a program of this major importance.

#### Recent Research Studies

With this focus on the needs for supervisory personnel of school library service at the district, county, regional, and state level to provide the leadership qualities, professional competencies, and vision essential for developing a school library media program commensurate with the needs of the educational program, what evidence has there been of the fulfillment of this key role? Cox (17), using a semantic differential instrument, examined perceptions of various types of public school educators as they relate to the curricular role of the school library. She concluded, mainly, that examining the perceptions of the planners and implementors for the curricular role of the school library was an effective means to identify those components in this concept and how those components were viewed by sub-groups of educators.

In a study of the school library supervisor (13), questionnaires were sent to 150 individuals identified as being assigned to this

position in school systems in the United States with enrollments of 25,000 or more. Conclusions made from the 99 returned questionnaires were that unlike the other administrative groups, the school library supervisor is clearly oriented toward a single direction for change--the multi-media concept. This single purpose direction for change that equates progress with increased inventories of films, records, tapes, and other non-book items subverts the importance of expanding services.

The perceptions concerning role expectations and fulfillment for school library supervisors was surveyed by Newcombe (55). Questionnaires were sent to county school library media supervisors, their immediate supervisors, and a random sampling of principals and librarians in Florida, Louisiana, Maryland, and West Virginia. The returned data yielded conclusions that expectations were influenced by positional status and by the systems in some cases. There was a lack of certainty about services regularly performed by the supervisor. Most uncertainty was expressed about the supervisor's activities relating to staffing, providing facilities, and developing public relations. The disparity between expected and perceived performance was further widened by respondents uncertainty regarding the extent of performance perceived.

Recognized early in the history of school library supervision as a responsibility of the District School Media Director is the materials center at the systems level. This concept was identified by the 1950 (4) and 1969 (2) national standards. The Standards for School Media Programs, 1969 (2, pp. 55-56), detail the systems center collection to include professional materials for all school personnel, reference collections, periodical collections, a complete range of audio and video materials for which the frequency of use does not warrant

individual school media center acquisition, a system center film collection, archives, expensive and specialized supplementary resources, and when possible a systems examination center of trade books, textbooks, and audio-visual sources.

Focusing attention on these library services at a district level, two doctoral studies appeared in 1967 and 1970. Kittinger (45) surveyed the existing instructional materials centers in California unified school systems to ascertain criteria for the design of such facilities. Concluding that economics in construction and a wider variety of educational media could be offered if district rather than school located centers were constructed; however, no attempt was made to study comparative values of such programs. Pfister (60) attempted to provide information on the status and adequacy of the district professional library in Michigan public school systems. His sample included those responsible for professional libraries in 26 districts and 1,054 other personnel consisting of teachers and principals. Among his recommendations was one that new district professional libraries should not be started unless adequately staff and be located in large or medium sized school districts. Medium sized and small districts, he further recommended, should establish regional programs.

In 1969 and 1970, two studies dealt with the regional district centers. Peterson (60), through a structured interview of selected directors of area media centers in Nebraska and Iowa, found that too many variables existed to define specific functions. He also concluded that the area media center supplemented and did not supplant local media effort.

Rees (63) described and analyzed the commitments to instructional media services rendered by regional centers in selected states to school districts during the school year, 1966-1967. Obtaining data from questionnaires sent to state directors of audio-visual communications or their state department of education equivalents and to selected professional personnel in regional centers, his findings indicated that states with policies concerning the regional centers had more of them dependent upon financial assistance and the attitude of the leadership in the state toward them. The principal service of the regional instructional media center seemed to be a distributive one. Dependence on support from local sources rather than state sources increased as the centers became more established.

#### Development of Guidelines

The scope of responsibility for the District School Media Director, widely varied and divergent, has been defined by several agencies. Of importance to this study are two definitions: the occupational definition from Phase I of the School Library Manpower Project (3) and the recently proposed Kansas Guidelines for the Supervision of School Media Programs (41).

In the publication of Occupations Definitions for School Media Personnel (3), the position of District School Library Media Director was defined as the individual responsible for supervision of Heads of the School Library Media Centers and the District School Library Media Center Supportive Personnel. Responsible to a designated administrative authority that could be the District Superintendent, this individual has the primary role to provide leadership in all aspects of the school

library media program. According to this source, this individual would serve on the school district administrative staff to coordinate district-wide programs that provide media services, which may include educational radio and television, programmed and computer-based teaching systems, information storage and retrieval, and display facilities. Guiding media center personnel and school administrators in planning, developing, and evaluating programs, the District School Media Director is a member of the curriculum staff and relates the school library media program to the educational objectives of the district.

The foregoing scope and nature of the position resulted from the comprehensive study of Phase I of the School Library Manpower Project to provide a clearer understanding and interpretation of the active and diverse roles performed by school library media personnel in the educational system (54).

Prepared by a committee that included five district school media directors, the Kansas Guidelines for the Supervision of School Library Media Programs (41) were finalized early in 1972. This publication outlines the following guidelines, recommended for implementation by the Kansas Association of School Librarians, as within the scope of responsibility for the District School Media Director:

1. Develop and interpret an effective library media program which implements the educational philosophy and goals of the school system.
2. Act as a consultant and share in the decision-making process in areas pertaining to library media programs.
3. Exert leadership in working with other administrators and the community on immediate and long-range improvement of instruction.
4. Serve on curriculum committees and participate in curriculum development.

6. Make recommendations and assist the personnel office in the recruitment, selection, and placement of library media personnel.
7. Prepare, allocate, and administer the budget for school library media services.
8. Design procedures with the business office relating to district library purchases and operations.
9. Plan and administer central services for the acquisition, organization, and processing of library media, both print and non-print.
10. Provide for the adoption of a written selection policy and for cooperative evaluation and selection of materials by library media personnel, teachers, curriculum specialists, and administrators.
11. Provide optimum utilization and integration of materials.
12. Establish orientation procedures and provide in-service education for library media personnel.
13. Aid in planning for orientation and in-service education for district personnel.
14. Encourage experimentation, creative expression, research, and evaluation related to the school library media program.
15. Maintain a professional library media center and provide for the dissemination of significant educational information.
16. Pursue opportunities for continuing education through active participation in professional organizations.
17. Offer guidance and encouragement to staff members through school visits and conferences.
18. Participate in formulating the educational specifications and plans for new or remodeled library media centers.
19. Submit specifications for furniture and equipment.
20. Accept responsibility for local, state, and national library media reports and surveys.
21. Cooperate with other media centers and libraries in the community and region.
22. Initiate and administer library media programs for federal projects.

Although the appearance of those guidelines was simultaneous with the research for this study, many of the suggested guidelines are examined by the instruments used.

#### Development of Elementary Library Media Centers

Twenty years ago library leaders supported the centralized library media center concept for elementary school students over classroom collections. Worthem (75) pointed out the value of the centralized library over the classroom collection. Within a classroom it was not economically or physically feasible to house all of the instructional materials needed. As children participate by planning and evaluating activities, the teacher cannot predict the direction of exploration for learning that children will take. Dorsey (25) added that teachers need the variety of the centralized collection and reference books. By pooling a school's resources, then they can be available for a constant flow to and from the classroom.

Gaver (29) and Hodges (37) reported the evidence and importance of the centralized collection over classroom collections. The 1960 study by Gaver using results of the Accessibility of Materials Scale showed a positive differentiation in favor of schools with centralized libraries. Further testing by the use of the Iowa Test of Basic Skills provided evidence of greater educational gain by students in schools with centralized libraries. Hodges (37) declared the advantages provided by a centralized library to include a wider variety of many resources, organization for easy accessibility and use, and opportunities for students to be exposed to current information about the world and community.

With emphasis in the late sixties on the need to arouse intellectual curiosity, to encourage research, to help the gifted, the exceptional, and the disadvantaged child; the elementary school library media center has an important role to fulfill. Lowerie (48) examined this function in describing learning experiences in the library media center as the elementary school media librarian assisted a first grade child in his beginning research efforts--"What's this bug I've caught?" or presented a group of stories to stimulate international and interracial understanding. Lowerie continued (48, p. 266) by stating "No phase of the entire school program is in a more strategic position to foster self-learning and to bring meaning and understanding of the ever widening community than the school library." Schools attempt to provide opportunities for each child to grow in social usefulness and to develop his intellectual interests and capabilities in order to insure his becoming a responsible member of society; therefore, Lowerie (48, p. 13) ascertained "in each situation where there is a school library, its services have become an integral part of the program."

In Evanston, Illinois School District Library Manual (23) is this statement:

. . . the aim of education is the realization of one's best self and greatest social efficiency and wide reading, consultation of varied references. . . and if investigation of many sources of information is necessary, the elementary school library is indispensable.

The school library today as described in the Standards for School Media Programs (2, p. 15) is:

. . . that place in the school where a full range of materials and accompanying services are accessible to teachers and students. It represents a unified program involving both audio-visual and printed resources . . . .



The instructional materials included are all types used in intellectual pursuits by teachers and students.

#### Recent Research Studies

Comparing the development of elementary school library media center development with the recommended standards has been a frequent evaluative tool. The most recent studies have used the 1969 Standards for School Media Programs. Davis and Croft attempted to ascertain how well elementary school libraries in certain geographical areas met the 1969 national standards for school libraries. Davis (19) compared the public elementary schools of Baltimore County, Maryland, to these national standards by sending a questionnaire to 103 elementary school media specialists. In addition, selected central office personnel were interviewed. Participants indicated that more than 50 per cent of the centers provided most of the qualitative services to students and teachers. However, deficiencies in meeting the quantitative standards occurred in the areas of staffing, supplementary material production, curriculum planning, inservice education, centralized processing of non-book materials, equipment, and certification requirements.

Croft (18) sent a questionnaire instrument to 125 randomly selected public elementary schools in Oklahoma with follow-up visits to ten per cent of the responding schools. With a 97.6 per cent return, her findings indicated that 70.5 per cent of the public elementary schools in Oklahoma did not have centralized resource centers. Comparing the schools with centralized centers with the national standards, the results indicated totally inadequate per pupil expenditures and staffing;

most had inadequate facilities, books, audio-visual materials, and professional collections in view of the quantitative recommendations.

Using selected environmental factors to the development of library media centers, in the study of three schools, Tielke (66) concluded that library programs in these schools were developed through the initiative of the librarians with little participation by teachers, principals, or other personnel, that classroom teachers have not realized the potentials of the library in relationship to the instructional program and that the school district commitments to the library program are inadequate.

Educational services provided by media centers in randomly selected elementary schools in various states was studied by Jensen (39) using a questionnaire which was sent to elementary school principals, Educational Media Center Directors, and classroom teachers to determine and evaluate those services that were most successful. The schools surveyed did not meet ALA Standards. Most programs were listed by lack of funds, personnel, and facilities. Services offered and accessibility of materials were the strengths of the media center programs.

Surveying and evaluating the status of audio-visual media in elementary schools in Ohio, Bilchik (9) gathered data from the principal's reports to the Ohio State Department of Education as well as sending a questionnaire to a randomized sample of principals and superintendents of elementary schools. Equipment was usually adequate but the findings showed that audio-visual materials were insufficient by the national standards in all schools studied.

Survey research, which seems to dominate in the studies dealing with elementary library media centers, has provided insight into

weaknesses existent in library media programs. Program is more than facilities, a collection that meets all quantitative standards, or a librarian who has a phenomenal impact; a library-media program of worth must have the four ingredients as recommended by Mary Gaver: personnel, materials, quarters, and a program of services. All of these elements are necessary, Miss Gaver further stresses, but one is more necessary than the others. "The one that I would identify as more necessary is the last one--the program of services" (31, p. 58)

. . . services . . . are the whole purpose for which collections, physical facilities, even personnel are provided. The collections are not an end in themselves; if we claim that the library is an intellectual force, we must think of the library program as an entity, as important as the school's curriculum, a body of services which must be constantly measured, evaluated, and improved (30, p. 1990).

To fulfill this many-faceted role, the elementary library media center has received many face liftings--one among them has been the stimulation for a new look with federal funding.

#### Financial Stimulation

In the history of school library development the greatest acceleration of growth and development for elementary school libraries has been a result of financial stimulation. This started with the Carnegie Corporation in the early 1930's followed by funds from the Julius Rosenwald Fund. Although much of the Carnegie support went to public libraries, the Rosenwald grants were directed to the South for developing Negro elementary and high school libraries.

Federal financial stimulation began in 1958 with the passage of the National Defense Education Act with funds directed to build collections

of resource materials. As most elementary schools did not have libraries in the 1950's, the collections were often handled in make-shift fashion (11).

In 1965, the Elementary and Secondary Education Act, Title II, supplied the strongest impetus for the development of elementary school media centers. The act was keyed to poverty, and virtually doubled the amount of federal aid available to public schools. Of the five provisions in the bill, Title II authorized the distribution of funds to the states for acquisition of library resources, including textbooks and audio-visual materials (12). By 1966, there were 73,216 elementary school systems (68) with 31.4 per cent having central library facilities. Statistics indicate that 19,000 organized school districts in the United States and its possessions have received federal funds since 1965 (71).

The Elementary and Secondary Education Act, Title II, of 1965 has resulted in greater quantity and quality of library materials and the development of school library standards in many of the fifty states. It also resulted in the establishment of some centralized elementary school libraries and funded the appointment of state school library supervisors in many states (11).

The dissemination of information about the activities and outcomes in elementary schools of ESEA, Title II, have been limited. One of the first to appear in 1969 (67) was the descriptive case studies of nine inner city elementary schools to determine whether the introduction of media services and materials in elementary schools previously without them had significant impact on the instructional program of the school. The nine inner city schools were located in Cleveland, Ohio; Buffalo, New York; and Los Angeles, California. The Elementary and Secondary

Education Act, Title II, provided the impetus for an increase in local funds in Los Angeles and Cleveland and an increase in state funds in Buffalo. However, the combined federal, state, and local funds for annual expenditures for school media center materials were too low to make an appreciable change in the curriculum, teaching methods, or pupil achievement (67).

Special purpose grants under ESEA, Title II, have provided instructional materials for the use of students and teachers in school programs of innovative curricular and instructional techniques. These demonstration programs emphasize the use of print and non-print materials that stress individualization, inquiry, and independent learning in elementary and secondary school programs (50). The report of the case studies of eight of the early media centers to receive these special grants indicated that these programs contributed to the improvement of schools and school media programs in the nation by demonstrating the role of the media center in the instructional programs. "It is clear that the media programs in these schools could not have reached their present level without the additional Federal Funds" (69, p. 181).

An in-depth review (62) was made of all State Programs of Title II of the Elementary and Secondary Education Act and covered the fiscal years 1966-1968. Described were the degrees to which the ESEA, Title II, attained the goals established by Congress for that period. Questionnaires were sent to samples of public and private schools consisting of a school district questionnaire, a school principal questionnaire, and a school media personnel questionnaire.

Findings of this survey relative to the aspects of this study were as follows:

(a) The pattern of expenditures under the ESEA, Title II program was for the most part in the range of \$1.01 to \$3.00 per pupil.

(b) Evidence was provided that the ESEA, Title II program stimulated state and local support for school library resources and other instructional materials without a comparable increase for use of these moneys for textbooks.

(c) The proportion of school districts spending \$6.00 to \$12.00 per pupil for school library resources and other instructional materials rose from 16.9 per cent in 1965-1966 to 26.5 per cent in 1967-1968. At the same time the proportion of districts spending \$12.00 or more per pupil rose 7 per cent.

(d) During this period, financial resources were primarily provided by state and local funds. When funds from all sources - state, local, and federal - were surveyed, only 15 per cent of the school districts met or exceeded the 1960 American Library Association standards for per pupil expenditures.

(e) The study indicated an improvement in the quality of instructional materials and in relevance to the curriculum; however, a high proportion of schools in the sample were handicapped by a lack of enough materials and equipment (62).

Since the study for this thesis is concerned specifically with Kansas schools, a review of the evaluations of the yearly ESEA, Title II programs by the Title II Administrator would be relevant. The report in 1966 stated that ESEA, Title II funds had a large impact on the improvement of educational opportunity for the children and teachers in the participating public and private schools. "We feel that at the

end of five years we will see a tremendous growth in school library development in Kansas as the result of this use of a federal program" (64, p. 4).

At the end of the second year the report included reference to the continued growth of new elementary libraries, the number of full-time and part-time professional people giving service to children (64). The report in 1968 referred to the influenced effect that the demonstration library centers in elementary and secondary schools had had with 16,000 visitors interested in strengthening their own programs to a level of these exemplary programs (64). In 1971, the minimum standards for accreditation of elementary library media centers were studied and upgraded. By then there were nearly 700 elementary schools with library service and librarians. Seven hundred fifty-two elementary schools still had no centralized elementary library media center (64).

ESEA, Title II has provided a motivational influence on Kansas library media center development; however, the annual reports show that these federal funds have been cut each year. In Kansas the ESEA, Title II funds spent by local districts was \$1,107,974 in 1966 and only \$376,882 in 1970 (64).

### Summary

The development of supervision for school libraries began thirty years before this study was made. Educational leaders were slow to accept the need for the District School Media Director. Recognition of the importance of the position in developing library programs to support curricular needs came with the changing concepts of education and the financial stimulation of ESEA, Title II. The publication of

the Standards for School Media Programs (2) provided further reinforcement for recognizing the need for this specific leadership position. The development of elementary library media centers occurred during the same chronological period. The concept for centralized elementary library media centers was reinforced and accepted more widely with the changing educational philosophy of the sixties and the impact of ESEA, Title II funding. Two forces influenced elementary school library media center development; they were the Standards for School Media Programs and ESEA, Title II.

The studies dealing with supervision and elementary library media center development have provided positive reinforcement for the improvement of educational programs. The studies have indicated that although federal funds stimulated both the need for improved supervision and centralized library media center development, the funding has not been sufficient even when combined with local and/or state moneys.



## CHAPTER III

### METHODOLOGY

#### Introduction

The purpose of this study was to compare elementary library media center development in two groups of attendance centers. One group had the services of a District School Media Director, as defined and located on pages 7, 18, and 19. A second group did not have anyone employed for this assigned position. Descriptive research was selected as the best means by which to compare the development of the elementary library media centers in Kansas. The comparison was made to determine what happened to library media center budgets, collections, and services of the selected centers during the six-year period from 1966 to 1972. The initial school year of 1966-1967 was selected for study because this was the first year in which results of the first allocation of funds from the Elementary and Secondary Education Act, Title II, were reported to the administering department in the Kansas State Department of Education. The study was to cover the first six years in which Kansas schools had been allocated ESEA, Title II funds for purchasing materials for schools under the guidelines established by the Kansas State Department of Education and approved by the U. S. Office of Health, Education, and Welfare.

### Description of the Population and Sample

The population selected for the study were the Kansas elementary attendance centers listed in the Kansas Educational Directory, 1971-1972 (42). This population was divided into two groups; the first, attendance centers staffed with a District School Media Director and the second, attendance centers in which the district had no qualified staff member assigned to the position of District School Media Director.

The procedure for the selection of the sample was to (1) separate the attendance centers in districts with District School Media Directors from those in which there were none, (2) number each school in consecutive order in an alphabetical arrangement for both sets of the population, and (3) select by randomization the two samples. Throughout this report these two samples will be designated, Group A: attendance centers served by District School Media Directors and Group B: attendance centers not served by a District School Media Director.

Randomization for the selection was achieved by the use of Edward's (27) Table of Random Numbers. With random selection of odd or even rows, the table was entered at Row 1. Using the last three digits of each odd-row column, one school from each district in Group A was selected. To select the second sample of an equal number of attendance centers representing the schools that were not served by a District School Media Director, the same table and odd-row policy was used.

The number of attendance centers included in the two groups was determined by the fact that in 1971-1972 twenty-three school districts then employed officially recognized District School Media Directors. Another characteristic, employed in making the selection, was that the

school district in which the attendance center was located had participated in ESEA, Title II during the initial year 1966 of the study and during the final year 1972 of the study as reported by the Kansas State Department of Education (44).

Forty-six attendance centers were selected for the study. Each group contained 23 attendance centers, based on the fact that one was selected from each district employing District School Media Directors. The sample for B contained an equal number of attendance centers, one for each of 23 school districts.

#### Instruments

To collect information about the quantitative growth of the book and non-print collections, the local district expenditures and the expenditures of allocated ESEA, Title II funds for library media center materials; the researcher used the ESEA, Title II application-reports submitted annually to the ESEA, Title II section of the Kansas State Department of Education during the six years of the study.

The information relative to the type of collection, the amount of professional and clerical service in the center, the hours of accessibility, the number of periodicals, newspapers and indexes to them, the seating facilities, and the availability of selected centralized district services was available from the ESEA, Title II files for the years of 1970-1971 and 1971-1972.

To compare the degree of involvement between the elementary library media center staff and the teaching staff, the questionnaire method was selected. Permission was granted by the American Library Association to develop the instrument adapting and modifying the 300 question

survey instrument designed for School Library Personnel Task Analysis Survey (54). The literature was surveyed in selecting items; however, two sources were of the greatest value: the Standards for School Media Programs (2) and Davies, The School Library; A Force for Educational Excellence (23). In selecting items and constructing the questionnaire to provide relevant information, consideration was given to the objectives of the study, the literature, and the past experiences of the researcher as an Elementary School Media Librarian and District School Media Director.

Construction of the instrument, selected and modified from the School Library Personnel Task Analysis Survey (54), relevant items of service were determined to fit the framework for six categories of involvement in services of:

- (1) Development of the Educational Program
- (2) Administration and Supervision
- (3) Instruction
- (4) Special Services to Students and Faculty
- (5) Selection, Acquisition, and Evaluation of Materials and Equipment
- (6) Production and Preparation of Instructional Materials

One hundred questions were developed with five responses for the instrument entitled "Data Collection for Library Service in Selected Attendance Centers in Kansas." To determine the weaknesses and appropriateness of the selected items to achieve the desired information, the instrument was submitted to a jury. Represented on this jury were public school educators in similar positions as the respondents as well as experienced researchers in education and librarianship (see

acknowledgments). The preliminary draft was revised to incorporate the suggestions of the jury. Modifications were made in the structure, content, and arrangement after the jury responses were analyzed. The final instrument (see Appendix A) contained 93 questions scrambled to intermix related and unrelated questions.

The instrument was designed to elicit responses from four staff members involved with the services of the library media center program. In Group A, these staff members were the Building Principal, two Classroom Teachers, and the District School Media Director. In Group B, the Elementary School Media Librarian responded instead of a District School Media Director.

#### Procedure for Data Collection

Directions for completing the instrument were included on the first page of the instrument, the cover letter enclosed to each designated respondent explained the purpose of the study (Appendix B). In order to expedite the collection of the data, four copies of the instrument, a cover letter to each respondent, and an addressed and stamped envelope for each respondent, were mailed to the District School Media Director in Group A and to the Elementary School Media Librarian in Group B. These selected as contact persons were requested to distribute the instruments to the other designated persons: the Building Principal and two Classroom Teachers.

Four copies of the instrument with cover letters and return envelopes were mailed during the second week of April to the District School Media Directors or the Elementary School Media Librarians serving the sample of attendance centers. The names of these individuals were

secured from Mrs. Mona Alexander, Library Media Coordinator, ESEA, Title II, Kansas State Department of Education. All correspondence was addressed in long-hand to achieve a more personal approach. When the researcher had formerly been professionally associated with the District School Media Directors, librarians, and principals, these letters were personalized in the salutation.

Follow-up postcards were sent two weeks after the mailing of the instruments to notify the contact persons as to how many of the instruments had been returned. A second postcard was sent the fourth week to any contact person if the instruments had not been returned. During the fifth week following the mailing, telephone calls were made to all contacts in which returns had not been completed. A note of appreciation was sent to all contacts as well as other necessary correspondence.

Correspondence from contact persons included explanations for delays in returning questionnaires and reasons for questionnaires being returned. In Group A, all four respondents completed the instrument from 14 of the 23 selected attendance centers; three respondents completed them in four attendance centers; one respondent replied from two attendance centers; and none from three. In two of the latter, replies indicating the reasons for the lack of response were provided. In Group B, four respondents replied from ten attendance centers; three respondents were received from five; one from one; and none from the remaining seven attendance centers.

All attendance centers in which three or four respondents returned the instrument were included in this analysis; thus, 18 attendance center responses were included in the statistics for Group A, and 15 for Group B. Returns from 78 per cent of the attendance centers in Group A

and 65 per cent in Group B were included in the statistical assessments. In those cases in which only three respondents replied, the fourth respondent was recorded as a not answered item to correlate with other items left unanswered by those who did return the instrument.

### Data Analysis

Quantitative data in research for a descriptive study for comparison can be analyzed satisfactorily, according to Van Dalen (73), by using the simple measures of central tendency. The non-parametric statistical tool used for the two methods of collecting data was frequency response with analysis by mean and median scores.

