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CONFORMANCE OF OHIO ELEMENTARY SCHOOL
LIBRARIES TO REGULATIONS AND STANDARDS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

Alan Keith Moyer, B. S., M. A.

*****

The Ohio State University
1963

Approved by

[Signature]
Adviser
Department of Education
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CHAPTER I

THE PROBLEM

In the American system of education an emphasis has been placed on the role of the people in regulating and governing their schools. These regulating measures have been traditionally concerned with all aspects of education, including instructional materials. Instructional materials have usually been defined to include equipment, facilities, laboratories, libraries, textbooks, and audio-visual aids. Likewise, citizens have played an important role in the development of guidelines for administration and organization of their school facilities. Through their constituted representatives, the Boards of Education and State Departments of Education, citizens have been instrumental in formulating policies, standards, and regulations of various kinds.

Among the various kinds of standards and regulations thus established have been those concerned with public elementary school libraries. Standards and regulations have been formulated to provide reference means by which school libraries and services could be evaluated. Evaluation is a process of assessing the degree to which something conforms to predetermined standards or criteria. To some extent people seem to acquire a blind faith in standards and regulations. It is hoped that once standards and regulations are adopted
they will automatically be complied with and thus quality assured. But such is not always the case.

This investigation has been directed at some of the concerns about Ohio elementary schools' conformance to accepted standards and regulations for library facilities, and the discovery of some of the factors which inhibit or foster conformance.

Background to the Problem

School libraries have been a part of the American educational scene for more than a century. The idea of school libraries has been credited to Governor Tompkins of New York State who suggested to the legislature in 1812 that the state of New York establish school libraries (1).

Ohio passed its first school library law in 1846 (2). This law permitted the establishment of school libraries but it was not until 1914 that the state issued a manual which contained a standard for school libraries. This first standard made the following reference to elementary school libraries:

All elementary schools conducted in connection with high schools must be supplied with sufficient libraries and each grade must be provided with a number of supplementary readers (3).

Subsequent state standards in 1917 (4), 1919 (5), 1921 (6), 1923 (7), and 1925 (8) contained similar references to elementary libraries. In 1927 the Ohio Rural and Village Elementary School Standards Manual of Suggestions, dealing exclusively with elementary schools, was formulated (9). The 1927 standard remained in force until 1949 when
a new standard was issued by the state (10). The subsequent 1957 revision of the 1949 standard is in current use (11).

In addition to state standards, those developed by the American Library Association have been widely recognized and utilized by school administrators in the development of school libraries. Although recommendations of this organization are of an advisory nature, they have been influential in the development of local provisions and standards. Elementary School Library Standards (12), prepared by a joint committee of the National Education Association and the American Library Association, published in 1925, has been one of the basic references for elementary libraries. Standards for School Library Programs is the most recent publication produced by the American Library Association (13).

Even though standards have been developed, published, and widely distributed, there is little assurance that all schools conform to the same degree to state and national criteria. Frederick Cyphert states:

Among the factors generally stated as hindering the library's complete realization of aims and standards as voiced by the American Library Association, the National Education Association, and various leaders in the field are the following: the paucity of well-trained librarians; the lack of complete enthusiasm and cooperation from school administrators; the confused conceptions of many teachers concerning the functions of the library and techniques for its effective utilization; inadequate school plants; general parental apathy; lack of uniformity in state legislation, supervision, and support; and insufficient research aimed toward improving library service (14).
The normal problems of interpretation, definition, and implementa-
tion appear to apply to library regulations and standards. In the
absence of any comprehensive research on the matter of conformance
to library standards, it must be assumed that generally uniformity of
conformance is the exception rather than the rule.

Review of the Literature

According to Richard Hurley, systematic research on school
libraries began "around 1927" and approximately 40 per cent of all
library studies consists of general surveys of school library facili-
ties. By their very nature these studies soon become dated and are
frequently limited in geographic area (15). There have been a limited
number of studies which provide some background for this investigation.

The work of Frank Koos has had some bearing on the present
study dealing with conformance to standards. In 1927 Koos studied the
role of governmental agencies in the development of school library
programs (16). He formulated a program which defined the functions
and role of the state government in the development of school libraries.
The principles he suggested were later utilized in the development of
the national library standards of the American Library Association.

