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Establishing an Integrated Instructional Materials Service

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ESTABLISHING AN INTEGRATED INSTRUCTIONAL MATERIALS SERVICE

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THE PROBLEM AND PURPOSES OF THE STUDY

Criticism by lay people such as Admiral Rickover and others, accusing our schools of ineptness and inefficiency the past few years (58:367; 25:73), has led educators to see if they can indeed improve educational processes. The administering and dispensing of instructional materials have been in dispute. In 1947, Willard E. Goslin, then superintendent of the Minneapolis schools, urged (2:137) that all books, audio-visual aids, and textbooks be made available from and through the school library. Louis Shores of the Florida State University was also a strong advocate of such instructional materials services (44:iii). L. C. Larson, in Indiana, on the other hand, believed that audio-visual materials should be administered separately from reference materials and books usually found in a library (31:253).

It seems evident that here was a problem, especially since in many Washington schools, one goes to the library for books, to the principal for texts, and to the person responsible for audio-visual materials for instructional aids. The purpose of the study was to see if there was a basis for change. Since principals'

opinions are of crucial importance, it seemed appropriate to discover their thinking in this regard.

I. THE PROBLEM

Statement of the problem. This study attempted to discover if Washington school administrators believed it would be helpful to integrate library, textbook, and audio-visual materials into one instructional materials service. The three aspects of the problem to be explored were (1) the feasibility of the proposed service in actual schools in Washington, (2) the qualifications thought necessary for the director of such an integrated service, and (3) the degree to which our schools already approached an integrated instructional materials service.

Importance of the study. The investigator has long desired to have organized and available at one place all the materials teachers and students might need in carrying on an educational unit. Newer methods of teaching depend upon a "cross-media" approach to learning (45:81). One must have ready access to a wide variety of educational materials so that education may become the "live" experience it should be (48:82).

If most Washington elementary administrators should favor an integrated instructional materials service, the State

Department of Public Instruction might be interested in recommending such in the public schools.

Should the survey indicate a demand for such integrated instructional materials services, colleges and the universities might be interested in establishing specialized courses to qualify one to direct such a service.

Local citizens' school advisory committees might be interested in learning what practices administrators elsewhere in the State considered important in the administration of all instructional materials.

Limitations of the study. The survey was limited to elementary administrators in the first class school districts of Washington. Teachers were not surveyed since it was assumed that they would welcome any proposal that might increase their efficiency and lighten their work load.

II. THE STUDY PLAN

To become better acquainted with available facts, it was necessary to survey the literature in the field. This will be discussed in Chapter II. A plan for administering the trichotomy of instructional materials as one service was required. This plan will be found in Chapter III. An instrument for surveying administrators

had to be constructed and circulated to a sampling of elementary principals in the first class districts of the State. Its construction will be developed in Chapter IV. Facsimiles of the instrument and covering letter will be found in Appendix A and B. The results of the survey will be given in Chapter V. A summary of the results of the survey and its implications will appear in Chapter VI.

CHAPTER II

REVIEW OF THE LITERATURE

Since other theses and research papers have reviewed library and audio-visual literature of the past, this report will be mainly concerned with recent thought and research on the subject.

I. THE EARLIEST VISUAL AIDS

Pictographs were probably the first instructional aids (29:23), but soon came drama and music. Field trips were found to be of educational value in ancient Greece and Rome (13:59). Cicero and Seneca believed that visual teaching brought results, and Quintilian made use of alphabet blocks in the first century (29:23). John Amos Comenius, 1592-1670, is sometimes considered the father of visual education because he wrote the Orbis Pictus (World in Pictures) in 1658, but there were many earlier books with charming woodcuts. One was a book of fables, Der Edelstein, written in 1461 (24:28).

II. RECENT USE OF INSTRUCTIONAL AIDS

In this century, the use of audio-visual aids continued to grow until in 1946-47, 873 cities budgeted over $1,750,000 for their

audio-visual instruction (39:33). The survey of audio-visual education conducted by the National Education Association in 1955 revealed that financial support had nearly doubled in the preceding three years (19:19). By 1960, an estimated twenty million dollars was being spent yearly on materials, equipment, and services, exclusive of salaries (3:115). The growth of audio-visual aids in educational importance is implied in the increasing references appearing on the subject in the Encyclopedia of Educational Research. In 1950, 120 references appeared. In the 1960 edition, however, 320 appear, "most of which represent major research studies, largely supplied by grants from agencies, philanthropic funds, and military services" (19:19).

In 1956, the Audio-visual Council recommended that a minimum of one per cent of the total instructional budget be spent for audio-visual material and equipment. This meant $2-$6 per pupil per year. Now, many schools in California, Connecticut, Illinois, Indiana, Michigan, New York, Ohio, and other states spend $4-$6 per pupil per year for audio-visual aids and equipment (40:71). Spokane, in its final budget for 1960-61, allotted $41,500 for audio-visual materials including machines, films, TV supplies, maps, charts, globes, and tapes (47:12). This is slightly over $2 per pupil per year.

III. ADMINISTRATION OF INSTRUCTIONAL MATERIALS

Libraries have traditionally (39:18) been the channel through which ideas and knowledge are transmitted. Some have felt that "books are basic"; but all media are now basic (11:176). Wide supplies of instructional materials have supplemented books in infinite variety. This is done because

> Learning is most effective when generalizations and abstract concepts are developed on the basis of rich experiences with concrete realities. These are the realities of things that are heard, seen, felt, smelled, manipulated, organized, assembled, or taken apart during learning. . . . When teachers use varied approaches to learning problems, and use materials which strengthen and build upon each other rather than compete, classroom learning activities become more interesting and understandable to the student. . . . Optimum learning occurs when all types of materials are used (6:vii).

Books and maps alone were relatively easy to administer. However, after first-hand experiences suited to the needs and abilities of each child (11:176) became the center of educational processes (14:470), it became necessary to have films, models, tapes, machines, and teaching devices of all sorts available. At first, administration was no problem. The principal or an interested teacher stored the aids. However, as the items grew in number and compexity, these materials were too often under lock and key in the principal's office (14:471). For widest use, however, the principal found that the aids must be made more accessible and must be

advertised. As the items continued to increase in variety and amount, an audio-visual director, at first part time, was employed to dispense materials. Catalogs were printed to alert teachers to titles and types of materials available (14:479). Eventually some materials, usually maps, charts, and models, were claimed by both the librarian and the audio-visual director. Some schools felt that they could not afford both and A-V director and a librarian. Integration of services began to be suggested.

IV. INTEGRATION OF SERVICES

Arguments for integrated service. Already in 1952, Lieberman's survey revealed that 76 per cent of 312 academic librarians surveyed thought that the library should administer A-V services (32:12-13). Main reasons given were that (1) librarians were already accustomed to classification and cataloging, (2) there would be a unity of materials and research regardless of form, (3) the patron needed to search only once source to find suitable materials, and (4) an economy would be effected by preventing duplication in materials and equipment.

Some Washington schools were pleased by the success of partial integration of these services. Bailey-Gatzert Elementary School in Seattle had its audio-visual aids with the textbooks (1:167).