The questionnaire instrument was analyzed by the frequency distribution of response. To provide a visual and more meaningful form of analysis, these distributions were mathematically processed to arrive at percentages.

The data collected (Appendix B) from ESEA, Title II reports regarding growth of the library media center collections, expenditures and services, and facilities were processed to determine percentage of increase, the mean and median scores of central tendency, and frequency of response. All available data for the 46 attendance centers was used.

### Summary

Included in this chapter was the methodology employed in determining the population and the procedure for selecting the samples. Included was the explanation of the construction of the questionnaire instrument and the procedure for collecting data from ESEA, Title II

s. The report, conclusions, and discussion of data analysis  
Chapter IV contains the results of analyzing the data collected.



## CHAPTER IV

### RESULTS

#### Introduction

The data presented in this chapter were obtained from two primary sources. The first of these was the questionnaire instrument, Data Collection for Library Services in Selected Elementary Attendance Centers in Kansas. The questionnaire was constructed according to the standards outlined in Chapter III on pages 33 and 34. As previously stated on these pages, the purpose of this instrument was to determine the degree of involvement in the performance of services by library media personnel. The selected respondents for each of the two groups of the sample were the Building Principals, two Classroom Teachers, and the District School Media Director of Group A and the Elementary School Media Librarian of Group B. In this chapter, the comparisons of response will be made for the six categories: Development of the Educational Program; Administration and Supervision; Instruction; Acquisition and Evaluation of Materials and Equipment; Special Services to Students and Faculty; and Production and Preparation of Instructional Materials. For each of these categories, the comparisons will be made of the responses from Group A and Group B in the following order: Building Principal, Classroom Teachers, District School Media Director or Elementary School Media Librarian.

The second source of information was collected from the annual ESEA, Title II application-report records submitted for each attendance center to the Kansas State Department of Education during the six-year period of this study. Comparisons of this information are presented in this chapter. Information selected from each of these annual reports included the total number of books and non-print materials inventoried, the expenditures of local district funds and ESEA, Title II funds, and the enrollment. Other information collected for the study was available only for the last two years of the six-year period. This information included the hours that the library media center was open weekly; the hours of service by the professional elementary media school librarian; paid clerical personnel, and the student and adult volunteers; the number of subscriptions to periodical titles; the indexes to periodicals; and the seating capacity.

#### Presentation of Information from the Questionnaire Instrument

Important to this study is the identification of the involvement by the library media center and other personnel in the performance of the services as reported by the respondents through the questionnaire instrument. To present this information, tables included in this chapter record the responses by the respondents from Group A and the respondents from Group B. Group A respondents represented those attendance centers in which there was employed an officially recognized District School Media Director. Group B respondents represented those attendance centers in which no officially recognized District School Media Director was employed.

Two tables appear for each of the six service categories: one table with responses from the Group A respondents and one table with responses from the Group B respondents. In each table, the responses have been recorded in eight columns. The first column N is the frequency of responses for that service. The seven remaining columns are percentages of involvement by personnel. These percentages were arrived at by totaling all the responses for a service. The number of responses for each position and service was divided by this total. The columns recording the percentage of involvement include these headings: NP, non-performance; EL, Elementary School Media Librarian; DD, District School Media Director; AC, Attendance Center Personnel; DP, District Personnel. The last two columns of the table are headed NA for not answered items and Total for the total percentage of responses.

Since the instances in which services were reported as being performed by either the Elementary School Media Clerk or the District School Media Clerk were so infrequent, they did not warrant inclusion in the reported results. When such responses were made, the credit was given to the corresponding professional personnel; thus, the responses involving the Elementary School Media Clerk will be reflected as service by the Elementary School Media Librarian and those of the District School Media Clerk will be reflected in the responses as service by the District School Media Director. In the column headed AC, Attendance Center Personnel, the responses include involvement by Classroom Teachers and the Building Principal of the attendance center. In the column, DP, District Personnel, the responses include Superintendents, assistant superintendents, curriculum coordinators and consultants,

audio-visual, maintenance, and lay personnel. In all columns combining personnel involvement over 50 per cent by a specific position have been footnoted.

#### Involvement in Educational Program Development

As stated in Chapter I, serving the instructional needs and programs of the schools is the principal purpose of the library media center. An analysis of the involvement by the identified library media personnel in the performance of the services for educational program development included 17 selected services.

#### Reports from Building Principals

As recorded in Tables I and II, Building Principals reported more than 50 per cent involvement by the Elementary School Media Librarian in both Group A and B for two services: "plans sequential program of library instruction," and "plans and discusses library involved topics, units, and activities with teachers." In addition to these two services, Building Principals of Group B viewed involvement by the Elementary School Media Librarian of Group B at 50 per cent or more in six other of the 17 services of Educational Program Development. These services with the percentage of involvement included: "plans cooperatively with faculty members to coordinate materials and library activities with curriculum programs, units, and textbooks," 59 per cent; "serves as instructional resource consultant to teachers and students," 68 per cent; "provides leadership in determining educational objectives of library services," 65 per cent; "initiates projects and activities relating to the library and its resources," 63 per cent; "establishes

and interprets goals and policies of the library media program," 55 per cent; and "interprets the elementary library media program to administrators and the community," 50 per cent.

In comparing the percentages of involvement between Group A and Group B as viewed by the Building Principals, the extent by the Elementary School Media Librarians of Group B was greater for 12 services. In Group A, District School Media Directors were involved at 57 per cent for the service: "establishes and interprets goals and policies of the library media program," and with 50 per cent involvement with "plans in-service training programs for teachers and elementary media library staff."

For the 17 services for Educational Program Development, Building Principals' responses for Group A indicated a 67 per cent degree of non-performance of the service: "participates in team-teaching activities;" whereas, Group B principals' responses reflected 71 per cent non-performance of this service. For the service: "observes classroom work to coordinate library activities with school instructional programs," Group A responses reflected 50 per cent non-performance and Group B, 63 per cent non-performance. Also reported by Group B was a 59 per cent non-performance of: "serves as a resource consultant to district curriculum specialists." These findings from the Building Principal responses to 17 services of Educational Program Development indicate a greater involvement by the Elementary School Media Librarian of Group B than Group A.

Examination of Table II and other tables throughout this chapter that record data from Group B responses indicate involvement of the District School Media Director in performance of services. There were

TABLE I

PERCENT OF PERSONNEL INVOLVEMENT IN EDUCATIONAL PROGRAM DEVELOPMENT  
AS VIEWED BY BUILDING PRINCIPALS OF GROUP A

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
1. Plans sequential program of library instruction	21	9	67	14	5	--	--	100
2. Develops new uses for materials and equipment	27	15	34	29	11	11	--	100
3. Works with curriculum and other specialists in planning the instructional program of the school system	22	13	36	--	37*	14	5	100
4. Plans cooperatively with faculty members to coordinate materials and library activities with curriculum programs, units, and textbooks	28	7	46	25	18	4	--	100
5. Assists individual teachers in curriculum planning	22	27	36	--	23*	14	--	100
6. Serves as instructional resource consultant to teachers and students	25	12	48	24	8	8	--	100
7. Provides leadership in determining educational objectives of library services	28	4	25	49	8	14	7	100
8. Initiates projects and activities relating to the library and its resources	21	10	28	37	10	10	--	100
9. Establishes and interprets goals and policies of the library media program	23	4	17	57	13	9	--	100
10. Plans and develops media programs for the school system	21	19	19	47	5	10	--	100
11. Interprets the elementary library media program to administrators and the community	25	20	24	44	4	4	4	100

TABLE I (Continued)

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
12. Serves as a resource consultant to district curriculum specialists	20	40	10	45	5	--	--	100
13. Plans and discusses library-involved topics, units, and activities with teachers	22	32	54	5	9	--	--	100
14. Participates in team-teaching activities	18	67	22	--	11	--	--	100
15. Observes classroom work to coordinate library activities with school instructional programs	20	50	30	--	5	5	5	100
16. Works with teachers to design innovations in instruction	23	26	31	13	17*	13	--	100
17. Plans in-service training programs for teachers and elementary media library staff	22	28	14	50	--	8	--	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

\*Greater involvement by the Building Principal

TABLE II

PERCENT OF PERSONNEL INVOLVEMENT IN EDUCATIONAL PROGRAM DEVELOPMENT  
AS VIEWED BY BUILDING PRINCIPALS OF GROUP B

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
1. Plans sequential program of library instruction	16	19	69	--	--	--	12	100
2. Develops new uses for materials and equipment	21	19	38	10	23	--	10	100
3. Works with curriculum and other specialists in planning the instructional program of the school system	17	29	35	12	6	6	12	100
4. Plans cooperatively with faculty members to coordinate materials and library activities with curriculum programs, units, and textbooks	17	24	59	--	5	--	12	100
5. Assists individual teachers in curriculum planning	16	31	25	6	19*	6	13	100
6. Serves as instructional resource consultant to teachers and students	18	--	68	16	5	--	11	100
7. Provides leadership in determining educational objectives of library services	17	6	65	6	--	6	17	100
8. Initiates projects and activities relating to the library and its resources	16	6	63	13	6	--	12	100
9. Establishes and interprets goals and policies of the library media program	18	6	55	11	11	6	11	100
10. Plans and develops media programs for the school system	18	22	44	11	12	--	11	100
11. Interprets the elementary library media program to administrators and the community	16	26	50	12	--	--	12	100



TABLE II (Continued)

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
12. Serves as a resource consultant to district curriculum specialists	17	59	12	17	--	--	12	100
13. Plans and discusses library-involved topics, units, and activities with teachers	16	6	69	12	--	--	13	100
14. Participates in team-teaching activities	17	71	12	5	--	--	12	100
15. Observes classroom work to coordinate library activities with school instructional programs	17	63	19	6	6	--	6	100
16. Works with teachers to design innovations in instruction	18	28	22	6	22*	--	22	100
17. Plans in-service training programs for teachers and elementary media library staff	19	26	26	11	11	5	21	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

\*Greater involvement by the Building Principal

no officially designated District School Media Directors employed by the school districts representing Group B. These results, thus, would indicate a lack of clarification of the position by the instrument used in the study or the perception by respondents that an elementary school media librarian serving more than one attendance center would fulfill the qualifications of the position of District School Media Director. Responses by Group B for service performed by the District School Media Director will not be analyzed in this chapter.

#### Responses from Classroom Teachers

Responses from Classroom Teachers are recorded in Table III for Group A and Table IV for Group B. Classroom Teachers of Group A indicated more than 50 per cent involvement by the Elementary School Media Librarian for the two services: "plans a sequential program of library instruction," 56 per cent; and "plans and discusses library involved topics, units, and activities with teachers," 57 per cent. Group B responses indicated 55 per cent involvement by the Elementary School Media Librarian for the service: "serves as instructional resource consultant to teachers and students." District School Media Directors of Group A, according to the Classroom Teachers' viewpoint, are involved at 57 per cent for the service: "plans and develops media programs for the school system," and 54 per cent for: "establishes and interprets goals and policies of the library media program."

In comparing the percentage of involvement between Group A and Group B as viewed by the Classroom Teacher, for 12 of the 17 services, the Elementary School Media Librarian was involved by a greater percent for Group A than for Group B. In four of the 17 services for Group A,

the District School Media Director was more involved than was the Elementary School Media Librarian. From these comparisons, it appears that the Classroom Teachers of Group A perceive more involvement in the performance of the services for Educational Program Development by library media center personnel than do the Classroom Teachers of Group B.

In a comparison of responses that indicated non-performance of services, this comparison is further evident. In Group A, one service: "participates in team-teaching activities," received a 51 per cent response for non-performance, while in Group B, six services received more than 50 per cent responses for not being performed.

Responses from District School Media Directors  
and Elementary School Media Librarians

Responses from the District School Media Directors of Group A are recorded in Table V and those from the Elementary School Media Librarians in Table VI. In Table V, the District School Media Directors perceived noticeable involvement by the Elementary School Media Librarians for these services: 54 per cent, "plans cooperatively with faculty members to coordinate materials and library activities with curriculum programs, units, and textbooks;" 59 per cent, "assists individual teachers in curriculum planning;" 54 per cent, "plans and discusses library involved topics, units, and activities with teachers;" and 68 per cent, "participates in team-teaching activities." The District School Media Directors of Group A viewed the services of greatest involvement by the District School Media Director for four services. The percentage of involvement and the services were: 65 per cent, "works

TABLE III

PERCENT OF PERSONNEL INVOLVEMENT IN EDUCATIONAL PROGRAM DEVELOPMENT  
AS VIEWED BY CLASSROOM TEACHERS OF GROUP A

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
1. Plans sequential program of library instruction	43	12	56	16	7	--	9	100
2. Develops new uses for materials and equipment	48	19	33	21	13	4	10	100
3. Works with curriculum and other specialists in planning the instructional program of the school system	59	12	24	34	17*	5	8	100
4. Plans cooperatively with faculty members to coordinate materials and library activities with curriculum programs, units, and textbooks	47	15	47	18	8	4	8	100
5. Assists individual teachers in curriculum planning	46	24	35	6	17*	9	9	100
6. Serves as instructional resource consultant to teachers and students	48	11	48	25	4	4	8	100
7. Provides leadership in determining educational objectives of library services	55	2	29	46	14	--	9	100
8. Initiates projects and activities relating to the library and its resources	48	8	40	32	8	2	10	100
9. Establishes and interprets goals and policies of the library media program	48	--	25	54	2	6	13	100
10. Plans and develops media programs for the school system	39	18	23	57	--	--	2	100
11. Interprets the elementary library media program to administrators and the community	46	15	17	48	5	2	13	100

TABLE III (Continued)

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
12. Serves as a resource consultant to district curriculum specialists	38	35	5	45	--	2	13	100
13. Plans and discusses library-involved topics, units, and activities with teachers	42	14	53	14	5	--	14	100
14. Participates in team-teaching activities	39	51	26	--	10**	--	13	100
15. Observes classroom work to coordinate library activities with school instructional programs	40	28	40	8	7	4	13	100
16. Works with teachers to design innovations in instruction	50	26	34	8	14*	10	8	100
17. Plans in-service training programs for teachers and elementary media library staff	42	14	22	47	--	5	12	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

\*Greater involvement by the Building Principal

\*\*Greater involvement by the Classroom Teacher

TABLE IV

PERCENT OF PERSONNEL INVOLVEMENT IN EDUCATIONAL PROGRAM DEVELOPMENT  
AS VIEWED BY CLASSROOM TEACHERS OF GROUP B

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
1. Plans sequential program of library instruction	33	27	46	3	6	--	18	100
2. Develops new uses for materials and equipment	33	37	27	3	9	3	21	100
3. Works with curriculum and other specialists in planning the instructional program of the school system	32	44	19	3	3	6	25	100
4. Plans cooperatively with faculty members to coordinate materials and library activities with curriculum programs, units, and textbooks	30	26	42	--	6	--	26	100
5. Assists individual teachers in curriculum planning	33	49	18	3	6	--	24	100
6. Serves as instructional resource consultant to teachers and students	31	23	55	3	--	--	19	100
7. Provides leadership in determining educational objectives of library services	31	19	49	--	--	6	26	100
8. Initiates projects and activities relating to the library and its resources	32	22	47	3	3	3	22	100
9. Establishes and interprets goals and policies of the library media program	32	38	34	3	--	3	22	100
10. Plans and develops media programs for the school system	34	52	18	6	3	3	18	100
11. Interprets the elementary library media program to administrators and the community	32	38	34	--	3	3	22	100

TABLE IV (Continued)

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
12. Serves as a resource consultant to district curriculum specialists	32	50	19	--	--	--	31	100
13. Plans and discusses library-involved topics, units, and activities with teachers	32	47	28	--	--	3	22	100
14. Participates in team-teaching activities	32	65	16	--	--	--	19	100
15. Observes classroom work to coordinate library activities with school instructional programs	32	65	16	--	--	3	16	100
16. Works with teachers to design innovations in instruction	32	59	19	3	--	--	19	100
17. Plans in-service training programs for teachers and elementary media library staff	33	58	12	3	--	3	24	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

with curriculum and other specialists in planning the instructional program of the school system;" 67 per cent, "provides leadership in determining educational objectives of library services;" 52 per cent, "establishes and interprets goals and policies of the library media program;" 61 per cent, "plans and develops media programs for the school system;" 65 per cent, "interprets the elementary library media program to administrators and the community;" 53 per cent, "serves as a resource consultant to district curriculum specialists;" and 65 per cent, "plans in-service training programs for teachers and elementary media library staff."

The Elementary School Media Librarians of Group B viewed over 50 per cent involvement by the Elementary School Media Librarian for nine of the 17 services of Educational Program Development. These services, with the percentages of involvement, were: 75 per cent, "plans sequential program of library instruction;" 57 per cent, "develops new uses for materials and equipment;" 65 per cent, "plans cooperatively with faculty members to coordinate materials and library activities with curriculum programs, units, and textbooks;" 65 per cent, "assists individual teachers in curriculum planning;" 73 per cent, "serves as instructional resource consultant to teachers and students;" 62 per cent, "provides leadership in determining educational objectives of library services;" 66 per cent, "initiates projects and activities relating to the library and its resources;" and 56 per cent, "establishes and interprets goals and policies of the library media program."

Services of the Educational Program Development were performed by either the District School Media Director or the Elementary School Media Librarian of Group A for 11 of the 17 services and by the Elementary



School Media Librarian of Group B for nine of the 17 services. It appears that the services of Educational Program Development, as perceived by District School Media Directors of Group A compared with those of the Elementary School Media Librarians of Group B, are performed to a greater degree for Group A library media centers.

In comparing the degree of non-performance of the services between Group A responses and Group B responses, it will be noted that none of the percentage of responses rank above 50 per cent for Group A, whereas, four rank above 50 per cent of non-performance for Group B. These services and their percentages are: 57 per cent, "plans and develops media programs for the school system;" 69 per cent, "serves as a resource consultant to district curriculum specialists;" 65 per cent, "participates in team-teaching activities;" and 68 per cent, "observes classroom work to coordinate library activities with school instructional programs."

#### Comparison of Responses by the Three

##### Designated Respondents

In Tables I, III, and V, it can be observed that the three respondents of Group A agreed on a higher degree of involvement by the Elementary School Media Librarian for only one service: "plans and discusses library involved topics, units, and activities with teachers." The three respondents also viewed a noticeable degree of involvement by the District School Media Director for the service: "establishes and interprets goals and policies of the library media program."

Tables II, IV, and VI, recording the responses from Group B respondents, indicate agreement among the three respondents for a

TABLE V

PERCENT OF PERSONNEL INVOLVEMENT IN EDUCATIONAL PROGRAM DEVELOPMENT  
AS VIEWED BY DISTRICT SCHOOL MEDIA DIRECTORS OF GROUP A

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
1. Plans sequential program of library instruction	31	--	48	39	13	--	--	100
2. Develops new uses for materials and equipment	30	7	27	33	13	13	7	100
3. Works with curriculum and other specialists in planning the instructional program of the school system	23	4	17	65	10*	--	4	100
4. Plans cooperatively with faculty members to coordinate materials and library activities with curriculum programs, units, and textbooks	26	4	54	30	--	4	8	100
5. Assists individual teachers in curriculum planning	22	5	59	18	13*	--	5	100
6. Serves as instructional resource consultant to teachers and students	27	4	48	37	7	--	4	100
7. Provides leadership in determining educational objectives of library services	24	--	25	67	8	--	--	100
8. Initiates projects and activities relating to the library and its resources	32	6	40	43	5	6	--	100
9. Establishes and interprets goals and policies of the library media program	33	3	33	52	9	3	--	100
10. Plans and develops media programs for the school system	26	4	23	61	--	12	--	100
11. Interprets the elementary library media program to administrators and the community	26	--	35	65	--	--	--	100

TABLE V (Continued)

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
12. Serves as a resource consultant to district curriculum specialists	21	33	14	53	--	--	--	100
13. Plans and discusses library-involved topics, units, and activities with teachers	26	4	54	31	7	--	--	100
14. Participates in team-teaching activities	18	17	68	5	10	--	--	100
15. Observes classroom work to coordinate library activities with school instructional programs	25	8	48	24	4	12	--	100
16. Works with teachers to design innovations in instruction	25	8	48	28	8	8	--	100
17. Plans in-service training programs for teachers and elementary media library staff	23	13	9	65	4	9	--	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

\*Greater involvement by the Building Principal

TABLE VI

PERCENT OF PERSONNEL INVOLVEMENT IN EDUCATIONAL PROGRAM DEVELOPMENT  
AS VIEWED BY ELEMENTARY SCHOOL MEDIA LIBRARIANS OF GROUP B

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
1. Plans sequential program of library instruction	16	6	75	13	--	--	6	100
2. Develops new uses for materials and equipment	18	28	57	5	5	--	5	100
3. Works with curriculum and other specialists in planning the instructional program of the school system	17	47	24	--	5	12	12	100
4. Plans cooperatively with faculty members to coordinate materials and library activities with curriculum programs, units, and textbooks	17	12	65	18	--	--	5	100
5. Assists individual teachers in curriculum planning	17	18	65	12	--	--	5	100
6. Serves as instructional resource consultant to teachers and students	17	12	73	5	--	5	5	100
7. Provides leadership in determining educational objectives of library services	18	5	62	17	--	5	11	100
8. Initiates projects and activities relating to the library and its resources	17	19	66	5	5	--	5	100
9. Establishes and interprets goals and policies of the library media program	18	23	56	11	--	5	5	100
10. Plans and develops media programs for the school system	16	57	25	--	--	--	12	100
11. Interprets the elementary library media program to administrators and the community	16	25	44	19	--	--	12	100

TABLE VI (Continued)

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
12. Serves as a resource consultant to district curriculum specialists	16	69	25	--	--	--	6	100
13. Plans and discusses library-involved topics, units, and activities with teachers	16	25	63	6	--	--	6	100
14. Participates in team-teaching activities	17	65	29	--	--	--	6	100
15. Observes classroom work to coordinate library activities with school instructional programs	16	68	20	6	--	--	6	100
16. Works with teachers to design innovations in instruction	17	30	41	6	6	--	17	100
17. Plans in-service training programs for teachers and elementary media library staff	17	49	36	5	--	5	5	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

noticeable degree of involvement by the Elementary School Media Librarian for the service: "serves as instructional resource consultant to teachers and students."

In comparing the respondents' viewpoint of overall involvement in the services between Group A and Group B, the Building Principals viewed greater involvement by the Elementary School Media Librarians for Group B compared to Group A. The Classroom Teacher and District School Media Director/Elementary School Media Librarian respondents reported greater involvement by the Elementary School Media Librarian of Group A than for Group B. Between the two groups, the three respondents indicated no agreement of involvement by more than 50 per cent by any position providing service. This lack of agreement about the degree of involvement may be reflective of perceptions by positional status in the attendance center and the amount of participation with the library media services by the respondents. Overall, the services provided toward Educational Program Development appear to be performed to a greater extent by Library Media Personnel of Group A than Group B.

#### Involvement in Administration and Supervisory Services

According to previous research reported in Chapter II, an elementary library media center can bring better support of the educational program with leadership and organization services provided. Fifteen selected administration and supervisory services were included in the questionnaire instrument to determine the degree of involvement by library media personnel in providing these services.