More recent studies on standards and the status of libraries
were completed by Richard Darling as part of the State College of
Washington's Library Development Project (17). Interviews and ques-
tionnaires were utilized in the compilation of data which dealt with
school libraries in the Pacific Northwest. The first study was a
status study designed to "provide a description of the school libraries in the area" (18). The second study was an analytical commentary on school library standards in the region (19). No attempt was made in the studies to relate the degree of conformance of the libraries to the standards.

The State Department of Education of Ohio completed a general survey of library facilities in secondary schools in 1961 (20). Data were obtained from information on the State Principals' Reports. No information on elementary school libraries was compiled.

Jean Lowrie studied elementary school library services in ten school systems located in eight states to determine practices used in elementary library programs in the area of curriculum enrichment. The practices were not compared to the standards of the states or those of the American Library Association. None of the systems studied were located in Ohio (21).

The study most closely allied to the present research is that of Frederick Aldrich who traced the development of state statutes and standards pertaining to Ohio school libraries (22). Public documents, records of the state legislature and histories of Ohio were utilized to obtain the data. Aldrich did not attempt to study the status of the libraries or the amount of conformance to the laws and standards.

Some studies in the field of psychology and sociology have dealt with aspects of conformance. R. S. Harper's article on "Variability, Conformity, and Teaching," provided a bibliography
that touched upon the phenomena of conformance in a school situation (23). David Riesman’s *The Lonely Crowd* (24) pertained to conformance in relation to social standards and regulations.

The review of the literature indicates that there has been little research in the area of school libraries even though libraries are not new to the educational scene. There have been surveys of school libraries, a limited number of studies on library standards, and some research on conformance related to areas other than school library programs. Few studies have been made dealing with any aspects of elementary school libraries in Ohio, whereas high school libraries have received much more attention. It is possible that this study may serve as a basis for additional studies aimed to improve the elementary school library program.

A review of the literature pertaining to library standards has revealed no state or national studies designed specifically to determine either the amount of conformance to state and national standards or the factors which inhibit and foster conformance to standards.

**Definition of Terms**

For purposes of this study the terms, "library" and "librarian," are used in a broad context as exemplified by the following quote from the American Library Association:

The school library is a material center, an instructional materials center, an instructional resource center, or any of the equivalent terms now springing into existence. In like manner, the school librarian is a materials specialist or an instructional resources consultant (25).
Specifically, the term "library" is defined as a "collection of books, manuscripts, or other literary materials kept...for study or reading or a collection of paintings, musical scores, musical recordings, photography, maps, or films kept for convenient use, study or enjoyment (26)."

"Standards" and "regulations" are more difficult to define because of the interchangeability with which these terms are used in the literature. "Standards," for example in the American Library Association book, Standards for School Library Programs (27), means both objectives to be striven for and activities in ordinary practice while "standards" in Ohio Elementary School Standards (Minimum), 1957 (28) refers to regulations which are, theoretically at least, enforceable. A standard has been defined as "something established for use as a rule or basis of comparison in measuring or judging capacity, quantity, content, extent, value, quality, etc...something used by general agreement to determine whether or not a thing is as it should be (29)." A regulation has been defined as "a rule, ordinance, or law by which conduct, etc. is regulated (30)." In this study "regulation" has been used to indicate rules which have been adopted either by the State Board or by any system or sub-system of schools. "Standard" has been used to indicate lists of objectives or statements of ideals. The term "criteria" has been used to refer to standards, rules, and regulations when an over-all expression was required.

The term "librarian/principal" has been utilized to mean the person in charge of the library in a particular school. In some
schools the person is a certified librarian or has had some library training. In other situations the person is a principal, who may or may not have had library training, or a teacher to whom library duties have been assigned.

The term "facilities" has been used to mean all physical properties involved in the operation of the library and library services.

