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**The Role of the School Library Media Specialist as Perceived by
Selected Elementary School Principals in the Houston
Independent School District**

Sue Anita White

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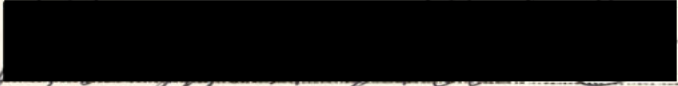
for the Master's degree and hereby certify that the examination has been successfully completed.

The thesis has been inspected by each of us and is approved.



Chairman






Sue Anita White

PRAIRIE VIEW, TEXAS

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Chapter 1

INTRODUCTION

During the past ten years significant revisions in the role of the "traditional" librarian have come about to adjust to the changes that have taken place in American education. As a result of these changes, a need has risen for professional personnel capable of developing and operating instructional materials centers that are highly effective in helping children learn from both print and non-print materials.

According to Delaney (1976, p. 97), elementary school principals who possess an insight to the proper function of the school library media specialist can contribute heavily to the establishment of a solid base for the overall school instructional program. Delaney further states that the school media specialist and the principal working together as a team can help to restore instruction.

In 1968, the school Library Manpower Project funded by the Knapp Foundation of North Carolina, Inc. was administered by the American Association of School Librarians, a division of the American Library Association. According to Case (1974, p. ix), this project studied questions significant to the redefinition of the concept of school librarianship and the effective utilization of professional school library media personnel through implementation and evaluation of a variety of new and innovative educational approaches.

Case (1974, p. viii) remarked that the innovations of the School Library Manpower Project have become the prototypes for colleges and universities as they develop or adapt their library education programs to adjust to the changes now taking place in American education.

Case (1974, p. 3) viewed the decade of the sixties as a period of great educational change in response to societal upheaval and technological advances. Changing school curriculum, new application of teaching/learning strategies, federal programs, new methods of storage, retrieval and dissemination of information, were having a direct effect upon the school librarian's role in meeting informational, educational and research needs.

The diversity of job responsibility for the school media specialist required by educational innovations and recommended in the Standards for School Library Programs published by ALA in 1969 mandated the need for librarians to have the mastery of new concepts in the profession to meet these changing responsibilities.

The National Inventory of Library Needs published by the American Library Association in 1965 revealed the special concerns of school librarianship in providing sufficient well-qualified personnel to insure quality service in every school.

PURPOSE OF THE STUDY

Librarians have always been looked upon by patrons and administrators simply as "a keeper of books." According to West (1972, p. i) the twentieth century library educator has had a calling for improving this simple existence, which has meant a moving, shaking, and transformation of the librarian profession. For this reason, this writer has chosen to investigate the role of the school library media specialist as perceived by the elementary school principal.

STATEMENT OF THE PROBLEM

Author and librarian Helen E. Saunders (1968, p. 172), states that the effectiveness of the school library media specialist strongly depends on how the role of the specialist is viewed by the top managerial person in the elementary educational block. Based on this statement, this writer deems it significant to investigate the depth of thought the elementary school principal has of the newly acquired role of the library educator.

RATIONALE FOR THE STUDY

The demands being made by society upon our schools are concentrated in the area of instruction and accountability. This fact makes it imperative that the media specialist become more competent to implement and administer necessary changes.

For this reason, elementary school principals who are aware of the active role of the media profession at both a practitioner and administrative level may willingly support the school media specialist.

This writer believes that approval and support of the principal can be a strong feature, because students, parents, and teachers tend to follow the lead of the key managerial figure. A key factor in the effectiveness of the school media specialist is interest and involvement on a continuous basis.

The school media specialist can be a pivotal point in the educational block of a given institution for preserving knowledge, expanding knowledge for intellectual, cultural, artistic, and emotional growth of students and instructors.

To achieve this, the elementary school principal may be exposed to the role of the modern library educator through an in-service or orientation program.

SIGNIFICANCE OF THE STUDY

QUESTIONS TO BE ANSWERED

A strong elementary school media specialist can be a guiding force in the development, accomplishments, and hope for today's student. An administrator with a storehouse of knowledge and a positive attitude about the media specialist can do much to clarify objectives, promote the wise expenditure of money and improve library service in the local schools. For this reason, the writer sees the importance to canvass the feelings and knowledge of the elementary school principal toward the school library media center specialist.

This study can point out the significance of acquiring a full-time, certified, professional media specialist.

What percentage of elementary school principals surveyed indicated a need for an in-service or orientation on the role of the school media specialist?

ASSUMPTIONS

For the purpose of the study, it is assumed that:

1. There is a significant correlation between the elementary school principal's executive professional leadership and his perception of the role of the school library media specialist.
2. The principal's perception of the library media specialist can be measured with validity and the findings utilized to increase leadership perception.
3. The elementary school principal's acceptance and understanding of the newly acquired role of the librarian can be enhanced by an in-service or orientation program.

DEFINITION OF TERMS

QUESTIONS TO BE ANSWERED

For the purpose of the study the following questions will be answered:

1. How extensive is the elementary school principal's knowledge of the role of the school media specialist in regard to "Services to Students" as shown by specific percentage findings?
2. How extensive is the elementary school principal's knowledge of the role of the school media specialist in regard to "Services to Teachers" as shown by specific percentage findings?
3. How extensive is the elementary school principal's knowledge of the role of the school media specialist in regard to "Organization and Administration" as shown by specific percentage findings?
4. What percentage of elementary school principals surveyed indicated a need for an in-service or orientation on the role of the school media specialist?

Media: "Materials for learning, in both print and non-print forms, and including such forms as kits, sculpture, art prints, models, and the like. (ALA, 1963, pp. 30-33).

Top Administrator or Principal: This is the key managerial figure in the elementary school setting.

Role: This refers to the job responsibilities of the school media specialist.

Orientation or in-service: This is a program designed to familiarize a person with new surroundings and circumstances in the library.

Elementary School: This encompasses grades kindergarten through sixth.