Richland[1] distributed its visual aids and equipment through the school libraries.

In Florida, Louis Shores has been a strong advocate of integration. By 1955, he had established an integrated library service at the University because he felt that

> There is one world of instructional materials, not a trichotomy of audio-visual, library, and textbook kingdoms. Separate audio-visual, library, and textbook centers in the schools are educationally confusing, administrationally unsound, and financially uneconomical (41:113).

By May, 1958, Shores found additional reasons for advocating union (43:342), for the situation had then become ridiculous with both librarians and audio-visual people claiming maps, globes, pictures, bulletin boards, exhibits, and disc and tape recordings.

Amo de Bernardis summed the position of the integrationists when he declared that a teacher should be able to get necessary materials at one center as easily as a shopper gets household needs at a drive-in shopping center (15:563). With all possible materials available known to the teacher, it seems probable that each member of a class would be stimulated to his highest potential.

Since Public Law 864 in 1958 allotted $18 millions for better educational use of television, radio, and audio-visual aids, it

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[1]Home of the investigator.

is hoped that some of the funds may be used to establish effective coordination of all instructional materials (3:396).

Of 98,173 elementary schools reporting in 1952, only 25 per cent had a centralized library (5:1203), but many administrators wanted the service. Lack of space or budget limitations held back the desired development.

Arguments against integration of instructional materials. Most of the separatists agreed that one integrated service was theoretically sound, but local problems kept many from changing. Indiana's officials believed that a new school could be changed but that colleges and large systems with separate organizations would find little financial help for making the change (31:267). Some superintendents kept the dual system because such an audio-visual library post seemed too vast for most persons (8:342). Others felt that the position of librarian might have to be "upgraded" before some might accept the additional responsibility (45:342).

V. ADMINISTRATION OF THE SERVICES

Qualifications desired for instructional materials librarian. All sources investigated agreed that the person heading an instructional materials service needed to be a librarian with a background of teaching experience and use of instructional materials. In early 1958,

a joint committee of members from the American Association of School Librarians, the Association of College and Research Libraries, and the National Education Association's Department of Audio-Visual Instruction made a set of qualifications which summarize those recommended by other groups:

1. Successful teaching experience (or internship)
   (a) Experience on curriculum committees
   (b) Guidance and supervision

2. Foundation areas
   (a) Educational administration and supervision
   (b) Principles of learning
   (c) Curriculum development
   (d) Guidance and counseling
   (e) Mass communications

3. Specialization areas
   (a) Analysis of instructional materials
   (b) Methods of selecting and evaluating
   (c) Utilization of materials
   (d) Production of appropriate materials
   (e) Processes for organization and maintenance of materials and equipment (27:277-278)

If a school already had both an audio-visual director and a librarian, one might spend his time in science and industrial arts while the other could specialize in language arts and social studies. In other words, each could be a specialist on levels or subjects rather than in a particular area of materials (43:342).

A universal catalog. Audio-visual aids are cataloged much the same as are books, but the age level for which the material is

suited is usually indicated by using letters such as "A" for adult, "S" for senior high school, "J" for junior high school, "I" for intermediate, and "P" for primary level. Some use cards color-keyed to the type of aid cataloged. These cards stand out in the regular catalog (23:565) and make it easy for a principal to see where he has good variety and where he needs to budget more funds to achieve a balance of materials.

Not only should there be a single universal catalog for library books, textbooks, and audio-visual materials but there should also be a single charging or booking system. There should be a unified guidance and reference service, organized by levels and subjects if necessary, in the opinion of Louis Shores (42:342).

Criteria for selection of instructional materials. With the universal catalog indicating where there is a need for materials, a principal can advise his teacher textbook committee that it can decide on new books or other materials needed. The proportion budgeted will depend on the amount of teaching-value in a given material. In Appendix C will be found excellent criteria for selecting materials.

Size of library and staff. The new Standards for School Library Programs (4:54) in 1960 recommends one librarian for

every 300 students or major fraction thereof with clerical help apportioned at the ratio of one for each 600 students served by the library. When audio-visuals are included, both professional and clerical staff should be increased by 50 per cent. This increase does not mean the new staff should be solely devoted to A-V services. All staff should have "competencies needed in relation to audio-visual services and programs, . . . to the integrated use of books" and other printed materials as well as all instructional materials (4:55).

The main reading section of a library should have sufficient space to seat 10 per cent of the school enrollment or 45-55 students in schools less than 550 students. In addition, there should be included adequate shelving, listening and viewing areas, room for library classes, and a work and office area where audio-visual aids are stored, cleaned, and prepared (4:119-123). Lighting, acoustics, ventilation, and decoration in these areas should meet the most recent standards so that learning may take place in an inviting and comfortable atmosphere.

The equipment should include adjustable shelving specifically built for the kind of collection it stores. This includes slanting shelves for periodicals and extra-wide shelves for picture books and records. Tables and chairs in various sizes and shapes to accommodate

the unequal size of the children served should be provided. Minimum audio-visual equipment includes at least one sound projector, filmstrip projector, opaque projector, tape recorder, overhead projector per 300 students, at least two record players per building plus one per kindergarten--at least one should be equipped with earphones, at least one projection room for every two classrooms, at least two radios per building and one for every five classrooms, and at least two all-channel television receivers per building where programs are available (4:124-127).

A simple, functional charging desk, a card catalog with one tray for each 1000 cards, book trucks, filing cabinets, a typewriter, an office desk, and posture chairs should be available. As use warrants, mechanical copying machines, microreaders, glass exhibit cases, and bulletin boards will need to be included (4:127-128).

VI. CURRENT LITERATURE

Since the survey was completed this winter, ensuing literature has supported the viewpoint taken by the investigator. Some of the more definite points will be reviewed in this section.

Elementary libraries gain acceptance. From the 25 per cent reporting centralized libraries in 1952, Mahar reported the number had grown to 48.95 per cent of elementary schools by 1959,

nearly doubling in the eight years (34:346). Rather than the 10 books per child urged by the 1960 Standards for School Library Programs, however, the average in these elementary libraries was only 4.6 books per child. In 1953-54, an average of $1.05 per child had been spent on books and instructional materials purchased (26:1204). This average had increased to $1.43 per child in 1958-59. Since books now cost on the average about $3 each (allowing for discounts), budgets are still meager when one recalls that the 1960 Standards suggest $6-$12 per pupil for library materials (4:83-84).

Integrated libraries needed. Dr. Lieberman asserted that the school librarian in particular, acting as a specialist, must be able to guide the selection of all types and varieties of materials including film, TV, radio, and other audio-visual forms (33:123). This is especially true now since our vast accumulation of knowledge makes its effective use a definite problem. The librarian can still help by applying the knowledge that some items make better learning possible, which is the test of all educational material (56:117). By versatility, the librarian can be an important aid in implementing the technological revolution now occurring in instruction (18:120; 17:228). Dr. Trump summarizes the new concept of librarian as "a teacher whose special competence is professional knowledge about materials and instruction" and believes that from today's position on

the fringe of education, the library and the librarian will be in the main stream because all instructional materials have been integrated there (51:131).