The Specific Problem and Its Elements

Determination of the degree of conformity of Ohio elementary school libraries to library regulations and standards was the main problem investigated. The major elements of the problem were:

1. Determination of the degree of conformity to state regulations and standards.
2. Determination of the degree of conformity to American Library Association standards.
3. Determination of factors which inhibit conformance to regulations and standards.
4. Determination of factors which foster conformance to regulations and standards.

Objectives of the Study

This study was planned to determine various aspects of conformance in relation to the elementary school libraries of Ohio. The specific objectives of the study were: to gather information concerning the degree of conformity to regulations and standards, to study
phenomena of conformance to standards and regulations, to ascertain conformity factors concerning elementary school library regulations, to gather evidence concerning factors that may inhibit conformance to regulations and standards, and to gather evidence concerning factors that foster conformance to regulations and standards.

Basic Assumptions

A number of assumptions were made in connection with this research. The assumptions were:

1. There are elementary school library regulations and standards.
2. Regulations and standards are available and applicable to all schools.
3. There is a variance in the conformance of schools to library regulations and standards.
4. Variance in conformity to regulations and standards can be ascertained.
5. There are factors that can be defined which inhibit conformity to regulations and standards.
6. There are factors that can be defined which foster conformity to regulations and standards.
7. The parameters of the study were sufficient.
8. The sample was a true random selection of the population.
9. The methodology utilized obtained the necessary data.
10. The data obtained were pertinent.
Hypotheses

Three null-hypotheses are tested in this investigation:

(1) there is no conformance pattern to library regulations and standards, (2) there are no determinable factors which inhibit conformance to library regulations and standards, and (3) there are no determinable factors which foster conformance to library regulations and standards.

Design and Methodology

This investigation was based on normative survey technique utilizing two questionnaires and an interview schedule. The two questionnaires were mailed to a random sampling of superintendents and librarian/principals. The interview schedule was presented to a random selection of superintendents.

Significance of the Study

The study is important in that there was little knowledge concerning conformance to standards—especially conformance to elementary school library standards in Ohio. An apparent need has been indicated to evaluate the status of conformance to standards and regulations in order to provide guidelines for the future development of libraries. Knowledge of factors involved in the conformance of elementary schools to standards and regulations should prove to be valuable to the professional educators and librarians who guide the development of elementary school libraries. The identification of factors that foster and inhibit conformance to standards, once better understood, can be dealt with intelligently.
Studies of this kind are valuable to educators because they include the information and evidence about quality aspects of libraries that make it possible to determine the relative status of local libraries on comparative bases.

Educators have deemed school libraries and library facilities important in the educational system. With the tremendous growth in knowledge libraries will take on added significance and importance in the future. In view of these circumstances, any and all knowledge that may be helpful in the guidance of present and future library developments should be well received.
References


4. State of Ohio, Department of Education, Ohio High School Standards, Department of Public Instruction, Columbus, 1917.


18. Ibid., Darling, Richard, p. 3.

19. Ibid., Darling, Richard, p. 73.


30. Ibid.
CHAPTER II

THE DESIGN AND METHODOLOGY

This study was based on a normative survey technique utilizing questionnaires and an interview schedule for collection of data. The nature of the data needed for the study included information concerning: present library facilities in Ohio public elementary schools; local regulations and administrative procedures pertaining to school libraries; factors which, in the judgment of school personnel, inhibit and foster conformity to standards and regulations; and opinions of school personnel as to the status of library facilities in their schools. Some data on school libraries were available from required reports of school administrators to the State Department of Education. However, the data on file at the State Department were insufficient for the purposes of this study. To obtain the necessary data not available from other sources, three research instruments were developed.

Development of the Research Instruments

One questionnaire, the superintendents' form, was designed to obtain information for background concerning local regulations and administrative procedures which affect the elementary school library. See Appendix A. A second questionnaire, the librarian/principals' form, was designed to obtain information concerning the facilities of
the public elementary school libraries in Ohio, the opinions of librarian/principals as to the status of library facilities in their school and factors which inhibit and foster conformity to standards and regulations. See Appendix B. The third instrument, an interview schedule, was used to obtain the opinions and judgments of school superintendents concerning the status of their elementary school libraries and factors which inhibit and foster conformity to standards and regulations in their elementary schools. See Appendix C.