Perception: Refers to the extent of knowledge the elementary school principal has of the job responsibilities of the school library media specialist.

White Perception Survey of 1979: The instrument employed to evaluate the elementary school principal's perception of the range and depth of library services to both students and teachers. It encompasses 20 items which are grouped into materials and instructional programs.

Instructional Programs: Refers to a systematically designed teaching/learning program conducive to individualized and/or group instruction.

DEFINITION OF TERMS

For the purpose of the study, the following terms will be utilized:

School Library Media Specialist: The school library media specialist is the first professional level position of a fully staffed school library media center. This role includes expertise in the broad usage of both print and nonprint materials and related equipment. The media specialist applies the knowledge of media categories to the development and implementation of curriculum. In addition, the school library media specialist fills an active teaching role through instruction in the effective use of media and equipment (ALA, 1971, p. 10). Generally, it is a synonym for media specialist, librarian, library educator, and library facilitator.

Media Center: "A learning center in a school where a full range of print and audiovisual media, necessary equipment, and services from media specialists are accessible to students and teachers." (ALA, 1969, p. xv)

Learning Center: Generally a synonym for library, media center, resource center, or instructional materials center housed by the school.

School Library: "An organized collection of books and other teaching aids housed in a school for the use of pupils and teachers in charge of a librarian or a teacher." (Dictionary of Education, 1959, p. 319) Primarily print-oriented.

Program: "The true concept of a school library program means instruction, service, and activity throughout the school rather than merely within the four walls of the library quarters." (ALA, 1960, p. 14-15).

Media: "Materials for learning, in both print and non-print form, and including such forms as kits, sculpture, art prints, models, and the like. (ALA, 1969, pp. 30-33).

Top Administrator or Principal: This is the key managerial figure in the elementary school setting.

Role: This refers to the job responsibilities of the school media specialist.

Orientation or In-service: This is a program designed to familiarize a person with new surroundings and circumstances in the library.

Elementary School: This encompasses grades kindergarten through sixth.

Perception: Refers to the extent of knowledge the elementary school principal has of the job responsibilities of the school library media specialist.

White Perception Survey of 1979: The instrument employed to evaluate the elementary school principal's perception of the range and depth of library services to major user groups. It approaches the library from the user's viewpoint and classifies services to the functions performed for the user, such as provision of materials and information.

Instructional Program: Refers to a systematically designed teaching/learning program conducive to individualized and/or group instruction.

DELIMITATIONS OF THE STUDY

Subjects surveyed were limited to elementary school principals in Areas II & III of the Houston Independent School District. Sixty-five elementary school principals in the northwest and southwest areas were invited to participate.

OVERVIEW OF CHAPTERS

The four remaining chapters of this investigation include, a review of related literature and research, an explanation of the design of the study, an analysis of the data and findings, and the summary, conclusion and recommendation respectively.

Chapter II focuses on "The Changing Role of the School Library Media Specialist" and "The Role of Principals and Other Administrators in the School Library Program."

Chapter III includes an introduction, an explanation of the procedure, population, sample size, instrument design, a description of the instrument, and an analysis of data.

Chapter IV includes an introduction and an analysis of returns.

Chapter V includes the summary, major findings, conclusions and recommendations.

Chapter 2

REVIEW OF RELATED LITERATURE

The following is a coverage of literature on the role of the elementary school library media specialist as perceived by the elementary school principal. The related literature will focus primarily on the changing role of the school librarian, the role of principals and other administrators in the school library program.

THE CHANGING ROLE OF THE SCHOOL MEDIA SPECIALIST

Wasserman (1972, p. 3) states that it is very difficult, and may be impossible, for a conventional, passive and complacent professional discipline to break with the past. This is necessary if librarianship is to survive as anything other than a custodial function. A role positively linked with the achievement of specific and viable ends identified with human needs and with human aspirations must be conjured. Wasserman (1972, p. 19) further states that the most fundamental requisite for change, is a metamorphosis in ideology and world view of those who practice librarianship. Those who foster change must genuinely understand their own personal values and their motivations. The requisites of change must be meaningful and relevant beyond the terms of the individual's personal needs and aspirations. His professional competence must be relevant to the specialized nature of the change.

According to Chisholm (1976, p. 28) the library profession itself has not always been clear as to what its practitioners do. Even though media

professionals (librarians, audiovisual specialists, educational technologists or others with similar job titles) have been employed in schools and colleges for the best part of the twentieth century. In order to identify the multiplicity of media-related tasks performed in schools today and the types of staff performing them, two projects were undertaken: (1) the American Association of School Librarians conducted the School Library Manpower Project and (2) The Association for Educational Communications and Technology conducted the Jobs in Instructional Media Study. One of the first findings of both studies was that there rarely is one single media professional. Even in schools where only one person has the full-time appointment as the media professional, there are often clerks, aides, pages, projectionists, and other types of support personnel from the student body, from parents organizations, and the community. The point is that most of the major tasks performed in a media center will have to be accomplished whether there is one professional or several.

To provide an overview of what gets done in a media center and who does it, the levels of positions as determined by these studies must be considered.

The tasks observed were grouped into three basic clusters—beginning, middle and advanced. These are also described as the aid level, the technician level, and the specialist.

For the purpose of this study, the writer will examine the tasks of the specialist. The School Library Manpower Project determined the functions of the specialist to include research, planning and evaluation, human behavior, media, learning and learning environment, management, and professionalism.

The Jobs in Instructional Media Study included functions of research, evaluation-selection, design, production, support-supply, utilization, organization management, utilization/dissemination, and personnel management.

According to Deprosop and Liesener (1975, 292-301) there is probably no more acute issue at the present time in education than that of accountability. The media specialist should view the evaluation process as assisting in answering a basic question: How do I know our resources are being allocated wisely in trying to meet client needs? Or, did we accomplish what we started out to do. The assumptions implicit in these questions are that the media specialist knows what is to be accomplished, that measurable objectives have been formulated, and that the specialist wants to accomplish the "right" things.

