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Expenditures for collection development in Iowa's public school library media centers

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Expenditures for collection development in Iowa's public school library media centers

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Abstract

This research paper involved a survey of 100 full-time library media specialists in Iowa's public schools to determine expenditures for collection development during the 1988-89 school year. The summary report included a comparison of the Iowa survey results to national survey findings and percentages of total educational materials budget spent on various types of media in Iowa's public schools. Iowa's mean and median expenditures for books, computer software, and other audio-visual materials were below national figures; only periodical expenditures were above. It was shown that a majority of library media specialists in Iowa spent 55 percent or more of their materials budget for books, five percent or less for professional materials, 20 percent or more for periodicals, and less than 20 percent for audio-visual materials. Considering only the non-print materials budget, the majority of Iowa school library media specialists spent 25 percent or more for computer software and less than 75 percent for other audio-visual materials, including filmstrips, audio and video recordings, kits, CD/Laser disks, and transparencies.

EXPENDITURES FOR COLLECTION DEVELOPMENT
IN IOWA'S PUBLIC SCHOOL LIBRARY MEDIA CENTERS

A Research Paper
Presented to the
Faculty of the Library Science Department

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

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July 11, 1990

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ABSTRACT

This research paper involved a survey of 100 full-time library media specialists in Iowa's public schools to determine expenditures for collection development during the 1988-89 school year. The summary report included a comparison of the Iowa survey results to national survey findings and percentages of total educational materials budget spent on various types of media in Iowa's public schools. Iowa's mean and median expenditures for books, computer software, and other audio-visual materials were below national figures; only periodical expenditures were above. It was shown that a majority of library media specialists in Iowa spent 55 percent or more of their materials budget for books, five percent or less for professional materials, 20 percent or more for periodicals, and less than 20 percent for audio-visual materials. Considering only the non-print materials budget, the majority of Iowa school library media specialists spent 25 percent or more for computer software and less than 75 percent for other audio-visual materials, including filmstrips, audio and video recordings, kits, CD/Laser disks, and transparencies.

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CHAPTER I

The Problem

Introduction

The school library media center serves as an information base for the entire school. The perception of the importance of this base can be seen in the growing number of schools with library media centers; today, according to a recent U.S. Department of Education (Center for Education Statistics [CES], 1987b) study, 93 percent of public schools have library media centers, as do three-fourths of the private schools.

School library media specialists, along with all other educators, however, are continually confronted with problems of financial support while trying to meet the informational needs of their students. It is becoming increasingly difficult for the school library media specialist to maintain, let alone improve, the services offered to students and faculty.

While the majority of school-age children have access to school library media centers, these same centers are in need of adequate funding in order to build and maintain quality collections. The library media center, however, functions as a part of the whole educational system and is subject to the same pressures, including economic pressure, that are exerted on the system as a whole.

The decrease in available funding for school media is much the same problem as all other educators are facing. Declining enrollments are one aspect of the budget problem in schools. Until 1971 the number of public school students had continually increased, hitting a peak of approximately 46.1 million that year. Enrollment then decreased each subsequent year to a low of 39.3 million in 1984; in 1985 public schools again began to show a modest increase in student numbers which has continued through 1987, and is expected to continue through 1990 with a projected increase of about 1.4 million students or approximately three and one-half percent in five years (CES, 1987a, Table 2).

Another problem with school finances is that budgets generally have not kept pace with inflation and the increasing cost of materials. In comparing the actual dollar amount spent on education over a 20 year span, 1987's total expenditures of 184.8 million dollars are over five times larger than the 35 million spent in 1967 (CES, 1988, Table 24). The total dollar amount, however, is misleading because there have been several types of cost increases.

1. Extraordinary increases in the unit costs of published materials...
2. The continued, but varied, and complex forces of growth in the number of published documents of all kinds which form the potential pool of library acquisitions; this is well complemented by the steady increase in the

- price of all documents and of academic materials.
3. Ever growing demands from faculty and students to have access to a wider range of materials and generating greater loads on library staff and resources in order to satisfy these demands. (Roberts, 1985)

The increase in the cost of materials and the increase in knowledge itself are compounding the existing monetary problem that the school library media specialist has in supplying the library patron with appropriate materials. Data compiled by the R. R. Bowker Company show that an average of nearly 54 thousand books was published annually from 1986 through 1988. The 1988 average price per hardcover volume of \$39.00 is a seven and one-half percent increase over the 1987 price and a 20 percent increase above the 1986 average price. Counting only hardcover volumes priced under \$81, the preliminary 1988 average cost is \$31.23, nearly an eight percent increase over the 1987 average and a 15 percent increase over the 1986 figure of \$27.15 (Grannis, 1989, Tables A and A-1).

The Survey of the Status of Media Services in Iowa Public Schools 2, conducted in 1980, is the most recent statewide survey and indicates how Iowa's school library media specialists managed budgets for media center materials. In the four-year period between the first and second surveys, expenditures for print materials increased about seven and one-half percent each year, a rate barely keeping pace with inflation and allowing for little growth

in collection development (McGrew & Buckingham, 1982). Thus, with the price increases and ever-growing fields of knowledge, the Iowa school library media specialist has a job similar to other school library media specialists across the nation in trying to make wise decisions in order to give comprehensive services to students and faculty.