The superintendents' form

The initial problem in the development of the superintendents' form was the determination of items to be included in the questionnaire. In order to determine the selection of items to be included, a comprehensive review of the literature on elementary school libraries was initiated by the researcher. Efforts were made to seek a succinct yet comprehensive list of topics which had general acceptance and frequency of mention to be used in the development of the research instrument.

Five major topics covered by library regulations were identified from a review of the literature. The topics were: centralized school libraries, classroom libraries, professional libraries, audiovisual materials, and textbook-supplementary materials. To obtain knowledge of as many administrative procedures and local regulations on these topics as possible, the open-ended or free response type question was utilized. In this type of question only the general area of desired information is mentioned, and specific details are not
included. Use of this type of question influenced the number of items needed to cover each of the five major topics.

The initial survey of the literature discussed above revealed that there were six to eight sub-topics in each of the five major topics. Accordingly, the superintendents' form was designed with five major headings, each having six to eight sub-headings. The questionnaire was trial tested by being presented to five school administrators who were asked to critically analyze and comment on the items, format, word choice, and directions. The questionnaire was revised to incorporate the suggestions of the administrators, and presented to six additional administrators for another trial test, similar to the first. A second revision of the questionnaire based on the suggestions of this group was made. Three additional administrators were then given the resulting questionnaire and since these superintendents encountered no difficulty with this version, it was used in the study.

The librarian/principals' form

The major portion of the librarian/principals' form was developed by compiling a list of facilities generally accepted and frequently mentioned in state and national library standards. This list of facilities was categorized by the five topics utilized in the superintendents' form. Respondents were asked to indicate the number of these facilities which were available in their schools. A second portion of the librarian/principals' form was designed to obtain the opinions of the librarian/principals regarding the status of the library
facilities in their schools. The items in this second portion were concerned with selected aspects of library operation involving the quality and quantity of instructional materials, the use of library facilities, and the growth of library facilities. These items were developed through a review of the literature. In this portion of the questionnaire respondents were asked to rate on a five point scale which ranged from outstanding to poor, the library facilities in their schools in relation to the items. In the final portion of the questionnaire respondents were asked to list factors which, in their judgment, inhibit and foster conformity to standards in their schools. The questionnaire was submitted to three certified public school librarians with admonitions to analyze critically and comment on the items, format, word choice and directions. Subsequently the questionnaire was revised to incorporate the suggestions made. The revised questionnaire was submitted to four principals and four librarians who made additional suggestions. The questionnaire was revised accordingly and this third version was used in the study.

The interview schedule

The first portion of the interview schedule was composed of a series of questions designed to elicit information concerning the factors which, in the superintendents' judgments, inhibit and foster conformity to standards and regulations. The series of questions was based on selected items from the librarian/principals' form. The second portion of the interview schedule was identical to the second portion of the librarian/principals' form. Superintendents were asked
to make judgments on the quality and quantity of library facilities in their schools, and the rate of development of library facilities in their schools.

The development of related materials

A number of materials related to the superintendents' and librarian/principals' forms were developed to expedite the collection of data. These related materials were: (1) a letter written by the head of the elementary and secondary divisions of the State Department of Education, (2) a cover letter to superintendents, (3) a cover letter to librarian/principals, (4) a postal reply card, (5) a statement of the problem, (6) a return envelope, and (7) a follow-up letter to superintendents and librarian/principals. Samples of these materials have been placed in Appendix D.

Because the study dealt with public elementary schools, the Ohio State Department of Education was interested in the findings. Accordingly, the head of the elementary and secondary divisions of the State Department of Education prepared a letter urging cooperation with the study. This letter was duplicated on State Department of Education stationery.

The cover letter to superintendents was designed to accompany the superintendents' form. The superintendents were asked to complete and return the enclosed superintendents' form and to give permission to contact librarian/principals in their respective school systems. This covering letter was reproduced on The Ohio State University College of Education letterhead.
An addressed post card was enclosed in the materials sent to the superintendents to help expedite the granting of permission to contact librarians and principals in the systems. The superintendents had only to sign this card and place it in the mail in order to grant the writer permission to contact the librarian/principals in their school systems.