Liesener (1972, p. 215) describes the role of the media specialist as one who serves to facilitate the interaction between clients and information in order to achieve learning objectives. The optimum goal is to have the media specialist identify and assess the information alternatives available on one hand, and the related client needs on the other, to provide the efficacious match.

A Look at the Past

During the 1950's, several studies concentrated on the relationship of the school librarian to curriculum improvement activities. Voisard (1955) studied high schools of over 1,000 enrollment and found that library staffing decreased as enrollments increased, and that librarians were frequently included in committees for special curriculum projects but rarely full participants. Butler (1951, pp. 235-47) studying New York state schools with central libraries, reported the most frequent activity of school librarians to be that of providing guidance materials and "guidance fiction."

Butler (1951, pp. 235-47) using fifty New York state school libraries which met the then current ALA standards for personnel, studied school library

services as these related to modern concepts of their educational function. In terms of present-day standards, it is interesting to note that only six of the fifty schools had two full-time librarians and only four met the standards for paid clerical help. Butler's study is of particular interest in documentary problems of standards and new educational concepts; problems which exist today as they did over twenty years ago.

Desirable Abilities

According to Grazier (1969, p. 410-23) the role of the media professional in education is changing ... to that of an analyst and designer of instructional systems who must be centrally involved in the planning of learning environments, and in providing for related support functions and evaluative procedures.

Hopefully, the formal education for librarianship will develop those abilities needed by the librarian who administers the program in the local school. He needs ability to develop good public relations in the school and in the community, so that library services performed and offered will be recognized for the real contribution which they make to the education of young people. In the local school, he must be able to assist with curriculum planning, so that as new courses are proposed he can knowledgeably interpret the role of the librarian in their development.

As he administers the library itself, he needs ability in budget making and in management of the library's many basic processes and routines. Most of all, he must be a planner and a seer, in order to view both immediate and long-range needs of the library as they pertain to services, personnel, materials, and physical facilities.

Image of the Librarian

As we think of the good school library as one which incorporates the best possible selection, organization, housing, and use of all kinds of learning materials, the key to the service is the librarian.

The image of the librarian is slowly changing from that of a strict, unsmiling woman who maintains the library as if it were her personal property, to that of a friendly young man or woman who makes the library a place where everyone feels at home. Even today school librarians realize that the old concept still exists. Saunders (1968, p. 160) suggests that the lack of agreement within the library profession as to the librarian's function makes it difficult to get a true picture. The history of librarianship reveals the emphasis on conserving books, while the modern emphasis is on service. School librarians must stop doing clerical tasks and other jobs which should be done by sub-professional personnel. They must spend most of their time working directly with teachers and students in individual and group service.

When librarians themselves and other professional people in the schools see a library functioning as a service agency which welcomes all, the image of the librarian will change. Such a school library is administered by a librarian who uses automation and self-help whenever possible in the routine processes. In order to keep up with happenings in his own area, the librarian takes an active part in state and local organizations for librarians and teachers. As a member of national organizations, he has access to the latest developments and experiences in the school library field. The librarian should show patience, consideration, and flexibility in his contacts with library users and potential users. Until school library staffs increase in number and kind of personnel, it may be difficult to erase entirely the old image of a school librarian.

Up-dating Professional Education

Working librarians need to return to college for additional courses in order to up-date their training. According to Saunders (1968, p. 163), beginning in 1966, 900 full-time fellowships were made available through the United States Office of Education for experienced school personnel, including librarians. Other available means of assistance for the education of librarians was the awarding in 1966 of 139 graduate fellowships in library and information science under the Higher Education Act of 1965. More than 500 similar fellowships were made available in 1967. The NDEA Institutes for school librarians and for media specialists held during the summers of 1965, 1966, and 1967 were of great help in the education of both beginning and experienced school librarians. The American Library Association has produced a booklet, frequently updated, describing the many scholarships, fellowships, and loan funds available from library associations, state departments of education, and other sources. Many brochures concerning the various kinds of librarianship are also available from the ALA.

Saunders (1968, p. 163) states that the whole picture of library personnel for the local school needs to be frequently examined in relation to the kind of work done and present and future plans. As physical facilities are enlarged or decentralization is contemplated, the effect of these changes on staff needs must be taken into account. Every few years, a study should be made to see to it that professional members of the staff are maintaining a high level of performance. Saunders believes that without an adequate library staff which has resourcefulness and imagination to carry out today's tasks and plan for the future, the school's library will offer considerably less than the dynamic program needed to fill the demands of our schools.

The Future: A Forecast of Things to Come

According to Saunders (1968, p. 184), future needs in the area of library personnel will call for employees with a wide variety of abilities and educational preparation. Professional personnel will include people with competence in the administration and use of all kinds of media as well as subject specialists. The title media specialist may be used in place of librarian. This title has the advantage of implying knowledge of both printed and audiovisual materials.

THE ROLE OF PRINCIPALS AND OTHER ADMINISTRATORS IN THE SCHOOL LIBRARY PROGRAM

It is the belief of Saunders (1968, p. 171-75) that much of the success or failure of the library program rests with the superintendent of schools and the principal of the local school. When the superintendent is concerned with the development of strong libraries, it is because he knows how significant they are in the maintenance of quality education. He is the one who leads the way in establishing policies for assuring effective library service. The library-minded superintendent influences the public in backing good school libraries; and as he works with the school board, he is able to get strong financial support from that body.

One way in which the superintendent makes known his concern for libraries is through his annual report to the board of education. A good illustration of such a report is the one made in 1966 by Rober L. Chisholm, superintendent of the public schools of Albuquerque, New Mexico. Here, concern is expressed for the local need for more personnel to administer the complexities

of a library in a world containing a vast array of constantly expanding knowledge. He also speaks of the future school library as a place which will contain knowledge not only in the form of books but also in films, tapes, diagrams, maps, and other materials. Librarians will be experts in developing packages of resources to meet the need of each teacher. In addition to having its own wide collection, Dr. Chisholm sees the school library as having an access to a central computer and to central information banks. This is an example of a superintendent expressing to a board of education his understanding of the significance of the school librarian in the total education program.