The full range of educational media has become recognized as essential in accomplishing objectives in many fields (49:128). In an integrated library, teachers now come in contact with and finally use valuable film, tapes, strips, and TV which they considered threats before when they were unfamiliar items (49:122). Studies and experiments now in progress will accelerate the process of acquiring, storing, and retrieving educational information so the instructional materials librarian can have immediately at hand cross-media reference aids, services, and facilities (49:127) that will permit direct access to all types of pertinent information regardless of the form in which it may have been recorded. With such a good start in the elementary school, children will be ready for an increasing amount of self-directed study in junior and senior high school.

Newer media in school libraries. Sound-proof conference rooms for 2-6 students, individual study carrels such as are in the new Central Washington State College Library, tables with four earphones each, typewriters, microfilm readers, and daily library schedules (56:132) are some of the ways libraries in elementary

laboratory schools are becoming more useful.

The Instructional Materials Center in Portland pools resources for preparing instructional aids. The catalog uses colored cards to indicate type of media indexed. An intermediate school in California broadcasts news periodically from the soundproof library conference room (55:132-36). Besides the self-instructing machines coming into use, we find that older media have been improved, such as the new 8 mm. sound and film projector which will transmit up to five minutes of sound per frame (38:140).

Meeting 1960 standards. Small budgets are usually the cause of inadequate or incomplete library collections. Some districts could help themselves by qualifying for matching funds under the National Defense Education Act of 1958, Title III (36:625-30). Funds are approved for (1) acquisition of laboratory and special equipment including audio-visual materials and printed materials, (2) minor space remodeling of laboratory or space used for storing the materials and equipment, and (3) expanding or improving related services in the fields of science, mathematics, and foreign languages. By definition of Office of Education Regulations (36:626) "equipment" includes "materials" such as films, filmstrips, slides, tapes, disks, recordings, books, pamphlets, and periodicals for reference use as well as maps, charts, and pictures. As distinguished from supplies,

materials are items that last for more than one year. Funds are for reference rather than textbooks. A textbook is defined as a book, workbook, or manual, a copy of which is expected to be available for the individual use of each pupil. Audio-visual equipment such as film, filmstrip, slide, or opaque projectors, tape recorders, record players, and TV receivers, if for use in one or more of the three subject fields (science, mathematics, and foreign languages), may be purchased when approved by the State education agency. Such purchases may help to eliminate gaps in many school library collections.

In the FLES program (Foreign Language Elementary School), purchases may include dialogs for teacher use, wall pictures, realia, recordings, films, filmstrips, slides, and library books in foreign languages (36:628).

Some schools are engaged in eighteen month projects to tell their communities about the advantages children will receive if they can have libraries such as are urged in the 1960 Standards (28:421).

CHAPTER III

THE PROPOSED INSTRUCTIONAL MATERIALS SERVICE

With the survey of pertinent literature reported in Chapter II as a background, the next step in the study, as proposed in Chapter I, was to conceive a plan for establishing an integrated instructional materials service. The plan evolved is described in the following pages.

I. BASIC SERVICES OFFERED

Instead of procuring reference and recreatory material from the librarian, texts from the principal, and audio-visual material from an A-V office, teachers and children using an integrated instructional materials service could get all these materials when needed from one place with a minimum expenditure of time and effort (16:87).

In an integrated materials service, a teacher could find his subject in the card catalog, note the curriculum helps available, pre-view or pre-audit the materials at hand, and choosing all those best suited to his group, check out the texts, film, records, maps, machines, and other devices needed and return with all unit materials

at hand after only one trip to the materials library. All this could be possible when all information is available from one central source. Achieving such a result requires adequate staffing, planning for facilities, wise selection of materials and equipment, good maintenance and local production of materials, easy distribution, and adequate financing (44:340).

Teachers need expert help in using and selecting all the specialized teaching aids now available (33:123; 44:340; 45:82). To give our children every advantage in this complicated world, we must prepare them as diversely and as completely as we are able. For this reason the principal demands a specialist who knows what has been available in the past and who also keeps abreast of the latest developments in text and reference books, audio-visual aids, and all other instructional materials as well.

Just as the President expects his Cabinet members to be experts in their fields, so the principal may depend on a materials librarian to be his good right arm when he wishes information in the instructional materials or curriculum areas. Such a librarian will also be, in effect, an administrative assistant always available with exact facts and current data when the principal must make his instructional budget or when he needs curriculum information.

A materials librarian will be able to direct all the audio-

visual services. He will provide evaluations of equipment when the principal is ready to choose new machines. He will be able to maintain language laboratories and other self-teaching devices. He will direct educational television activities as well.

II. STAFFING

Qualifications. To function in a special service, one must have a special preparation in the field, be properly certificated, and be willing to attend such training conferences as the State Superintendent of Public Instruction may choose to conduct (52:43).

For the usual librarian, a Master's Degree in library science is desired. Successful teaching experience, a pleasing personality, and a desire to serve others are also desirable qualifications. For the librarian who will direct an integrated instructional materials service, preparation will necessarily be more extensive.

Professional preparation for a materials librarian, according to a joint committee of nationally known school and college librarians and audio-visual administrators, should include courses in curriculum planning, principles of learning, guidance and counseling, library and audio-visual administration, cataloging and classification, selection of instructional materials, audio-visual operating techniques, local production of instructional aids, mass communications,

instructional materials research, and organization and maintenance of materials and equipment (27:277-78).

Service rendered. A small library, serving two hundred or less pupils, could be adequately served by one materials librarian. As the size of the school increases, the amount of services required also grows. Thus, additional personnel must be hired. When the enrollment goes past four hundred, clerical help should be budgeted so that the materials librarian may spend time giving professional service rather than performing tasks that can be done by clerks. Students may ethically be used for activities while they are learning to perform them, but we cannot justify their use after the task is learned. It is less costly to use efficient clerical help than to use the librarian's time to train student help which is often lost anyway when other activities arise to intrigue the child.

For each fifty classrooms, at least three materials librarians will be needed, each with clerical help, according to the 1960 Washington standards (52:10). The materials librarians will have had both library and audio-visual training. They may wish to specialize in some field of information such as science and mathematics; music, arts and home economics; or English, reading, and social science; or other combinations. All three will be aware of the total available materials in their specialty.

Salary. Since the materials librarian is expected to have had teaching experience, the salary to be budgeted will need to be about $6000. Since personnel with only library training are even now in short supply (12:2292-3000), schools will indeed be fortunate if they can acquire an experienced teacher with preparation in curriculum and audio-visual aids as well as library science at this suggested salary level. Teachers colleges would do well to exercise greater initiative and responsibility in training school librarians and be less willing to surrender this responsibility to the professional library schools, which usually have less interest in an integrated approach with a strong foundation in professional education (8:183; 30: 317, 320).

III. SELECTION OF MATERIALS AND EQUIPMENT

Initial collection. Ideally, a school district should employ an instructional materials librarian for a full academic year before opening a new school. This is the time required to select, order, classify, catalog, and shelve a basic instructional materials collection (4:97).