A statement of the problem was developed which gave the superintendents and librarian/principals a precis of the study. The statement was designed to facilitate the understanding of the purpose and implications of the study and thereby help secure the cooperation of the superintendents and librarian/principals.

Permission was obtained from the head of the University's Department of Education to use the University postal address and to have all mail delivered to the Department of Education. A return envelope, enclosed with each superintendents' and librarian/principals' form was stamped and self-addressed to the University address to lend authority to the study.

One follow-up letter, written to be sent to superintendents and librarian/principals, was composed to help increase the per cent of returns on the questionnaires. The letter was designed to remind those librarian/principals and superintendents who did not return their questionnaires of the importance of their cooperation to the study.

Selection of Sample

The determination of the sample for the study involved three operations: (1) the selection of a sample of school systems in the
state of Ohio in which to conduct the study, (2) the selection of the individual elementary schools in these previously selected school systems which were to receive the questionnaires, and (3) the selection of superintendents from the previously selected school systems for the interview schedule.

Selection of systems

A listing of schools and school districts was obtained from the Educational Directory for the School Year 1961-62 (1). From the listing in this directory a sample of school districts was chosen through the use of a table of random numbers (2). The original population in the present study was listed in three groups - city, county, and exempted village school systems. The city school systems comprised approximately 49 per cent of the school systems in the state; county systems comprised approximately 29 per cent and exempted village systems comprised approximately 22 per cent. Local districts were included under the county in which they were located. One hundred systems comprising approximately 33 per cent of the total population of 309 systems were selected on a percentage distribution based on the three groups listed in the directory. The 100 systems were, therefore, composed of 49 city, 29 county, and 22 exempted village systems.

Selection of individual schools

The city systems of Ohio control 1492 schools or 49 per cent of the public elementary schools. County systems which are administered by local district boards of education, have 1386 schools or 45 per cent of the public elementary schools. There are 180 elementary schools or
6 per cent of the total in exempted village systems. After selecting the individual school systems, the specific elementary school or schools in each system remained to be chosen. In city and exempted village systems, the schools were selected by taking every third school from the alphabetical lists of the chosen systems in the education directory. If a system had only two, a coin was tossed to determine the individual school in the system. In the county systems the second local district was selected from those given in the directory's alphabetical listing of the county local districts. The selection of local systems within the county systems was determined by entering the table of random numbers mentioned previously. All elementary schools in each of the local systems selected were contacted. This procedure yielded 61 elementary schools in county systems. However, percentage distribution of schools required 130 county schools. To obtain this number, the fourth local school system in the directory's alphabetical listing of the selected counties made it necessary to contact 119 systems, 19 more than the original number selected.

Selection of superintendents for interviews

School systems from which materials were returned were listed and categorized into city, county, and exempted village groups. Selection of 10 per cent of the superintendents of the systems listed was made on the same percentage distribution used for the choice of school systems. The superintendents in each of the three groups were chosen by entering the table of random numbers (3). This procedure resulted in the selection of five city superintendents, three executive
heads (superintendents of local systems within a county system), and two exempted village superintendents for interviews.

The Mechanics of Data Collection and Response to the Instruments

The superintendents' form

The superintendents' form along with the cover letter, the state department letter, the statement of the problem, a return envelope, and a postal reply card, was mailed to the selected superintendents. If no response was received from a superintendent within ten days after the mailing, an individually typed follow-up letter was sent. As the result of this procedure, permission to contact 144 schools was received.

The librarian/principals' form

The librarian/principals' form, accompanied by the cover letter, the state department letter, the statement of the problem, and a return envelope, was mailed to the selected schools as soon as permission was received from the superintendents. A record was kept of the date on which each librarian/principal's packet of materials was sent. An individually typed follow-up letter was sent to each librarian/principal who failed to return the librarian/principals' form within ten days.