Saunders (1968, p. 171-75), further states that although the effect of the superintendent's knowledge and influence can be great, the local library situation is directly influenced largely by the principal. The principal has some knowledge concerning all phases of the school's program. Just how much he knows about the role of the librarian and the library, as well as his attitude toward it depends on his background of education and experience. If his knowledge is limited to that obtained in college and graduate school courses for administrators, it may be minimal or non-exist. Principals who have had personally satisfying experiences with librarians and whose families have benefitted from library usage will have a positive attitude toward the school library and its staff. As principals attend conferences, visit other schools, and read in their professional journals about library service, they become more aware of the influence which a strong librarian can have on the entire school program.

The principal must recognize librarians as full members of the faculty since their background of education is comparable to that of their professional school personnel. Then he can depend on the librarians to keep him informed concerning new developments in library facilities, materials, and services. The librarian who does not take on this responsibility fails in a very

important obligation. It is his duty to be familiar with new developments not only for his own enlightenment but in order to interpret them to the principal, in relation to the local library situation.

It is the opinion of Saunders (1968, p. 171-75), that no matter how strongly the library staff feels about the importance of its services, it cannot get very far in its program without the full cooperation and backing of the principal. Therefore, close communication between them must exist. Regardless of how the principal gains his understanding and appreciation of library programs, it is he who leads the way in supporting the library. Whenever changes in library procedures have been decided on, it is the principal who has the responsibility along with the library staff of lending active support.

Sample Size

The population included sixty-five (65) elementary school principals in the Houston Independent School District whose school libraries were operated by a full-time specialist.

Instrument Design

The White Perception Survey of 1979 used in this study was a compilation of data canvassed in the review of related literature. The questions evolved from data relating to the competencies of the school library media specialist as defined by the Texas Education Agency. The instrument was derived from a questionnaire employed in a study of librarians in the state of Oregon by Margaret L. Lane in 1964.

After the data was collected, it was tallied and presented in the form of an item analysis and percentages (See Tables 2 - 5).

DESIGN OF THE STUDY

Population

The subjects used in this study were sixty-five (65) elementary school principals presently employed by the Houston Independent School District. The subjects were chosen on the basis that their school was located in the geographical area with the highest concentration of full-time specialists. It is the opinion of this writer that this method of selection yielded the greatest implication for applying the survey to the entire district.

Sample Size

The population included sixty-five (65) elementary school principals in the Houston Independent School District whose school libraries were operated by a full-time specialist.

Instrument Design

The White Perception Survey of 1979 used in this study was a compilation of data canvassed in the review of related literature. The questions evolved from data relating to the competencies of the school library media specialist as outlined by the American Association of School Librarians and the Texas Education Agency. The format generated from a criterion instrument employed in a study of libraries in the state of Oregon by Margaret E. Lane in 1966.

Chapter 3

DESIGN OF THE STUDY

Introduction

The purpose of the study is to investigate the role of the school library media specialist as perceived by elementary school principals. The term "role" refers to the activities the librarian exercises in the conduct of his or her job. This chapter includes a description of the procedure, population, sample size, instrument design, description of the instrument, and analysis of the data.

Procedure

A meeting was held on March 2, 1979 with the Director of Instructional Media Services of the Houston Independent School District, to request permission to conduct the study. During this meeting, the following items were discussed: (1) the purpose of the study, (2) school district personnel who would participate, (3) advanced planning necessary to avoid undue interference with the regular instructional program, (4) the survey instrument, (5) dissemination and collection of the instrument, and (6) the estimation of time involved.

After permission was obtained, an agreement was made for sharing information about the progress of the study with Instructional Media Services and submitting a complete documented report of the findings to the school district.

A pilot study was conducted involving three (3) principals outside of the rim of the selected pool of participants, a media coordinator, and the Director of Instructional Media Services. Each participant was given the opportunity to respond to the survey questions and their responses tallied and presented in frequencies and percentages (See Table 1). In-depth interviews were then conducted to determine the kinds of problems encountered in responding to the survey. From these interviews, revisions were made in terminology and the mode of response. From this study evolved the instrument utilized in the full-scale study.

Participants for the study were randomly selected from a pool containing the names of schools located in the northwest and southwest areas of the Houston Independent School District. This geographical location contained a total of eighty-two (82) schools (See Figure 1). The telephone directory for the district provided the names of schools with the names of the principals (See Appendix A).

After the participants were chosen, each principal was mailed a copy of the White Perception Survey of 1979 with a cover letter explaining the study and requesting their participation.

The White Perception Survey of 1979 was mailed to the participants on March 15, 1979. Participants were given a two-week time span to complete and return the questionnaire by March 30, 1979. After one week, on March 23, 1979, a personal telephone call was made to each principal to determine if the questionnaire was received and if it would be returned. It was felt that this personal contact would help set the stage for a prompt return, and would also provide clarifying information to those principals who had reservations about participating in the study.

Analysis of This survey requested responses on the activities the school librarian exercises in the conduct of his or her role. The instrument requested information on services to students and teachers, and library organization and administration.

Description of the Instrument

The criterion instrument used in the study was the White Principal Perception Survey of 1979 (See Appendix C).

The questionnaire was used to secure data needed to measure how principals perceive the role of the school library media specialist. The White Principal Perception Survey of 1979 was of the restricted or closed form type, asking for "yes" or "no" answers with a third alternative of "not sure".

The instrument consisted of eighteen (18) items divided into four (4) sections. Section I requested general information. Sections II and III requested information on services to students and teachers, respectively. Section IV requested information on library organization and administration.

The instrument was constructed so that there would be no right or wrong answers. The White Principal Perception Survey of 1979 sought to answer the following questions:

1. How extensive is the elementary school principal's knowledge of the role of the school media specialist?
2. From what source(s) do the elementary school principal gain information about the schoolmedia specialist?
3. What is the attitude of the elementary school principal toward the school media specialist?
4. Is an in-service or orientation program needed to inform principals of the role of the school library media specialist?