At least one thousand volumes for a school with a hundred or less pupils and ten books per pupil for all other schools is the minimum recommended library size. Besides reference reading,

adequate textbooks would have to be chosen to supply prospective class groups. After the initial purchase, the librarian budgets purchase of newly produced titles and of replacement books for those worn out from use.

Criteria used. In selecting titles to purchase, the librarian considers the recommendations received from the teachers. Further assistance comes from selection aids prepared by nationally known library authorities. The volume chosen will be the one which best complements other instructional aids available in the same field. The librarian considers authority or reliability; relevancy or ability to enhance the quality of learning offered to the pupil; suitability of vocabulary, presentation, format, content, and age level; treatment and recency; as well as overall desirability in relation to other instructional needs. The media, no matter how excellent in itself, is of little value if something about it prevents its utilization in the instructional program.

The materials librarian will know the number and kinds of machines best suited to the type of school one proposes to run. He will understand the type of machines best suited to the staff and will request more as the school personnel indicates a readiness to use more and varied approaches. Purchase-maintenance performance contracts can insure efficient repair service which provides substitute

equipment when a machine failure occurs (57:221). Films, filmstrips, tapes, and other transmissions will be selected with the same care as that used in choosing books.

IV. PHYSICAL FACILITIES

Space allocation. If an entirely new instructional materials service were to be opened, one would wish it to contain a reading room large enough to hold the two largest classes in the school; adequate, suitable, and accessible shelving for the varied types of materials to be housed; a workroom with a sink, cabinets, and open shelving; film rewind, storage, and maintenance areas; a local production area including a darkroom and a television sound studio; viewing rooms and audio cubicles; convenient electrical and audio outlets; textbook and unbound magazine storage; a curriculum or professional library space; a conference room; and offices for the materials librarians.

Storage. Older schools could house much of their materials as they are now doing. Primary texts could be in the primary storeroom, intermediate ones in the intermediate storeroom, and music materials in the music room. Some projectors could be stored in each wing of a large building. Older encyclopedias and some texts as well as maps and globes would no doubt be checked out on long term

loans as would materials such as science carts. No matter where it was stored or used, however, each material and piece of equipment would be listed in the library catalog. Location of an article on long term or permanent loan could be noted on the back of the card or on a half card in front of the regular card. There would be no lost or forgotten materials if this plan were followed. New teachers as well as veterans in a building could quickly ascertain what materials were available.

Functional layout. In planning a new instructional materials service or in remodeling a library to house and dispense all types of materials, a competent architect will consult the instructional materials librarian who will operate the facility so that the layout will be functional for the particular type of collection to be administered. The proper location of shelving, cabinets, display cases, and work areas will determine the degree of efficiency and ease with which that particular service can be operated.

The University of Minnesota this past year (22:140) has found that a local aids production area is especially valuable in helping staff members learn to use each new aid as it arrives and to experiment in producing exactly the material each needs for his particular group of children. At such a center a teacher will benefit from discussion and observation of other faculty members and from the

expert services of the materials librarian.

IV. CATALOGING AND CLASSIFICATION

The classification. In order that materials may be more easily located, they are classified as to content so that related subjects stand together on the shelves. The Dewey Decimal system of classification is used in more school, public, and small college libraries than any other system. The American Library Association has estimated that each book put into a library takes about ten minutes of the librarian's time and about twenty minutes of clerical work to process each volume for the shelf (4:52). This time is cut down if printed catalog cards are purchased. However, cards must be typed for the books and materials for which printed "Wilson" or "Library of Congress" cards are not available.

The shelving. Just as books and pamphlets are shelved and as pictures and clippings are placed in files or maps hung on hangers, so will films, filmstrips, tapes, slides, machines, real object collections, and museum items have to be stored in cubicles or drawers best suited to their format. They may be classified, as are printed materials, but they will no doubt require many more cross references in the card catalog. Some audio-visual directors store their materials according to their accession numbers, but others

group films and strips by subjects so that they may be shifted along to admit new titles. San Diego schools store their real objects in adjustable shelving so that related materials may be kept together.

The catalog. A card catalog in one alphabetical order for all instructional materials is the keystone of an integrated instructional materials service. Items may be located under author, composer, supplier (of machines), performer, artist, type of material, title, or producer. The format of audio-visual aids would be more apparent if such cards were color-keyed as well as classified the Dewey-Decimal way. For instance, light green cards could indicate graphics such as maps, globes, pictures, or real objects; yellow could be for transmissions such as records, tapes, or radio and television programs; while pink might indicate projections such as films, slides, and filmstrips.

The collections. When classifying a material, the librarian might prefix a "T" before a textbook call number just as "R" is now used to indicate the reference collection. One might similarly use "MP" for a film, "FS" for a filmstrip, "LL" for a language laboratory tape, or "RO" for a real object. Such a designation would indicate where the material was stored.

VI. PROMOTION AND DISTRIBUTION

Promotional activities. Since a materials librarian has taught and has had experience in curriculum planning, he will be alert to the particular needs of the teachers he serves. Lists of new books and materials will be circulated. Bibliographies will be prepared when requested. Posters and displays will be arranged to stir the creative imagination of children and faculty alike. Teachers concerned with certain areas will be informed of usable materials in current periodicals.

Inservice help. New devices and aids will be demonstrated at the teachers' convenience so that first impressions will be favorable. Teachers who are averse to the use of new aids will be sympathetically helped so that they may become even more versatile in their presentations.

Children will be introduced to the various services as they are able to use them. The goal will be to make them efficient and knowledgeable in the use of all references.

The professional or curriculum library section will contain units that are usually covered during the school year. These folders will contain bibliographies of all types of materials that have been used. Pages in texts and reference books will be cited; call numbers

for film strips will be indicated with their titles; community resources that have been helpful will be listed along with other useful data. As new materials are discovered, the data will be filed in the appropriate unit. This will help each teacher make the best possible use of the known materials and processes.

Distribution. All materials will be distributed through the same system. Children will check out books and materials for definite periods. Teachers may check out items for as long as needed. Carts will be provided for easy transportation of heavy and awkward materials such as projectors, sets of encyclopedias, real objects, sets of texts, or museum articles. An audio-visual checkout board utilizing key tags on a school diagram might indicate just where the equipment is being used (35:89).

VII. FINANCING THE MATERIALS SERVICE

Sources of funds. Most of the funds used in financing the schools of the State of Washington come from a State Apportionment based on the average daily attendance (ADA) of each school district. The Sales Tax is the source of the moneys in the Fund. Other sources of revenue include the Regular 14 Mill Levy of local taxes, the County Administered Fund derived from the Real Estate Transactions Tax, and the School Equalization Fund made up from the Motor Vehicle

Excise Tax. Schools serving Federal impact areas also receive Federal Aid in Lieu of Taxes. If the funds from these tax sources do not permit a school district to operate the type of program it desires, a bond issue to raise the additional funds by a Special Levy is proposed to the people. To be passed, at least 40 per cent of the people who voted in the last General Election must appear to vote and 60 per cent of them must favor the Special Levy. Should the Levy fail to be adopted, the school district must postpone its planned additional service until the voters are willing to provide the additional funds needed.