Purpose of the Study

The purpose of this study was to ascertain the present financial status of Iowa public school library media centers in regard to expenditures for educational materials. These data were then compared to national statistics to see if Iowa was comparable in expenditures for a variety of media materials. The knowledge gained from this study perhaps showed a trend in budgeting practices of Iowa's public school media specialists; any shifts in priorities of expenditures for materials were noted.

Statement of the Problem

Were the expenditures for educational materials in Iowa's public school library media centers equivalent to the national averages for collection development expenditures in school library media centers during the 1988-1989 school year?

Hypotheses

This study directed to public school library media specialists was designed to obtain data to test the following hypotheses:

1. Averages for a majority of the categories of material expenditures in public school library media centers in Iowa would be less than the national averages for materials expenditures in public school library media centers.
2. Fifty-five percent or more of the materials budget would be spent for books in a majority of schools.
3. From those library media specialists reporting management of the professional collection, five percent or less of the total materials expenditures would be spent on this collection in a majority of schools.
4. Twenty percent or more of the materials budget would be spent for periodicals in a majority of schools.
5. Audio-visual materials, including both rental and purchased materials, would represent at least 20 percent of the materials budget in a majority of schools.
6. Computer software would represent 25 percent or more of the non-print materials expenditures in a majority of schools.

7. Filmstrips, kits, audio and video recordings, CD/Laser disks, and transparencies would represent 75 percent of the non-print materials expenditures in a majority of schools.

Significance of the Study

The significance of this study was the comparison of expenditures for educational materials by library media specialists in Iowa's public schools with others both in-state and across the nation. A determination was made about budgeting practices of Iowa's public school library media specialists, including priorities of spending and trends in expenditures.

Limitations

1. The library media center materials in this research study were limited to those materials purchased with money from the library materials budget and not from any other source.
2. The Iowa library media centers studied were randomly chosen building-level media centers staffed by full-time library media specialists with no regard to grade-level spans.
3. The materials expenditures were limited to the current dollar value.

4. No differentiation was made between the purchase of audio-visual materials for the center's collection and the rental of such items. Both purchase and rental expenditures were included.
5. If exact figures were not available, library media specialists were asked to estimate expenditures for the 1988-1989 school year.
6. Only quantitative factors were being studied; the qualitative aspects of collection development were not being measured.

Assumptions

An underlying assumption in this study was that if an Iowa school district had a library media center and a library media specialist listed with the Department of Education, it would also have a budget for materials. It was also assumed that the library media specialist had both knowledge and responsibility concerning expenditures of the library media center budget.

Definitions

The following definitions were used to facilitate the understanding of terms used in this particular study:

1. Materials budget included all expenditures, both purchase and rental, for collection development (all formats) in the school library media center.

2. Audio-visual materials included all filmstrips, films, kits, audio recordings (records and tapes), transparencies, and video cassettes. Computer software, any set of programs, procedures, and documents associated with the operation of a computer system, was listed as a separate category.
3. Professional collection included any library material purchased for the faculty collection and use, not for students.

CHAPTER II

Review of the Related Literature

School library media specialists have a need for dependable, regularly-updated national statistics dealing with the library field; this information can then be used in planning and evaluating the media center. Such data, however, have been in short supply until recent years. During the last 25 years only four national surveys of public school media centers have been published by the U.S. Department of Education. The first, Public School Library Statistics, 1962-63, appeared in 1963. The second, Statistics of Public School Library/Media Centers, 1974, was published 14 years later. Statistics of Public School Libraries/Media Centers, 1978 (Heintze, 1981) was the third national survey, and Statistics of Public and Private School Library Media Centers, 1985-86 (CES, 1987b) followed in 1987.

School Library Journal has also begun a series of reports on the expenditures of school library media centers. Marilyn L. Miller, Professor and Chairman of the Department of Library Science at the University of North Carolina at Greensboro, and Barbara Moran, Assistant Professor, have conducted three national surveys of both public and private school media centers to update the statistical information about our country's library media centers. The first report, Expenditures for Resources in

School Library Media Centers FY '82-'83, covered the 1982-83 school year; the second, published in 1985, covered the school year 1983-84, and the 1985-86 school year data comprised the third report published in School Library Journal in 1987. A fourth report, Expenditures for Resources in School Library Media Centers FY '88-'89, was done by Miller and Marilyn Shontz, Assistant Professor, to cover activity during the 1987-88 school year. Each report followed the same general pattern with changes reflecting developments in library media resources. Whereas the second report (Miller & Moran, 1985) added collection development policies and background information of the library media specialist, the most recent report (Miller & Shontz, 1989) includes data on the use of technology in library media centers and information on networking and resource sharing.