Analysis of the Data

The statistical procedure used to analyze the data obtained from the study was an item analysis. This procedure shows the relationship of items asked on the questionnaire and the responses given to each item. The data was hand-tallied and presented in frequencies and percentages (See Tables 2-5).

1. How extensive is the education of the principals in the knowledge of the role of the school library media specialist?
2. From what sources does the elementary school principal gain his understanding of the role of the school library media specialist?
3. What is the attitude of the elementary school principal toward the school media specialist?
4. Is an inservice or orientation program needed to inform principals of the role of the school media specialist?

The population of this investigation consisted of elementary school principals currently employed by the Houston Independent School District. The sample population of this study included fifty-five (55) principals whose offices were operated by full-time specialists. A questionnaire was used to obtain the information needed. The questionnaire was of the multiple-choice format asking for "yes" or "no" answers with a third choice of "not sure". The statistical procedure used to analyze the data was through frequency and percentages.

Table 2 reveals the responses of fifty-three (53) principals to the role of the school library media specialist in relation to services to students. Examination of the responses to the question "Does the school library media specialist provide services to students?" shows that seventy-seven percent (77%) responded yes and non-printed materials? shows that seventy-seven percent (77%) responded yes

Chapter 4

ANALYSIS OF DATA

The purpose of the investigation is to investigate the role of the school library media specialist as perceived by the elementary school principal. Specifically, answers were sought to the following questions:

1. How extensive is the elementary school principal's knowledge of the role of the school library media specialist?
2. From what source(s) do(es) the elementary school principal gain his understanding of the role of the school library media specialist?
3. What is the attitude of the elementary school principal toward the school media specialist?
4. Is an in-service or orientation program needed to inform principals of the role of the school media specialist?

The population of this investigation consisted of elementary school principals currently employed by the Houston Independent School District. The sample population of this study included sixty-five (65) principals whose libraries were operated by full-time specialists. A questionnaire was used to secure the information needed. The questionnaire was of the restricted or closed form type asking for "yes" or "no" answers, with a third choice of "not sure". The statistical procedure used to analyze the data was through frequencies and percentages.

Table 2 reveals the responses of fifty-three (53) principals to the role of the school library media specialist in relation to services to students. Examination of the table shows that there was five questions in this category. The first question: Does the librarian guide students in the selection of printed and non-printed materials? shows that seventy-seven percent (77%) responded yes

and five percent (5%) responded not sure. The second question: Does the librarian assist students in developing skills in reading, viewing, and listening? shows that seventy-eight percent (78%) responded yes and four percent (4%) responded not sure. The third question: Does the librarian help in developing desirable attitudes toward care of library and school property? shows that seventy-eight percent (78%) responded yes, and four percent (4%) responded not sure. The fourth question: Does the librarian assist students in research projects? shows that sixty-two percent (62%) responded yes, five percent (5%) responded no, and fifteen percent (15%) responded not sure. The fifth question: Does the librarian assist in developing skills in the use of books, audio-visual equipment, and the library? shows that seventy-seven percent (77%) responded yes and five percent (5%) responded not sure.

Table 3 reveals the responses of principals to the role of the school library media specialist in relation to services to teachers. Examination of the table shows that there were five questions in this category. The first question: Does the librarian work with teachers in selection of materials? shows that seventy-two percent (72%) responded yes, five percent (5%) responded no, and five percent (5%) responded not sure. The second question: Does the librarian keep teachers informed about new materials? shows that sixty-six percent (66%) responded yes, five percent (5%) responded no, and eleven percent (11%) responded not sure. The third question: Does the librarian prepare bibliographies on request? shows that fifty-four percent (54%) responded yes, two percent (2%) responded no, and twenty-six percent (26%) responded not sure. The fourth question: Does the librarian provide professional materials? shows that seventy-two percent (72%) responded yes, four percent (4%) responded no, and six percent (6%) responded not sure. The fifth question: Does the librarian introduce new material to classes through book talks, demonstrations or displays? shows that

seventy-eight percent (78%) responded yes, two percent (2%) responded no, and two percent (2%) responded not sure.

Table 4 reveals the responses of principals to the role of the school library media specialist in relation to organization and administration. Examination of the table shows that there were five questions in this category. The first question: Is a library inventory taken at least once a year? shows that eighty-two percent (82%) responded yes. The second question: Is an annual written report made to the school administrator? shows that eighty-two percent (82%) responded yes. The third question: Are books which are in need of repair sent to a professional bindery? shows that sixty-two percent (62%) responded yes, five percent (5%) responded no, and fifteen percent (15%) responded not sure. The fourth question: Are fines charged for overdue books? shows that forty percent (40%) responded yes, thirty-two percent (32%) responded no, and ten percent (10%) responded not sure. The fifth question: At least once a year, are the library materials examined for the purpose of discarding out-of-date or worn-out materials? shows that sixty-eight percent (68%) responded yes, four percent (4%) responded no, and ten percent (10%) responded not sure.

Table 5 reveals the responses of principals to the desirability of an in-service or orientation program as a method of acquainting principals with the role of the school library media specialist. Examination of the table shows that the question: Would an in-service or orientation program be a desirable method of acquainting principals with the role of the school librarian? yielded a response sixty percent (60%) in favor, ten percent (10%) against, and twelve percent (12%) not sure.

In summary, a total of sixty-five (65) surveys were mailed, with fifty-three (53) participants responding. The data base for the study was sixty-five (65) with a frequency of twelve (12), at eighteen percent (18%), which were non-responding.