The response to the superintendents' and librarian/principals' forms

Table 1 was designed to show the response to the superintendents' and librarian/principals' forms. In this table the total number of systems contacted is given in the first column. The second column is the number of superintendents who made complete responses. The term
"complete responses" was used to indicate that both the superintendents' questionnaire and permission to contact the librarian/principals in a given superintendent's system were received. The third column contains the number of school executives who returned incomplete questionnaires or did not grant permission to contact their librarian/principals. The fourth column lists the contacted superintendents who did not respond. The figure in the fifth column is the percentage of the contacted superintendents who returned some or all of the materials. Column six gives the total number of selected schools within the selected systems. Column seven gives the number of schools which were contacted with the permission of the superintendents. The remaining columns, based on the librarian/principals' form, reveal the number of complete and incomplete responses, the number of no responses, and the percentage of responses.

The highest per cent of responses to the questionnaires came from the exempted villages; 63 per cent of the exempted village superintendents returned materials and 81 per cent of their librarian/principals cooperated.

The interview schedule

The ten superintendents selected for the interview schedule were contacted by telephone and all consented to be interviewed. Appointments were arranged at the convenience of the superintendents to allow approximately one hour for each interview. The series of questions was asked in an informal pattern dependent upon the interview situation. The superintendents were asked to make judgments on
Table 1
Response to Questionnaires

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
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<tbody>
<tr>
<td>Systems Contacted</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete Responses</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Per cent of Supts. Making a Response of Some Form</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total Selected Schools</td>
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<td></td>
<td></td>
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<tr>
<td>in Selected Systems</td>
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<td></td>
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<td>Selected Schools Contacted with Permission</td>
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<tr>
<td>Incomplete Responses</td>
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<tr>
<td>No Response</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Per cent of Librarians/Principals Making a Response of Some Form</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| County Systems | 48 | 15 | 5  | 28 | 41% | 130 | 50 | 23 | 3  | 24 | 52% |
| Exempted Village Systems | 22 | 6  | 8  | 8  | 63% | 22  | 11 | 9  | 0  | 2  | 81% |
| City Systems     | 49 | 26 | 6  | 17 | 65% | 154 | 83 | 51 | 5  | 27 | 67% |
| Totals          | 119| 47 | 19 | 53 | 55% | 306 | 144| 83 | 8  | 53 | 63% |

the quality and quantity of library facilities in their schools at the conclusion of the interview.

Procedures Utilized in the Analysis of Data

The data obtained from the librarian/principals' form were coded and punched on tabulating cards. Coding of the data involved assigning numbers for all responses on each of the items on the questionnaire. A "yes" answer on a given item was assigned the number, 1; a "no" answer was assigned the number, 2. If no response was made, the
item was coded 0. The cards were tabulated and processed through an electronic computer to obtain totals of response on each item and the mean and percentage of each type of response to selected items. The data obtained from the superintendents' form and the interview schedule were tabulated manually to obtain totals of response on each item.

**Totals**

The totals tabulated for each item in the three instruments were utilized to relate the library facilities of the schools to the state and American Library Association standards. Some of the elements in the standard have quantitative specifications. The totals of selected items in the instruments were utilized to ascertain the amount of conformance to the quantitative specifications of the standards.

**Mean**

The totals were also utilized to obtain the mean response by designated groups of schools to selected items. The mean response on these items was related to selected standards to determine the degree of conformance among the designated groups of schools.

**Percentage**

Percentage of response to selected items was utilized as a basis for comparison of the amount of conformance to standards among designated groups of school systems. Percentage was also used to determine the proportion of designated groups of respondents who cited selected factors which, in the respondents' opinions, inhibit or foster conformance to standards.
The mean test and the chi square test

The mean test and the chi square test were utilized to determine significant differences between ratings obtained from librarians, principals, and superintendents concerning the quantity and quality of elementary school library facilities. See Appendix F.

Rationale for Instrumentation

In designing the instrumentation for this study some limits as to inclusion of items and categories related to criteria had to be arbitrarily imposed. Therefore, the content of the questionnaire and interview schedules was limited to concerns related directly to the elementary school library in the local setting. Hence, all state standards related to the local school library were involved and those portions of the American Library Association Standards exclusive of the standards dealing with technical library processes, i.e., binding, dimensions, cataloging and the like; relations of school libraries to public or private libraries; and certification and training of library personnel.