These researchers pointed out in each survey that it was nearly impossible to get an accurate account of funding for library media centers because school systems vary even from building to building within one district. There simply is no uniform method of allocation. Local school boards usually set the library media center budget, but state and federal funding may provide supplementary sources.

Publication of Standards for School Library Programs by the American Library Association in 1960 provided

guidelines that school library media specialists could use for collection development. Subsequent updates, Standards for School Media Programs in 1969, Media Programs: District and School (1975), and Information Power: Guidelines for School Library Media Programs (AASL, 1988) all provide assistance to the library media specialist in striving for excellence in the educational process.

On the state level the Department of Public Instruction (now the Department of Education) published in 1978 the Survey of the Status of Media Service in Iowa Public Schools (McGrew & Buckingham, 1978) examining the 1976-77 school year. This gave direction to the Department in the revision of the Plan for Progress in the Media Center, K-6, published in 1979, and Plan for Progress in the Media Center, 7-14 in 1980. In order to determine to what degree specific quantified guidelines were being met, a second survey of library media centers was conducted in 1980. Survey of the Status of Media Service in Iowa Public Schools, 2 (McGrew & Buckingham, 1982) was published by the Department two years later and compared the new data with that compiled in the 1976 survey. Thus, any major trend could be identified and measured.

The education field's perception of the importance of a library media center can be seen in the ever-increasing number of public school libraries. The U.S. Department of Education found that library media centers were located in

93 percent of the public schools in 1985 compared to only 50 percent in 1958 and 85 percent in 1978. That 93 percent represented approximately 39.1 million students being served in over 73,000 library media centers (CES, 1987b).

Educators saw a big growth in library media centers in the 1960's and early 1970's. One major contributing factor was the Elementary and Secondary Education Act of 1965 which provided needed money for expansion of media. Funding of projects was not a big problem. Also, in 1960 the American Association of School Librarians first published guidelines for developing library media centers. These were updated twice, once in 1969 and again in 1975 (AASL, 1969, 1975), providing assistance to the school library media specialist in the on-going process of improving service to students and faculty.

Total reported expenditures of public school media centers have dropped tremendously, however, since 1974. Figures adjusted to 1985 dollars graphically show the reduction in spending:

Total Expenditures of Public School Media Centers

(In Thousands of Dollars)

<u>1974</u>	<u>1978</u>	<u>1985</u>
\$791,257	\$635,347	\$555,758

(CES, 1987b, Table 10)

This comparison can be carried further in using the mean per school total library expenditure:

Mean Per School Expenditures

(In Thousands of Dollars)

<u>1974</u>	<u>1978</u>	<u>1985</u>
\$10,603	\$8,967	\$7,577

(CES, 1987b, Table 11)

The 1985 mean represents a decline of 28.5 percent since 1974 and a 16 percent decrease since 1978.

Per pupil 1985 dollar expenditures declined from \$15.65 in 1978 to \$14.20 in 1985. This, too, represents a negative 16 percent change (CES, 1987b, Table 11). The 1987 Miller and Moran report found the mean expenditure per pupil for 1985 was \$15.49, the median \$12.15 (Miller & Moran, 1987, Table 10). These figures are in sharp contrast to high service program guidelines of \$28 - \$60 for collection development alone in high schools with enrollments of less than 500 or \$19 - \$34 in junior highs of similar size (AASL, 1988, Tables A5, A3).

Although the Center for Education Statistics has not reported on a school library media center year since 1985, a new Miller and Shontz report (1989) shows that the mean expenditure per pupil for 1987 was \$24.78 and the median \$17.84. These latest figures show public schools meet only the 75th percentile level of support for junior highs with enrollments under 500, and high schools with similar enrollments have even a smaller percentile level of support (AASL, 1988, Tables A3, A5).

It should be noted that the two national studies, CES and Miller and Moran, used different populations, so the statistics of the two will not be completely comparable. The CES study random sampling was intended to be representative of schools nationally, both public and private. The Miller and Moran survey sampling included only those schools having a library media center and a library media specialist who subscribed to School Library Journal.

In Iowa, comparative figures are available for 1976 and 1980 when \$10.74 and \$13.41 were spent respectively per pupil. Per school library mean expenditures also showed an increase, 16 percent in this case, going from \$3,824 - \$4,571 (McGrew & Buckingham, 1982, Tables 9.2, 9.3).

Another way to look at the statistics from both national and state levels is through distribution of the budget. A breakdown of expenditures reported in the four School Library Journal surveys can be presented like this:

Median Expenditures Per Pupil

(Local Funds Only)

	<u>Books</u>	<u>Periodicals</u>	<u>AV</u>	<u>Software</u>
1983	\$3.71	\$.96	\$1.00	-----
1984	4.10	1.14	1.90	\$.18
1986	4.45	1.31	1.96	.88
1988	5.36	1.43	2.00	.78

(Miller & Shontz, 1989, Table 7)

The mean per pupil book expenditure in 1985 was \$6.01 according to the School Library Journal report (Miller & Moran, 1987, Table 3) whereas the latest CES report (1987, Table 9) shows the lower mean per pupil book expenditure of \$5.24 in 1985. The most recent School Library Journal survey indicates a \$6.95 mean for per pupil book spending in 1988 (Miller & Shontz, 1989, Table 6).