For every 72,000 days of ADA, the State allows an additional special services unit allowance of 3000 days. Such additional funds help to pay the salaries of library, audio-visual, and television specialists.

Standards for budgets. In the past, the American Library Association has recommended that a minimum of $1.50 be spent for library books per child per year. The 1960 Standards for School Library Programs raises this minimum to $4-$6 per child per year. Washington recommends that at least $3 per child per year be spent on library books. (53:9). School districts are advised to budget an additional basic amount over the next three years to bring up to standard all libraries not now possessing the minimum collection of

ten volumes per child.

Just as school superintendents of each of the one hundred largest cities of the United States gauge their school programs by what the other ninety-nine are attempting, so the first class school districts of Washington exchange budgets to see what standards are set in the other city schools of the State. By such comparisons they are able to keep their services on roughly the same level.

Salaries paid to librarians in the elementary schools of first class districts ranged from $4650 to $7410 while the audio-visual personnel that worked full time received from $5325 to $6035. One district paid $8319 but this included night school supervision in addition to regular audio-visual work (10:3; 47:38; 37:9).

Textbook budgets ranged from $2.05 to $4.05 per child. Library book allocations varied from $1 to $1.50 in the schools specifically listing this item. Audio-visual budget allowances ranged from 61¢ to $6.36. The latter figure included NDEA Title III allotments that averaged $4.84 per child (54:18; 37:16-18). Lump sum allocations for initial textbook and library purchases amounted to $12,000 to $17,000 depending upon the size of the school to be opened (41:12). For educational television, a district with expenditures of $1.6 millions budgeted $940 while another district whose total expenditures for schools were $14.6 millions allowed $6360 for television

(10:14A; 50:2). NDEA Title III allocations are mainly for science equipment, arithmetical devices and aids, and modern foreign language laboratories which include screens, projectors, and transmission equipment usually included under capital outlay in the budget.

Periodically, at least every five years, extra moneys must be allotted for encyclopedia purchases (4:100). There must also be small sums for equipment repair and for rental of films used too seldom to warrant purchase. Film "rent-to-own" plans permit enlargement of film libraries with small budgets.

In Appendix D will be found an instructional materials library budget for a school of 300 elementary children, with items listed according to the Washington Department of Education accounting system.

CHAPTER IV

DEVELOPMENT OF SURVEY FORMS AND RESULTS OBTAINED

After the plan had been created for establishing an integrated instructional materials service, as detailed in Chapter III, the next step in this study was to construct an opinionnaire sample for elementary principals. This survey was intended to test the practicality of the plan in the judgment of working principals with firsthand knowledge of the instructional needs and problems of actual school communities. Steps in the construction of the opinion survey are described in this chapter.

I. ORGANIZING THE CONTENT

To make the task of answering the opinionnaire as time-conserving as possible, the information to be secured was requested in condensed form. The biggest difficulty encountered was in making statements brief and lucid while retaining the intent of the questioner. Some points originally included were finally omitted because a trial committee of former principals felt that the questions were redundant. The replies received, however, indicated that for clarity they should have been retained.

Instructions for checking the survey involved the answering principal at once by requesting him to indicate the size of his staff. The principal was also invited to qualify his responses if he desired to do so. The crucial questions were asked in the last section after all points had come under consideration. A wide space was left at the bottom for extra comments. See a facsimile of the sample in Appendix B.

II. SIZE AND FORMAT

The forms were made up on two sheets of regular legal size paper. The completed instrument was much like the facsimile in this report except that there was more room for comment than appears here since elite type was used for the forms instead of the pica used in this report.

III. ILLUSTRATIONS

Two original cartoons were used to attract attention, to indicate the correct place for responses, and to summarize the main question of the survey.

IV. COVERING LETTER

To introduce the topic surveyed, a letter was written to the principal. A copy appears in Appendix A. The first paragraph indicated

that the principal's help would be of value in solving a research problem. The second paragraph briefly summarized the library, textbook, and A-V situation in the U. S. schools. The third paragraph outlined concisely the proposed integrated plan for administering all instructional materials. The next paragraph invited the principal to record his reactions to the survey after assuming that his school had all the materials needed for adequate instruction.

Finally, to make the use of his time of value to him, the closing reminded the principal that a copy of the survey results would be available if desired. To encourage a quick response, a self-addressed stamped envelope was also provided.

V. MAILING LIST

Surveys were sent to the 64 first class school districts in Washington who had elementary schools containing grades one through six. Most of them also had kindergartens. Only building principals with staffs of 11 to 34 teachers were surveyed. Two Seattle principals with faculties of less than 10 also responded. These replies, though favorable, were omitted from the survey tabulations since they did not fall in the desired category. One reply which had been referred to a high school librarian was also favorable but was not included in the survey totals since opinions of elementary principals were desired.

Five surveys went to Tacoma, 6 to Spokane, and 7 to Seattle so that various sections of these cities could be reached. All other districts were sent from 1 to 3 surveys depending on the number of elementary schools within the district. In all, the sampling went to 105 principals in the 64 districts that fell in the desired category.

VI. RESPONSE TO SURVEY

Responses came back from all but three small districts. In all, 81 replies were received from 61 districts. Thus, a sampling came from 95 per cent of the first class school districts in the state that had elementary schools housing grades one through six. No follow-up letters were sent to those who did not respond because the 95 per cent return provided an adequate sampling of district policies for the purposes of the survey.

VII. COMPILATION OF TABULATIONS

The results of the survey were compiled and reported in the seven tables found in Chapter V. Table I records the size of the faculties in the schools surveyed. The other six tables report the responses recorded in each of the six parts of the proposed library plan.

The majority responded with definite YES or NO replies,

but a few omitted answers. Sometimes qualifying comments were added. One respondent liked the plan, "Looks like an excellent set-up," but did not respond in the individual columns of any but the last section. It was decided that his implied favorable responses had to be omitted from the tabulations in the first five sections. Similarly, another report indicated that the facilities suggested were ideal but did not check the individual columns; these could not be recorded in the tabulations.

CHAPTER V

ANALYSIS OF RESULTS

When the responses to the library survey proposal had returned, the next step in the program suggested in Chapter I was the tabulation of the responses and the interpretation of the results. This chapter contains an analysis of the totals recorded in the seven tables found in this section.

I. SIZE OF SCHOOLS SURVEYED

Of the 78 schools reporting, the smallest school had 11 teachers on its faculty and the largest had 34, but the average was 18 teachers per school. See Table I below.

TABLE I

SIZE OF 78 SCHOOLS SURVEYED

Size of Faculty	No. of Districts	Size of Faculty	No. of Districts
11	1	22	6
12	5	23	2
13	7	24	0
14	4	25	2
15	6	26	1
16	7	27	2
17	6	28	0
18	6	29	1
19	7	30	1
20	9	34	1
21	4		

II. BASIC SERVICES DESIRED

From Table II below, it will be seen that one integrated materials service centrally located was highly approved by the elementary principals in the first class school districts. Six per cent of those responding commented, however, that textbooks should not be included.