Responses from Building Principals

The responses by Building Principals about the involvement in administration and supervisory services are recorded in Table VII for Group A and Table VIII for Group B. Building Principals of Group A viewed involvement over 50 per cent for five services by the District School Media Director and three by the Elementary School Media Librarian representing Group A; thus, eight of the 15 services were performed at a degree of involvement over 50 per cent by either the District School Media Director or the Elementary School Media Librarian. The percentage of involvement and the services performed by the District School Media Directors were: 70 per cent, "coordinates in-service program for library staff;" 68 per cent, "plans system of scheduling and delivery of materials and equipment;" 55 per cent, "submits proposals for special projects funding for the elementary library media center;" 58 per cent, "determines specifications for purchase of library furnishing;" and 64 per cent, "maintains communication channels among the library media centers and with administrative offices." The service: "establishes with teachers procedures for mass assignments involving the use of the library," involved the Elementary School Media Librarian of Group A to a degree of 50 per cent; however, the involvement by this position for Group B was at 70 per cent. The service: "develops budgets for the elementary library media center and supervises expenditures," involved Group A Elementary School Media Librarians by 61 per cent. The third service credited for a high degree of involvement by Group A Elementary School Media Librarians has been footnoted in the table to indicate that the Elementary School Media Clerk had the major involvement in the

TABLE VII

PERCENT OF PERSONNEL INVOLVEMENT IN ADMINISTRATIVE AND SUPERVISORY SERVICES  
AS VIEWED BY BUILDING PRINCIPALS OF GROUP A

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC*	DP	NA	
1. Establishes with teachers procedures for mass assignments involving the use of the library	20	35	50	5	10	--	--	100
2. Determines staff requirements and participates in the selection of personnel	20	25	5	40	15	10	5	100
3. Assigns, schedules personnel for library media center	19	5	21	47	--	16	11	100
4. Provides advisory service to elementary school media librarian in each attendance center	20	5	80**	5	5	--	5	100
5. Trains library media center aids	25	8	44	40	--	4	4	100
6. Conducts in-service program for library staff	20	20	--	70	5	--	5	100
7. Plans system of scheduling and delivery of materials and equipment	29	--	14	68	10	8	10	100
8. Evaluates programs in the elementary library media center	28	4	21	43	21	11	7	100
9. Develops budgets for the elementary library media center and supervises the expenditures	25	12	61	4	20	--	7	100
10. Plans and administers the budget for the elementary library media center program	27	15	48	4	19	11	7	100
11. Submits proposals for special projects funding for the elementary library media center	27	5	19	55	--	13	8	100
12. Serves as a consultant for school architect in designing the facilities for new or remodeled facilities	24	29	17	42	4	8	--	100



TABLE VII (Continued)

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC*	DP	NA	
13. Determines specifications for purchase of library furnishing	27	17	21	58	4	--	--	100
14. Maintains cumulative records of condition and maintenance of equipment	20	20	15	25	20	--	--	100
15. Maintains communication channels among library media centers and with administrative offices	22	4	28	64	--	4	--	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

\*Involvement by the Building Principal

\*\*Involvement by the Elementary School Media Clerk

TABLE VIII

PERCENT OF PERSONNEL INVOLVEMENT IN ADMINISTRATIVE AND SUPERVISORY SERVICES  
AS VIEWED BY BUILDING PRINCIPALS OF GROUP B

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC*	DP	NA	
1. Establishes with teachers procedures for mass assignments involving the use of the library	17	18	70	--	--	--	12	100
2. Determines staff requirements and participates in the selection of personnel	18	44	6	6	22	11	11	100
3. Assigns, schedules personnel for library media center	17	18	41	12	12	5	12	100
4. Provides advisory service to elementary school media librarian in each attendance center	17	47	18	--	12	5	18	100
5. Trains library media center aids	16	44	44	--	--	--	12	100
6. Conducts in-service program for library staff	16	68	13	6	--	--	13	100
7. Plans system of scheduling and delivery of materials and equipment	19	21	42	11	15	--	11	100
8. Evaluates programs in the elementary library media center	20	10	40	10	25	--	10	100
9. Develops budgets for the elementary library media center and supervises the expenditures	18	23	11	11	5	39**	11	100
10. Plans and administers the budget for the elementary library media center program	18	23	34	16	11	11**	5	100
11. Submits proposals for special projects funding for the elementary library media center	17	12	47	5	18	--	18	100
12. Serves as a consultant for school architect in designing the facilities for new or remodeled facilities	17	47	12	12	6	--	23	100

TABLE VIII (Continued)

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC*	DP	NA	
13. Determines specifications for purchase of library furnishing	19	16	26	16	11	10	21	100
14. Maintains cumulative records of condition and maintenance of equipment	17	35	29	6	12	--	18	100
15. Maintains communication channels among library media centers and with administrative offices	19	10	43	10	10	5	22	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

\*Involvement by the Building Principal

\*\*Involvement by the Superintendent of Schools

service: "provides advisory service to elementary school media librarians in each attendance center."

Although only the one service reported earlier involved the Elementary School Media Librarian of Group B to a noticeable degree, a comparison of the Tables VII and VIII show that for ten of the 15 services, Elementary School Media Librarians in Group B were involved by a greater percent than in Group A. A 68 per cent indication was made for non-performance for Group B of the service: "conducts in-service program for the library staff." It can also be noted in comparing these tables, that of the 15 administration and supervisory services, 13 reflected a higher percentage of non-performance for Group B than Group A. A comparison between the two tables to determine if these administration and supervisory services were performed by other than the library media personnel does not reveal a noticeable degree of difference between the two groups in these services being performed by either attendance center or district personnel.

It appears, from the responses of the Building Principals of Group A and Group B, that administration and supervisory services for the library media program are performed overall to a greater degree for Group A by the combined involvement of the District School Media Director and Elementary School Media Librarian.

#### Responses from Classroom Teachers

Table IX records the responses by Classroom Teachers for Group A and Table X for Group B concerning administration and supervisory services. The responses by Classroom Teachers of Group A indicate a greater degree of involvement by the District School Media Director

for six services. Four of these six services were noted by the Building Principals to involve District School Media Directors by more than 50 per cent. These four services and the percentage of involvement as viewed by the Classroom Teachers are: 62 per cent, "conducts in-service program for the library staff;" 65 per cent, "plans system of scheduling and delivery of materials and equipment;" 54 per cent, "submits proposals for special projects funding for the elementary library media center;" and 52 per cent, "determines specifications for purchase of library furnishing." The other two services viewed by the Classroom Teachers with more than 50 per cent involvement by the District School Media Director are 75 per cent, "provides advisory service to elementary school media librarian in each attendance center;" and 53 per cent, "develops budgets for the elementary library media center and supervises the expenditures." The Elementary School Media Librarian of Group A is involved by 54 per cent for the service: "establishes with teachers procedures for mass assignments involving the use of the library."

An examination of Table X shows that none of the personnel in Group B attendance centers is involved at 50 per cent or more in the performance of administration and supervisory services for the library media program. However, in comparing Table IX and X, one can note that for 11 of the 15 services the Elementary School Media Librarians of Group B are more involved than in Group A.

The column recording the percentages of responses indicating non-performance reflects four services as not being performed at a 50 per cent or above level for Group B. Non-performance as viewed by the Classroom Teachers and the services are: 63 per cent, "determines staff requirements and participates in the selection of personnel;" 69 per

TABLE IX

PERCENT OF PERSONNEL INVOLVEMENT IN ADMINISTRATIVE AND SUPERVISORY SERVICES  
AS VIEWED BY CLASSROOM TEACHERS OF GROUP A

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC*	DP	NA	
1. Establishes with teachers procedures for mass assignments involving the use of the library	33	25	54	3	--	5	12	100
2. Determines staff requirements and participates in the selection of personnel	32	15	4	34	12	20	15	100
3. Assigns, schedules personnel for library media center	31	11	19	33	13	13	11	100
4. Provides advisory service to elementary school media librarian in each attendance center	31	8	2	75	2	--	13	100
5. Trains library media center aids	32	17	30	34	4	4	11	100
6. Conducts in-service program for library staff	30	15	5	62	--	--	18	100
7. Plans system of scheduling and delivery of materials and equipment	31	5	7	66	2	9	11	100
8. Evaluates programs in the elementary library media center	33	7	24	41	17	2	9	100
9. Develops budgets for the elementary library media center and supervises expenditures	34	--	10	53	10	9	8	100
10. Plans and administers the budget for the elementary library media center program	36	2	4	49	10	27	8	100
11. Submits proposals for special projects funding for the elementary library media center	37	4	20	54	2	12	8	100
12. Serves as a consultant for school architect in designing the facilities for new or remodeled facilities	33	29	--	47	5	8	11	100

TABLE IX (Continued)

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC*	DP	NA	
13. Determines specifications for purchase of library furnishing	33	4	21	52	--	12	11	100
14. Maintains cumulative records of condition and maintenance of equipment	32	12	19	31	10	14	14	100
15. Maintains communication channels among library media centers and with administrative offices	32	2	27	48	6	4	13	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

\*Involvement by the Building Principal

TABLE X

PERCENT OF PERSONNEL INVOLVEMENT IN ADMINISTRATIVE AND SUPERVISORY SERVICES  
AS VIEWED BY CLASSROOM TEACHERS OF GROUP B

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
1. Establishes with teachers procedures for mass assignments involving the use of the library	33	33	46	3	--	--	18	100
2. Determines staff requirements and participates in the selection of personnel	32	63	3	--	3	12	19	100
3. Assigns, schedules personnel for library media center	31	32	19	--	6	20*	23	100
4. Provides advisory service to elementary school media librarian in each attendance center	32	69	6	3	--	--	22	100
5. Trains library media center aids	32	37	41	3	--	3	16	100
6. Conducts in-service program for library staff	30	67	6	--	--	--	27	100
7. Plans system of scheduling and delivery of materials and equipment	31	13	49	12	6	--	20	100
8. Evaluates programs in the elementary library media center	33	39	31	3	3	3	21	100
9. Develops budget for the elementary library media center and supervises the expenditures	34	12	32	3	--	29*	24	100
10. Plans and administers the budget for the elementary library media center program	36	8	36	3	6	22*	25	100
11. Submits proposals for special projects funding for the elementary library media center	37	10	30	6	6	18*	30	100
12. Serves as a consultant for school architect in designing the facilities for new or remodeled facilities	33	52	9	--	6	6	27	100



TABLE X (Continued)

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
13. Determines specifications for purchase of library furnishing	33	31	21	3	6	9*	30	100
14. Maintains cumulative records of condition and maintenance of equipment	32	25	47	3	--	3	22	100
15. Maintains communication channels among library media centers and with administrative offices	32	19	44	9	--	3	25	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

\*Greatest involvement by the Superintendent of Schools

cent, "provides advisory service to elementary school media librarian in each attendance center;" 67 per cent, "conducts in-service program for library staff;" and 52 per cent, "serves as a consultant for school architect in designing the facilities for new or remodeled facilities." Of the 15 services there is a greater degree of non-performance recorded for Group B than for Group A.

It appears that Classroom Teachers provide the same overall view of involvement in administration and supervisory services for the library media program as did the Building Principals. In comparing responses between both groups and for the two respondents, the degree of involvement for administration and supervisory services for all services is greater for Group A than for Group B.

Responses from District School Media Directors  
or Elementary School Media Librarians

Responses from District School Media Directors of Group A are recorded in Table XI and those for the Elementary School Media Librarians can be found in Table XII. District School Media Directors of Group A view their position as being involved above 50 per cent for 12 of the 15 services and that the Elementary School Media Librarian is involved above 50 per cent for two services. This response indicates that only for the service: "maintains cumulative records of condition and maintenance of equipment," is either position not greatly involved in the performance of services.

The Elementary School Media Librarians of Group B view involvement above 50 per cent for their position for six of the 15 services. Two of these services also involve the Elementary School Media Librarian

of Group A to a major degree. These two services are: "establishes with teachers procedures for mass assignments involving the use of the library," with 72 per cent involvement for Group A and 68 per cent for Group B; and the service: "trains library media center aids," with 50 per cent involvement for Group A and Group B Elementary School Media Librarians.

The percent of involvement and the 12 services involving District School Media Directors of Group A are: 68 per cent, "determines staff requirements and participates in the selection of personnel;" 58 per cent, "assigns, schedules personnel for library media center;" 95 per cent, "provides advisory service to elementary school media librarian in each attendance center;" 80 per cent, "conducts in-service training for library staff;" 80 per cent, "plans system of scheduling and delivery of materials and equipment;" 50 per cent, "evaluates programs in the elementary media center;" 68 per cent, "develops budgets for the elementary library media center and supervises expenditures;" 57 per cent, "plans and administers the budget for the elementary library media center program;" 60 per cent, "submits proposals for special projects funding for the elementary library media center;" 61 per cent, "serves as a consultant for school architect in designing the facilities for new and remodeled facilities;" 53 per cent, "determines specifications for purchase of library furnishing;" and 68 per cent, "maintains communication channels among library media centers and with administrative offices."

The percent of involvement and services in which the Elementary School Media Librarians of Group B are greatly involved are four services; two previously reported as performed to a major degree by

this position for both Group A and Group B. These four are: 55 per cent, "plans system of scheduling and delivery of materials and equipment;" 63 per cent, "evaluates programs in the elementary library media center;" 62 per cent, "plans and administers the budget for the elementary library media center program;" and 57 per cent, "submits proposals for special projects funding for the elementary library media center."

The responses from Group A did not reflect a degree of non-performance of any of the services above 50 per cent; however, four services ranked above 50 per cent of non-performance for Group B. These four were: "determines staff requirements and participates in the selection of personnel;" "assigns, schedules personnel for library media center;" "provides advisory service to elementary school media librarian in each attendance center;" and "conducts in-service training program for the library staff." In Group B there is a greater involvement of the elementary school media librarian for 13 of the services than by that position in Group A.

The degree of involvement in the performance of administration and supervisory services by Group A and Group B as viewed by the District School Media Directors and Elementary School Media Librarians is greater than for the other two respondents in both groups. The major degree of involvement by the District School Media Directors of Group A indicates that they perceive themselves involved more extensively in this service than in the services of educational program development.

TABLE XI

PERCENT OF PERSONNEL INVOLVEMENT IN ADMINISTRATIVE AND SUPERVISORY SERVICES  
AS VIEWED BY DISTRICT SCHOOL MEDIA DIRECTORS OF GROUP A

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
1. Establishes with teachers procedures for mass assignments involving the use of the library	21	10	72	14	--	4	--	100
2. Determines staff requirements and participates in the selection of personnel	22	9	--	68	9	14	--	100
3. Assigns, schedules personnel for library media center	24	8	8	58	13	13	--	100
4. Provides advisory service to elementary school media librarian in each attendance center	20	--	--	95	5	--	--	100
5. Trains library media center aids	26	8	50	38	--	4	--	100
6. Conducts in-service program for library staff	20	5	15	80	--	--	--	100
7. Plans system of scheduling and delivery of materials and equipment	24	4	8	80	--	8	--	100
8. Evaluates programs in the elementary library media center	27	--	22	59	19*	--	--	100
9. Develops budgets for the elementary library media center and supervises the expenditures	25	--	16	68	12	4	--	100
10. Plans and administers the budget for the elementary library media center program	28	--	21	57	18	4	--	100
11. Submits proposals for special projects funding for the elementary library media center	25	4	24	60	8	4	--	100
12. Serves as a consultant for school architect in designing the facilities for new or remodeled facilities	23	9	13	61	12	4	--	100

TABLE XI (Continued)

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
13. Determines specifications for purchase of library furnishing	30	7	20	53	--	20	--	100
14. Maintains cumulative records of condition and maintenance of equipment	22	14	22	24	18*	22	--	100
15. Maintains communication channels among library media centers and with administrative offices	25	--	20	68	4	8	--	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

\*Greater involvement by the Building Principal

TABLE XII

PERCENT OF PERSONNEL INVOLVEMENT IN ADMINISTRATIVE AND SUPERVISORY SERVICES  
AS VIEWED BY ELEMENTARY SCHOOL MEDIA LIBRARIANS OF GROUP B

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
1. Establishes with teachers procedures for mass assignments involving the use of the library	15	13	68	13	--	--	6	100
2. Determines staff requirements and participates in the selection of personnel	17	70	12	--	--	12	6	100
3. Assigns, schedules personnel for library media center	17	59	23	--	6	6	6	100
4. Provides advisory service to elementary school media librarian in each attendance center	16	68	13	13	--	--	6	100
5. Trains library media center aids	16	38	50	6	--	--	6	100
6. Conducts in-service program for library staff	16	57	31	--	--	--	12	100
7. Plans system of scheduling and delivery of materials and equipment	18	23	55	22	--	--	--	---
8. Evaluates programs in the elementary library media center	16	19	63	6	--	12	--	100
9. Develops budgets for the elementary library media center and supervises the expenditures	17	--	40	18	--	30*	12	100
10. Plans and administers the budget for the elementary library media center program	18	--	62	17	5	11	5	100
11. Submits proposals for special projects funding for the elementary library media center	19	5	57	16	--	11	11	100
12. Serves as a consultant for school architect in designing the facilities for new or remodeled facilities	18	34	28	5	5	10	18	100

TABLE XII (Continued)

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
13. Determines specifications for purchase of library furnishing	19	11	36	16	5	16*	16	100
14. Maintains cumulative records of condition and maintenance of equipment	16	25	25	19	13	6	19	100
15. Maintains communication channels among library media centers and with administrative offices	17	35	48	12	5	5	--	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

\*Greater involvement by Superintendent of Schools



Comparison of Responses by the Three  
Designated Respondents

In Tables VII, IX, and XI, it can be observed that the three respondents of Group A agreed on a high degree of involvement by the Elementary School Media Librarian for the service: "establishes with teachers procedures for mass assignments involving the use of the library." The three respondents also agree to a major degree of involvement by the District School Media Directors for four services. These were: "conducts in-service program for library staff," "plans system of scheduling and delivery of materials and equipment," "submits proposals for special projects funding for the elementary library media center," and "determines specifications for purchase of library furnishing." Of these four services involving library media staff for more than 50 per cent, the service regarding conducting in-service training for library staff was considered by all three respondents of Group B as not being performed by 50 or more per cent.

Reviewing Tables VIII, X, and XII, there was no agreement among the three respondents of Group B for a major involvement by any position for a service. All three respondents of Group B did see more involvement by the Elementary School Media Librarian than for other positions. The Elementary School Media Librarians viewed themselves more greatly involved in the performance of the services than did Building Principals or Classroom Teachers see this involvement. All three respondents viewed the Superintendent of Schools as involved to some extent in the service of developing budgets for elementary library media centers; however, in no case was this a major involvement.

An overview of the six tables and the responses between the two groups identifies that more administration and supervisory library media services are performed by library media staff from Group A than Group B. There is also less frequency in the responses from Group A of non-performance of some of these services.

#### Involvement in Instruction Services

The library media center must offer to students areas of instruction that become integrated with and effectively support the total school program (54). The areas of instruction covered by the 13 selected services include instruction in the use of library and other media skills and in the use of materials and equipment.

#### Responses by Building Principals

In comparing the responses by Building Principals of Group A and Group B, it can be noted in Tables XIII and XIV that the Elementary School Media Librarians are involved to a major extent in both groups for six of the instructional services. This involvement for Group A ranks from 55 per cent to 76 per cent; and for Group B from 50 per cent to 76 per cent. The six instructional services in which the Elementary School Media Librarians of both groups are noticeably involved are: "orients students to the library," 75 per cent, Group A; 76 per cent, Group B; "plans and conducts in-story hours," 60 per cent, Group A; 50 per cent, Group B; "gives incidental instruction in the use of materials," 70 per cent, Group A; 75 per cent, Group B; "gives incidental instruction in basic reference techniques," 68 per cent, Group A; 63 per cent, Group B; and "guides reference and research work of

TABLE XIII

PERCENT OF PERSONNEL INVOLVEMENT IN INSTRUCTION AS VIEWED  
BY THE BUILDING PRINCIPALS OF GROUP A

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC*	DP	NA	
1. Orients students to library	24	--	75	4	17	4	--	100
2. Organizes and leads literary and book discussions	19	37	47	5	11	--	--	100
3. Plans and conducts story hours	23	17	60	--	15	8	--	100
4. Gives incidental instruction in note-taking and outlining in connection with library work	22	27	46	5	22	--	--	100
5. Gives incidental instruction in library skills	21	5	76	--	19	--	--	100
6. Gives instruction in the use of materials	23	--	70	9	21	--	--	100
7. Gives instruction in basic reference techniques	22	--	68	5	21	--	--	100
8. Gives instruction in specialized reference books and other material before class research project is begun	21	19	43	--	38	--	--	100
9. Guides reference and research work of small and large groups	20	15	55	--	30	--	--	100
10. Assists with independent study	22	9	59	--	30	--	--	100
11. Gives instruction in the use of audio-visual equipment	22	--	64	--	28	4	4	100

TABLE XIII (Continued)

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC*	DP	NA	
12. Evaluates students' library skills and performance and informs teachers of results	19	47	43	5	5	--	--	100
13. Evaluates students' special library projects	18	50	39	--	11	--	--	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

\*Involvement by Classroom Teachers

TABLE XIV

PERCENT OF PERSONNEL INVOLVEMENT IN INSTRUCTION AS VIEWED  
BY THE BUILDING PRINCIPALS OF GROUP B

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC*	DP	NA	
1. Orients students to library	17	6	76	--	6	--	12	100
2. Organizes and leads literary and book discussions	17	29	35	6	12	6	12	100
3. Plans and conducts story hours	16	25	50	--	6	6	13	100
4. Gives incidental instruction in note-taking and outlining in connection with library work	16	31	38	--	12	--	19	100
5. Gives incidental instruction in library skills	18	5	62	5	17	--	11	100
6. Gives instruction in the use of materials	16	--	75	6	6	--	13	100
7. Gives instruction in basic reference techniques	16	11	63	--	15	--	11	100
8. Gives instruction in specialized reference books and other materials before class research project is begun	18	11	61	--	17	--	11	100
9. Guides reference and research work of small and large groups	18	11	61	--	17	--	11	100
10. Assists with independent study	19	17	44	5	23	--	11	100
11. Gives instruction in the use of audio-visual equipment	31	17	39	11	22**	--	11	100

TABLE XIV (Continued)

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC*	DP	NA	
12. Evaluates students' library skills and performance and informs teachers of results	16	50	31	--	--	6	13	100
13. Evaluates students' special library projects	16	50	19	--	--	--	12	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

\*Involvement by Classroom Teachers

\*\*Greater involvement in this service only by Building Principal

small and large groups," 55 per cent, Group A; 61 per cent, Group B.

Elementary School Media Librarians of Group A are involved over 50 per cent for two other instructional services. The services and percent of involvement are: "assists with independent study," 59 per cent; "gives instruction in the use of audio-visual equipment," 64 per cent. The Elementary School Media Librarians of Group B are involved at 61 per cent in the service: "give instruction in specialized reference books and other materials before class research project is done."

Classroom Teachers in both groups are involved to some extent in the services of instruction; the involvement is greater for Group A than for Group B. The District School Media Directors of Group A are not noticeably involved. For nine of the 13 services of instruction, involvement by the Elementary School Media Librarians of Group A is greater than for Group B. One service: "evaluates students' special library projects," is viewed by the Building Principals for both groups as not being performed to an extent of 50 per cent. A comparison of the two tables shows that overall the services of instruction are performed to a greater extent for Group A than by Group B.

#### Responses by Classroom Teachers

Tables XV and XVI record the data to compare the involvement in the services of instruction as viewed by the Classroom Teachers of the two groups. In Group A, the Classroom Teachers' responses indicate that they view the Elementary School Media Librarian as involved more than 50 per cent in seven of the 13 services of instruction. In

TABLE XV

PERCENT OF PERSONNEL INVOLVEMENT IN INSTRUCTION AS VIEWED  
BY THE CLASSROOM TEACHERS OF GROUP A

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC*	DP	NA	
1. Orients students to library	47	2	62	2	21	2	11	100
2. Organizes and leads literary and book discussions	45	16	47	4	22	--	11	100
3. Plans and conducts story hours	38	11	63	6	10	--	10	100
4. Gives incidental instruction in note-taking and outlining in connection with library work	41	10	46	--	32	--	12	100
5. Gives incidental instruction in library skills	50	2	60	6	24	--	8	100
6. Gives instruction in the use of materials	53	2	53	11	25	--	9	100
7. Gives instruction in basic reference techniques	46	2	56	9	24	--	9	100
8. Gives instruction in specialized reference books and other materials before class research project is begun	40	12	50	--	23	--	15	100
9. Guides reference and research work of small and large groups	45	9	47	--	31	--	11	100
10. Assists with independent study	46	4	53	2	30	--	11	100
11. Gives instruction in the use of audio-visual equipment	47	13	40	15	19	2	11	100



TABLE XV (Continued)

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC*	DP	NA	
12. Evaluates students' library skills and performance and informs teachers of results	37	32	43	--	8	3	14	100
13. Evaluates students' special library projects	36	28	39	--	14	2	17	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

\*Involvement by Classroom Teachers

TABLE XVI

PERCENT OF PERSONNEL INVOLVEMENT IN INSTRUCTION AS VIEWED  
BY THE CLASSROOM TEACHERS OF GROUP B

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC*	DP	NA	
1. Orients students to library	37	8	62	2	14	--	14	100
2. Organizes and leads literary and book discussions	35	40	26	3	8	3	20	100
3. Plans and conducts story hours	33	24	43	3	12	3	15	100
4. Gives incidental instruction in note-taking and outlining in connection with library work	36	47	13	--	20	--	20	100
5. Gives incidental instruction in library skills	32	9	63	--	12	--	16	100
6. Gives instruction in the use of materials	36	8	61	--	17	--	14	100
7. Gives instruction in basic reference techniques	36	14	53	--	14	2	17	100
8. Gives instruction in specialized reference books and other materials before class project is begun	36	25	36	--	17	3	19	100
9. Guides reference and research work of small and large groups	35	23	43	3	14	3	14	100
10. Assists with independent study	37	30	35	3	16	3	13	100
11. Gives instruction in the use of audio-visual equipment	31	19	36	3	26**	--	16	100

TABLE XVI (Continued)

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC*	DP	NA	
12. Evaluates students' library skills and performance and informs teachers of results	32	53	28	--	--	--	19	100
13. Evaluates students' special library projects	32	44	25	--	6	--	25	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

\*Involvement by Classroom Teachers

\*\*Greater involvement in this service only by Building Principal

Group B, the Classroom Teachers viewed the Elementary School Media Librarian as involved over 50 per cent in four of the services. Elementary School Media Librarians of both groups were involved to a major extent in these four services of instruction: "orients students to the library," 62 per cent for both groups; "gives incidental instruction in library skills," 60 per cent, Group A; 63 per cent, Group B; "gives instruction in the use of materials," 53 per cent, Group A; 61 per cent, Group B; and "gives instruction in basic reference techniques," 56 per cent, Group A; 53 per cent, Group B.