The distribution of total school media expenditures was studied by CES. In 1974, collection materials represented 72 percent of the total budget, dropping slightly to 71 percent in 1978, and further decreasing to 62 percent in 1985. A big increase in equipment expenditures by the time of the 1985 study was due to computer purchases (CES, 1987b, Figure 8). Iowa's mean school equipment and media supplies expenditures followed the same pattern with an 11 percent increase between 1976 and 1980 (McGrew & Buckingham, 1982, Table 9.2).

Controlling expenditures is one important aspect of the library media specialist's job. Other than salaries, expenditures on the materials collection make up the largest proportion of the media center budget. However, like budgets in every other field of education, financial restraints have been imposed in recent years, as the media center functions as a part of the whole educational system and is subject to the same forces or pressures as the rest of the school.

One factor affecting funding is declining enrollments. The number of pupils in public schools peaked at 46.1 million in 1971 and then decreased each subsequent year to a low of 39.3 million in 1984 before beginning an increase that is projected to grow to 40.9 million in 1990 (CES, 1987a, Table 2).

With state funding based on per pupil attendance, the declining enrollments have created financial problems in most public school systems. All educators, including library media specialists, have had to plan carefully for use of limited funds. Adding to this dilemma is the fact that media materials, unlike items such as heat or electricity, may be cut back; this is done, however, without regard to the long-term effects such steps may have on education.

Compounding the problem for the library media specialist is inflation and rising prices. The final figures on 1988 U.S. book prices show that prices are up in nearly every category. The overall average price of \$39.00 for a hardcover book is up seven and one-half percent over the 1987 figure of \$36.28. This is a huge 100 percent increase in the \$19.22 average price for 1977. Disregarding all books priced over \$81.00, the 1988 final figure of \$31.23 still represents nearly an eight percent increase over the 1987 average of \$28.96 (Grannis, 1989, Tables A, A-1).

Paperbacks in 1988 showed similar increases in price. Although trade paperback books showed only slightly more than a three percent increase overall, trade paperback fiction prices rose nearly nine percent. Mass market paperback fiction was up 10.6 percent from 1987 prices, and mass market paperbacks rose 14 percent overall (Grannis, 1989, Tables B, C).

Periodical subscription rates have also risen. Ranking the 1988 average prices of the 25 classifications in the periodicals index shows a range from a low of \$16.95 for children's periodicals to a high of \$621.70 for Soviet translations. The average subscription rate of a U.S. periodical in 1989 (excluding Soviet translations) was \$85.37, an increase of \$7.44, or nine and one-half percent, over the preceding year. The general interest category average price of \$29.69 and the children's periodicals average of \$16.95 represent an increase of five percent and nearly three and one-half percent respectively over 1988 prices (Young & Carpenter, 1989, Tables I, VII).

With all the limitations being put on funding, the library media specialist needs to use very sound financial planning in administering the library. Budget cuts, inflation, increased prices, and even the ever-growing fields of knowledge and types of media available affect collection development. The library media specialist has many concerns, including financial ones, while selecting

appropriate materials for students and faculty in striving for excellence in education.

CHAPTER III

Methodology

The purpose of this study was to find the financial status of Iowa's public school media centers in regard to expenditures for educational materials for the 1988-89 school year. After collecting these data, results were then compared to national patterns.

The first step in beginning the study was defining the population, in this case all the full-time public school library media specialists in Iowa; a list of this population, serving 454 public school media centers, was obtained from the Department of Education in Des Moines. A random sample of 100 full-time library media specialists was then selected using a table of random numbers. Within the random sample of library media specialists, a school district may have had more than one library media specialist selected for the survey.

The data gathering instrument was a questionnaire because it could easily be reproduced and sent across the state to the selected school library media specialists. This questionnaire required mainly fill-in-the-blank answers, since most questions dealt with money amounts. Data to be collected included the library media specialist's expenditures for books, periodicals, professional materials (if applicable), audio-visual materials (including filmstrips, audio and video

recordings, kits, CD/Laser disks, and transparencies), and computer software for the 1988-1989 school year. The grade level span served by the library media specialist and the school's enrollment were both asked.

Included with the questionnaire was a cover letter explaining the purpose of the instrument and instructions for returning it, along with a stamped, return-addressed envelope. No personal identification was used.

Before being sent to the random sample, the developed questionnaire was sent to three library media specialists not included in the study for a validity check; they reported it was clear.

The questionnaire was mailed March 22nd; about three weeks later, a follow-up letter was sent to non-respondents with a final deadline of April 30th established for receiving the completed questionnaire. On that date a response rate was calculated and the analysis of the data began.

CHAPTER IV

Analysis of the Data

The purpose of this research study was to determine the financial status of Iowa public school library media centers in regard to expenditures for educational materials. Expenditures data of Iowa's public school library media specialists for the 1988-89 school year were gathered, and these data were compared to national statistics.