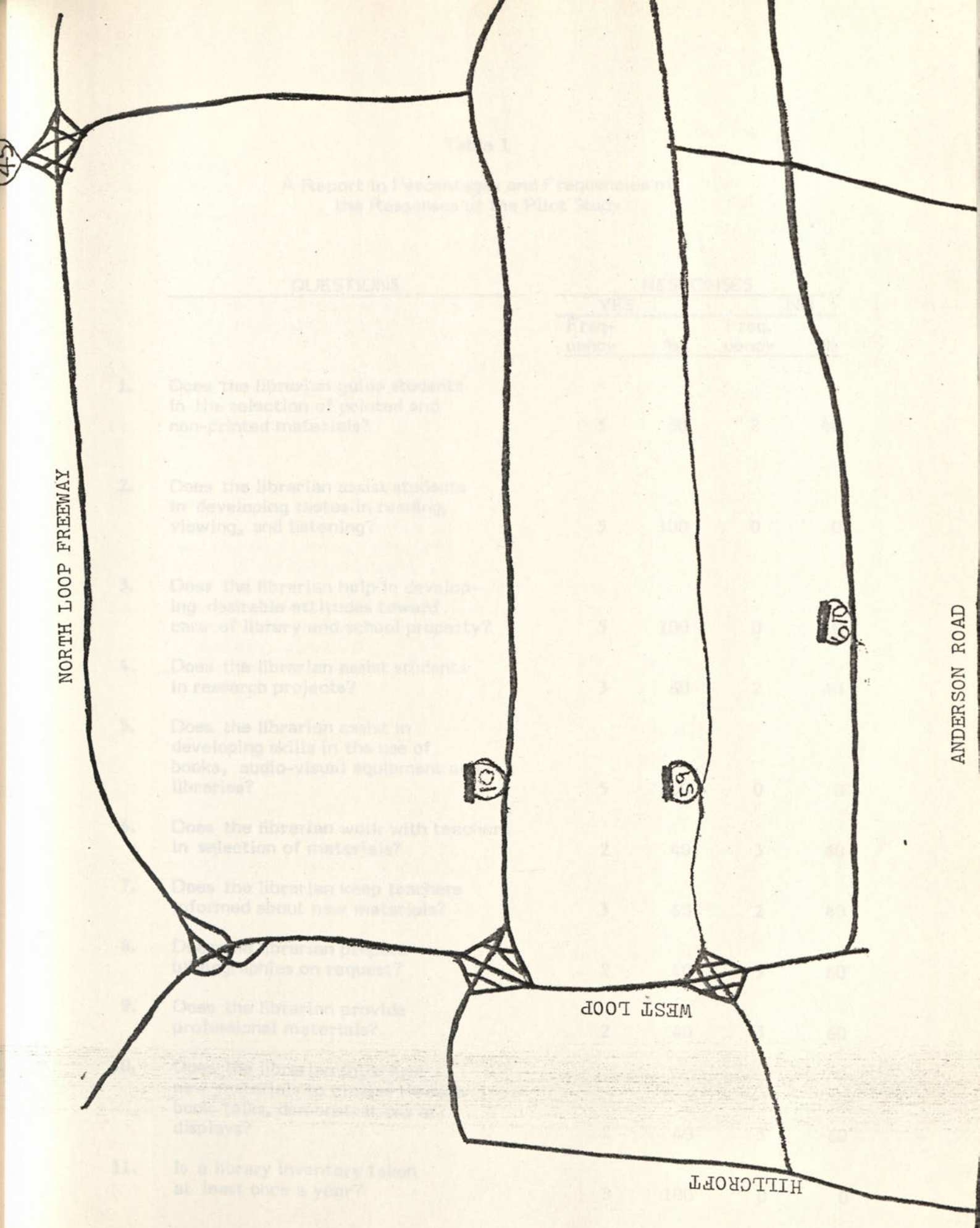


Figure 1.

Table 1

A Report in Percentages and Frequencies of
the Responses of the Pilot Study

	QUESTIONS	RESPONSES			
		YES		NO	
		Freq- uency	%	Freq. uency	%
1.	Does the librarian guide students in the selection of printed and non-printed materials?	3	60	2	40
2.	Does the librarian assist students in developing tastes in reading, viewing, and listening?	5	100	0	0
3.	Does the librarian help in developing desirable attitudes toward care of library and school property?	5	100	0	0
4.	Does the librarian assist students in research projects?	3	60	2	40
5.	Does the librarian assist in developing skills in the use of books, audio-visual equipment and libraries?	5	100	0	0
6.	Does the librarian work with teachers in selection of materials?	2	40	3	60
7.	Does the librarian keep teachers informed about new materials?	3	60	2	40
8.	Does the librarian prepare bibliographies on request?	2	40	3	60
9.	Does the librarian provide professional materials?	2	40	3	60
10.	Does the librarian introduce new materials to classes through book talks, demonstrations or displays?	2	40	3	60
11.	Is a library inventory taken at least once a year?	5	100	0	0

Table 1, cont'd

QUESTIONS		RESPONSES			
		YES		NO	
		Freq- uency	%	Freq- uency	%
12.	Is an annual written report made to the school administrator?	5	100	0	0
13.	Are books which are in need of repair sent to a professional bindery?	5	100	0	0
14.	Are fines charged for overdue books?	2	40	3	60
15.	At least once a year, are the library materials examined for the purpose of discarding out-of-date or worn-out materials?	0	0	5	100
16.	Would an in-service or orientation program be a desirable method of acquainting principals with the role of the school librarian?	5	100	0	0

Table 2

A Report in Percentages and Frequencies of the Responses of the Role of the School Library Media Specialist

Responses of the Role of the School Library Media Specialist

in Relation to Services to Students

QUESTIONS

RESPONSES

	YES		NO		NOT SURE		NON-RESPONDING	
	Freq- uency	%	Freq- uency	%	Freq- uency	%	Freq- uency	%
Does the librarian guide students in the selection of printed and non-printed materials?	50	77	0	0	3	5	12	18
Does the librarian assist students in developing tastes in reading, viewing, and listening?	51	78	0	0	2	4	12	18
Does the librarian help in developing desirable attitudes toward care of library and school property?	51	78	0	0	2	4	12	18
Does the librarian assist students in research projects?	40	62	3	5	10	15	12	18
Does the librarian assist in developing skills in the use of books, audio-visual equipment, and libraries?	50	77	0	0	3	5	12	18