Classroom Teachers are involved to a minor extent in the services of instruction by both groups; however, the extent of involvement is greater for Group A than for Group B. In comparing the involvement of the Elementary School Media Librarians of Groups A and B for the 13 services, the tables show more involvement in ten of the 13 services by Group A. The District School Media Director has no noticeably involvement in the services of instruction as viewed by the Classroom Teachers of Group A.

Responses by District School Media Directors  
and Elementary School Media Librarians

Comparisons of the responses by the District School Media Directors of Group A and the Elementary School Media Librarians of Group B for the services of instruction are recorded in Tables XVII and XVIII. The District School Media Directors of Group A viewed over 50 per cent involvement by the Elementary School Media Librarian for 11 of the 13 services of instruction. Elementary School Media Librarians from Group B viewed major involvement by their position for ten of the 13 services

TABLE XVII

PERCENT OF PERSONNEL INVOLVEMENT IN INSTRUCTION AS VIEWED  
BY THE DISTRICT SCHOOL MEDIA DIRECTORS OF GROUP A

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC*	DP	NA	
1. Orients students to library	16	--	69	6	25	--	--	100
2. Organizes and leads literary and book discussions	21	29	48	9	14	--	--	100
3. Plans and conducts story hours	19	--	79	5	11	5	--	100
4. Gives incidental instruction in note-taking and outlining in connection with library work	21	14	57	5	19	--	5	100
5. Gives incidental instruction in library skills	21	--	67	9	24	--	--	100
6. Gives instruction in the use of materials	24	4	67	17	12	--	--	100
7. Gives instruction in basic reference techniques	20	--	80	10	10	--	--	100
8. Gives instruction in specialized reference books and other materials before class research project is begun	21	--	72	--	28	--	--	100
9. Guides reference and research work of small and large groups	20	--	70	--	25	--	--	100
10. Assists with independent study	20	--	75	--	25	--	--	100
11. Gives instruction in the use of audio-visual equipment	30	--	37	37	16	10	--	100

TABLE XVII (Continued)

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC*	DP	NA	
12. Evaluates students' library skills and performance and informs teachers of results	19	--	90**	--	5	5	--	100
13. Evaluates students' special library projects	20	--	65	--	15	--	5	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

\*Involvement by Classroom Teachers

\*\*Greater involvement by Elementary Library Media Clerk

TABLE XVIII

PERCENT OF PERSONNEL INVOLVEMENT IN INSTRUCTION AS VIEWED BY THE  
ELEMENTARY SCHOOL MEDIA LIBRARIANS OF GROUP B

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC*	DP	NA	
1. Orients students to library	16	--	75	6	13	--	6	100
2. Organizes and leads literary and book discussions	18	22	45	--	22	--	11	100
3. Plans and conducts story hours	16	25	57	--	6	6	6	100
4. Gives incidental instruction in note-taking and outlining in connection with library work	16	38	38	6	18	--	--	100
5. Gives incidental instruction in library skills	18	--	71	12	12	--	5	100
6. Gives instruction in the use of materials	18	--	73	17	5	5	--	100
7. Gives instruction in basic reference techniques	18	--	67	11	22	--	--	100
8. Gives instruction in specialized reference books and other materials before class research project is begun	16	--	81	--	19	--	--	100
9. Guides reference and research work of small and large groups	16	12	58	12	18	--	--	100
10. Assists with independent study	17	6	63	12	18	--	--	100
11. Gives instruction in the use of audio-visual equipment	19	26	53	11	5	5	--	100

TABLE XVIII (Continued)

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC*	DP	NA	
12. Evaluates students' library skills and performance and informs teachers of results	16	44	50	6	--	--	--	100
13. Evaluates students' special library projects	16	69	13	--	12	--	6	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

\*Involvement by Classroom Teachers



of instruction. In both groups, nine of these services involve the Elementary School Media Librarians more than 50 per cent. These nine services and the percent of involvement by Elementary School Media Librarians in both groups are: "orients students to the library," 69 per cent, Group A; 75 per cent, Group B; "gives incidental instruction in library skills," 67 per cent, Group A; 71 per cent, Group B; "gives instruction in the use of materials," 67 per cent, Group A; 73 per cent, Group B; "plans and conducts story hours," 79 per cent, Group A; 57 per cent, Group B; "gives instruction in basic reference techniques," 80 per cent, Group A; 67 per cent, Group B; "guides reference and research work of small and large groups," 70 per cent, Group A; 58 per cent, Group B; "assists with independent study," 75 per cent, Group A; 63 per cent, Group B; and "evaluates students' library skills and performance and informs teachers of results," 90 per cent, Group A; 50 per cent, Group B.

Classroom Teachers are involved in both groups in these services of instruction, but not to any noticeable extent. Of the 13 services, the comparison between Group A and Group B indicates a greater percentage of involvement by the Elementary School Media Librarian for eight of the 13 services of instruction. The District School Media Director of Group A is not noticeably involved in the services of instruction.

#### Comparison of Responses from the Three Designated Respondents

The three respondents for both groups viewed major involvement by the Elementary School Media Librarian for these four services: "orients

students to the library," "gives incidental instruction in library skills," "gives instruction in the use of materials," and "gives instruction in basic reference techniques."

Building Principals and Elementary School Media Librarians of Group B perceived more involvement in instructional services by the Elementary School Media Librarians than did Classroom Teachers. In Group A, all three respondents viewed major involvement of the Elementary School Media Librarian for six of the 13 services. As an overall assessment, the services of instruction as perceived by the three respondents of Group A and Group B appear to involve the Elementary School Media Librarian to the greatest extent; however, the involvement by Elementary School Media Librarians of Group A is greater overall than for Group B.

#### Involvement in Services of Acquisition and Evaluation

The acquisition and evaluation of materials and equipment is one of the major functions of the library media center (23) (54). Selected for the questionnaire instrument were 23 services of acquisition and evaluation of materials and equipment.

#### Responses from Building Principals

Involvement in services of acquisition and evaluation, as reported by Building Principals, are recorded in Tables XIX and XX. Building Principals of Group A perceived the District School Media Director as involved to a major extent for eight of the 23 services. For the other 15 services, they saw no major involvement by a specific position;

however, the District School Media Directors were more greatly involved in 11 services than any other position. The Elementary School Media Librarian was more involved in the four remaining services of acquisition and evaluation.

The District School Media Director had major involvement for these services of acquisition and evaluation: "supervises the processing of materials," 65 per cent; "receives and processes materials before cataloging," 52 per cent; "processes and catalogs materials for elementary media center circulation," 76 per cent; "develops routing lists for distribution of materials," 50 per cent; "maintains an inventory control of materials for the district," 64 per cent; "responsible for the formulation of the materials selection policy for the library media program," 65 per cent; and "coordinates the selection and acquisition of materials," 52 per cent. The District School Media Director was the only position involved in the service: "compiles and revises book catalogs of print and non-print materials."

Building Principals of Group B viewed major involvement by the Elementary School Media Librarian for ten services of acquisition and evaluation: "schedules use of materials and equipment," 52 per cent; "maintains inventories of materials and equipment of the library media center," 77 per cent; "prepares orders for materials and equipment," 56 per cent; "reads and reviews materials," 70 per cent; "compiles materials lists," 73 per cent; "evaluates and selects print and non-print materials," 51 per cent; "supervises the processing of materials," 76 per cent; "receives and processes materials before cataloging," 77 per cent; "processes and catalogs materials for elementary media center

TABLE XIX

PERCENT OF PERSONNEL INVOLVEMENT IN ACQUISITION AND EVALUATION SERVICES  
AS VIEWED BY BUILDING PRINCIPALS OF GROUP A

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
1. Maintains file of teacher and student evaluations of films and other audio-visual materials previously used	19	41	26	22	--	11	--	100
2. Supervises the processing of materials	20	--	20	65	--	10	5	100
3. Prepares orders for materials and equipment	31	--	42	29	16*	10	3	100
4. Receives and processes materials before cataloging	23	--	31	52	4	13	--	100
5. Processes and catalogs materials for elementary media center circulation	24	--	8	76	4	13	--	100
6. Reads and reviews materials	31	--	43	32	13	6	6	100
7. Compiles materials lists	25	--	40	44	4	--	12	100
8. Develops routing lists for distribution of materials	22	5	31	50	--	5	9	100
9. Maintains an examination program for trade books, audio-visual resources, textbooks, and other instructional materials	22	33	9	28	8	18	4	100
10. Compiles and revises book catalogs of print and non-print materials for district-wide distribution	18	39	--	61	--	--	--	100
11. Maintains an inventory control of materials for the district	22	9	14	64	--	13	--	100
12. Conducts evaluation of adequacy and suitability of facilities, equipment, materials, and services with regard to learning outcome	24	17	13	33	29*	4	4	100

TABLE XIX (Continued)

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
13. Evaluates and selects audio-visual equipment such as projectors, phonographs, and tape recorders	22	--	14	36	18*	32	--	100
14. Manages the distribution, repair, and maintenance of equipment and resources	18	--	11	28	17*	39	5	100
15. Schedules use of materials and equipment	20	5	25	20	15*	30	5	100
16. Maintains inventories of materials and equipment of the library media center	26	4	35	42	--	15	4	100
17. Confers with sales representatives to learn of new materials and equipment	27	--	26	48	19*	7	--	100
18. Responsible for the formulation of the materials selection policy for the library media program	20	15	15	65	5	--	--	100
19. Provides for the evaluation of all materials	23	18	18	48	8	--	4	100
20. Coordinates the selection and acquisition of materials	25	8	16	52	12	12	--	100
21. Enlists faculty in formulating a written selection policy for materials	22	36	27	32	5	--	--	100
22. Enlists faculty participation and recommendations in evaluating and selecting materials	27	20	31	33	12	4	--	100
23. Evaluates and selects print and non-print materials	27	7	37	40	16	--	--	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

\*Greater involvement by the Building Principal

TABLE XX

PERCENT OF PERSONNEL INVOLVEMENT IN ACQUISITION AND EVALUATION SERVICES  
AS VIEWED BY BUILDING PRINCIPALS OF GROUP B

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
1. Maintains file of teacher and student evaluations of films and other audio-visual materials previously used	16	63	19	6	--	--	12	100
2. Supervises the processing of materials	17	6	76	6	--	--	12	100
3. Prepares orders for materials and equipment	21	--	56	10	20	4	10	100
4. Receives and processes materials before cataloging	18	--	77	6	--	6	11	100
5. Processes and catalogs materials for elementary media center circulation	18	--	73	10	--	5	12	100
6. Reads and reviews materials	17	--	70	12	6	--	12	100
7. Compiles materials lists	18	--	73	16	--	--	11	100
8. Develops routing lists for distribution of materials	19	36	26	16	11	--	11	100
9. Maintains an examination program for trade books, audio-visual resources, textbooks, and other instructional materials	15	44	25	--	6	--	25	100
10. Compiles and revises book catalogs of print and non-print materials for district-wide distribution	16	44	19	12	--	--	25	100
11. Maintains an inventory control of materials for the district	15	40	27	6	--	--	27	100
12. Conducts evaluation of adequacy and suitability of facilities, equipment, materials, and services with regard to learning outcome	17	41	24	12	5	--	18	100

TABLE XX (Continued)

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
13. Evaluates and selects audio-visual equipment such as projectors, phonographs, and tape recorders	23	9	43	13	26*	--	9	100
14. Manages the distribution, repair, and maintenance of equipment and resources	19	11	31	16	31*	11	11	100
15. Schedules use of materials and equipment	19	16	52	10	--	--	11	100
16. Maintains inventories of materials and equipment of the library media center	18	--	77	--	--	--	18	100
17. Confers with sales representatives to learn of new materials and equipment	23	--	44	13	26*	--	17	100
18. Responsible for the formulation of the materials selection policy for the library media program	20	5	40	15	15*	5	20	100
19. Provides for the evaluation of all materials	17	18	47	6	6	--	23	100
20. Coordinates the selection and acquisition of materials	20	--	50	15	15*	--	20	100
21. Enlists faculty in formulating a written selection policy for materials	17	53	11	6	6	--	24	100
22. Enlists faculty participation and recommendations in evaluating and selecting materials	19	10	42	16	10*	--	22	100
23. Evaluates and selects print and non-print materials	18	5	51	16	5	--	23	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

\*Greater involvement by Building Principals

circulation," 73 per cent; and "coordinates the selection and acquisition of materials," 50 per cent.

For six services, the Elementary School Media Librarians of Group B were more greatly involved than any other position; however, this was not a major involvement. The Building Principals perceived the seven other services as not performed to a greater degree than any position involved in providing these services. Noticeably evident was non-performance for two services: "maintains file of teacher and student evaluations of films and other audio-visual materials previously used," 63 per cent; and "enlists faculty in formulating a written selection policy for materials," 53 per cent.

Building Principals of Group B perceived major involvement by a single position of library media personnel for the services of acquisition and evaluation than did the Building Principals of Group A. By comparing total involvement in the performance of the services of acquisition and evaluation in Tables XIX and XX, one can observe that there is a greater overall involvement by Group A personnel in the performance of the services of acquisition and evaluation than there is for Group B. Chiefly involved in these services are the District School Media Director and Elementary School Media Librarian.

#### Responses from Classroom Teachers

The responses from Classroom Teachers regarding the services of acquisition and evaluation are recorded in Tables XXI and XXII. Classroom Teachers of Group A viewed the District School Media Director as involved more than 50 per cent for ten of the 23 services. The District School Media Directors were more involved in nine of the remaining 13



services than were the Elementary School Media Librarians of Group A. The percentage of involvement for the four remaining services of acquisition and evaluation shows no major involvement by any single position.

District School Media Directors were involved to a major extent in the services of: "supervises the processing of materials," 60 per cent; "receives and processes materials before cataloging," 55 per cent; "processes and catalogs materials for elementary media center circulation," 69 per cent; "develops routing lists for distribution of materials," 51 per cent; "compiles and revises book catalogs of print and non-print materials for district-wide distribution," 52 per cent; "maintains an inventory control of materials for the district," 60 per cent; "confers with sales representatives to learn of new materials and equipment," 52 per cent; "responsible for the formulation of the materials selection policy for the library media program," 59 per cent; "provides for the evaluation of all materials," 50 per cent; and "coordinates the selection and acquisition of materials," 52 per cent.

The Classroom Teachers of Group B reported that the Elementary School Media Librarians were involved to a major extent in ten of the 23 services of acquisition and evaluation. Five of these ten services were viewed by Classroom Teachers of Group A as involving the District School Media Director to a major extent. The degree of involvement for each group and the services were: "supervises the processing of materials," 60 per cent, Group A; 66 per cent, Group B; "receives and processes materials before cataloging," 55 per cent, Group A; 70 per cent, Group B; "processes and catalogs materials for elementary media center circulation," 69 per cent, Group A; 66 per cent, Group B; "confers with

TABLE XXI

PERCENT OF PERSONNEL INVOLVEMENT IN ACQUISITION AND EVALUATION SERVICES  
AS VIEWED BY CLASSROOM TEACHERS OF GROUP A

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
1. Maintains file of teacher and student evaluations of films and other audio-visual materials previously used	35	34	26	23	--	6	11	100
2. Supervises the processing of materials	47	11	11	60	--	7	11	100
3. Prepares orders for materials and equipment	60	--	38	44	7	3	8	100
4. Receives and processes materials before cataloging	51	--	25	55	2	8	10	100
5. Processes and catalogs materials for elementary media center circulation	45	2	7	69	--	9	13	100
6. Reads and reviews materials	63	2	41	35	13	3	6	100
7. Compiles materials lists	51	4	45	43	8	--	--	100
8. Develops routing lists for distribution of materials	42	5	24	51	--	6	14	100
9. Maintains an examination program for trade books, audio-visual resources, textbooks, and other instructional materials	43	25	12	48	--	6	9	100
10. Compiles and revises book catalogs of print and non-print materials for district-wide distribution	45	24	13	52	--	2	9	100
11. Maintains an inventory control of materials for the district	48	6	15	60	--	10	9	100
12. Conducts evaluation of adequacy and suitability of facilities, equipment, materials, and services with regard to learning outcome	46	16	16	44	15	7	2	100

TABLE XXI (Continued)

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
13. Evaluates and selects audio-visual equipment such as projectors, phonographs, and tape recorders	42	5	21	33	17	24	--	100
14. Manages the distribution, repair, and maintenance of equipment and resources	41	5	15	39	2	29	10	100
15. Schedules use of materials and equipment	41	4	22	40	--	24	10	100
16. Maintains inventories of materials and equipment of the library media center	49	--	32	45	--	10	13	100
17. Confers with sales representatives to learn of new materials and equipment	49	--	16	52	12	14	6	100
18. Responsible for the formulation of the materials selection policy for the library media program	46	2	11	59	2	15	11	100
19. Provides for the evaluation of all materials	50	6	18	50	6	10	10	100
20. Coordinates the selection and acquisition of materials	50	2	18	52	4	14	10	100
21. Enlists faculty in formulating a written selection policy for materials	47	23	23	36	4	--	14	100
22. Enlists faculty participation and recommendations in evaluating and selecting materials	52	--	40	34	11	4	11	100
23. Evaluates and selects print and non-print materials	61	--	39	40	9	4	8	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

TABLE XXII

PERCENT OF PERSONNEL INVOLVEMENT IN ACQUISITION AND EVALUATION SERVICES  
AS VIEWED BY CLASSROOM TEACHERS OF GROUP B

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
1. Maintains file of teacher and student evaluations of films and other audio-visual materials previously used	32	50	19	3	6	3	19	100
2. Supervises the processing of materials	32	3	66	12	--	--	19	100
3. Prepares orders for materials and equipment	31	--	75	12	--	--	13	100
4. Receives and processes materials before cataloging	33	--	70	18	--	--	12	100
5. Processes and catalogs materials for elementary media center circulation	32	6	66	15	--	--	13	100
6. Reads and reviews materials	34	6	70	6	--	3	15	100
7. Compiles materials lists	34	6	62	12	3	3	14	100
8. Develops routing lists for distribution of materials	31	26	32	6	7	10	19	100
9. Maintains an examination program for trade books, audio-visual resources, textbooks, and other instructional materials	31	58	16	3	--	--	23	100
10. Compiles and reviews book catalogs of print and non-print materials for district-wide distribution	32	57	15	6	--	--	22	100
11. Maintains an inventory control of materials for the district	32	38	28	9	--	3	22	100
12. Conducts evaluation of adequacy and suitability of facilities, equipment, materials, and services with regard to learning outcome	32	34	26	--	3	9	28	100

TABLE XXII (Continued)

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
13. Evaluates and selects audio-visual equipment such as projectors, phonographs, and tape recorders	35	17	34	6	14	6	23	100
14. Manages the distribution, repair, and maintenance of equipment and resources	39	13	46	2	10	8	21	100
15. Schedules use of materials and equipment	32	22	35	6	9	3	25	100
16. Maintains inventories of material and equipment of the library media center	33	6	55	12	3	3	21	100
17. Confers with sales representatives to learn of new materials and equipment	34	12	53	6	3	6	20	100
18. Responsible for the formulation of the materials selection policy for the library media program	33	18	49	3	3	6	21	100
19. Provides for the evaluation of all materials	32	19	47	--	6	3	25	100
20. Coordinates the selection and acquisition of materials	35	--	60	12	3	6	19	100
21. Enlists faculty in formulating a written selection policy for materials	32	41	31	3	--	3	22	100
22. Enlists faculty participation and recommendations in evaluating and selecting materials	34	24	47	3	3	3	20	100
23. Evaluates and selects print and non-print materials	33	9	58	3	3	3	24	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

sales representatives to learn of new materials and equipment," 52 per cent, Group A; 53 per cent, Group B; and "coordinates the selection and acquisition of materials," 52 per cent, Group A; 60 per cent, Group B.

The Elementary School Media Librarians of Group B were also involved to a noticeable extent in these five services: "prepares orders for materials and equipment," 75 per cent; "reads and reviews materials," 70 per cent; "compiles materials lists," 62 per cent; "maintains inventories of materials and equipment of the library media center," 55 per cent; and "evaluates and selects print and non-print materials," 58 per cent.

In comparing responses by the Classroom Teachers of Group A and Group B as to the degree of involvement by District School Media Directors of Group A and the Elementary School Media Librarians of Group B, Tables XXI and XXII show that the Elementary School Media Librarians of Group B were involved to a greater extent for 12 of the 23 services of acquisition and evaluation. It can also be noted that the Elementary School Media Librarians of Group A were involved more than 25 per cent in nine of the services of acquisition and evaluation. In combining the involvement percentages of the Elementary School Media Librarians and District School Media Directors of Group A, the total involvement by these two library media positions is greater for all the 23 services than the comparative involvement by Library Media Personnel for Group B.

The Classroom Teachers of Group B reported that these three services were not performed to a noticeable extent: "maintains file of teacher and student evaluations of films and other audio-visual materials

previously used," 50 per cent; "maintains an examination program for trade books, audio-visual resources, textbooks, and other instructional materials," 58 per cent; and "compiles and revises book catalogs of print and non-print materials for district-wide distribution," 57 per cent. It appears from these comparisons of the responses by the Classroom Teachers of Group A and Group B that more involvement by the library media personnel occurs with Group A than Group B.

Responses from District School Media Directors  
and Elementary School Media Librarians

Data are recorded in Table XXIII of responses from District School Media Directors of Group A about the degree of involvement for the services of acquisition and evaluation. Table XXIV presents the data as reported by the Elementary School Media Librarians of Group B. District School Media Directors of Group A view their involvement in the services of acquisition and evaluation to a major extent for 16 of the 23 services. The range of involvement in these services is from 50 per cent to 96 per cent. Even in the remaining seven services, they view their involvement at more than 40 per cent. It, thus, appears that District School Media Directors of Group A view themselves as greatly involved in the services of acquisition and evaluation.