The reasons for making the above arbitrary selections and decisions stem from the unique situation of the elementary school library in most Ohio school systems. High school, public and private libraries tend to operate with considerably more independence, more definitive regulations, and with broader relationships. American Library Association standards tend to be all inclusive for schools - elementary and secondary.

Future references to criteria and conformance used in this study are in keeping with the limitations set forth in the above rationale.
References


3. Ibid.
CHAPTER III

ANALYSIS OF DATA

Introduction

The approaches made by the State Department of Education and the American Library Association to the establishment of library criteria are different. The state regulations were designed to stipulate minimum library requirements to be met by the school to be eligible for state accreditation. In contrast to the state regulations, the American Library Association standards were designed to serve as the basis for a model school library operation.

The major elements of library operation covered in the state regulations and American Library Association standards are location, personnel, expenditures, and size of collections. These elements are covered in more detail and with greater explicitness in the American Library Association standards than in the state regulations. Regulations and standards on location deal with the size, the place, and the furnishing of the library. Under provisions for personnel are items pertaining to the number, training, and duties of the people who work with the library materials. Money and budgeting are dealt with in regulations and standards on expenditures. Criteria on size of collections pertain to quantity of library materials. See Appendix E (1).

Both the American Library Association standards and the State Department of Education regulations on library operation emphasize
centralized collections rather than classroom collections. The American Library Association Standard has been based on the concept that a centralized collection of books and materials constitutes a school library, and therefore, the elements of the standards pertain exclusively to this type of library facility; the supporting rationale being as stated below:

In as much as classroom collections and 'other types of library service' indicate limited resources and in no sense are the equivalent of school libraries, it can be stated that millions of elementary school children are being deprived of the full complement of library resources and services which they need and to which they are entitled...(2)

Desirability of centralized collections has been stressed in the Ohio Elementary School Standard by the following statement: "In the larger attendance centers a centralized library is desirable...classroom libraries may serve in the absence of the centralized libraries (3)."

This emphasis on centralized library facility is reflected in the data presented here. Classroom libraries have been taken into account where data on location has been sought; otherwise all information compiled has contemplated a central library.

The criteria on library operation as set forth by both the State Department of Education and the American Library Association emphasize reading materials for the use of students. However, some of the regulations and standards include suggestions for collections of reading materials for the professional staff of the school; also, collections of audio-visual materials.
Conformance of Elementary School Libraries 
 to State Department of Education Regulations 
 and American Library Association Standards

The assumption is made that a school library program provides for the library needs of both the faculty and the students. These needs are varied and have been included in the elements of library operation dealt with in state regulations and the American Library Association standards. The American Library Association states: "These essential elements for a dynamic library (provisions for students and staff) are interlocking and interdependent..." However, for purposes of determining and reporting the degree of conformance to the criteria, each element of library operation will be considered separately in this chapter. One of the first elements considered in both the State Department of Education regulations and the American Library Association standards is location of the collections.

Location of the collections

The basic differences between the centralized and the classroom library operations are the location of the collections and the personnel involved. In the centralized library operation the materials have been placed in one location under the supervision of a particular individual. In the classroom library operation the school's reading materials have been divided and placed in classroom collections under the supervision of the respective classroom teachers.

Number and types of libraries studied.—Eighty-three libraries were included in this investigation, fifty-one in cities, twenty-three
in counties, and nine in exempted village schools. The per cent of respondents reporting a centralized library collection and those reporting classroom collections in their schools are shown by type of system in Table 2. In this study 44 per cent of the total respondents indicated an absence of centralized library collections in their schools.

Table 2

Number and Types of Library Operations Investigated*

<table>
<thead>
<tr>
<th>Type of System</th>
<th>N=83</th>
<th>Centralized Collections</th>
<th>Classroom Collections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Have</td>
<td>Do Not</td>
</tr>
<tr>
<td>City</td>
<td>51</td>
<td>59%</td>
<td>39%</td>
</tr>
<tr>
<td>County</td>
<td>23</td>
<td>43%</td>
<td>57%</td>
</tr>
<tr>
<td>Ex.Vill.</td>
<td>9</td>
<td>56%</td>
<td>44%</td>
</tr>
</tbody>
</table>

*Some schools reported both types of collections.