Table 3

A Report in Percentages and Frequencies of the
Responses of the Role of the School Library Media Specialist

in Relation to Services to Teachers

QUESTIONS	YES		NO		NOT SURE		NON-RESPONDING	
	Freq- uency	%	Freq- uency	%	Freq- uency	%	Freq- uency	%
Does the librarian work with teachers in selection of materials?	47	72	3	5	3	5	12	18
Does the librarian keep teachers informed about new materials?	43	66	3	5	7	11	12	18
Does the librarian prepare bibliographies on request?	35	54	1	2	17	26	12	18
Does the librarian provide professional materials?	47	72	2	4	4	6	12	18
Does the librarian introduce new materials to classes through book talks, demonstrations or displays?	51	78	1	2	1	2	12	18

Table 4

A Report in Percentages and Frequencies of the

Responses of the Role of the School Library Media Specialist

in Relation to Organization and Administration

QUESTIONS

RESPONSES

	YES		NO		NOT SURE		NON-RESPONDING	
	Freq- uency	%	Freq- uency	%	Freq- uency	%	Freq- uency	%
Is a library inventory taken at least once a year?	53	82	0	0	0	0	12	18
Is an annual written report made to the school administrator?	53	82	0	0	0	0	12	18
Are books which are in need of repair sent to a professional bindery?	40	62	3	5	10	15	12	18
Are fines charged for overdue books?	26	40	21	32	6	10	12	18
At least once a year, are the library materials examined for the purpose of discarding out-of-date or worn-out materials?	45	68	2	4	6	10	12	18

Table 5

A Report in Percentages and Frequencies of the
Responses of Desirability of an In-Service or Orientation Program

QUESTIONS	RESPONSES							
	YES		NO		NOT SURE		NON-RESPONDING	
	Freq- uency	%	Freq- uency	%	Freq- uency	%	Freq- uency	%
Would an in-service or orientation program be a desirable method of acquainting principals with the role of the school librarian?	39	60	6	10	8	12	12	18

Table 6

A Report in Percentages and Frequencies on the
Questions Established to be Answered

	QUESTIONS		RESPONSES			
			YES		NO	
	Freq- uency	%	Freq- uency	%	Freq- uency	%
1.	How extensive is the elementary school principal's knowledge of the role of the school media specialist in regard to "Services to Students" as shown by specific percentage findings?	49	92	4	8	
2.	How extensive is the elementary school principal's knowledge of the role of the school media specialist in regard to "Services to Teachers" as shown by specific percentage findings?	45	85	8	15	
3.	How extensive is the elementary school principal's knowledge of the role of the school media specialist in regard to "Organizational and Administration" as shown by specific percentage findings?	43	81	10	19	
4.	What percentage of elementary school principals surveyed indicated a need for an in-service or orientation on the role of the school media specialist?	39	74	14	26	

Chapter 5

SUMMARY, CONCLUSION, AND RECOMMENDATION

The general purpose of this study was to examine the role of the school library media specialist as perceived by elementary school principals, with the intent of determining the level of understanding and the attitude of the school administrator toward the librarian. The findings could be recommended as a base for establishing an in-service or orientation program to serve as a guide for planning by elementary school principals and school library media specialists.

Data relating to the role of school library media specialist were compiled through the use of an instrument comprised of eighteen (18) items which was sent to sixty-five (65) elementary schools in the Houston Independent School District. This questionnaire requested information on services to students, services to teachers, and organization and administration.

Returns were received from fifty-three (53) schools. Three contacts were made in order to obtain these responses. On March 15, 1979, the questionnaire was mailed, along with a letter requesting participation. On March 23, 1979, phone calls were made to each participant encouraging the return of the questionnaire. On April 28, 1979 and April 29, 1979 phone calls were made to non-responding participants which proved to be effective.

In making an analysis of the data related to the school library media specialists of the Houston Independent School District, much of the data revealed a high level of knowledge and a positive attitude on behalf of the elementary school principal.

Data also revealed commendable library practices, with effective personnel conscientiously serving faculty and students.

MAJOR FINDINGS

The findings of this study suggested:

1. The elementary school principals of the Houston Independent School District are knowledgeable of the role of the school library media specialist.
2. The elementary school principals of the Houston Independent School District possess a positive attitude toward the school library media specialist.
3. An in-service or orientation program would be beneficial to newly assigned principals.
4. An in-service or orientation program would help principals to keep abreast of changes being made in the library field.

CONCLUSIONS

On the basis of the above data finding, the following conclusions have been reached:

1. The elementary school principals of the Houston Independent School District are generally pleased with the present library services being rendered.
2. An in-service or orientation program can only enhance the position of the school library media specialist at the school building level.

RECOMMENDATIONS

Based on the finding and review of literature the following recommendations are made:

1. A yearly in-service or orientation program be conducted to acquaint newly assigned principals to the role of the school library media.

NAME

2. As major changes occur in the library field that directly effect the school library media specialist on the building level that an in-service or orientation program be conducted as a method of enhancement and enlightenment.

3. That an open line of communication be maintained between the school level administrator and the elementary school library media specialist.