The Elementary School Media Librarians of Group B viewed their position as involved more than 50 per cent in 13 of the services of acquisition and evaluation. According to their responses, no other positions were involved to as great an extent as the Elementary School Media Librarian for the other ten services. Their responses reflected over 50 per cent non-performance for these five services: "maintains

TABLE XXIII

PERCENT OF PERSONNEL INVOLVEMENT IN ACQUISITION AND EVALUATION SERVICES  
AS VIEWED BY DISTRICT SCHOOL MEDIA DIRECTORS OF GROUP A

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
1. Maintains file of teacher and student evaluations of films and other audio-visual materials previously used	23	30	26	44	--	--	--	100
2. Supervises the processing of materials	21	--	--	95	--	5	--	100
3. Prepares orders for materials and equipment	30	--	27	64	--	9	--	100
4. Receives and processes materials before cataloging	23	--	--	95	--	5	--	100
5. Processes and catalogs materials for elementary media center circulation	26	--	--	96	--	4	--	100
6. Reads and reviews materials	33	--	45	45	10	--	--	100
7. Compiles materials lists	30	3	44	50	--	3	--	100
8. Develops routing lists for distribution of materials	26	--	16	62	4	6	--	100
9. Maintains an examination program for trade books, audio-visual resources, textbooks, and other instructional materials	26	16	12	53	--	16	3	100
10. Compiles and revises book catalogs of print and non-print materials for district-wide distribution	22	37	9	50	--	4	--	100
11. Maintains an inventory control of materials for the district	24	4	8	80	--	8	--	100
12. Conducts evaluation of adequacy and suitability of facilities, equipment, materials, and services with regard to learning outcome	27	7	19	57	7	10	--	100



TABLE XXIII (Continued)

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
13. Evaluates and selects audio-visual equipment such as projectors, phonographs, and tape recorders	28	4	18	46	7	25	--	100
14. Manages the distribution, repair, and maintenance of equipment and resources	26	3	15	45	15	22	--	100
15. Schedules use of materials and equipment	28	7	36	40	3	14	--	100
16. Maintains inventories of material and equipment of the library media center	36	--	30	50	3	17	--	100
17. Confers with sales representatives to learn of new materials and equipment	26	--	19	61	8	12	--	100
18. Responsible for the formulation of the materials selection policy for the library media program	29	--	27	55	3	12	--	100
19. Provides for the evaluation of all materials	24	--	33	67	--	--	--	100
20. Coordinates the selection and acquisition of materials	24	17	4	71	4	4	--	100
21. Enlists faculty in formulating a written selection policy for materials	24	25	17	50	4	4	--	100
22. Enlists faculty participation and recommendations in evaluating and selecting materials	30	--	40	47	10	3	--	100
23. Evaluates and selects print and non-print materials	35	--	34	46	11	9	--	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

TABLE XXIV

PERCENT OF PERSONNEL INVOLVEMENT IN ACQUISITION AND EVALUATION SERVICES  
AS VIEWED BY ELEMENTARY SCHOOL MEDIA LIBRARIANS OF GROUP B

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
1. Maintains file of teacher and student evaluations of films and other audio-visual materials previously used	16	81	7	--	--	--	13	100
2. Supervises the processing of materials	16	--	81	19	--	--	--	100
3. Prepares orders for materials and equipment	19	74	5	16	--	5	--	100
4. Receives and processes materials before cataloging	18	--	73	22	--	5	--	100
5. Processes and catalogs materials for elementary media center circulation	17	--	77	18	--	5	--	100
6. Reads and reviews materials	19	5	73	12	5	--	5	100
7. Compiles materials lists	16	18	58	12	--	--	12	100
8. Develops routing lists for distribution of materials	17	47	24	12	--	5	12	100
9. Maintains an examination program for trade books, audio-visual resources, textbooks, and other instructional materials	16	56	13	--	--	--	25	100
10. Compiles and revises book catalogs of print and non-print materials for district-wide distribution	17	59	12	12	--	--	17	100
11. Maintains an inventory control of materials for the district	16	--	44	25	--	12	19	100
12. Conducts evaluation of adequacy and suitability of facilities, equipment, materials, and services with regard to learning outcome	17	36	23	6	--	12	23	100

TABLE XXIV (Continued)

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
13. Evaluates and selects audio-visual equipment such as projectors, phonographs, and tape recorders	18	17	34	5	--	22	22	100
14. Manages the distribution, repair, and maintenance of equipment and resources	17	6	41	12	11	12	18	100
15. Schedules use of materials and equipment	16	13	56	6	6	--	19	100
16. Maintains inventories of material and equipment of the library media center	17	5	59	18	--	5	13	100
17. Confers with sales representatives to learn of new materials and equipment	20	--	70	10	--	20	--	100
18. Responsible for the formulation of the materials selection policy for the library media program	18	11	63	11	--	15	--	100
19. Provides for the evaluation of all materials	18	23	56	11	5	5	--	100
20. Coordinates the selection and acquisition of materials	19	5	69	11	5	10	--	100
21. Enlists faculty in formulating a written selection policy for materials	16	82	6	--	--	6	6	100
22. Enlists faculty participation and recommendations in evaluating and selecting materials	17	18	70	6	6	--	--	100
23. Evaluates and selects print and non-print materials	19	10	70	10	10	--	--	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

file of teacher and student evaluations of films and other audio-visual materials previously used," 81 per cent; "maintains an examination program for trade books, audio-visual resources, textbooks, and other instructional materials," 56 per cent; and "compiles and revises book catalogs of print and non-print materials for district-wide distribution," 59 per cent; "prepares orders for materials and equipment," 74 per cent; and "enlists faculty in formulating a written selection policy for materials," 82 per cent.

The responses by the District School Media Directors of Group A and the Elementary School Media Librarians of Group B would indicate that the services of acquisition and evaluation involve library media personnel more in Group A than in Group B and that there is more involvement in the performance of the services overall for Group A than for Group B.

#### Comparison of Responses by the Three Designated Respondents

The designated respondents for Group A viewed the District School Media Director as involved at more than 50 per cent for nine services. These nine services were: "coordinates the selection and acquisition of materials," "supervises the processing of materials," "receives and processes materials before cataloging," "processes and catalogs materials for elementary media center circulation," "develops routing lists for distribution of materials," "compiles and revises book catalogs of print and non-print materials for district-wide distribution," and "maintains an inventory control of materials for the district."

The designated respondents for Group B viewed the Elementary School Media Librarian as involved at more than 50 per cent for eight services. Four of these services with major involvement by the Elementary School Media Librarians of Group B also reflected major involvement by the District School Media Directors of Group A. These four services that Group A and B respondents viewed as involving the two library media positions were: "supervises the processing of materials," "receives and processes materials before cataloging," "processes and catalogs materials for elementary media center circulation," and "coordinates the selection and acquisition of materials." These are the other four services that the respondents of Group B reported as involving the Elementary School Media Librarian to a major degree: "reads and reviews materials," "compiles materials lists," "maintains inventories of materials and equipment of the library media center," and "evaluates and selects print and non-print materials."

It appears that among the respondents, the District School Media Directors viewed their position as being involved to the greatest extent in the services of acquisition and evaluation. Also appearing in the comparisons is evidence that the services of acquisition and evaluation involve the library media positions and other personnel to a greater extent for Group A than for Group B.

#### Involvement in Special Services

The provision of special services from the library media center is the extension of services to the faculty and students beyond the basic operations of the library media center. Selected as extended special services for this study were 19 services.

### Responses from Building Principals

Data about the responses from the Building Principals about special services can be located in Tables XXV for Group A and XXVI for Group B. Building Principals of Group A perceived more involvement by the Elementary School Media Librarian than by the District School Media Director in the special services. The six services in which the Elementary School Media Librarian was involved to a major extent were: "introduces materials of special interest to class groups," 65 per cent; "assists in and provides materials for extra-curricular activities," 60 per cent; "assists teachers and students in locating and selecting materials," 83 per cent; "maintains verticle resource files of pictures, pamphlets, clippings," 72 per cent; "suggests related materials, ideas, and resource people for classroom visits," 50 per cent; and "plans and directs special observances of book and library weeks, holidays, etc." Only for this one service did the Building Principals see involvement by the District School Media Director: "administers central collection of films, filmstrips, audio and video tapes," 57 per cent.

Responses from Building Principals of Group B indicate involvement by the Elementary School Media Librarian from 56 per cent to 67 per cent for six special services. Five of these involved the Elementary School Media Librarians of Group A to a major extent. These five services and the comparative percentages of involvement are: "introduces materials of special interest to class groups," 65 per cent, Group A; 61 per cent, Group B; "assists in and provides materials for extra-curricular activities," 60 per cent, Group A; 63 per cent, Group B; "assists teachers and students in locating and selecting materials,"

TABLE XXV

PERCENT OF PERSONNEL INVOLVEMENT IN SPECIAL SERVICES AS VIEWED  
BY BUILDING PRINCIPALS OF GROUP A

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
1. Administers inter-library loan service	21	33	14	43	5	5	--	100
2. Maintains a central collection of books and other resources for the school system	23	9	30	48	--	13	--	100
3. Maintains a professional collection of books, periodicals, pamphlets, audio-visual materials, curriculum guides, and instructional materials	26	4	42	42	4	8	--	100
4. Maintains a central collection of models, diaramas, art works, and materials for use of all attendance centers	21	33	19	43	--	5	--	100
5. Maintains an archive center for housing of reports and records, public relations materials, and material of a historical nature	18	56	5	34	5	--	--	100
6. Administers a central collection of films, filmstrips, audio and video tapes	21	9	5	57	--	--	--	100
7. Introduces materials of special interest to class groups	17	--	65	6	29*	24	5	100
8. Assists in and provides materials for extra-curricular activities	20	5	60	15	20*	--	--	100
9. Organizes and advises library or book club	21	43	24	14	19*	--	--	100
10. Assists teachers and students in locating and selecting materials	23	4	83	9	4	--	--	100
11. Develops media center handbook for teachers and students	22	42	26	17	10	--	5	100
12. Compiles and administers a community resource persons file	19	58	16	16	--	--	10	100

TABLE XXV (Continued)

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
13. Conducts the library media summer program	20	40	10	40	--	--	10	100
14. Maintains verticle resource files of pictures, pamphlets, clippings	21	10	72	18	--	--	--	100
15. Visits classroom to give book talks	19	48	42	--	--	5	5	100
16. Suggests related materials, ideas, and resource people for classroom units	24	17	50	17	4	12	--	100
17. Plans, organizes, and supervises book fairs	20	50	15	25	5	--	5	100
18. Maintains, repairs, and makes minor adjustments to audio-visual equipment	21	--	24	14	19	38	5	100
19. Plans and directs special observances of book and library weeks, holidays, etc.	26	8	50	30	8	4	--	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

\*Greater involvement by Classroom Teachers



TABLE XXVI

PERCENT OF PERSONNEL INVOLVEMENT IN SPECIAL SERVICES AS VIEWED  
BY BUILDING PRINCIPALS OF GROUP B

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
1. Administers inter-library loan service	16	43	25	6	13*	--	13	100
2. Maintains a central collection of books and other resources for the school system	16	13	43	19	--	--	25	100
3. Maintains a professional collection of books, periodicals, pamphlets, audio-visual materials, curriculum guides, and instructional materials	19	10	38	15	16*	--	21	100
4. Maintains a central collection of models, diaramas, art works, and materials for use of all attendance centers	16	50	13	12	--	--	25	100
5. Maintains an archive center for housing of reports and records, public relations materials, and material of a historical nature	16	44	25	6	--	--	25	100
6. Administers a central collection of films, filmstrips, audio and video tapes	18	11	60	12	6	--	11	100
7. Introduces materials of special interest to class groups	18	12	61	5	5	5	12	100
8. Assists in and provides materials for extra-curricular activities	18	5	63	5	11	5	11	100
9. Organizes and advises library or book club	16	56	13	12	--	6	13	100
10. Assists teachers and students in locating and selecting materials	19	5	64	10	10	--	11	100
11. Develops media center handbook for teachers and students	19	47	21	10	11*	--	11	100
12. Compiles and administers a community resource persons file	17	60	18	5	12*	5	--	100

TABLE XXVI (Continued)

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
13. Conducts the library media summer program	16	75	--	6	--	6	13	100
14. Maintains verticle resource files of pictures, pamphlets, clippings	18	16	56	12	6	--	10	100
15. Visits classroom to give book talks	16	56	31	--	--	--	13	100
16. Suggests related materials, ideas, and resource people for classroom units	18	31	42	--	16*	--	11	100
17. Plans, organizes, and supervises book fairs	16	44	44	--	--	--	12	100
18. Maintains, repairs, and makes minor adjust- ments to audio-visual equipment	18	17	28	--	22*	11	17	100
19. Plans and directs special observances of book and library weeks, holidays, etc.	18	5	67	--	--	5	23	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

\*Greater involvement by the Building Principal

83 per cent, Group A; 64 per cent, Group B; "maintains verticle resource file of pictures, pamphlets, clippings," 72 per cent, Group A; 56 per cent, Group B; and "plans and directs special observances of book and library weeks, holidays, etc.," 50 per cent, Group A; 67 per cent, Group B. The sixth special service with major involvement by the Elementary School Media Librarians of Group B was: "administers a central collection of films, filmstrips, audio and video tapes," 60 per cent.

In comparing the involvement by the Elementary School Media Librarians in Tables XXV and XXVI, it will be noted that for 11 of the special services the involvement was greater for Group A than for Group B. In both groups, non-performance of a service above 50 per cent is reported with three for Group A and five for Group B. Responses from Group A Building Principals indicated these special services involving a high percentage of non-performance: "maintains an archive center for housing reports and records, public relations materials, and material of a historical nature," 56 per cent; "compiles and administers a community resource persons file," 58 per cent; "plans, organizes, and supervises book fairs," 50 per cent. Those five special services Group B Building Principals viewed as not performed are: "maintains a central collection of models, diaramas, art works, and materials for use of all attendance centers," 50 per cent; "organizes and advises library book club," 56 per cent; "compiles and administers a community resource persons file," 60 per cent; "conducts the library media center summer program," 75 per cent; and "visits classrooms to give book talks, 56 per cent.

Although Building Principals for Group A and Group B did not perceive extensive involvement in the performance of these 19 special services, the responses do indicate that involvement by Group A appears to be greater than by Group B.

#### Responses from Classroom Teachers

Tables XXVII and XXVIII provide the data about the responses from Classroom Teachers concerning involvement in special services. Classroom Teachers of Group A viewed major involvement by Elementary School Media Librarians in four of the services for which the Building Principals had also indicated major involvement by this position. These special services and the percent of involvement as viewed by the Classroom Teachers were: "introduces materials of special interest to class groups," 58 per cent; "assists in and provides materials for extra-curricular activities," 52 per cent; "assists teachers and students in locating and selecting materials," 61 per cent; "maintains verticle resource file of pictures, pamphlets, clippings," 62 per cent. The Classroom Teachers viewed two other services as involving the District School Media Director to a noticeable extent: "administers inter-library loan service," 50 per cent; "maintains a central collection of books and other resources for the school system," 52 per cent.

Responses from Classroom Teachers of Group B indicated three special services for which the Building Principals also viewed a high level of involvement. These three were: "administers a central collection of films, filmstrips, audio and video tapes," 53 per cent; "assists teachers and students in locating and selecting materials," 64 per cent; "plans and directs special observances of book and library

TABLE XXVII

PERCENT OF PERSONNEL INVOLVEMENT IN SPECIAL SERVICES AS VIEWED  
BY CLASSROOM TEACHERS OF GROUP A

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
1. Administers inter-library loan service	42	22	12	50	2	2	12	100
2. Maintains a central collection of books and other resources for the school system	41	2	22	56	--	10	10	100
3. Maintains a professional collection of books, periodicals, pamphlets, audio-visual materials, curriculum guides, and instructional materials	52	6	33	44	6	3	8	100
4. Maintains a central collection of models, diaramas, art works, and materials for use of all attendance centers	44	27	23	32	2	7	9	100
5. Maintains an archive center for housing of reports and records, public relations materials, and material of a historical nature	37	49	3	37	--	--	11	100
6. Administers a central collection of films, filmstrips, audio and video tapes	41	2	18	46	--	24	10	100
7. Introduces materials of special interest to class groups	45	4	58	--	29*	--	9	100
8. Assists in and provides materials for extra-curricular activities	48	4	52	13	20*	--	11	100
9. Organizes and advises library or book club	30	50	24	7	8	--	11	100
10. Assists teachers and students in locating and selecting materials	49	--	61	19	7	--	13	100
11. Develops media center handbook for teachers and students	43	35	16	35	2	--	12	100
12. Compiles and administers a community resource persons file	39	54	22	10	4	--	10	100

TABLE XXVII (Continued)

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
13. Conducts the library media summer program	35	46	9	29	--	2	14	100
14. Maintains verticle resource files of pictures, pamphlets, clippings	42	2	62	24	--	--	12	100
15. Visits classroom to give book talks	38	45	34	3	--	5	13	100
16. Suggests related materials, ideas, and resource people for classroom units	37	20	34	14	9	9	14	100
17. Plans, organizes, and supervises book fairs	38	53	11	19	2	2	13	100
18. Maintains, repairs, and makes minor adjust- ments to audio-visual equipment	18	3	20	19**	14	30	14	100
19. Plans and directs special observances of book and library weeks, holidays, etc.	19	35	17	22	13	--	9	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

\*Involvement by Classroom Teachers

\*\*Greater involvement by District School Media Center Clerk

TABLE XXVIII

PERCENT OF PERSONNEL INVOLVEMENT IN SPECIAL SERVICES AS VIEWED  
BY CLASSROOM TEACHERS OF GROUP B

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC*	DP	NA	
1. Administers inter-library loan service	32	41	25	9	3	--	22	100
2. Maintains a central collection of books and other resources for the school system	33	6	61	9	21	3	--	100
3. Maintains a professional collection of books, periodicals, pamphlets, audio-visual materials, curriculum guides, and instructional materials	33	16	56	12	--	3	13	100
4. Maintains a central collection of models, diaramas, art works, and materials for use of all attendance centers	33	58	12	9	--	3	18	100
5. Maintains an archive center for housing of reports and records, public relations materials, and materials of a historical nature	32	57	6	3	--	3	31	100
6. Administers a central collection of films, filmstrips, audio and visual tapes	34	15	53	8	3	3	18	100
7. Introduces materials of special interest to class groups	37	13	45	--	24	--	16	100
8. Assists in and provides materials for extra-curricular activities	35	14	49	--	14	--	17	100
9. Organizes and advises library or book club	32	47	25	--	12	--	16	100
10. Assists teachers and students in locating and selecting materials	36	--	64	11	8	3	14	100
11. Develops media center handbook for teachers and students	32	47	28	9	--	3	13	100
12. Compiles and administers a community resource persons file	31	55	3	--	--	12	30	100

TABLE XXVIII (Continued)

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC*	DP	NA	
13. Conducts the library media summer program	32	68	3	--	--	13	16	100
14. Maintains verticle resource files of pictures, pamphlets, clippings	34	29	38	6	6	--	21	100
15. Visits classroom to give book talk	32	63	12	--	--	3	22	100
16. Suggests related materials, ideas, and resource people for classroom units	32	31	50	--	--	3	16	100
17. Plans, organizes, and supervises book fairs	32	38	28	3	--	3	28	100
18. Maintains, repairs, and makes minor adjustments to audio-visual equipment	32	29	19	3	12**	12	25	100
19. Plans and directs special observances of book and library weeks, holidays, etc.	32	22	50	3	3	--	22	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

\*Involvement by Classroom Teachers

\*\*Involvement by the Building Principal for this service



weeks, holidays, etc.," 50 per cent. Three other services in which the Elementary School Media Librarians of Group B were noticeably involved were: "suggests related materials, ideas, and resource people for classroom units," 50 per cent; "maintains a central collection of books and other resources for the school system," 61 per cent; and "maintains a professional collection of books, periodicals, pamphlets, audio-visual materials, curriculum guides, and instructional materials," 56 per cent.

Classroom Teachers in both groups did not report extensive involvement in the performance of special services. Group A Classroom Teachers reported non-performance above 50 per cent for three services: "organizes and advises library or book club," "compiles and administers a community resource persons file," and "plans, organizes, and supervises book fairs." Non-performance above 50 per cent for Group B was reported by Classroom Teachers for these special services: "visits classrooms to give book talks," "conducts the library media summer program," "compiles and administers a community resource persons file," "maintains a central collection of models, diaramas, art works, and materials for use of all attendance centers," and "maintains an archive center for housing of reports and records, public relations materials, and material of a historical nature." Comparison of the overall view of Tables XXVII and XXVIII would indicate more involvement by Group A library media positions than for Group B; however, Classroom Teachers did not perceive extensive involvement overall in providing special services.

Responses from District School Media Directors  
and Elementary School Media Librarians

Data of the responses of the District School Media Directors can be located in Table XXIX and for the Elementary School Media Librarians in Table XXX. District School Media Directors of Group A viewed more involvement in the performance of special services than did other respondents in that they perceived major involvement by the District School Media Directors for five services and by the Elementary School Media Librarians for six services. The five services involving the District School Media Directors were: "administers inter-library loan services," 58 per cent; "maintains a central collection of books and other resources for the school system," 69 per cent; "maintains a professional collection of books, periodicals, pamphlets, audio-visual materials, curriculum guides, and instructional materials," 55 per cent; "maintains a central collection of models, diaramas, art works, and materials for use of all attendance centers," 60 per cent; and "administers a central collection of films, filmstrips, audio and video tapes," 64 per cent. The services involving the Elementary School Media Librarians of Group A are: "introduces materials of special interest to class groups," 70 per cent; "assists in and provides materials for extra-curricular activities," 52 per cent; "assists teachers and students in locating and selecting materials," 72 per cent; "maintains verticle resource file of pictures, pamphlets, clippings," 72 per cent; "visits classrooms to give book talks," 56 per cent; and "suggests related materials, ideas, and resource people for classroom units," 53 per cent.

TABLE XXIX

PERCENT OF PERSONNEL INVOLVEMENT IN SPECIAL SERVICES AS VIEWED  
BY DISTRICT SCHOOL MEDIA DIRECTORS OF GROUP A

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
1. Administers inter-library loan service	26	15	23	58	--	--	4	100
2. Maintains a central collection of books and other resources for the school system	23	9	18	69	--	4	--	100
3. Maintains a professional collection of books, periodicals, pamphlets, audio-visual materials, curriculum guides, and instructional materials	24	4	29	55	4	4	4	100
4. Maintains a central collection of models, diaramas, art works, and materials for use of all attendance centers	22	36	4	60	--	--	--	100
5. Maintains an archive center for housing of reports and records, public relations materials, and material of a historical nature	20	45	--	45	5	5	--	100
6. Administers a central collection of films, filmstrips, audio and video tapes	25	12	8	64	--	16	--	100
7. Introduces materials of special interest to class groups	23	--	70	13	17	--	--	100
8. Assists in and provides materials for extra-curricular activities	25	8	52	32	8	--	--	100
9. Organizes and advises library or book club	17	71	29	--	--	--	--	100
10. Assists teachers and students in locating and selecting materials	25	--	72	24	4	--	--	100
11. Develops media center handbook for teachers and students	24	34	29	33	4	--	--	100
12. Compiles and administers a community resource persons file	23	30	35	26	--	9	--	100

TABLE XXIX (Continued)

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
13. Conducts the library media summer program	23	49	17	22	4	4	4	100
14. Maintains verticle resource file of pictures, pamphlets, clippings	25	--	72	24	4	--	--	100
15. Visits classroom to give book talk	18	39	56	--	--	--	5	100
16. Suggests related materials, ideas, and resource people for classroom units	28	4	53	28	7	8	--	100
17. Plans, organizes, and supervises book fairs	23	22	31	35	8	4	--	100
18. Maintains, repairs, and makes minor adjustments to audio-visual equipment	25	4	24	12	24*	32**	4	100
19. Plans and directs special observances of book and library weeks, holidays, etc.	30	3	47	40	10	--	--	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

\*Involvement by Building Principals

\*\*Involvement by Audio-Visual Department

TABLE XXX

PERCENT OF PERSONNEL INVOLVEMENT IN SPECIAL SERVICES AS VIEWED  
BY ELEMENTARY SCHOOL MEDIA LIBRARIANS OF GROUP B

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
1. Administers inter-library loan service	18	33	33	28	--	--	6	100
2. Maintains a central collection of books and other resources for the school system	19	10	48	16	10	--	16	100
3. Maintains a professional collection of books, periodicals, pamphlets, audio-visual materials, curriculum guides, and instructional materials	16	7	54	19	--	7	13	100
4. Maintains a central collection of models, diaramas, art works, and materials for use of all attendance centers	17	52	18	6	6	--	18	100
5. Maintains an archive center for housing of reports and records, public relations materials, and material of a historical nature	16	63	12	--	6	--	19	100
6. Administers a central collection of films, filmstrips, audio and video tapes	17	5	61	17	--	5	12	100
7. Introduces materials of special interest to class groups	21	--	80	--	15	--	5	100
8. Assists in and provides materials for extra-curricular activities	15	13	80	--	7	--	--	100
9. Organizes and advises library or book club	17	52	18	6	18	--	6	100
10. Assists teachers and students in locating and selecting materials	14	--	83	11	6	--	--	100
11. Develops media center handbook for teachers and students	17	58	18	12	--	12	--	100
12. Compiles and administers a community resource persons file	16	65	18	--	--	5	12	100

TABLE XXX (Continued)

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
13. Conducts the library media summer program	16	75	6	--	--	--	19	100
14. Maintains verticle resource file of pictures, pamphlets, clippings	18	22	61	11	--	6	--	100
15. Visits classroom to give book talk	16	62	32	--	--	6	--	100
16. Suggests related materials, ideas, and resource people for classroom units	16	7	72	14	7	--	--	100
17. Plans, organizes, and supervises book fairs	16	56	19	--	--	--	25	100
18. Maintains, repairs, and makes minor adjustments to audio-visual equipment	16	6	44	12	--	6	19	100
19. Plans and directs special observances of book and library weeks, holidays, etc.	18	5	84	--	--	--	--	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

The Elementary School Media Librarians of Group B viewed themselves as greatly involved in seven services, four of which involved the Elementary School Media Librarians of Group A to a major extent. These four were: "suggests related materials, ideas, and resource people for classroom units," 72 per cent; "assists teachers and students in locating and selecting materials," 83 per cent; "assists in and provides materials for extra-curricular activities," 80 per cent; "introduces materials of special interest to class groups," 80 per cent. The two other special services involving the Elementary School Media Librarians of Group B to a major extent are: "maintains a central collection of books and other resources for the school system," 54 per cent; and "administers a central collection of films, filmstrips, audio and video tapes," 61 per cent.

The Elementary School Media Librarians reported seven special services as not being performed more than 50 per cent. These were: "maintains a central collection of models, diaramas, art works, and materials for use of all attendance centers," "organizes and advises library or book club," "develops media center handbook for teachers and students," "conducts the library media summer program," "visits classrooms to give book talks," and "plans, organizes, and supervises book fairs." The District School Media Directors viewed considerably more involvement in special services for Group A than did the Elementary School Media Librarians perceive for Group B.