TABLE II

SUMMARY OF BASIC SERVICES DESIRED

BASIC SERVICES OFFERED	YES	NO	COMMENTS
In your school, one integrated service coordinating all library, audio-visual, and textbook materials to provide for their			
Evaluation.	51	21	23
Procurement	57	14	1
Storage	67	6	2
Cataloging	70	3	1
Promotion	64	7	1
Distribution	69	4	0
Maintenance	69	4	1
To be located centrally in your building, near the principal's office	63	9	8
With space appropriate to your program (national library and audio-visual authorities suggest an area equivalent to two or three classrooms to serve 10-30 teachers)	61	9	2

Evaluation was desired by 66 2/3 per cent of those surveyed. Procurement should be a function of the integrated library service in the opinion of 73 per cent. Storage was desired by 85.9 per cent. A wistful 11.5 per cent mentioned that this was a problem in their present situations. Cataloging would be expected by 89.7 per cent. One of the few who disagreed said that cataloging was "better done centrally." Promotion was desired by 82 per cent. Distribution would be appreciated by 88.2 per cent of the principals. Maintenance was also a service expected by 88.2 per cent.

That the library be located centrally near the principal's office was the desire of 80.7 per cent. Of those commenting, two observed that a central location was impossible in their present buildings. Three others added that one should plan for such a location in a new building.

A library space equivalent to two or three classrooms was approved by 78.2 per cent. One principal felt that his district must increase teachers' salaries before funds could be spent for increasing library space.

III. FACILITIES

As will be seen in Table III, most facilities suggested met with the approval of the majority of the principals.

That the basic library space should be designed for multiple use as much as possible was the thought of 76.9 per cent of those responding.

A reading room large enough to hold the two largest classes was a necessity for 71.7 per cent. Work space for processing materials was demanded by 89.7 per cent. Work space for maintenance of equipment was held useful by 80.7 per cent. The desirability for a place to produce local audio-visual aids was expressed by 60.2 per cent, but 23 per cent also thought it unnecessary. Only a minority of 43.5 per cent wished to include a darkroom and a TV sound studio in the local aids area. Notice that a large minority, 46.1 per cent, rejected the darkroom. One wonders if this is because cameras of the Polaroid variety can now supply prints very quickly without a special room.

Note that 39.7 per cent took pains to indicate that they were not yet ready for a TV-sound studio although it can be used for many other activities as well. A previewing room and audio cubicles would be of value to 69.1 per cent. A conference and planning room was favored by 69.1 per cent, and 78.2 per cent of the principals thought that materials guides should be found there. Curriculum guides would also be included by 76.9 per cent. Areas for equipment storage would be needed by 85.9 per cent. That the librarian should have office space was agreeable to 79.3 per cent.

TABLE III

SUMMARY OF FACILITIES REQUESTED

FACILITIES	YES	NO	COMMENTS
Basic spaces to be designed for multi-purpose use as much as possible	60	6	2
Total space to be divided into			
Reading room accommodating the two largest rooms in your school	56	5	2
Work space for processing materials	70	4	
Local aids production area	63	11	
With a darkroom	34	36	3
With a combined TV-sound studio	34	31	4
Previewing room and audio cubicles	54	19	3
Conference and planning room	54	19	
With materials guides	61	10	
With curriculum guides	60	10	1
Equipment storage areas	67	6	1
Office for librarian	62	10	2

IV. EQUIPMENT

Nearly all the principals seemed to be aware that excellent equipment was necessary, according to Table IV.

The few negative responses were qualified with personal reasons for rejection--one school was on four floors so carts did not seem practical! Perhaps a dumb waiter would be of more value there.

Special shelving for books, library chairs and tables, and storage space for library office supplies were approved by 94.9 per cent. A card catalog file for all materials and sinks and cabinets in

the work spaces were called for by 93.6 per cent. Storage carts to ease transportation problems pleased 91.5 per cent. Convenient power, TV, and audio outlets were deemed important by 87.2 per cent of those who responded.

TABLE IV

SUMMARY OF EQUIPMENT NEEDED

EQUIPMENT	YES	NO	COMMENTS
Provision should be made for			
Special shelving for books and materials	74	2	
Library chairs and tables	74	2	
Card catalog file for all materials	73	3	
Convenient power, TV, and audio outlets	68	8	2
Sinks and cabinets in work spaces	73	3	
Storage carts to ease transportation	72	4	1
Storage for library office supplies	74	2	1

V. STAFF REQUIREMENTS

This section provided the one point on which everyone agreed --that the librarian should, first of all, be a certificated teacher who has had teaching experience. Table V indicates that 85.9 per cent also thought curriculum planning experience of value. Specialized library training was demanded by 97.4 per cent; specialized audio-visual training was called for by fewer, 84.6 per cent. Only about half of the principals, 53.8 per cent, were in favor of including guidance and

counseling in the librarian's training. The idea was rejected by 34.6 per cent. This may be an area the principal reserves for himself or one that he thinks should be handled by a specialist or counselor. Only those working in a library or those having had specific library training, however, may realize how often the librarian is able to offer guidance to staff as well as to the children.

TABLE V

SUMMARY OF STAFF QUALIFICATIONS DESIRED

STAFF	YES	NO	COMMENTS
The librarian for an integrated instructional materials service should possess			
Teaching experience and certification	77	0	2
Curriculum planning experience	67	7	3
Specialized library training	76	1	2
Specialized audio-visual training	66	5	2
Guidance and counseling training	42	27	16
Ability in mass communications	61	9	3
Budgeting knowledge	61	11	1
Master's Degree	28	36	20
The materials librarian should			
Handle the technical processing	66	5	3
Supervise the service to the faculty and to the children	74	1	1
Be an administrative assistant to the principal	29	38	15
Paid clerical help should be provided so that the librarian may devote full time to professional duties	63	7	10
Additional professional personnel should be added for each 10 to 15 teachers served	40	21	14
Librarian's salary should start at $6000	42	22	27

Ability in mass communications would be a necessity in the minds of 78.2 per cent. The same per cent approved the wisdom of possessing budgeting knowledge.

A minority of 35.7 per cent favored a Master's Degree, but a larger minority, 46.1 per cent, took care to vote NO on this point. Comments of this nature indicate some of the reasons for this attitude: "Abilities, not degrees"; "With all the above qualifications, why worry about a Master's?"; "Degrees are not a criterion--training, experience, and personal traits are."

The technical processing was something the materials librarian should handle, said 84.6 per cent. Supervision of the service to faculty and children was expected by 94.9 per cent. However, only 37.2 per cent believed that the librarian was an administrative assistant to the principal. This idea was definitely rejected by 48 per cent of those who responded. The investigator believes that the wording in the survey was perhaps unfortunate. If the original "Be the principal's good right arm" had been retained, the intent of the question might have been clearer.

Paid clerical help for the librarian was requested by 80.7 per cent so that the librarian could attend to the professional duties more of the time.

A bare majority, 51.3 per cent, were in favor of adding additional trained personnel for each 10-15 teachers served. The 27

per cent who rejected this concept may not realize that the 1960 Standards (4:54) recommend one librarian for each 300 students or major fraction thereof and more when audio-visual services are handled.