To gather the data, a one-page questionnaire was developed. The instrument was pre-tested by three school library media specialists; they all responded that it was clear and easy to complete.

The questionnaire was then sent March 22nd to 100 randomly selected, full-time public school library media specialists in Iowa. A response deadline of April 12th was set; several days later a follow-up letter was mailed to 30 non-respondents with a final response deadline of April 30th. At that time the return rate was 83 percent; with three respondents unable to answer the survey, the data in the analysis came from 80 completed questionnaires.

The responses were analyzed by grade spans designated by the researcher after the questionnaires were returned. Elementary (K-8) was the category designated for centers serving a majority of the grades kindergarten through

eighth grade. Also included was one school of only fourth and fifth graders. Middle/Junior High (Mid/Jr) included various combinations of grades mainly 5-9. Junior/Senior Highs (Jr/Sr) were primarily grades 7-12; one, however, was an 8-12 combination and still another was a 5-12 building. Senior High (Sr) included either grades 9- or 10-12. K-12 designated those centers that served the entire school system. Table 1 shows the percentage of responses according to these grade spans.

Table 1
Number and Percent of Schools Served
by Media Specialist Respondents
Grouped by Grade Spans

Grade Spans	No. of Media Specialists	%
K-8	27	33.8%
Middle/Jr	17	21.3%
Jr/Sr	10	12.5%
Sr	23	28.8%
K-12	3	3.8%

Of the 80 respondents, 27 (33.8 percent) were employed in a school building with various combinations of grades K-8. Seventeen respondents (21.3 percent) worked in a middle/Junior high setting. Ten (12.5 percent) worked in a

junior/senior high center, while 23 (28.8 percent) worked in a senior high school. The remaining 3.8 percent, or three respondents, served a K-12 grade span building. It was noted that of the 80 respondents, 44 (55.1 percent) were employed in either elementary or middle/junior high schools.

Table 2 shows the number of respondents by attendance center enrollment.

Table 2
Number and Percent of Media Specialist Respondents
Grouped by Enrollment Ranges

Enrollment Range	No. of Media Specialists	%
0-299	24	31.2%
300-599	36	46.8%
600-899	9	11.7%
900-1199	4	5.2%
1200-2100	4	5.2%

Of the 80 respondents, three did not record enrollment figures, so percentages are based on 77 usable questionnaire responses. Of those, 24 (31.2 percent) reported an enrollment under 300. Forty-six point eight percent of the respondents, 36 media specialists, worked in schools with 300-599 students. Nine (11.7 percent) had

600-899 students. Four respondents (5.2 percent) recorded 900-1199 students, and four others served over 1200 students each. It was noted that of the 77 respondents, 60 (78 percent) worked in schools with less than 600 students, an indication of the number of small public schools in rural Iowa.

Seven hypotheses were tested. Hypothesis 1 stated that averages for a majority of categories of material expenditures in Iowa's public school library media centers would be less than national averages. Table 3 shows the comparison of mean and median expenditures in Iowa for books, periodicals (Per), audio-visual materials (AV), and computer software to the latest national survey (1987-1988) statistics published in School Library Journal.

Table 3

Mean and Median Expenditures for Materials
by Media Specialist Respondents

Categories	Books	Per	AV	Software
IA Mean	\$3351	\$1377	\$1571	\$620
US Mean	\$4287	\$1217	\$1858	\$766
IA Median	\$3000	\$1000	\$ 905	\$200
US Median	\$3100	\$ 865	\$1250	\$428

Table 3 shows that public school library media specialists in Iowa had mean expenditures somewhat less

than national averages for both audio-visual materials and computer software--\$287 and \$146 less respectively. The most striking difference was book mean expenditures; Iowans averaged \$3351 compared to \$4287 nationally, a \$936 difference. The only category in which Iowa public school library media specialists spent above the national average was periodicals; Iowa's mean expenditure in this category was \$1377, \$160 higher than the \$1217 reported by Miller and Shontz (1989).

Like the comparison of mean expenditures, Iowa's median expenditures for educational materials were below the national figures in three of the four categories. This time, however, there were no striking differences. Iowa's \$3000 median book expenditure was only \$100 less than the national median. The difference in computer software medians increased to \$228, while audio-visual median expenditures in Iowa showed a gap of \$345. The only category in which Iowans exceeded the national median was periodicals--\$1000 in Iowa compared to \$865 nationally, a \$135 difference.

Since Iowa public school library media specialists spent less than the national averages for books, audio-visual materials, and computer software, Hypothesis 1 was accepted.

Hypothesis 2 stated that 55 percent or more of the materials budget would be spent on books in a majority of

schools. The numbers and percentages are displayed in Table 4. Seventy-six surveys were used in the calculations; four were not usable.