Comparison of Responses of the  
Three Designated Respondents

The respondents of Group A viewed these four services of the 19 special services as involving library media personnel to a major extent: "introduces materials of special interest to class groups," "assists in and provides materials for extra-curricular activities," "assists teachers and students in locating and selecting materials," and "conducts the library media summer program." The respondents of Group B viewed these three services with major involvement by the Elementary School Media Librarian: "administers a central collection of films, filmstrips, audio and video tapes," "assists teachers and students in locating and selecting materials," and "plans and directs special observances of book and library weeks, holidays, etc."

The District School Media Directors of Group A reported more involvement than any of the other respondent groups. The responses indicated more involvement by Group A than by Group B library media personnel in special services; however, special services did not reflect as much involvement comparatively as did the basic services.

Involvement in Preparation and Production  
of Material

One means by which a library media center can develop close rapport with the instructional needs of a school is the production of special materials for teacher and student use (54). Six services relating to the preparation or production of teaching materials were included in the questionnaire instrument.



### Responses of the Building Principals

The responses by the Building Principals are reported in Table XXXI, Group A; Table XXXII, Group B. The Building Principals of Group A viewed these services of preparation and production of materials as being performed by the Elementary School Media Librarian to a major extent: "assists teachers and students in the use of production techniques," 57 per cent; "develops promotional activities for library media center, e.g. bulletin boards and displays, brochures, assembly programs," 55 per cent. Building Principals of Group B viewed involvement in the latter service by the Elementary School Media Librarian at 50 per cent. In addition, these other services noticeably involved the Elementary School Media Librarian: "produces specialized materials for curricular and other needs," 53 per cent; and "responsible for production of publicity materials, posters, book marks, and other graphic displays," 71 per cent. Other personnel in the attendance center and school district, according to the Building Principal responses, were involved in these services at similar levels for both groups

### Responses of the Classroom Teachers

Classroom Teachers responses are reported in Table XXXII, Group A; Table XXXIV, Group B. In neither Group A nor Group B did the Classroom Teachers see major involvement by any position for the six services of preparation and production. The Classroom Teachers of Group B saw more involvement by the Elementary School Media Librarian in four of the six services than did those in Group A. The Classroom Teachers of Group A saw more involvement by the Elementary School Media Librarian than by

TABLE XXXI

PERCENT OF PERSONNEL INVOLVEMENT IN PREPARATION AND PRODUCTION OF MATERIAL  
AS VIEWED BY BUILDING PRINCIPALS OF GROUP A

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
1. Produces specialized materials for curricular or other needs	27	22	41	18	7	12	--	100
2. Assists teachers and students in the use of production techniques	21	33	57	--	10	--	--	100
3. Responsible for production of publicity materials, posters, book marks, and other graphic displays	19	26	21	43	--	10	--	100
4. Responsible for production of new audio-visual materials for instructional use, i.e. slides, graphs, charts	22	18	23	37	4	18	--	100
5. Reproduces teacher-made and student-made materials	18	28	28	16*	5	18	5	100
6. Develops promotional activities for library media center, e.g. bulletin boards and displays, brochures, assembly programs	22	18	55	15	8	4	--	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

\*Greater involvement by District School Media Center Clerk

TABLE XXXII

PERCENT OF PERSONNEL INVOLVEMENT IN PREPARATION AND PRODUCTION OF MATERIAL  
AS VIEWED BY BUILDING PRINCIPALS OF GROUP B

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
1. Produces specialized materials for curricular or other needs	17	18	53	12	6	--	11	100
2. Assists teachers and students in the use of production techniques	17	23	41	12	12	--	12	100
3. Responsible for production of publicity materials, posters, book marks, and other graphic displays	18	6	71	6	6	--	11	100
4. Responsible for production of new audio-visual materials for instructional use, i.e. slides, graphs, charts	17	35	35	12	6	--	12	100
5. Reproduces teacher-made and student-made materials	19	31	26	5	22	5	11	100
6. Develops promotional activities for library media center, e.g. bulletin boards and displays, brochures, assembly programs	18	11	50	16	5	--	18	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

TABLE XXXIII

PERCENT OF PERSONNEL INVOLVEMENT IN PREPARATION AND PRODUCTION OF MATERIAL  
AS VIEWED BY CLASSROOM TEACHERS OF GROUP A

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
1. Produces specialized materials for curricular or other needs	44	19	38	21	9	2	11	100
2. Assists teachers and students in the use of production techniques	44	19	48	16	8	--	9	100
3. Responsible for production of publicity materials, posters, book marks, and other graphic displays	49	16	27	37	2	10**	8	100
4. Responsible for production of new audio-visual materials for instructional use, i.e. slides, graphs, charts	51	20	22	32	9	9	8	100
5. Reproduces teacher-made and student-made materials	43	23	21	21	19*	7	9	100
6. Develops promotional activities for library media center, e.g. bulletin boards and displays, brochures, assembly programs	45	11	46	24	4	2	13	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

\*Involvement by Classroom Teacher

\*\*Involvement by Audio-Visual Department Personnel

TABLE XXXIV

PERCENT OF PERSONNEL INVOLVEMENT IN PREPARATION AND PRODUCTION OF MATERIAL  
AS VIEWED BY CLASSROOM TEACHERS OF GROUP B

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
1. Produces specialized materials for curricular or other needs	31	20	45	3	9	3	20	100
2. Assists teachers and students in the use of production techniques	31	29	42	6	3	--	20	100
3. Responsible for production of publicity materials, posters, book marks, and other graphic displays	32	25	38	9	--	5	25	100
4. Responsible for production of new audio-visual materials for instructional use, i.e. slides, graphs, charts	32	41	22	6	9	--	22	100
5. Reproduces teacher-made and student-made activities	29	46	--	10*	17	3	24	100
6. Develops promotional activities for library media center, e.g. bulletin boards and displays, brochures, assembly programs	32	20	40	6	3	6	25	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

\*Greater involvement by District School Media Center Clerk

the District School Media Director for four services. Group B Classroom Teachers viewed a greater degree of non-performance than did Group A. Overall the involvement by the library media personnel of Group A compared to Group B would indicate more involvement in the preparation and production of materials by Group A.

Responses of the District School Media Director  
and Elementary School Media Librarian

Responses by the District School Media Directors of Group A are located in Table XXV and those of the Elementary School Media Librarians in Table XXXVI. District School Media Directors of Group A viewed the positions of the Elementary School Media Librarian and their positions of District School Media Directors as being most involved in the services of preparation and production of materials. If the percentage of involvement between these two positions for the six services were added together, the range of involvement would be from 60 per cent to 90 per cent. The service for which involvement by the two positions was 90 per cent is that of: "develops promotional activities for library media center; e.g. bulletin boards and displays, brochures, assembly programs.

The Elementary School Media Librarians of Group B viewed themselves as noticeably involved in four of the six services. The involvement in these services ranging from 58 per cent to 66 per cent were: "produces specialized materials for curricular and other needs," "assists teachers and students in the use of production techniques," "responsible for production of publicity materials, posters, book marks, and other graphic displays," and "develops promotional activities for library

TABLE XXXV

PERCENT OF PERSONNEL INVOLVEMENT IN PREPARATION AND PRODUCTION OF MATERIAL  
AS VIEWED BY DISTRICT SCHOOL MEDIA DIRECTORS OF GROUP A

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
1. Produces specialized materials for curricular or other needs	27	7	34	44	7	8	--	100
2. Assists teachers and students in the use of production techniques	27	11	48	26	11	4	--	100
3. Responsible for production of publicity materials, posters, book marks, and other graphic displays	26	11	31	43	--	11	4	100
4. Responsible for production of new audio-visual materials for instructional use, i.e. slides, graphs, charts	20	8	25	35	8	21	5	100
5. Reproduces teacher-made and student-made materials	30	15	30	30*	10	10	5	100
6. Develops promotional activities for library media center, e.g. bulletin boards and displays, brochures, assembly programs	30	--	53	27	10	7	3	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage

\*Greater involvement by District School Media Center Clerk

TABLE XXXVI

PERCENT OF PERSONNEL INVOLVEMENT IN PREPARATION AND PRODUCTION OF MATERIAL  
AS VIEWED BY ELEMENTARY SCHOOL LIBRARIANS OF GROUP B

Services	N	% Personnel Involvement						Total
		NP	EL	DD	AC	DP	NA	
1. Produces specialized materials for curricular or other needs	27	27	63	--	5	--	5	100
2. Assists teachers and students in the use of production techniques	27	21	58	11	5	--	5	100
3. Responsible for production of publicity materials, posters, book marks, and other graphic displays	26	12	59	17	--	--	12	100
4. Responsible for production of new audio-visual materials for instructional use, i.e. slides, graphs, charts	20	48	26	11	5	5	5	100
5. Reproduces teacher-made and student-made materials	30	57	12	7	12	--	12	100
6. Develops promotional activities for library media center, e.g. bulletin boards and displays, brochures, assembly programs	30	17	65	--	5	--	12	100

N: Number of responses; NP: Not performed; EL: Elementary School Media Librarian; DD: District School Media Director; AC: Attendance Center Personnel inclusive of classroom teachers, building principals, volunteers; DP: District Personnel inclusive of superintendents of schools, assistant superintendents, coordinators, consultants, business, maintenance, and audio-visual personnel; NA: Not answered; Total: Total percentage



media center; e.g. bulletin boards and displays, brochures, assembly programs." Overall there is greater involvement for the six services by Group A than by Group B.

#### Comparison of Responses by the

#### Designated Respondents

Respondents of Group A perceived some involvement for all six of the services mostly by either the District School Media Director or the Elementary School Media Librarian. The District School Media Directors viewed more involvement in the performance of these services than did any other respondents.

Respondents of Group B viewed involvement in the services of preparation and production of materials as performed mostly by the Elementary School Media Librarian; however, the involvement was not as great comparatively as involvement in Group A by the library media personnel. Elementary School Media Librarians perceived more involvement by their position than did the other respondents of Group B.

#### Data Collected from Kansas State

#### Department of Education Files

To collect the data analyzed and recorded on the tables that follow, information was taken from the reports made annually to apply for ESEA, Title II funds. The total number of books inventoried for each of the six years, the total number of non-print items in the collection, the reported enrollment, the reported district expenditures for library media materials, and the ESEA, Title II expenditures were selected from these reports. This information was used to determine the growth of

the book and non-print collections from 1966 to 1972 and average annual attendance center per pupil expenditures for library materials with district and ESEA, Title II funds.

#### Expenditure Comparisons

A library media center collection size will be dependent upon the expenditures for library media materials in that center. To compare expenditures between the Group A and Group B library media center collections, the average annual per pupil expenditure with the district funds and ESEA, Title II funds was calculated. From these annual per pupil expenditures, the six-year average was determined for each library media center. These averages are found in Table XXXVII.

The median expenditure for the 23 attendance centers in both groups is located in the \$6.00-\$6.99 per pupil expenditure range; however, seven attendance centers of Group A expended less than \$5.00 per pupil compared to three in Group B. A comparison of attendance centers expending more than \$10.00 per pupil was five for Group A and six for Group B. Maximum expenditures per pupil for the 46 attendance centers in the study was above \$15.00 per pupil. In Group A, two attendance centers were in this range, with one for Group B. The lowest average per pupil expenditure was in the range \$3.00-\$3.99 for two attendance centers of Group A.

#### A Comparison of Per Pupil Valuations and Expenditures

A comparison of per pupil valuations and per pupil expenditures for the library media centers of Group A and Group B can be made with

TABLE XXXVII

RANGE FOR AVERAGE PER PUPIL EXPENDITURES COMBINING  
DISTRICT AND ESEA, TITLE II FUNDS, 1966-1972

Range of Per Pupil Expenditure in \$	<u>Number of Attendance Centers</u>	
	Group A	Group B
3- 3.99	2	0
4- 4.99	5	3
5- 5.99	3	5
6- 6.99	2	4
7- 7.99	3	1
8- 8.99	2	3
9- 9.99	1	1
10-10.99	2	0
11-11.99	1	0
12-12.99	0	3
13-13.99	0	0
14-14.99	0	2
15 and above	2	1
Total	23	23

Table XXXVIII. The data recorded in Table XXXVIII shows the relationship between the district per pupil expenditures and per pupil valuations. The median per pupil valuation for Group A fell in the range \$700-\$799; for Group B in the range \$800-\$899. The lowest per pupil valuations were for two attendance centers in Group A. The lowest per pupil expenditures were made by five attendance centers in Group A that expended the average range from \$2.00 to \$2.99 per pupil. The highest per pupil valuations were in Group B with two attendance centers in the range above \$1200. The highest per pupil expenditures in both groups were made by one attendance center in Group A. From the information presented in this table, there was little noticeable relationship between the per pupil valuation of the district and the district funds spent for the library media center.

#### Collection Comparisons

Further examination of the information available concerned the average enrollment, the percentage of increase of the book and non-print collections during the six-year period, the probable contributing factors relating to the growth of the collections, and the number of items per pupil for each attendance center.

Table XXXIX presents the average enrollment in the 46 attendance centers from 1966-1972. The median range for the average enrollment during the six years of the study for Group A was 201 to 300 students, and for Group B, 101 to 200 range. Three attendance centers in Group A had enrollments above 500; none in Group B had enrollments that large. The schools of Group A in which there were District Library Media Directors tended to reflect larger enrollments.

TABLE XXXVIII

RELATIONSHIP OF AVERAGE PER PUPIL DISTRICT FUNDS EXPENDITURES  
TO DISTRICT PER PUPIL VALUATIONS

Expenditures Per Pupil in Dollars	Valuations Per Pupil In Dollars															
	500-		600-		700-		800-		900-		1000-		1100-		1200 &	
	599		699		799		899		999		1099		1199		Above	
Groups:	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
2- 2.99	--	--	5	--	--	--	--	--	--	--	--	2	--	--	--	--
3- 3.99	1	--	1	2	3	--	1	--	--	--	--	--	--	--	--	1
4- 4.99	--	--	2	--	--	3	--	2	1	1	--	1	--	--	--	--
5- 5.99	--	--	1	--	--	1	1	--	--	--	--	--	--	--	--	--
6- 6.99	--	--	--	--	1	--	--	1	--	1	--	--	--	--	--	1
7- 7.99	1	--	--	--	1	--	--	1	1	--	--	--	--	--	--	--
8- 8.99	--	--	--	--	--	1	1	--	--	--	--	--	--	--	--	--
9- 9.99	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
10-10.99	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--
11-11.99	--	--	--	--	--	--	--	--	--	1	--	--	--	--	--	--
12-12.99	--	--	--	--	1	--	--	--	--	--	--	1	--	--	--	--
13-14.99	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

TABLE XXXVIII (Continued)

Expenditures																
Per Pupil																
in Dollars																
	599		699		799		899		999		1099		1199		1200 & Above	
Groups:	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
15-15.99	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--
16-16.99	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
17-17.99	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--	--
TOTAL	2	0	9	3	6	5	3	4	2	3	1	5	0	0	0	2*

\*Insufficient data reported for one attendance center

TABLE XXXIX  
AVERAGE ENROLLMENT 1966-1972

Enrollment Range	<u>Number of Attendance Centers</u>	
	Group A	Group B
0-100	6	7
101-200	2	10
201-300	6	2
301-400	2	3
401-500	4	1
501-600	1	--
601-700	1	--
701-800	1	--
Total	23	23

To evaluate the collections in the library media centers of book and non-print materials, two sets of data are reported in Tables XL and XLI. To obtain this information, the number of volumes or items per pupil was determined for each year of the six-year period. The six annual per pupil averages were used to determine the six-year average.

An examination of Table XL shows the median number of book volumes per pupil for both Group A and B fell in the range 11-20. The largest number of book volumes per pupil was for one attendance center in Group A with the rank of 60-70 volumes. The smallest number of volumes per pupil from 0-10 were six attendance centers in Group A and three in Group B. It appears that, overall, library media centers of Group B

provide more books per pupil than Group A; however, the difference is not great.

TABLE XL  
AVERAGE NUMBER OF BOOKS PER PUPIL  
1966-1972

Range of Number of Book Volumes	<u>Number of Attendance Centers</u>	
	Group A	Group B
0-10	6	3
11-20	11	14
21-30	4	3
31-40	1	3
41-50	--	--
51-60	--	--
61-70	1	--
Total	23	23

Table XLI indicates the number of non-print items per pupil for the years of the reported study. These averages were determined in the same manner the six-year average of book volumes was processed. The median for Group A was less than one item per pupil; the median for Group B, 1 to 1.9 items per pupil. Four attendance centers in Group A ranged above three items per pupil, three in Group A. One attendance



center in Group A ranked in the 6-6.9 range. There was no noticeable difference between the non-print items per pupil for Group A and Group B.

TABLE XLI  
AVERAGE NUMBER OF NON-PRINT ITEMS PER PUPIL  
1966-1972

Number of Items Per Pupil	<u>Number of Attendance Centers</u>	
	Group A	Group B
Less than 1	12	4
1-1.9	6	14
2-2.9	1	2
3-3.9	2	2
4-4.9	1	--
5-5.9	1	--
6-6.9	--	1
Total	23	23

#### Growth of Collections - 1966-1972

The great variance of book and non-print growth from the 1966 collection to 1972 is shown in Tables XLII, XLIII, XLIV, and XLV.

Selected from the annual reports was information about the factors that would contribute to changes in book collection size for the library media

center. These selected factors are included in the tables. First Section indicates the number of items per pupil for 1966. Following are four columns of contributing factors to changes in library media center collection size. The final column reflects the percentage of increase by number of items between the years 1966-1972.

Using Tables XLII and XLIII, a comparison of the growth of book collections from 1966 to 1972 of the library media centers in Group A and Group B can be made. Three attendance centers of Group B had a greater percentage growth than the highest ranking attendance center of Group A. However, the median percentage growth for Group A was 69 per cent and for Group B, 55 per cent.

A comparison of the initial volumes per pupil indicates that three attendance centers in both groups each began with initial collections under five volumes per pupil; five of Group B and eight in Group A started with from six to nine volumes per pupil; 15 of Group B initially had over ten books per pupil compared to 12 in Group A.

Observation of the factors that would contribute to the increase or decrease of book collection size indicates that four of the library media centers of Group A and five of Group B had large initial collections with withdrawals made during the six years. Nine of the library media centers of Group A and 11 of Group B showed withdrawals greater than 10 per cent of the total items during the six-year period. Three attendance centers in Group B with small initial collections showed evidence of withdrawals during this time but none in Group A. These withdrawals, recorded by librarians, are discarded and lost books. Books are discarded when the information is no longer useful, the

contents are no longer of interest to patrons, and the books are beyond repair (23).

Special allocations of funds through federal funding were made for one attendance center in each group. In Group B, an attendance center received an ESEA, Title II special grant for a project to develop a mobile collection of library materials for circulation to the entire school district. In Group A, special funds of ESEA, Title II were allocated for the development of this library media center toward meeting the National Standards of the American Library Association. In both cases, funding was under the special projects granted for Demonstration Libraries in Kansas. Special allocations of district funds, reflected in a large one-year increase in expenditures, were made for two attendance centers in Group B and five in Group A at sometime throughout the six-year period.

As district and ESEA, Title II funds for library media materials are based on a per pupil allotment, decreases in enrollments would reflect lower per pupil budgetary expenditures. Fourteen attendance centers in Group A and 12 in Group B had enrollment decreases of over 10 per cent. Half of these attendance centers in both Group A and B ranked below the median in percentage growth of the book collections.

Using Tables XLIV and XLV, a comparison of growth of the non-print collections from 1966-1972 of the library media centers in Group A and Group B can be made. Three attendance centers of Group A had a greater percentage growth than any center had in Group B. Two of those three from Group A had no non-print materials in 1966. The median percentage growth for Group A was 376 per cent and for Group B, 189 per cent.

TABLE XLII

FACTORS PRESENT, 1966-1972 TO REFLECT AN INCREASE OR DECREASE IN BOOK  
COLLECTIONS FOR TWENTY-SIX ATTENDANCE CENTERS OF GROUP A

Initial Collections, 1966 Volumes Per Pupil			Contributing Factors of the Increase or Decrease				Percent Increases in Book Volumes %
Under 5	6-9	Over 10	Withdrawals	Special Allocations	Over 10% Enrollment Increase	Over 10% Enrollment Decrease	
x	--	--	--	x	--	x	747
x	--	--	--	x	x	--	497
--	x	--	--	--	x	--	168
--	--	x	--	x	x	--	148
--	--	x	--	--	x	--	118
--	x	--	x	--	x	--	112
--	x	--	x	--	--	x	99
x	--	--	x	--	--	x	96
--	x	--	--	--	--	x	93
--	--	x	x	x	--	x	91
--	x	--	--	--	--	x	79
--	x	--	x	--	--	x	69
--	--	x	--	--	--	x	64
--	--	x	--	--	x	--	53
--	--	x	--	--	--	x	49
--	x	--	--	--	--	x	49
--	--	x	x	--	--	x	35
--	x	--	x	--	--	x	34
--	--	x	x	x	--	x	18
--	--	x	x	--	x	--	18
--	--	x	--	--	--	x	9
--	--	x	--	--	--	--	-28
--	--	x	--	--	--	--	-56
Column Totals	3	8	12	9	5	7	14

TABLE XLIII

FACTORS PRESENT, 1966-1972 TO REFLECT AN INCREASE OR DECREASE IN BOOK  
COLLECTIONS FOR TWENTY-SIX ATTENDANCE CENTERS OF GROUP B

Initial Collections, 1966			<u>Contributing Factors to the Increase or Decrease</u>				Percent Increase in Book Volumes %
<u>Volumes Per Pupil</u>			Withdrawals	Special Allocations	Over 10%	Over 10%	
Under 5	6-9	Over 10			Enrollment Increase	Enrollment Decrease	
x	--	--	x	--	--	x	2211
x	--	--	x	--	--	x	2211
x	--	--	x	--	--	x	817
--	--	x	x	--	x	--	433
--	x	--	--	--	--	x	246
--	--	x	x	x	--	--	187
--	x	--	x	--	x	--	98
--	--	x	x	--	--	x	83
--	x	--	x	--	--	x	62
--	--	x	--	--	--	--	58
--	--	x	--	x	x	--	56
--	--	x	--	--	--	x	55
--	x	--	x	--	x	--	47
--	--	x	--	--	--	--	47
--	x	--	--	--	--	x	46
--	--	x	--	x	x	--	35
--	--	x	--	--	x	--	35
--	--	x	--	--	x	--	34
--	--	x	--	--	--	x	34
--	--	x	--	--	--	x	17
--	--	x	--	--	--	x	12
--	--	x	x	--	--	x	-6
--	--	x	x	--	--	x	-16
Column Total	3	5	15	11	3	7	12

A comparison of the initial items per pupil in 1966 were Group A; none, 2; 1-50 items, 8; 51-100 items, 5; over 100 items, 7; for Group B: none, 2; 1-50 items, 5; 51-100 items, 5; over 100 items, 9 (Two attendance centers' reports in Group B provided insufficient data to be included in Table XLV.). Observation of the factors that would contribute to the increase or decrease in collection sizes shows that withdrawal figures reflecting lost or discarded items were evident for Group A with four attendance centers beginning with initial collections of 1-50 items, one with 51-100 initially, and four with over 100 items. These withdrawals would be reflected in the percentage of growth figures.

Special allocations were made for Group A to one center with no items in 1966, to two centers with 1-50 items and to one center with over 100 items. For Group B, special allocations were made to two centers with initial collections of 1-50 items and to two with 51-100 items. These special allocations could reflect in the number of items purchased during the six-year period.

Tables XLII, XLIII, XXIV, and XXXV show a wide range of variations in book collection growth and non-print item collection growth among the attendance centers of the two groups. The median percentages of growth comparisons for book collections were not noticeably divergent. However, the difference of medians for non-print items was: Group A, 376 per cent, and Group B, 189 per cent.