A small majority, 53.8 per cent, thought that the librarian's salary should start at a definite minimum of $6000, and 28.2 per cent rejected the idea entirely. More than a third, 34.6 per cent, clarified their reactions. These indicated that the librarian should be paid in accordance with training and experience as provided in the regular salary schedule.

VI. FINANCIAL NEEDS OF THE LIBRARY

Totals recorded below in Table VI show that the principals who responded to this survey are in substantial agreement with the 1960 Standards in suggesting that about $12 per pupil is needed yearly to operate an integrated instructional materials service.

It will be seen that 74.3 per cent of the principals found that the suggested amount for texts, audio-visuals, and repairs were about right. The $4 allowance for library and reference books pleased 73 per cent. A minority of 5 per cent considered the estimates to be high and another 3.8 per cent thought that they were inadequate. Yet another 11.6 per cent judged the suggested amounts desirable but as yet unattainable in their districts. Could it be that these principals are unaware of

of the matching funds that are available to them for purchasing instructional materials under the National Defense Education Act (NDEA) of 1958 (9:7-10)?

That additional funds must be budgeted for staff salaries above the amount for materials was agreed by 66 per cent.

TABLE VI

SUMMARY OF THE FINANCIAL NEEDS OF THE LIBRARY

FINANCES	YES	NO	COMMENTS
Funds for operation of the service should match the current American Library Association standards (About $12 per pupil per year)	58	3	4
$4 per pupil for text materials	58	2	4
$4 per pupil for library and reference books	57	4	3
$3 per pupil for audio-visual materials and equipment	58	4	3
$1 per pupil for repairs, binding, and office supplies	58	1	4
Additional funds must be allowed for salaries for the staff	51	1	4

VII. TOTAL REACTION TO INTEGRATED LIBRARY PROPOSAL

The basic plan for an integrated instructional materials library was considered suitable for their schools by 71.6 per cent of the principals surveyed in the first class school districts according

to the totals found in Table VII. An additional 11.6 per cent made a negative response because of the physical limitations of their present school although they liked the plan itself. A gratifying 12 per cent added the comment that they found the proposal ideal.

In order to provide funds for a program of this type, a special levy would be needed in 74.3 per cent of the districts. Such a levy would not have to be passed in 14.1 per cent of the school districts.

TABLE VII

SUMMARY OF REACTIONS TO INTEGRATED LIBRARY PROPOSAL

TOTAL REACTION TO LIBRARY PROPOSAL	YES	NO	COMMENTS
Would this basic plan be suitable for your school?	56	19	15
Would a special levy be needed to raise funds for such a program?	58	11	10
Do you already have this type of service?	13	54	29
Would you like to have the results of this survey?	54	18	19

One-sixth of the principals reported that they already had this type of service or were approaching it in a small way. One school had operated under this type of plan since 1946 although with meager funds. Not yet having this type of service were 69.1 per cent of the principals.

The results of the survey were of interest to 69.1 per cent of those responding. Of those who did not approve the plan for their buildings, 6.4 per cent were nevertheless interested in the results.

CHAPTER VI

SUMMARY AND IMPLICATIONS

Because American schools have been criticized for inefficiency and ineptness and because there has been a difference of opinion regarding the best way of administering library books, textbooks, and audio-visual materials in the schools, this study was undertaken to discover a more acceptable plan for administering instructional materials in the elementary schools of Washington.

I. THE PROBLEM

To discover if Washington school administrators believed it would be helpful to integrate library, textbook, and audio-visual materials into one instructional materials service, a proposed plan for such a service was devised and submitted to a sampling of elementary principals in the State.

II. THE SURVEY

Extent of survey. Surveys were sent to at least one elementary principal in each of the 64 first class school districts of the State who had from 11 to 34 teachers in grades one through six on their staffs.

Of the 81 responses received, the 78 that fell in the desired category came from 95.3 per cent of the first class school districts.

Results of the survey. Of those responding, 71.6 per cent declared that the basic plan for an integrated instructional materials service was suitable for their schools. Another 11.6 per cent, although they approved the plan, voted negatively because of physical limitations of their present schools. To implement such a service, however, 74.3 per cent of the principals thought that a special tax levy would have to be planned. No special levy would be necessary in 14.1 per cent of the districts.

One-sixth of the principals responding already had the type of service suggested or were gradually approaching that status.

Forty-nine of the fifty-three points under consideration were acceptable to the majority. Receiving unanimous approval was only one proposal--that the librarian should be a certificated teacher with teaching experience. Only four points failed to be approved. A dark-room and a combined TV-sound studio were desired in the local aids production area of the proposed service by only 43.5 per cent of the principals. The darkroom was rejected by 46 per cent while 39 per cent found the sound studio superfluous at this time. A minority of 35.7 per cent considered a Master's Degree a desirable qualification for the librarian while another, but larger, minority (48.7 per cent) deemed the Degree

itself of no particular value if other qualifications were met. It is significant that all principals sampled believe that the librarian should be an experienced teacher, and only 35.7 per cent believe the Master's Degree in librarianship is a desirable qualification. It would seem, as suggested on page 23, that teacher training institutions do indeed have an opportunity to exercise important leadership in the training of personnel who will be able to operate the desired integrated materials centers.

Another minority, 37.2 per cent, considered the librarian the principal's administrative assistant, but 48.7 per cent rejected this idea, perhaps because of a misunderstanding in the way this point was presented.

III. IMPLICATIONS

For elementary schools. Since this sampling seems to indicate most principals in the first class school districts favor an integrated instructional materials service, educational authorities and citizens who are interested in more effective schools should do their best to create such a service in all elementary schools. The responsibility of teachers colleges to provide an integrated instructional training program has been emphasized in this study. Evidence supports the urgent need for such training. This is especially true since the

advent of new media for learning requires that the librarian must become mainly a distributor of the most pertinent materials and information rather than a keeper of a "storehouse of knowledge" (20:84).

For colleges and universities. Courses that would prepare one to be a librarian for an instructional materials service might now be initiated in more of our institutions of higher learning to provide qualified personnel to operate the integrated services desired by elementary principals.

For further study. It might be interesting to discover why the possession of a Master's Degree was deemed so unnecessary.

Helpful, too, would be a study of the budgets of those districts who had no financial problem in securing the type of service suggested. Further study should be undertaken to discover what can be done to make the proposed plan financially feasible for even the most impoverished district in our state. Location of adequate funds might help to equalize the educational opportunities offered each child so he might have a better chance to utilize his ability to the utmost.

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APPENDIXES

APPENDIX A

COVERING LETTER FOR SURVEY

CENTRAL WASHINGTON COLLEGE OF EDUCATION
Ellensburg, Wash.
November 22, 1960

Dear M

Your help is needed in completing a research project underway at Central Washington College of Education. Your reactions may well prove to be a valuable aid in determining future educational policies in the State.

In the past, school librarians have supervised the library, audio-visual directors have dispensed audio-visual aids, and principals have taken care of the textbooks. By 1955, Florida State University had combined these three departments into one service. Since then, many cities in the country, from Newark in the East to Palo Alto out West, have also begun to operate "instructional materials centers" instead of maintaining three separate services.