Table 4
Budget Expenditures for Books
By Grade Spans

Percentage of Budget Expenditures	Grade Spans					Total	
	K-8	Mid/Jr	Jr/Sr	Sr	K-12	No.	%
55% or more	22	11	4	12	2	51	67%
54% or less	5	6	6	7	1	25	33%
Total	27	17	10	19	3	76	100%

Table 4 shows both the number and percentage of respondents who did and did not spend 55 percent or more of their materials budget on books. With the data showing that two-thirds of these school library media specialists did spend at least 55 percent of their materials budgets on books, Hypothesis 2 was accepted. It was noted that 22 of the 27 elementary library media specialists (81 percent) spent the larger percentage on books.

Hypothesis 3 stated that from those library media specialists reporting purchasing for a professional collection, five percent or less of their total materials

expenditures would be spent on this collection in a majority of schools. Forty-two respondents reported this category; the results are shown in Table 5.

Table 5
Budget Expenditures for Professional Collection
By Grade Spans

Percentage of Budget Expenditures	Grade Spans					Total	
	K-8	Mid/Jr	Jr/Sr	Sr	K-12	No.	%
6% or more	4	1	1	1	0	7	17%
5% or less	9	6	4	13	3	35	83%
Total	13	7	5	14	3	42	100%

Table 5 shows the number and percentage of respondents reporting budget expenditures for a professional collection. In the grade span K-8, nine library media specialists (69 percent) reported spending five percent or less on this collection. In middle/junior high schools six library media specialists (86 percent) spent five percent or less. Very high percentages of similar spending were found in the three remaining grade spans--80 percent in Junior/senior highs, 93 percent in senior highs and 100 percent in K-12 centers. Overall, only seven of the 42 respondents (17 percent) spent six percent or more on

professional materials. The remaining 35 respondents (83 percent) spent five percent or less on this collection; therefore, Hypothesis 3 was accepted.

Hypothesis 4 stated that 20 percent or more of the materials budget would be spent for periodicals in a majority of schools. Seventy-six questionnaires were used for calculating the results that determined the acceptance or rejection of Hypothesis 4. These results are displayed in Table 6.

Table 6
Budget Expenditures for Periodicals
By Grade Spans

Percentage of Budget Expenditures	Grade Spans					Total	
	K-8	Mid/Jr	Jr/Sr	Sr	K-12	No.	%
20% or more	1	11	9	18	2	41	54%
19% or less	26	6	1	1	1	35	46%
Total	27	17	10	19	3	76	100%

Table 6 shows the number and percentage of respondents who did or did not spend 20 percent or more of their materials budget on periodicals. In the K-8 grade span only one of 27 (4 percent) spent at least 20 percent on periodicals. Percentages rose considerably in the other

grade spans. Sixty-five percent of the respondents in middle/junior high centers, 90 percent in junior/senior highs, 95 percent in senior highs, and 67 percent in K-12 spans spent 20 percent or more of their materials budget on periodicals. A total of 41 respondents (54 percent) were in this category, whereas 35 respondents (46 percent) spent 19 percent or less on periodicals. Hypothesis 4 was accepted.

Hypothesis 5 stated that expenditures for audio-visual materials would represent at least 20 percent of the materials budget in a majority of schools. Sixty-two questionnaires were used for this analysis. The results are displayed in Table 7.

Table 7

Budget Expenditures for Audio-Visual Materials
By Grade Spans

Percentage of Budget Expenditures	Grade Spans					Total	
	K-8	Mid/Jr	Jr/Sr	Sr	K-12	No.	%
20% or more	15	4	2	7	0	28	45%
19% or less	8	7	7	9	3	34	55%
Total	23	11	9	16	3	62	100%

Table 7 shows the number and percentage of responding school library media specialists who did or did not spend 20 percent or more of their materials budget for audio-visual materials. The data show that Hypothesis 5 was rejected, for only 28 (45 percent) of the 62 respondents reported using at least 20 percent of their budgets for audio-visual items. It was noted that the only grade span in which the majority of library media specialists spent more than 20 percent for audio-visuals was K-8; here 15 of 23 respondents (65 percent) reported such spending.

Hypothesis 6 stated that computer software would represent 25 percent or more of non-print materials expenditures in a majority of schools. The data needed to test this hypothesis is displayed in Table 8. Since 27 respondents either did not answer this category or indicated that software was purchased from a different budget not under their control, the statistics are based on a total of 53 respondents.

Table 8 shows the number and percentage of respondents who did and did not spend 25 percent of their non-print materials budget for computer software. The data indicated that only 23 respondents (43 percent) spent less than 25 percent of their non-print budgets on computer software, whereas 30 respondents (57 percent) spent 25 percent or

Table 8
 Non-Print Materials Budget Expenditures
 For Computer Software
 By Grade Spans

Percentage of Budget Expenditures	Grade Spans					Total	
	K-8	Mid/Jr	Jr/Sr	Sr	K-12	No.	%
25% or more	10	7	6	5	2	30	57%
24% or less	10	3	1	9	0	23	43%
Total	20	10	7	14	3	53	100%

more. Therefore, Hypothesis 6 was accepted. Noted was the fact that the senior high grade span was the only one not following the majority in budget percentage spent for computer software. It was also noted that in the senior high grade span five of the 14 respondents reported purchasing CD/Laser disks or online searching. One respondent in a Junior/senior high reported the same service. No school library media specialist respondent in the other grade spans had online searching available for the students.