Contributing factors that could reflect in increases and decreases of acquisition of books and non-print items were identified as:

- (1) initial collection size, (2) withdrawals of lost or discarded items,
- (3) special allocations, and (4) increase or decrease in enrollment

TABLE XLIV

FACTORS PRESENT, 1966-1972 TO REFLECT AN INCREASE OR DECREASE IN NON-PRINT COLLECTION  
GROWTH IN TWENTY-SIX ATTENDANCE CENTERS OF GROUP A

Initial Collections, 1966				Contributing Factors to Increase or Decrease				Percent
Items Per Pupil				Withdrawals	Special Allocations	Over 10%	Over 10%	Increase
None	1-50	51-100	Over 100			Enrollment Increase	Enrollment Decrease	in Non-Print Items
x	--	--	--	--	--	--	x	32,700
x	--	--	--	--	x	x	--	13,900
--	x	--	--	--	--	x	--	8,650
--	x	--	--	x	--	x	--	2,493
--	x	--	--	--	--	--	x	1,113
--	x	--	--	x	--	--	x	746
--	x	--	--	--	x	--	x	588
--	--	x	--	--	--	x	--	549
--	--	x	--	--	--	--	x	496
--	x	--	--	--	--	--	x	462
--	x	--	--	--	--	--	x	451
--	--	--	x	--	--	--	x	376
--	--	--	x	x	--	--	x	365
--	--	--	x	--	x	--	x	327
--	--	x	--	--	--	--	x	325
--	--	--	x	x	--	x	--	181
--	--	--	x	x	--	x	--	150
--	--	x	--	--	--	--	x	116
--	--	--	x	x	--	--	x	90
--	x	--	--	x	--	--	x	63
--	--	--	x	--	x	--	x	40
--	x	--	--	x	x	x	--	21
--	--	x	--	x	--	--	--	-63
Column Total	2	8	5	7	9	5	7	14

TABLE XLV

FACTORS PRESENT, 1966-1972 TO REFLECT AN INCREASE OR DECREASE IN NON-PRINT COLLECTION  
GROWTH IN TWENTY-SIX ATTENDANCE CENTERS OF GROUP B

Initial Collections, 1966 Items Per Pupil				Contributing Factors to Increase or Decrease				Percent
None	1-50	51-100	Over 100	Withdrawals	Special Allocations	Over 10% Enrollment Increase	Over 10% Enrollment Decrease	Increase in Non-Print Items
--	X	--	--	--	X	--	X	5,633
--	--	X	--	X	X	X	--	1,526
--	X	--	--	--	X	X	--	1,240
--	--	X	--	X	--	X	--	902
--	X	--	--	--	--	--	X	610
--	X	--	--	--	--	X	--	487
X	--	--	--	--	--	--	X	480
--	--	--	X	--	--	--	X	240
--	--	X	--	--	X	X	--	237
X	--	--	--	--	--	--	X	197
--	--	--	X	X	--	--	--	189
--	--	--	X	X	--	X	--	173
--	--	--	X	--	--	--	X	136
--	--	--	X	X	--	X	--	105
--	--	X	--	--	--	--	--	102
--	--	--	X	X	--	--	X	81
--	X	--	--	X	--	--	--	70
--	--	X	--	--	--	--	X	37
--	--	--	X	X	--	--	X	37
--	--	--	X	X	--	--	X	3
--	--	--	X	X	--	--	X	-21*
Column Total	2	5	9	10	4	7	11	

\*Insufficient data reported by two attendance centers to be included



resulting in decreases or increases in funding by the district and ESEA, Title II.

### Accessibility of Materials

The accessibility of the collection of materials in the attendance centers would be dependent upon the location of the materials. All centers reporting indicated that the materials were cataloged and classified; however, all district reports did not indicate the books were accessible from a library media center centralized collection. In Table XLVI the location of the collection shows that in both comparison groups three attendance centers had the books in classroom collections only. For the attendance centers having both centralized collections in a library media center and also classroom collections, eight were reported for Group A and six for Group B. Twelve attendance centers in Group A and 14 in Group B reported only centralized collections.

TABLE XLVI  
LOCATION OF BOOK AND NON-PRINT COLLECTIONS

Locations	<u>Number of Attendance Centers</u>	
	Group A	Group B
Centralized	12	14
Centralized and Classrooms	8	6
Classrooms	3	3
Total	23	23

To determine comparative information about the hours of service, the hours of professional and clerical service, and the collection of magazines, data were only available for the last two years of the study. The information in the remaining tables reflect only what was the program and services for 1970-1971 and 1971-1972 school years.

#### Hours of Accessibility for Students and Teachers

Students and teachers can have access to materials only during the hours that the library media center is open. Since 20 schools in each of the compared groups have centralized collections, a consideration must be given to the number of hours per day that these materials are available. Table XLVII indicates the hours the library media center is open to students and teachers. The three attendance centers in both groups having classroom collections only are recorded in the 0-1.9 hours per day of hours open.

The median number of hours open for Group A ranks at 3.1 to 4 hours; while the median for Group B falls in the range 5.1-6. The least number of hours, 0-1.9, includes six attendance centers of Group A and four of Group B. Library media centers that are open more than seven hours per day are seven for Group A and ten for Group B. Accessibility due to hours the library is open is slightly better for Group B attendance centers.

#### Staffing by Professionals and Clericals

Although the materials are accessible, there also needs to be a professional librarian to aid students and teachers and/or a clerk to

TABLE XLVII  
HOURS LIBRARY MEDIA CENTER MATERIALS  
ACCESSIBLE PER DAY

Range of Hours	<u>Number of Attendance Centers</u>	
	Group A	Group B
0-1.9	6	4
2-2.9	3	3
3-3.9	3	1
4-4.9	2	1
5-5.9	0	--
6-6.9	4	4
Over	7	10
Total	23	23

keep materials in order and accessible. Table XLVIII indicates the hours personnel are available in the library media center for service to students and teachers. These are referred to as contact hours.

The median number of contact hours that a professionally qualified elementary school media librarian served for Group A was at least ten hours. The median for Group B was less than ten hours. Group A provided professional hours for 30 hours per week to five attendance centers while none in Group B provided 30 contact hours weekly. In Group A, 30 contact hours of paid clerical help was provided to two centers and in Group B, to five centers. No professional contact hours were reported for four library media centers in Group A and five in Group B. No paid elementary library media clerks provided contact hours for 18 library media centers in Group A and 16 in Group B.

TABLE XLVIII  
CONTACT HOURS OF PROFESSIONAL AND PAID CLERICAL STAFF

Hours of Contact Per Week	<u>Positions of Staff Contact</u>			
	Professional		Clerical	
	Group A	Group B	Group A	Group B
None	4	5	18	16
Less than 10	3	2	--	--
10	7	6	--	--
15	4	9	3	1
30	5	--	2	5
Total	23	22*	23	22*

\*One report did not provide data

From Table XLVIII, it appears that Group A library media centers provide more professional contact hours than does Group B; while Group B provides more clerical contact hours.

Table XLIX indicates the number of library media centers using volunteer help for both groups. There was a greater use of volunteer service by attendance centers in Group B compared to Group A.

TABLE XLIX

## AVAILABILITY OF VOLUNTEER STUDENT OR ADULT SERVICE

Kind of Volunteer	<u>Number of Attendance Centers</u>	
	Group A	Group B
Adult	3	5
Student	4	8
Total	7	13

Comparing information in Table XLIX to information in Table XLVIII, it would appear that Group A uses more paid service with less volunteer service, and the reverse is true for Group B.

Seating Capacity of Library Media Centers

The utilization of the library media center depends to an extent upon the number of students that can be seated. Table L indicates the

seating capacity of the library media centers for both groups based on seating available in relationship to the attendance center enrollment.

TABLE L  
SEATING CAPACITY BY PERCENTAGE OF TOTAL  
SCHOOL ENROLLMENT

Percentage of Enrollment	<u>Number of Attendance Centers</u>	
	Group A	Group B
Less than 10	14	12
10-14	2	2
15 and above	7	9
Total	23	23

The three schools in each group having no centralized library media center are recorded as having a seating capacity of less than ten. More attendance centers in Group B recorded seating capacities above 15 per cent of the enrollment. It should be noted that Table XXXIX indicated the enrollments for Group A attendance centers were larger than for Group B.

#### Magazines and Indexes to Magazines

Data relative to the collection of magazines and indexes to those magazines were available for only the last two-year period of the study. Since current information is dependent upon the availability of

magazines, the accessibility of sufficient number of magazines and the indexes to the articles therein is of importance. Table LI reports the number of titles of subscriptions that were available during the last two years of the study.

In comparing the number of magazines available to Group A and Group B, Table LI shows the median for both to fall in the 11-25 range. Four attendance centers in Group A subscribed to more than 40 titles of magazines, whereas none of the Group B centers had that great a number. Five attendance centers in Group A subscribed to less than ten; while only two in Group B subscribed to less than ten.

TABLE LI  
SUBSCRIPTIONS BY TITLE OF MAGAZINES  
AVAILABLE, 1970-1972

Range of Number of Titles	<u>Number of Attendance Centers</u>	
	Group A	Group B
0-10	5	2
11-25	8	17
26-40	6	2
40 and above	4	--
Total	23	21*

\*Information was not reported by two attendance centers

Two indexes to magazines, used by elementary schools, are entitled the Readers Guide to Periodical Literature and the Subject Index to Children's Magazines. Table LII shows subscriptions to these indexes for two years. In Group A, five library media centers had available the Readers Guide to Periodical Literature, compared to ten in Group B. Twelve in Group A subscribed to the Subject Index to Children's Magazines compared to one in Group B. The total number of attendance centers providing indexes to magazines was 17 in Group A and 11 in Group B.

TABLE LII  
INDEXES TO MAGAZINES AVAILABLE, 1970-1972

Index Titles	Number of Attendance Centers	
	Group A	Group B
<u>Readers Guide to Periodical Literature</u>	5	10
<u>Subject Index to Children's Magazines</u>	12	1
Total	17	11

#### Centralized District Services to Library Media Centers

Information relative to three kinds of centralized district-wide services provided to the library media centers of the two groups was available for 1970-1971 and 1971-1972 school years. Table LIII shows



the number of attendance centers in each group receiving these centralized district services. Table LIII indicates that the number of centers receiving centralized district services that support the library media program is noticeably greater for the Group A attendance centers than for Group B.

TABLE LIII  
CENTRALIZED DISTRICT SERVICES TO LIBRARY  
MEDIA CENTERS

Type of Service	Group A			Group B		
	YES	NO	NA	YES	NO	NA
Audio-Visual Production	14	9	--	5	16	2
Sound Film Library	16	7	--	4	17	2
Central Pro- cessing Library Media Materials	21	1	1	3	18	2

#### Summary

The information presented in this chapter was the reported data from the Data Collection for Library Services in Selected Elementary Attendance Centers in Kansas and information obtained from the Kansas State Department of Education files. Comparisons of responses by the Building Principals, Classroom Teachers, and District School Media

Directors or Elementary School Media Librarians of Group A and Group B were made. The comparisons between Group A and Group B were made as to the extent of involvement in the services of Educational Program Development, Administration and Supervisory Instruction, Acquisition and Evaluation, Special Services, and Preparation and Production of Materials. Information about this involvement was presented in Tables I to XXXVI with narrative comparisons made for the Building Principals, the Classroom Teachers, the District School Media Directors, and the Elementary School Media Librarians. For each of the six areas, a comparison of the responses from the designated respondents was also included.

The information obtained from the ESEA, Title II report-application files from 1966 to 1972 at the Kansas State Department of Education was reported for comparison between Group A and Group B to include Expenditure Comparisons, Growth of Collections, 1966-1972, Accessibility of Materials. The information reported about Accessibility of Materials was obtained for the last two years of the study.

Chapter V will present the purpose of the study, the findings, conclusions, and recommendations made based on the information that has been reported in Chapter IV.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The general purpose of this study was to compare the development of selected elementary school library media centers in Kansas from 1966-1972. Specifically, the purpose was to (a) examine the involvement of the District School Media Directors in the organization and development of Kansas elementary school library media centers, and (b) determine the effect of this involvement upon the development of elementary library media centers to which the position of District School Media Director was assigned. The problem was derived from the need for information concerning the degree of contribution, involvement, and leadership by the District School Media Director in the development and implementation of elementary school media centers.

The instrument, Data Collection for Library Services in Selected Elementary Attendance Centers in Kansas, was constructed from the Task Analysis Survey of the School Library Manpower Project (54) and the Standards for School Media Programs (2) to fit the needs of this study. This questionnaire elicited responses by Building Principals, Classroom Teachers, and the District School Media Director or the Elementary School Media Librarian from 23 attendance centers in each of the two groups of the sample population: Group A employing District School Media Directors; Group B not employing District School Media Directors. The scope of the questions was selected to assess involvement in these

areas: Educational Program Development Services, Administration and Supervisory Services, Instruction Services, Acquisition and Evaluation Services, Special Services, and Preparation and Production of Material Services.

A second source of information was from the Kansas State Department of Education reports and applications for the Elementary and Secondary Education Act, Title II. From these sources, information was collected for each year of the study to determine for each library media center the expenditures, growth of collection, and the accessibility of materials.

The instrument, Data Collection for Library Services in Selected Elementary Attendance Centers in Kansas, was sent to a contact person of each district from which were randomly selected attendance centers. Two groups were assigned for the study. Group A represented the 23 school districts that employed an officially designated District School Media Director. Group B represented these schools not employing a District School Media Director. Contact persons were mailed the questionnaire instrument, instructions, and return mailing envelopes for each randomly selected attendance center. The contact person for Group A was the District School Media Director and for Group B, the Elementary School Media Librarian. The questionnaires were distributed by the contact person to the Building Principals and two Classroom Teachers. One was to be answered by the contact person.

In Group A, all four respondents completed the instrument from 14 of the 23 selected attendance centers; three respondents completed them in four attendance centers; one respondent replied from two attendance centers; and none from three. In two of the latter, replies indicating

the reasons for the lack of response were provided. In Group B, four respondents replied from ten attendance centers; three responses were received from five; one from one; and none from the remaining seven attendance centers. One of the latter group returned all materials unanswered, as the attendance center had ceased operation with the 1971-1972 school year.

All attendance centers in which three or four respondents returned the instrument were included in this comparison; thus, 18 attendance center responses were included in the statistics for Group A, and 15 for Group B. Returns from 78 per cent of the attendance centers in Group A and 65 per cent in Group B were included in the statistical assessments. In those cases in which only three respondents replied, the fourth respondent was recorded as a not answered item to correspond with other items left unanswered by those who did return the instrument.

The information to compare expenditures, collection, and accessibility of materials was collected by the researcher from the files at the Kansas State Department of Education for each of the 23 attendance centers in Group A and Group B. The study included 46 attendance centers.

### Findings

A. The results of the data processed from the questionnaire instrument revealed these findings concerning the involvement in the six selected service areas:

1. Overall, the six areas of service, as perceived by the respondents of Group A and Group B: Educational Program Development, Administration and Supervisory, Instruction, Acquisition

and Evaluation, Special Services, Preparation and Production of Material involved the library media personnel of Group A attendance centers with a District School Media Director more than for Group B, attendance centers without a District School Media Director.

2. Educational Program Development. Building Principals viewed more involvement in Educational Program Development by Elementary School Media Librarians of Group B than Group A. Classroom Teachers, District School Media Directors, and Elementary School Media Librarians reported greater involvement by the Elementary School Media Librarian of Group A than Group B. District School Media Directors were not as greatly involved as were the Elementary School Media Librarians. Responses reflected more non-performance of the services for Group B than for Group A.
3. Administration and Supervisory Services. Administration and Supervisory services involved the District School Media Director and Elementary School Media Librarian of Group A more than for Group B. Building Principals and Classroom Teachers viewed major involvement by the District School Media Director for approximately one-third of the services. The District School Media Directors viewed their involvement at a higher level for 12 of 15 services. Respondents general concurrence identifies that more administration and supervisory library media services involve the library media staff of Group A than Group B.

4. Instruction Services. In Instruction services, Elementary School Media Librarians of both groups were noticeably involved in a majority of the instructional services. The overall involvement of the Elementary School Media Librarian was perceived as being greater for these services than for the other services examined. It should be noted that in Group B (1) Building Principals and Elementary School Media Librarians perceived this involvement to a greater extent than Classroom Teachers and (2) exceptional instances of non-performances of a few services were reported.
5. Acquisition and Evaluation Services. Involvement in the services of Acquisition and Evaluation were viewed as being performed to a major extent by the District School Media Directors of Group A and by the Elementary School Media Librarians of Group B. The involvement in these services overall was greater than for other basic services as less evidence of perceived non-performance was reported. Involvement in the services of acquisition and evaluation is more noticeable for library media personnel in Group A than in Group B.
6. Special Services. For Special Services, the Elementary School Media Librarians of both groups were more involved for Group A than for Group B. Non-performance of services was greater for Group B than for Group A. The services involving the Elementary School Media Librarians were related to the presentation of materials for instruction. Building Principals did not perceive extensive involvement in either groups for special

services, but the other respondents reflected more involvement by Group A than by Group B. District School Media Directors perceived more extensive involvement by the Elementary School Media Librarians and the District School Media Directors in providing special services than did any other respondents. The three respondent sources indicated more involvement by Group A than by Group B library media personnel in special services; however, special services did not reflect as much involvement as did the basic services of administration and supervision and acquisition and evaluation.

7. Preparation and Production of Material. Involvement in Preparation and Production of Material was reported by Group A respondents as involving the District School Media Director or the Elementary School Media Librarian at a high level for all services. The District School Media Directors perceived greater involvement than did other respondents. For Group B, the Elementary School Media Librarian was the most involved and perceived the most involvement by their position.
8. Agreement About Amount of Involvement. The designated respondents consistently agreed in general about the positions most involved in providing the services of an area, but little agreement was apparent among them about specific services. District School Media Directors and Elementary School Media Librarians tended to see their own positions as more involved than the Building Principals or Classroom Teachers viewed the involvement by these positions.



B. The findings using the data taken from the Elementary and Secondary Education Act, Title II files of the Kansas State Department of Education indicates:

1. Expenditures. The median per pupil average expenditure of district and ESEA, Title II funds for the six-year period was in the range \$6.00 to \$6.99 for both Group A and Group B. The lowest average expenditure of less than \$3.00 to \$3.99 was for two attendance centers in Group A. The highest per pupil expenditures above \$15.00 were reported for two centers of Group A and one for Group B. These figures would reflect a greater variance in expenditures by the Group A attendance centers. The lowest as well as the highest expenditures per pupil were reported by Group A.
2. Per Pupil District Expenditures and Valuations. The median per pupil valuation for Group A fell in the range \$700-\$799 and for Group B in the range \$800-\$899. The lowest per pupil valuations were for two attendance centers in Group A. The lowest per pupil expenditures were made by five attendance centers in Group A that expended an average of \$2.00 to \$2.99 per pupil. The highest per pupil valuation was in Group B with two attendance centers in the range above \$1200; however, the highest per pupil expenditures were made by one attendance center in Group A. There is little noticeable relationship between per pupil valuations and per pupil expenditures.
3. Collection Comparisons.
  - a. Average book volumes per pupil. The median number of book volumes per pupil for both Group A and Group B fell in the

range 11-20 for the six-year period. The largest number of book volumes per pupil was for an attendance center in Group A and the smallest for six attendance centers in Group A and three in Group B. Overall, library media centers of Group B provided more books per pupil than did Group A; however, the difference is not great.

- b. Average non-print items per pupil. The median for Group A of the average number of non-print items per pupil for the six-year period was less than one item for Group A and 1 to 1.9 for Group B. The highest number of items per pupil was for one attendance center in Group A. There was no noticeable difference between the non-print items per pupil for Group A attendance centers and for Group B.
- c. Average collection growth of book volumes and non-print items. The growth of book and non-print collections during the six-year period shows a wide range for both Group A and Group B. Factors that affected the changes in the collection size appear to be the initial collection in 1966, the withdrawals of discarded or lost books, special allocations, and enrollment changes reflecting budget changes.

#### 4. Accessibility of Materials.

- a. Staffing. Group A library media centers provide more professional contact hours than do Group B; while Group B provides more paid clerical contact hours. A greater use is made by Group B of volunteer service.

- b. Hours open. Accessibility due to the hours the library media centers are open is slightly better for Group B than for Group A attendance centers.
- c. Seating capacity. More attendance centers in Group B recorded seating capacities above 15 per cent of the enrollment.
- d. Magazines and indexes to magazines. Group A schools tend to subscribe to more magazines in 17 library media centers of Group A compared to 11 of Group B provided indexes to the magazines.
- e. Centralized district services. Audio-visual production, sound film distribution, and central processing of library materials were the services assessed. The number of attendance centers providing these district services is noticeably greater for Group A than for Group B.

### Conclusions

Based on the data provided by the Data Collection for Library Services in Selected Elementary Attendance Centers in Kansas and from ESEA, Title II files at the Kansas State Department of Education, the following conclusions regarding a comparison of the development of elementary library media centers with a District School Media Director and of those without a District School Media Director were reached.

1. District School Media Directors were more involved in the services of Administration and Supervision, Acquisition and Evaluation, and Special Services; thus, the responsibilities of their positions seem to be defined more to these areas.

2. Elementary School Media Librarians were more involved in the services of Educational Program Development, Instruction, and Preparation and Production of Materials; therefore, the area of responsibility of this position seems to be defined to these areas.
3. The presence of the District School Media Director does appear to affect positively library media program and services as reflected by the overall involvement of Group A library media personnel for the six services: Educational Program Development, Administration and Supervision, Instruction, Acquisition and Evaluation, Special Services, and Preparation and Production of materials.
4. A lack of agreement exists among the three designated respondents about the amount of involvement for a specific service. Most noticeable is a variation between the perceptions of the District School Media Directors and the Elementary School Media Librarians compared to that perceived by the Building Principals and the Classroom Teachers. The lack of perceived involvement is more noticeable concerning the District School Media Director. It appears that there is a lack of understanding by Building Principals and Classroom Teachers about what library media personnel do in library media centers. Understanding exists that library media personnel are involved in the services, but specific understanding of that involvement is lacking.
5. Expenditures by the attendance centers in the two groups varied greatly providing little consistency to the amount of materials

available to the students of the attendance center; therefore, it is concluded that lack of uniform allotments and more equitable expenditures among school districts does affect the quantity and quality for each attendance center of library media materials available among the attendance centers.

6. The hours of professional service to students and teachers was greater for Group A attendance centers than for Group B, but overall this service did not provide a professional librarian to students and teachers throughout the school day; therefore, the library media center and the materials would not be used to the full potential throughout the school day.
7. The hours that a library media center was open ranged from no hours to over seven hours for both groups. A library media center that is not open throughout the school day cannot be accessible for students who are learning throughout the school day.
8. The seating capacity of the library media centers in both groups ranged from none to capacity of 15 per cent of the student body; therefore, it appears that limited facilities suggest the lack of the use of the library media center materials to the full potential.
9. Centralized services for audio-visual production, sound film distribution, and central processing were available to a greater extent for Group A attendance centers; therefore, a relationship does appear to exist between having District School Media Directors and the provision of centralized services.

### Recommendations

The following recommendations are made with respect to the involvement in providing elementary library media services to elementary attendance centers:

1. The involvement of library media personnel in providing services to support the educational program needs of elementary schools needs to be assessed in each community by teachers, administrators, and lay personnel. With this assessment, educators and parents can determine the needs and goals for library media programs.
2. An open communication system needs to be established among the Building Principal, Classroom Teachers, and library media personnel in each elementary attendance center. A better understanding of what is happening in the library media center program and what needs to happen can be achieved with more communication opportunities among this personnel.
3. Library media personnel, particularly District School Media Directors, need to be involved in all phases of educational program development. Curriculum planning of any phase of the educational program should include library media personnel.
4. Chief administrators and boards of education for school districts with two or more attendance centers not employing a District School Media Director should assess the services that position would provide to the total educational program.
5. Library media centers in every elementary attendance center should be required to be open throughout the school day for

full utilization of the library media materials during the hours of instruction.

6. A qualified Elementary School Media Librarian should be available throughout the hours an attendance center is in operation to provide library media support to the educational program and to open the communication channels with principals, teachers, and students.
7. A uniform state-wide budgeting level should be implemented so that more equitable expenditures can provide a uniformity of quantity and quality of materials to the students in all elementary attendance centers.

#### Suggestions for Related Study

Further research in the area of elementary school library media development to provide needed information for educators might be:

1. A perceptual study of building principals, classroom teachers, and the library media personnel concerning the role of the library media center in the educational program.
2. A comparative study of District School Media Directors' attitudes and concepts about library media center programs.
3. Research into the role of the building principals, classroom teachers, and library media personnel in implementing a library media center program.
4. A study for learning assessment with two control groups of elementary school students; one with access to a library media center meeting the standards for School Media Programs and one group restricted to the classroom or laboratory experiences.

5. A study of accessibility of materials to determine use based on ease of accessibility.

### A Concluding Assessment

The data provided substantial support to the value of school districts employing a District School Media Director to supervise and develop the library media program. The study, although limited to elementary attendance centers, provided substantial evidence that the presence of a District School Media Director provides a positive direction to involvement in implementing the library media program and services.

The data provided some small evidence of strengths for the attendance centers not serviced by a District School Media Director in the conditions of availability of books per pupil, volunteer and clerical contact hours, and hours that the library media center was open. On the other hand, those districts employing a District School Media Director provided more professional contact hours and more centralized district services to the attendance center. Little differences were noted between the two groups in expenditures and non-print media comparisons. In viewing the scope of the study, the evidence of perceived, greater involvement by Group A in providing the six areas of service and the better professional and district-wide services show positive support to the values of the presence of a District School Media Director in a school district.

The results, therefore, of this study are compatible with other studies supporting library supervision over the past thirty years. A school district, seeking to develop an elementary instructional program



that provides students with multi-stimuli for learning through library media center materials, should consider these evident values of leadership and supervision to the library media program by a District School Media Director.