4. The school media specialist keep abreast of developments in the library field.

Appendix A

(Roster of Principals and Schools)

<u>NAME</u>	<u>SCHOOL</u>
Smith, D.	* Almeda
Matthews, J.	* Anderson
Lauderdale, D.	* Ashford
Shapely, J.	* Askey
Howell, E.	Bell
Mundine, G.	Blackshear
Martin, S.	Bonham
Bradford, R.	Braeburn
Harper, M.	Briargrove
Wells, C. Jr.,	Bruce
Stripling, K.	Burbank
Bilton, D.	Carnegie
Watson, M.	Condit
Lennington, H.	Cornelius
Taylor, C.	Crawford
Stone, F.	Cunningham
Curtis, O.D.	Dodson
Dannell, L.	Douglas
Clouser, E.	Dunbar
Culliane, J.	* Elrod
Elmore, H.	* Emerson

Appendix A, Cont'd

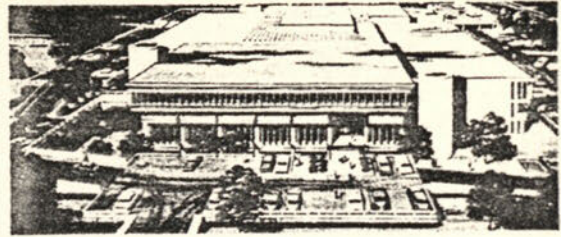
<u>NAME</u>	<u>SCHOOL</u>
Sandling, D.	Fairchild
Everitt, M.	Foerster
Davis, F.	Fondren
Wood, S.	Frost
Macey, S.	Garden Villas
Turner, B.	Gordon
Woodruff, E.	* Grady
Routt, H.	Gregg
Davis, C.	Grimes
Hunt, E.	Grissom
Stuart, J.	* Herod
Kelso, A.	Hobby
Ashmore, M.	* Horn
Sajenz, C.	Jones, A.
Hickman, B.	Jones, J. W.
Wong, M.	* Kolter
Francis, L.	Law
McNeal, C.	Langston
Griffee, L.	* Longfellow
Smith, A.	Lovett
Gentry, W.	* Montgomery
McDonald, J.	Montrose

Appendix A, cont'd

(Letter to Participating Principals)

<u>NAME</u>	<u>SCHOOL</u>
Martin, J.	Neff
Ofield, P.	* Parker
Scardino, A.	Petersen
Heard, H.	Pilgrim
Harper, K.	Piney Point
Caldwell, H.	Pleasants
Coulson, H.	Red
Johnson, J.	Reynolds
Anglin, G.	Rhoads
McNamara, Ila	* Richmond
Luizza, J.	River Oaks
Grays, M.	Rogers
Huerta, E.	Rusk
Manney, T.	Shearn
Parada, E.	Sherman
Davis, R.	Sutton
Ramazette, B.	* Twain
Miller, S.	Walnut Bend
McCanlies, P.	White
Pernoud, F.	Wilson
Brock, J.	Windsor Village

* Newly appointed principals



Houston Independent School District

3830 RICHMOND AVENUE • HOUSTON, TEXAS 77027
AREA CODE (713) 623-5011 Appendix B

(Letter to Participating Principals)

Sue A. White
Braeburn Elementary
7707 Rampart
Route 1.

Dear Principal:

I am presently employed by the Houston Independent School District, as a Learning Resource Specialist at Braeburn Elementary School, 7707 Rampart, Route 1. Concurrently, I am pursuing a Master of Science Degree in Educational Technology at Prairie View A&M University, Prairie View, Texas.

For my master's research, I am investigating "The Role of the School Library Media Specialist as Perceived by Elementary School Principals." Findings from the study will be shared with the district for the purpose of developing an in-service or orientation program as a guide for planning by elementary school principals and learning resource specialists.

I would appreciate you taking a few minutes from your busy schedule to complete the attached questionnaire.

Upon completing the questionnaire, please fold and staple so that my address is visible and drop the questionnaire in the school mail.

Your cooperation and efforts to return the questionnaire by March 30, 1979 will be deeply appreciated.

Respectfully yours,

Sue A. White

cc: John Baker
Instructional Media Services

PLEASE RETURN BY MARCH 30, 1979

Appendix C

The White Principal Perception Survey of 1979

Directions:

1. This survey evaluates the role of the practicing school librarian. The term, "role", is defined as those activities the librarian exercises in the conduct of his or her job.
2. As a participant, your identity will remain anonymous, only the data will be used.
3. Respond to the statements by darkening the appropriate box.
4. Your comments, reactions and suggestions are welcomed.

Section I

General Information

	<u>YES</u>	<u>NO</u>
Is the library staffed by a full-time specialist?	<input type="radio"/>	<input type="radio"/>
Do you consider the library/media center in your school to be (Darkened one)		
Primarily book-oriented	<input type="radio"/>	<input type="radio"/>
Audio-visual and library both provided but not coordinated	<input type="radio"/>	<input type="radio"/>
Audio-visual and library separate but coordinated effectively	<input type="radio"/>	<input type="radio"/>
Definitely a media center	<input type="radio"/>	<input type="radio"/>

Section II

Services to Students

	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
1. Does the librarian guide students in the selection of printed and non-printed materials?	0	0	0
2. Does the librarian assist students in developing tastes in reading, viewing and listening?	0	0	0
3. Does the librarian help in developing desirable attitudes toward care of library and school property?	0	0	0
4. Does the librarian assist students in research projects?	0	0	0
5. Does the librarian assist in developing skills in the use of books, audio-visual equipment, and libraries?	0	0	0

Section III

Services to Teachers

6. Does the librarian work with teachers in selection of materials?	0	0	0
7. Does the librarian keep teachers informed about new materials?	0	0	0
8. Does the librarian prepare bibliographies on request?	0	0	0
9. Does the librarian provide professional materials?	0	0	0
10. Does the librarian introduce new materials to classes through book talks, demonstrations or displays?	0	0	0

Section IV

Organization and Administration

	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
11. Is a library inventory taken at least once a year?	0	0	0
12. Is an annual written report made to the school administrator?	0	0	0
13. Are books which are in need of repair sent to a professional bindery?	0	0	0
14. Are fines charged for overdue books?	0	0	0
15. At least once a year, are the library materials examined for the purpose of discarding out-of-date or worn-out materials?	0	0	0

COMMENTS:

	<u>YES</u>	<u>NO</u>	<u>NOT SURE</u>
Would an inservice or orientation program be a desirable method of acquainting principals with the role of the school librarian?	0	0	0

From what source(s) do you obtain information about the role of the school media specialist?

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