Hypothesis 7 examined expenditures for audio-visual materials, excluding computer software, stating that 75 percent of the non-print budget would be spent on filmstrips, audio and video recordings, kits, CD/laser

disks, and transparencies in a majority of schools. Because many media specialists reported audio-visual materials were purchased from a different budget not under their control, the statistics are based on 54 respondents.

Table 9

Non-Print Materials Budget Expenditures
For Audio-Visual Materials Other Than Computer Software
By Grade Spans

Percentage of Budget Expenditures	Grade Spans					Total	
	K-8	Mid/Jr	Jr/Sr	Sr	K-12	No.	%
75% or more	8	3	4	8	1	24	44%
74% or less	10	7	5	6	2	30	56%
Total	18	10	9	14	3	54	100%

Table 9 shows the number and percentage of respondents who did or did not spend 75 percent or their non-print materials budget for audio-visual materials other than computer software. With only 24 of the respondents (44 percent) spending 75 percent or more of their non-print budget for audio-visuals, Hypothesis 7 was rejected. However, it was noted that in the senior high grade span 57 percent of the library media specialists did report spending at least 75 percent of their non-print materials

budget for audio-visual materials other than computer software.

CHAPTER V

Conclusions, Recommendations, and Summary

Conclusions

A questionnaire was sent to 100 randomly selected, full-time public school library media specialists in Iowa to obtain data on their educational materials expenditures during the 1988-89 school year. Within the five designated grade spans the majority of respondents (55 percent) reported working in either elementary or middle/junior high schools. A 78 percent majority worked in schools with fewer than 600 students. This would seem to indicate that with the many school consolidations in Iowa, the number of small enrollment attendance centers with library media specialists has not diminished greatly; public schools with small enrollments are still widespread.

In comparison to national statistics Iowa's averages for materials expenditures in public school media centers were lower in three of four categories--audio-visual materials, computer software, and books. Iowa's lower expenditures were expected, as the state has faced declining enrollments in recent years and state funding is based on per pupil attendance. Consequently, Iowa's large number of small schools has been hit hard by decreasing budget revenues in all areas of education, including the library media center.

In Johanna Anderson's University of Northern Iowa research paper covering the 1983-1984 school year (Anderson, 1984), 28 percent of the responding school library media specialists reported spending less than 75 percent of their non-print materials budget on audio-visual materials (excluding computer software) compared to 56 percent with similar spending in the present survey. Furthermore, the increase in the percent of schools spending less was apparent in all grade spans. With the educational budget restraints of recent years, the decrease in audio-visual spending might be explained by (1) the availability of Area Educational Agency Media Center (AEAMC) non-print materials and (2) the high initial costs and maintenance costs of necessary audio-visual equipment. Iowa's 15 AEAMC lease programs provide services and educational materials that would otherwise not be affordable to schools throughout the state. With financial troubles facing entire educational systems, new, expensive audio-visual equipment purchases are not feasible.

In comparison to the Anderson (1984) research, computer software expenditures are also increasing. The earlier data showed 31 percent of the respondents spent at least 25 percent of their non-print budget for software compared to 57 percent in the present survey. This is a 26 percent increase in the percentage of school library media specialists spending 25 percent or more of their non-print

materials budget for computer software during the past five years. It was also noted that the percentage of respondents in each of the various grade spans spending this amount rose during the five years, showing that computer use is increasing in public schools at all levels.

On the other hand, Iowa's software expenditures were below both the national mean and median. In addition to decreasing budgets, a possible explanation for the lower Iowa figures may be that many Iowa public school library media specialists reported that software was not a part of their media center budgets; computer purchases were made by a schoolwide computer media office.

Book mean and median expenditures in Iowa were also below the national expenditures. The data indicated this even though books were given top priority in the media center materials budget. The researcher can only conclude that school budget cuts and rising book prices have had an impact on purchasing.

The one exception to Iowa's lower dollar spending was periodicals. In this category, Iowa public school library media specialists exceeded both the national mean and median expenditures. Although the data showed that 96 percent of K-8 library media specialists spent a small budget percentage on periodicals, a high percent of those working in the other grade spans spent at least 20 percent of their materials budget on periodicals. This indicated

that middle, junior, and senior high school library media specialists use many magazines and newspapers to meet student information needs. Because of the timing of publication, a variety of periodicals is a way of helping keep the media center current and relevant to its patrons in fields of ever-growing knowledge.

Professional collections were found to have small budget expenditures by school library media specialists. One possible explanation for the small amount spent for professional materials may be that educators receive publications from their professional organizations in which they hold memberships. Subscriptions are oftentimes included in the organization's dues.

Recommendations

Future research might be carried out to determine if the same budgeting practices have continued. Other researchers might seek the reason periodical expenditures were above both the national mean and median--why the majority of Iowa public school library media specialists spent at least 20 percent of their materials budget on periodicals--while expenditures for other educational materials lagged behind the national mean and median.