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## APPENDIX A

### SAMPLE OF QUESTIONNAIRE INSTRUMENT

# DATA COLLECTION FOR LIBRARY SERVICES IN SELECTED ELEMENTARY ATTENDANCE CENTERS IN KANSAS

SCHOOL \_\_\_\_\_ ADDRESS \_\_\_\_\_  
 Street City State Zip

Position of person responding:            Building Principal            District School Media Director  
           Classroom Teacher            Elementary School Media Librarian

DIRECTIONS: Listed below are services performed by personnel for elementary school library media centers. In relationship to the attendance center listed above, please circle the appropriate number of the position of the person or persons in your building or school district who usually perform this service. If two or more persons perform the same service, please circle all numbers that apply. If the service is not performed, circle zero; if performed by someone other than the staff indicated below please specify that position under "other." Your responses to this questionnaire will be treated as confidential.

## SERVICES

NOT PERFORMED

PERFORMED BY

Elementary School Media Librarian	Elementary School Library Media Clerk	District School Media Director Library Coordinator	District School Media Center Clerk	Other. (please specify)

- |  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| 1. Orients students to library . . . . .   | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Introduces materials of special interest to class groups . . . . .  | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Assists in and provides materials for extra-curricular activities . . . . .   | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Organizes and advises library or book club . . . . .  | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Organizes and leads literary and book discussions . . . . .   | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Plans and conducts story hours . . . . .  | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Maintains file of teacher and student evaluations of films and other audio-visual materials previously used . . . . . | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. Produces specialized materials for curricular or other needs . . . . .  | 0 | 1 | 2 | 3 | 4 | 5 |

<u>SERVICES</u>		<u>NOT PERFORMED</u>	<u>PERFORMED BY</u>				
			Elementary School Media Librarian	Elementary School Library Media Clerk	District School Media Director Library Coordinator	District School Media Center Clerk	Other (please specify)
✓9.	Assists teachers and students in the use of production techniques . . .	0	1	2	3	4	5 _____
10.	Plans sequential program of library instruction . . . . .	0	1	2	3	4	5 _____
11.	Gives incidental instruction in note-taking and outlining in connection with library work . . . . .	0	1	2	3	4	5 _____
12.	Gives incidental instruction in library skills . . . . .	0	1	2	3	4	5 _____
✓13.	Gives instruction in the use of materials . . . . .	0	1	2	3	4	5 _____
✓14.	Assists teachers and students in locating and selecting materials . . .	0	1	2	3	4	5 _____
15.	Establishes with teachers procedures for mass assignments involving the use of the library . . . . .	0	1	2	3	4	5 _____
16.	Gives instruction in basic reference techniques . . . . .	0	1	2	3	4	5 _____
17.	Gives instruction in specialized reference books and other materials before class research project is begun . . . . .	0	1	2	3	4	5 _____
18.	Guides reference and research work of small and large groups . . . . .	0	1	2	3	4	5 _____
19.	Assists with independent study . . .	0	1	2	3	4	5 _____

	SERVICES	NOT PERFORMED	PERFORMED BY				
			Elementary School Media Librarian	Elementary School Library Media Clerk	District School Media Director Library Coordinator	District School Media Center Clerk	Other (please specify)
20.	Develops media center handbook for teachers and students . . . .	0	1	2	3	4	5 _____
✓ 21.	Gives instruction in the use of audio-visual equipment . . . . .	0	1	2	3	4	5 _____
22.	Determines staff requirements and participates in the selection of personnel . . . . .	0	1	2	3	4	5 _____
23.	Assigns, schedules personnel for library media center . . . . .	0	1	2	3	4	5 _____
24.	Provides advisory service to elementary school media librarian in each attendance center . . . .	0	1	2	3	4	5 _____
25.	Trains library media center aids . .	0	1	2	3	4	5 _____
26.	Conducts in-service program for library staff . . . . .	0	1	2	3	4	5 _____
27.	Supervises the processing of materials . . . . .	0	1	2	3	4	5 _____
28.	Prepares orders for materials and equipment . . . . .	0	1	2	3	4	5 _____
✓ 29.	Receives and processes materials before cataloging . . . . .	0	1	2	3	4	5 _____
30.	Processes and catalogs materials for elementary media center cir- culation . . . . .	0	1	2	3	4	5 _____
31.	Plans system of scheduling and de- livery of materials and equipment . .	0	1	2	3	4	5 _____

SERVICES	NOT PERFORMED	PERFORMED BY				
		Elementary School Media Librarian	Elementary School Library Media Clerk	District School Media Director Library Coordinator	District School Media Center Clerk	Other (please specify)
32. Administers inter-library loan service . . . . .	0	1	2	3	4	5 _____
33. Responsible for production of publicity materials, posters, book marks, and other graphic displays . . . . .	0	1	2	3	4	5 _____
34. Responsible for production of new audio-visual materials for instructional use, i.e. slides, graphs, charts . . . . .	0	1	2	3	4	5 _____
35. Reproduces teacher-made and student-made materials . . . . .	0	1	2	3	4	5 _____
36. Develops new uses for materials and equipment . . . . .	0	1	2	3	4	5 _____
37. Evaluates programs in the elementary library media center . . . . .	0	1	2	3	4	5 _____
38. Works with curriculum and other specialists in planning the instructional program of the school system . . . . .	0	1	2	3	4	5 _____
39. Plans cooperatively with faculty members to coordinate materials and library activities with curriculum programs, units, and textbooks . . . . .	0	1	2	3	4	5 _____
40. Assists individual teachers in curriculum planning . . . . .	0	1	2	3	4	5 _____
41. Serves as instructional resource consultant to teachers and students . . . . .	0	1	2	3	4	5 _____

	<u>SERVICES</u>	<u>NOT PERFORMED</u>	<u>PERFORMED BY</u>				
			Elementary School Media Librarian	Elementary School Library Media Clerk	District School Media Director Library Coordinator	District School Media Center Clerk	Other (please specify)
42.	Develops budgets for the elementary library media center and supervises the expenditures . . . . .	0	1	2	3	4	5 _____
43.	Plans and administers the budget for the elementary library media center program . . . . .	0	1	2	3	4	5 _____
44.	Submits proposals for special projects funding for the elementary library media center . . . . .	0	1	2	3	4	5 _____
45.	Provides leadership in determining educational objectives of library services . . . . .	0	1	2	3	4	5 _____
46.	Reads and reviews materials . . . . .	0	1	2	3	4	5 _____
47.	Compiles materials lists . . . . .	0	1	2	3	4	5 _____
48.	Develops routing lists for distribution of materials . . . . .	0	1	2	3	4	5 _____
49.	Initiates projects and activities relating to the library and its resources . . . . .	0	1	2	3	4	5 _____
50.	Compiles and administers a community resource persons file . . . . .	0	1	2	3	4	5 _____
51.	Establishes and interprets goals and policies of the library media program . . . . .	0	1	2	3	4	5 _____
52.	Conducts the library media summer program . . . . .	0	1	2	3	4	5 _____

SERVICES	NOT PERFORMED	PERFORMED BY				
		Elementary School Media Librarian	Elementary School Library Media Clerk	District School Media Director Library Coordinator	District School Media Center Clerk	Other (please specify)
53. Evaluates students' library skills and performance and informs teachers of results . . . . .	0	1	2	3	4	5 _____
54. Evaluates students' special library projects . . . . .	0	1	2	3	4	5 _____
55. Plans and develops media programs for the school system . . . . .	0	1	2	3	4	5 _____
56. Interprets the elementary library media program to administrators and the community . . . . .	0	1	2	3	4	5 _____
57. Serves as a resource consultant to district curriculum specialists . . .	0	1	2	3	4	5 _____
58. Maintains verticle resource files of pictures, pamphlets, clippings . . .	0	1	2	3	4	5 _____
59. Plans and discusses library-involved topics, units, and activities with teachers . . . . .	0	1	2	3	4	5 _____
60. Participates in team-teaching activities . . . . .	0	1	2	3	4	5 _____
61. Visits classroom to give book talks . .	0	1	2	3	4	5 _____
62. Observes classroom work to co-ordinate library activities with school instructional programs . . .	0	1	2	3	4	5 _____
63. Suggests related materials, ideas, and resource people for classroom units . . . . .	0	1	2	3	4	5 _____

	<u>SERVICES</u>	<u>NOT PERFORMED</u>	<u>PERFORMED BY</u>				
			Elementary School Media Librarian	Elementary School- Library Media Clerk	District School Media Director Library Coordinator	District School Media Center Clerk	Other (please specify)
64.	Works with teachers to design innovations in instruction . . . . .	0	1	2	3	4	5 _____
65.	Maintains a central collection of books and other resources for the school system . . . . .	0	1	2	3	4	5 _____
66.	Maintains a professional collection of books, periodicals, pamphlets, audio-visual materials, curriculum guides, and instructional materials . . .	0	1	2	3	4	5 _____
67.	Maintains a central collection of models, diaramas, art works, and materials for use of all attendance centers . . . . .	0	1	2	3	4	5 _____
68.	Maintains an examination program for trade books, audio-visual resources textbooks, and other instructional materials . . . . .	0	1	2	3	4	5 _____
69.	Maintains an archive center for housing of reports and records, public relations materials, and material of an historical nature . . .	0	1	2	3	4	5 _____
70.	Compiles and revises book catalogs of print and non-print materials for district-wide distribution . . . . .	0	1	2	3	4	5 _____
71.	Maintains an inventory control of materials for the district . . . . .	0	1	2	3	4	5 _____
72.	Serves as a consultant for school architect in designing the facilities for new or remodeled facilities . . .	0	1	2	3	4	5 _____
73.	Determines specifications for purchase of library furnishing . . . . .	0	1	2	3	4	5 _____



	SERVICES	NOT PERFORMED	PERFORMED BY				
			Elementary School Media Librarian	Elementary School Library Media Clerk	District School Media Director Library Coordinator	District School Media Center Clerk	Other (please specify)
✓ 74.	Plans, organizes, and supervises book fairs . . . . .	0	1	2	3	4	5 _____
75.	Conducts evaluation of adequacy and suitability of facilities, equipment, materials, and services with regard to learning outcome . . . . .	0	1	2	3	4	5 _____
76.	Evaluates and selects audio-visual equipment such as projectors, phonographs, and tape recorders . . . . .	0	1	2	3	4	5 _____
77.	Administers a central collection of films, filmstrips, audio and video tapes. . . . .	0	1	2	3	4	5 _____
78.	Manages the distribution, repair, and maintenance of equipment and resources . . . . .	0	1	2	3	4	5 _____
✓ 79.	Schedules use of materials and equipment . . . . .	0	1	2	3	4	5 _____
80.	Maintains inventories of materials and equipment of the library media center . . . . .	0	1	2	3	4	5 _____
81.	Maintains cumulative records of condition and maintenance of equipment . . . . .	0	1	2	3	4	5 _____
82.	Maintains, repairs, and makes minor adjustments to audio-visual equipment . . . . .	0	1	2	3	4	5 _____
83.	Develops promotional activities for library media center, e.g. bulletin boards and displays, brochures, assembly programs . . . . .	0	1	2	3	4	5 _____

SERVICES	NOT PERFORMED	PERFORMED BY				
		Elementary School Media Librarian	Elementary School Library Media Clerk	District School Media Director Library Coordinator	District School Media Center Clerk	Other (please specify)
84. Plans and directs special observances of book and library weeks, holidays, etc. . . . .	0	1	2	3	4	5 _____
85. Maintains communication channels among library media centers and with administrative offices . . .	0	1	2	3	4	5 _____
86. Plans in-service training programs for teachers and elementary media library staff . . . .	0	1	2	3	4	5 _____
87. Confers with sales representatives to learn of new materials and equipment . . . . .	0	1	2	3	4	5 _____
88. Responsible for the formulation of the materials selection policy for the library media program . . .	0	1	2	3	4	5 _____
89. Provides for the evaluation of all materials . . . . .	0	1	2	3	4	5 _____
90. Coordinates the selection and acquisition of materials . . . .	0	1	2	3	4	5 _____
91. Enlists faculty in formulating a written selection policy for materials . . . . .	0	1	2	3	4	5 _____
92. Enlists faculty participation and recommendations in evaluating and selecting materials . . . . .	0	1	2	3	4	5 _____
93. Evaluates and selects print and non-print materials . . . . .	0	1	2	3	4	5 _____

APPENDIX B    APPENDIX B    APPENDIX B

SAMPLE OF DATA COLLECTION INSTRUMENT

DATA COLLECTED FROM RECORDS ON FILE WITH  
KANSAS STATE DEPARTMENT OF EDUCATION

School \_\_\_\_\_ District \_\_\_\_\_

Address \_\_\_\_\_  
city state zip

1. Grades in building: K, 1, 2, 3, 4, 5, 6, 7, 8.
2. Hours elementary school media center is open to students and teachers:

\_\_\_\_\_ Available for community use \_\_\_\_\_ average hours per week

3. Hours of elementary media staff service per week:  
professionally certified \_\_\_\_\_  
paid non-professional \_\_\_\_\_  
adult volunteer \_\_\_\_\_  
student assistants--average number of hours per day \_\_\_\_\_
4. The elementary school media center provides the following seating capacity for  
\_\_\_\_\_ less than 10 per cent of the enrollment  
\_\_\_\_\_ 10 to 14 per cent of the enrollment  
\_\_\_\_\_ 15 per cent or more of the enrollment

- |   | 1970-71 | 1971-72 |
|---|---------|---------|
| 5. Number of titles of magazines              | _____   | _____   |
| Number of titles of newspapers                | _____   | _____   |
| Indexes to periodicals:                       |         |         |
| <u>Readers Guide to Periodical Literature</u> | _____   | _____   |
| Subject Index to Children's Magazines         | _____   | _____   |

DATA COLLECTED FROM RECORDS ON FILE WITH KANSAS STATE DEPARTMENT OF EDUCATION (continued)

ITEM	NUMBER OF ITEMS					
	66-67	67-68	68-69	69-70	70-71	71-72
	Dist. T. II	Dist. T. II	Dist. T. II	Dist. T. II	Dist. T. II	Dist. T. II
1. Books	_____	_____	_____	_____	_____	_____
2. Films: 16mm & 8mm	_____	_____	_____	_____	_____	_____
3. Filmstrips & Sound Filmstrips	_____	_____	_____	_____	_____	_____
4. Disc & Tape Recordings	_____	_____	_____	_____	_____	_____
5. Transparencies & Slides	_____	_____	_____	_____	_____	_____
6. Graphic Materials	_____	_____	_____	_____	_____	_____
7. Globes and Maps	_____	_____	_____	_____	_____	_____
8. Kits	_____	_____	_____	_____	_____	_____
9. Video Tape Recordings	_____	_____	_____	_____	_____	_____
10. Flat Pictures	_____	_____	_____	_____	_____	_____
	66-67	67-68	68-69	69-70	70-71	71-72
Budget: Local Budget for Attendance Center	_____	_____	_____	_____	_____	_____
Title II Allotment	_____	_____	_____	_____	_____	_____
Title I Funds Allotted for Library Service	_____	_____	_____	_____	_____	_____
Enrollment	_____	_____	_____	_____	_____	_____

## APPENDIX C

### SAMPLE OF CORRESPONDENCE

## COVER LETTER TO DISTRICT SCHOOL MEDIA DIRECTORS

The library media program, supporting and strengthening the instructional program of the school, has developed rapidly since 1965 with the advent of Title II of ESEA in Kansas schools including those in your school district. Evidence of the location of the vital role of leadership and functions by professional personnel during this progress has not been determined.

Library consultants for the Kansas State Department of Education and regional and national consultants of the United States Office of Education are supporting this study. The results, hopefully, can be utilized in long-range planning of library media program development and improvement in public school districts and in higher education library science training.

This study is being conducted in selected elementary attendance centers in Kansas schools. Fifty per cent of these attendance centers have District School Media Directors (Library Coordinators); the remaining fifty per cent do not have a professional thus assigned.

is the attendance center designated in the school district under your supervision to participate in this study. As the key person responsible for library media services in this school district you are in a position to aid in the collection of the necessary information to validate the outcome of this study.

Having spent four years in Kansas in a library coordinator's position, I am well aware that this additional task is not needed to keep you busy. Hopefully, with your support to this study, we can secure important evidence about the role and function of the District School Media Director.

Collection of quantitative data is being made from reports to the Kansas State Department of Education; however, important as this data is, service is crucial to a successful library media program; therefore, we need responses from school personnel as to what are the services of which they are cognizant.

Enclosed are questionnaires adopted with permission from the Task Analysis Survey of the School Library Manpower Project. Questionnaires are included for the following:

- (a) District School Media Director (you)
- (b) Principal of the Attendance Center
- (c) Two Classroom Teachers of this attendance center

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Will you please contact the building principal and teachers to complete the questionnaires designated for them and, of course, please complete the questionnaire designated for you.

Addressed and stamped envelopes are provided for each individual to return the questionnaire. All returns will be treated as confidential and individual responses will not be identified.

Your help in this project is greatly appreciated. Many thanks in advance for your cooperation.



## COVER LETTER TO ELEMENTARY SCHOOL MEDIA LIBRARIAN

The library media program, supporting and strengthening the instructional program of the school, has developed rapidly since 1965 with the advent of Title II of ESEA in Kansas schools including those in your school district. Evidence of the location of the vital role of leadership and functions by professional personnel during this progress has not been determined.

Library consultants for the Kansas State Department of Education and regional and national consultants of the United States Office of Education are supporting this study. The results, hopefully, can be utilized in long-range planning of library media program development and improvement in public school districts and in higher education library science training.

This study is being conducted in selected elementary attendance centers in Kansas schools. Fifty per cent of these attendance centers have District School Media Directors (Library Coordinators); the remaining fifty per cent do not have a professional thus assigned.

is the attendance center designated in the school district for which you are an elementary school media librarian. As the key person responsible for the library media service in this attendance center you are in the best position to aid in the collection of the necessary information to validate the outcome of this study.

Having been a librarian in Kansas schools, I am well aware that this additional task is not needed to keep you busy. Hopefully, with your support to this study, we can secure important evidence about the development of library media services in Kansas schools.

Enclosed are questionnaires adopted with permission from the Task Analysis Survey of the School Library Manpower Project. Questionnaires are included for the following:

- (a) Library Media Center Director (you)
- (b) Principal of the Attendance Center
- (c) Two Classroom Teachers of this attendance center

Will you please contact the building principal and teachers to complete the questionnaires designated for them, and, of course, please complete the questionnaire designated for you.

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Addressed and stamped envelopes are provided for each individual to return the questionnaire. All returns will be treated as confidential and individual responses will not be identified.

Your help in this project is greatly appreciated. Many thanks in advance for your cooperation.

## COVER LETTER TO BUILDING PRINCIPAL

The library media program, supporting and strengthening the instructional program of the school, has developed rapidly since 1965 with the advent of Title II of ESEA in Kansas schools including those in your school district. Evidence of the location of the vital role of leadership and functions by professional personnel during this progress has not been determined.

Library consultants for the Kansas State Department of Education and regional and national consultants of the United States Office of Education are supporting this study. The results, hopefully, can be utilized in long-range planning of library media program development and improvement in public school districts and in higher education library science training.

This study is being conducted in selected elementary attendance centers in Kansas schools. Fifty per cent of these attendance centers have District School Media Directors (Library Coordinators); the remaining fifty per cent do not have a professional thus assigned.

is the attendance center in which you are principal has been designated for this study.

Having worked with Kansas school principals for sixteen years, I am well aware that this additional task is not needed to keep you busy. Hopefully, with your support to this study, we can secure important evidence about the development of library media services in Kansas schools.

Attached is a questionnaire for which we are eliciting the same information from a ten per cent sample of classroom teachers, the building principal, and the elementary school media librarian (or the district school media director) in order to assess the library media program from the viewpoint of the educational team.

Your responses will be treated as confidential and thus, should be mailed in the envelope attached to this questionnaire. Responses will not be identified in this study.

Your help in this project is greatly appreciated. Many thanks in advance for your cooperation.

## COVER LETTER TO CLASSROOM TEACHERS

The library media program, supporting and strengthening the instructional program of the school, has developed rapidly since 1965 with the advent of Title II of ESEA in Kansas schools including those in your school district. Evidence of the location of the vital role of leadership and functions by professional personnel during this progress has not been determined.

Library consultants for the Kansas State Department of Education and regional and national consultants of the United States Office of Education are supporting this study. The results, hopefully, can be utilized in long-range planning of library media program development and improvement in public school districts and in higher education library science training.

This study is being conducted in selected elementary attendance centers in Kansas schools. Fifty per cent of these attendance centers have District School Media Directors (Library Coordinators); the remaining fifty per cent do not have a professional thus assigned.

the attendance center in which you teach has been designated for this study.

Having been a teacher for several years in Kansas schools, I am well aware that this additional task is not needed to keep you busy. Hopefully, with your support to this study, we can secure important evidence about the development of library media services in Kansas schools.

Attached is a questionnaire for which we are eliciting the same information from a ten per cent sample of classroom teachers, the building principal, and the elementary school media librarian (or the district school media director) in order to assess the library media program from the view point of the educational team.

Your responses will be treated as confidential and thus, should be mailed in the envelope attached to this questionnaire. Responses will not be identified in this study.

Your help in this project is greatly appreciated. Many thanks in advance for your cooperation.

## FOLLOW-UP POST CARDS

Recently you received four questionnaires about the DATA COLLECTION FOR LIBRARY SERVICES IN SELECTED ELEMENTARY ATTENDANCE CENTERS IN KANSAS. Your cooperating in routing these to the classroom teachers and building principal is most appreciated. To date we have received the following replies:

\_\_\_ District School Media Director \_\_\_ Classroom Teacher #1  
 \_\_\_ Classroom Teacher #2 \_\_\_ Building Principal

In order for the study to have validity, we do need a 100 per cent response from the randomly selected attendance center of \_\_\_\_\_. May I again ask for your help in reminding those busy people.

Sincerely,

(Mrs.) Neysa Eberhard

This is a second reminder regarding the questionnaires about the DATA COLLECTION FOR LIBRARY SERVICES IN SELECTED ELEMENTARY ATTENDANCE CENTERS IN KANSAS. We would sincerely appreciate your follow-up to why the questionnaires from the following people have not been returned.

\_\_\_ District School Media Director \_\_\_ Building Principal  
 \_\_\_ Classroom Teacher #1 \_\_\_ Classroom Teacher #2  
 \_\_\_ Elementary Media School Librarian

Your help in securing 100% return is greatly appreciated.

Sincerely,

(Mrs.) Neysa Eberhard

## FOLLOW-UP POST CARDS (Continued)

My sincerest appreciation can only be in words, but thank you much and much more for your cooperation in routing the questionnaires to the principal and class-room teachers for completion of the forms for DATA COLLECTION FOR LIBRARY SERVICES IN SELECTED ELEMENTARY ATTENDANCE CENTERS IN KANSAS.

All four of your questionnaires have been returned. You do have an efficient and cooperative staff with whom to work, don't you?

Sincerely,

(Mrs.) Neysa Eberhard

## VITA

Neysa Cecelia Eberhard

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF KANSAS ELEMENTARY SCHOOL LIBRARY MEDIA CENTERS  
WITH DISTRICT SCHOOL MEDIA DIRECTORS COMPARED TO ELEMENTARY  
SCHOOL LIBRARY MEDIA CENTERS WITHOUT DISTRICT SCHOOL MEDIA  
DIRECTORS FROM 1966-1972

Major Field: Educational Administration

### Biographical:

Personal: Married to Charles L. Eberhard; one son, Terril.

Education: Received Bachelor of Science in Education, May, 1944,  
and Master of Science with major in Library Science, August,  
1962, from Kansas State Teachers College, Emporia, Kansas;  
completed requirements for the Doctor of Education degree at  
Oklahoma State University in July, 1974.

Professional Experience: Psychological Testing Technician, Trans  
World Airlines, 1945-1946; English teacher: Peabody High  
School, Peabody, Kansas, 1944-1945, 1955-1958; part-time  
librarian: Peabody High School, 1944-1945, 1955-1956, Peabody  
Elementary School, 1954-1955; Elementary Teacher: Peabody  
Elementary School, 1954-1955; English Teacher and half-time  
librarian: Marion High School, Marion, Kansas, 1958-1960;  
English Teacher: Chisholm Junior High School, 1960-1963,  
Newton High School, 1963-1965; Coordinator of Libraries,  
Unified School District 373, Newton, Kansas, 1965-1969; Head,  
Curriculum Materials Laboratory, Oklahoma State University  
Library, 1969-1973; Director, Newton Public Library, Newton,  
Kansas, 1973 to present.

Professional Organizations: American Library Association; National  
Educational Association (life member); Kansas Library Associa-  
tion; Delta Kappa Gamma; Kansas Dinner Club (honorary, women  
school administrators); Kansas Congress of Parents and Teachers  
(honorary life); American Association of University Women  
(life).