In an integrated instructional materials service, all the materials, be they books, films, or library prints, are classified in one catalog. Audio-visual aids, for instance, are listed on cards color-keyed to the type of material. As a result, principals can easily ascertain the kinds of materials on hand. Teachers and pupils know exactly what resources are available for each project. Textbook cards indicate the copies on hand and the location of those in use. A single charging and booking system is used. There is a unified guidance and reference service, which may be organized by level or by subject. This then, is one way of handling all instructional materials.

After each proposal on the enclosed survey sheets, will you indicate your reactions to the suggestions offered? For the purpose of this study, please assume that your school has an adequate collection of all instructional materials. Decide if the suggested plan would give your school the service you desire. Do feel free to comment if a question seems to be inadequate!

Please note that you may have a copy of the survey results should you so wish.

Earnestly yours,

E. E. Tompkins
Graduate Student, C. W. C. E.

Enclosures
Survey sheets
Stamped envelope

APPENDIX B

INTEGRATED INSTRUCTIONAL MATERIALS SERVICE SURVEY FORM

CENTRAL WASHINGTON COLLEGE OF EDUCATION
ELLENSBURG, WASHINGTON

How to check this opinionnaire: Write the number of teachers in your school here: _____ Assume that you now have a collection of instructional materials adequate for your program. Decide if the suggested plan for an integrated service would suit your school situation. Check YES, if you agree; NO, if you do not. If you wish to qualify your response, please comment in the space provided or on the back.

A PROPOSAL FOR AN INTEGRATED INSTRUCTIONAL MATERIALS SERVICE

1. BASIC SERVICES OFFERED	YES	NO	COMMENTS
In your school, one integrated service coordinating all library, audio-visual, and textbook materials to provide for their			
Evaluation	___	___	_____
Procurement	___	___	_____
Storage	___	___	_____
Cataloging	___	___	_____
Promotion	___	___	_____
Distribution	___	___	_____
Maintenance	___	___	_____
To be located centrally in your building, near the principal's office	___	___	_____
With space appropriate to your program (national library and audio-visual authorities suggest an area			

	YES	NO	COMMENTS
equivalent to two or three classrooms to serve 10-30 teachers)	____	____	_____
2. FACILITIES			
Basic spaces designed for multipurpose use as much as possible	____	____	_____
Total space to be divided into			
Reading room accommodating the two largest classes in your school	____	____	_____
Work space for processing materials	____	____	_____
Work space for maintenance	____	____	_____
Local aids production area	____	____	_____
With a darkroom	____	____	_____
With a combined TV-sound studio	____	____	_____
Previewing rooms and audio cubicles	____	____	_____
Conference and planning room	____	____	_____
With materials guides	____	____	_____
With curriculum guides	____	____	_____
Equipment storage areas	____	____	_____
Office for librarian	____	____	_____
3. EQUIPMENT			
Provision should be made for			
Special shelving for books and materials	____	____	_____
Library chairs and tables	____	____	_____
Card catalog file for all materials	____	____	_____
Convenient power, TV, and audio outlets	____	____	_____
Sinks and cabinets in work spaces	____	____	_____
Storage carts to ease transportation	____	____	_____
Storage for library office supplies	____	____	_____

	YES	NO	COMMENTS
4. STAFF			
The librarian for an integrated instructional materials service should possess			
Teaching certification and experience	____	____	_____
Curriculum planning experience	____	____	_____
Specialized library training	____	____	_____
Specialized audio-visual training	____	____	_____
Guidance and counseling training	____	____	_____
Ability in mass communications	____	____	_____
Budgeting knowledge	____	____	_____
Master's Degree	____	____	_____
The materials librarian should			
Handle the technical processing	____	____	_____
Supervise the service to the faculty and to the children	____	____	_____
Be an administrative assistant to the principal	____	____	_____
Paid clerical help should be provided so that the librarian may devote full time to professional duties	____	____	_____
Additional professional personnel should be added for each 10 to 15 teachers served	____	____	_____
Librarian's salary should start at $6000	____	____	_____
5. FINANCES			
Funds for operation of the service should match current American Library Association standards (About $12 per pupil per year)	____	____	_____
$4 per pupil for text materials	____	____	_____
$4 per pupil for library and reference books	____	____	_____

	YES	NO	COMMENTS
$3 per pupil for audio-visual materials and equipment	____	____	_____
$1 per pupil for repairs, binding, and office supplies	____	____	_____
Additional funds must be allowed for salaries for the staff	____	____	_____

6. TOTAL REACTION TO THE INTEGRATED LIBRARY PROPOSAL

Would this basic plan be suitable for your school?	____	____	_____
Would a special levy be needed to raise funds for such a program?	____	____	_____
Do you already have this type of service?	____	____	_____
Would you like to have the results of this survey?	____	____	_____

APPENDIX C

CRITERIA FOR SELECTION OF INSTRUCTIONAL MATERIALS

1. Is the instructional material accurate, authentic, and up-to-date? Does it present a clear, unbiased viewpoint?

2. Does the material meet the demands of the students and the curriculum?

3. Is the material appropriate to the age, interests, intelligence, and experience of the grade level for which it is intended?

4. Are the author or producer and the publishing company qualified and reputable?

5. Will the materials contribute meaningful content in a clear, well-organized manner?

6. Will the material broaden intellectual and emotional experiences?

7. Will use of the material justify its cost in time, money, and effort?

8. Is the physical condition of the instructional material satisfactory?

9. Is the technical quality of the material satisfactory?

10. Is the material the best of its type for the purpose?

(Quoted from page 65 of Criteria for Selection of Instructional Materials, an unpublished manuscript written by Louise Dobbins James in 1958 and stored in the Washington State College Library at Ellensburg, Washington).

APPENDIX D

SAMPLE ELEMENTARY INSTRUCTIONAL MATERIALS LIBRARY BUDGET

Class 230 Teachers' Salaries	
235.1 Materials Librarian	$6000.00
Class 240 Secretarial and Clerical Salaries	
241.1 Clerical Help, Library	520.00
Class 250 Textbooks	
251 Purchases	
300 Enrollment @ $4	1200.00
Class 260 Library	
261 Library Book Purchases	
300 Enrollment @ $3	900.00
Professional Library	
12 Faculty @ $3	36.00
262 Library Book Repairs	
300 Enrollment @ 30¢	90.00
263 Supplies and Expense	50.00
264 Periodicals and Newspapers	65.00
Professional Library	
12 Faculty @ $4	48.00
Class 270 Audio-Visual Materials	
271 Films	
Additions to Film Library	
300 Enrollment @ 90¢	270.00
Film Rental	17.00
Film Repairs	3.00
Film Return Postage	12.00
Class 280 Instructional Supplies	
282.9 NDEA Title III	135.00

Class 290	Instructional Expense	
293	Field Trips	
	Vehicle Operation Costs @ 13¢/Mile	55.00
	Driver Costs	55.00
Class 1200	Capital Outlay	
1234	NDEA Title III (50% Reimbursed)	1090.00
	Other Instructional Equipment	500.00