If this study were replicated, one suggestion would be to include in the survey directions to library media specialists the instruction to write either "0" or "None" in the blanks if appropriate. Thus, there would be no

misinterpretation of expenditures, and all surveys might be used in calculating the statistics.

Summary

The purpose of this study was to determine the financial status of Iowa's public school library media centers in regard to expenditures for educational materials. A questionnaire was sent to 100 randomly selected, full-time school library media specialists to obtain data on their budget expenditures during the 1988-89 school year.

Hypothesis 1 dealt with expenditures for educational materials by public school library media specialists in Iowa compared to national averages. Both the mean and median expenditures for books, computer software, and audio-visual materials were below the national figures; therefore, Hypothesis 1 was accepted. The only category in which Iowans exceeded the national mean and median was periodicals.

Hypothesis 2, which stated that 55 percent or more of the materials budget would be spent on books by library media specialists in a majority of schools, was accepted because 67 percent of the respondents reported spending that percent or more.

Hypothesis 3 was accepted when the data showed that the majority of public school library media specialists who

were responsible for a professional collection spent five percent or less on this collection.

Hypothesis 4, stating that the majority of public school library media specialists would spend at least 20 percent of the materials budget on periodicals, was accepted when data showed that 54 percent of the respondents did spend that percent for magazines and newspapers. High percentages of library media specialists in middle through senior high schools spent the larger percent on periodicals; ninety-six percent of the elementary respondents spent less.

Hypothesis 5, which stated that expenditures for audio-visual materials would represent at least 20 percent of the materials budget, was rejected because only 45 percent of 62 respondents reported spending 20 percent or more on audio-visual materials. Of the 28 respondents spending 20 percent or more, 15 (54 percent) worked in K-8 grade spans.

The acceptance of Hypothesis 6 dealing with computer software expenditures was determined by data indicating that 57 percent of the respondents spent 25 percent or more of their non-print materials budget for software. It was noted, however, that the percentage was calculated from only two-thirds of the total number of respondents. The remaining one-third either gave no reply or indicated that

software was purchased from a budget not under their control.

Hypothesis 7 was rejected because only 44 percent of the respondents spent 75 percent or more of their non-print budgets for audio-visual materials other than computer software. The number of respondents for this category was small, as many library media specialists reported that audio-visual materials were not a part of their media center budgets.

Compared to the Anderson (1984) research, data from this survey showed that many school library media specialists have increased their expenditures for computer software. However, the Iowa dollar amounts are still below the Miller and Shontz (1989) figures for the 1987-1988 school year. Likewise, library media specialists in Iowa's public schools are spending fewer dollars on audio-visual materials than those responding to the latest national survey. Even though books were given top priority in the media center materials budget, mean and median expenditures in this category were also lower than those reported by Miller and Shontz. The one exception to lower dollar spending in Iowa was periodical expenditures, which have now risen above the national mean and median. These findings show the current trends in budgeting practices of Iowa's public school library media specialists. Future

research will be necessary to learn new patterns of spending.

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APPENDIX A

March 22, 1990

Name
Library Media Specialist
School Name
Address

Dear _____:

As a graduate student in the Department of Library Science at the University of Northern Iowa, I am conducting a research study concerning the expenditures for collection development in Iowa's public school library media centers during the 1988-1989 school year. I appreciate your response to the enclosed survey.

If you serve more than one attendance center, please choose one center and respond for that center only. Indicate the grade levels housed in the center chosen for your responses.

All information will be used for statistical purposes only; the names of schools and library media specialists will not be revealed in this study. The success of this study depends on your cooperation and on your answering the questionnaire as accurately as you can.

Please return the completed questionnaire in the stamped, return-addressed envelope by April 12, 1990.

Thank you for your cooperation and contribution to this study.

Sincerely,

Loraine Clark
Researcher
R.R. 1, Box 125
Iowa Falls, Iowa 50126

APPENDIX B

School Library Media Center Expenditures
for Collection Development
1988-89

To facilitate the understanding of terms used in this study the following definitions should be used:

1. Materials budget includes all expenditures, both purchase and rental, for collection development (all media formats) in the school library media center. It includes software if the costs come from the library media budget.
2. Professional collection includes any library media material purchased for the faculty collection and use, not for students.

Write in the amount of money from the library media center materials budget spent on the following materials during the 1988-89 school year. Estimate if necessary.

Print Materials

\$ _____ Books (include reference)

\$ _____ Periodicals

\$ _____ Newspapers

\$ _____ Pamphlets

\$ _____ Government Documents

\$ _____ Professional Collection

\$ _____ Other, not included above

Audio-Visual

\$ _____ Computer Software

\$ _____ Filmstrips

\$ _____ Audio recordings

\$ _____ Video recordings

\$ _____ Kits

\$ _____ CD/Laser disks

\$ _____ Transparencies

\$ _____ Other

Circle the grade levels in the attendance center for which you responded as library media specialist:

K 1 2 3 4 5 6 7 8 9 10 11 12

Number of students in the attendance center served _____