Size of Seating capacity.—An intrinsic part of a centrally located library operation is the seating capacity of the quarters. No specifications on seating capacity have been made in the state regulations but the American Library Association standard states that the capacity should be "10 per cent of the enrollment in schools with more than 550 students and a minimum seating capacity for 45-55 students in schools which have 200-550 students (5)." The mean enrollment for all schools was 503.97. City schools reported a mean seating capacity of 21.9 while county schools and exempted village schools reported mean seating capacities of 35.4 and 26.2 respectively. The mean seating capacity for the three types of school systems was 25.4.
Library personnel

Personnel are required to execute the library program. The American Library Association standard suggests that three librarians be employed for the first 900 students, i.e., one librarian for each group of 300 students or major fraction thereof until an enrollment of 900 is reached. A fourth librarian is to be employed for each 400 students thereafter. One clerk is to be employed for each group of 600 students. One librarian and one half-time clerk are suggested for schools which have 200 students (6). The Ohio Elementary School Standard states: "Librarian service, at least part-time, should be provided to manage the library and to assist pupils and teachers (7)."

Number of librarians and clerks in the study.--Employment of thirty-one librarians was reported in the eighty-three schools. The librarian/principals' form was returned by 66 principals and 15 librarians. Librarian/principal respondents reported that there were 41,830 students enrolled in the eighty-three schools. Dividing the total enrollment by thirty-one, the number of reported librarians, gave the mean number of 1,349.3 students per librarian. Table 3 shows the number of librarians employed according to type of school system and in relation to enrollment of the schools. The employment of a total of 22 clerks and 151 part-time student helpers per day was reported by the eighty-three respondents.
Table 3

Number of Librarians in Relation to Enrollment

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>No. of Students in Respondents</th>
<th>Mean Enrollment Per School</th>
<th>No. of Librarians Reported in Study</th>
<th>Mean No. of Librarians per School</th>
<th>Mean No. of Students per Librarian</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>51</td>
<td>29,674</td>
<td>581.84</td>
<td>22</td>
<td>.431</td>
<td>1348.8</td>
</tr>
<tr>
<td>County</td>
<td>23</td>
<td>8,149</td>
<td>354.30</td>
<td>7</td>
<td>.304</td>
<td>1164.1</td>
</tr>
<tr>
<td>Ex. Vill.</td>
<td>9</td>
<td>4,007</td>
<td>445.22</td>
<td>2</td>
<td>.222</td>
<td>2003.5</td>
</tr>
</tbody>
</table>

Expenditures for instructional materials

Expenditures for instructional materials are the one element of library operation which has been covered specifically in both the State Department of Education regulations and the American Library Association standards. The state regulation states: "The minimum annual expenditure for library books and materials, exclusive of encyclopedias and dictionaries shall be $1.00 for each pupil enrolled." According to the American Library Association standard, at least $1,000 to $1,500 should be spent for "regular library books" in schools having 200 to 249 students. In schools with 250 or more students the standard suggests that $4 to $6 per pupil should be spent. Additional funds are required for periodicals, reference books, repair, and rebinding, according to the American Library Association.
Mean annual expenditures for books and periodicals reported by the schools in this study have been shown by type of school system in Table 4. The per pupil figures were derived by dividing the mean annual expenditure by the mean school enrollment obtained from Table 3. The service costs shown on Table 4 included expenditures for rebinding, and repair of reading materials.

**Collections of materials**

Criteria on a fourth element of library operation, the collections of materials, includes standards and regulations on books, periodicals, cataloging procedures, professional materials, and audio-visual materials.

**Books.**—The basic component of a library is the book collection. The American Library Association states, "Books are the most important of all library resources. No well selected book collection is ever too large for children and young people (10)." The American Library Association standard suggests a minimum sized book collection of 6,000 to 10,000 volumes in schools with enrollments of 200 to 999. Ten books per student is suggested for schools with 1,000 or more students. The Ohio Elementary School Standard refers to suggestions made by the American Library Association in 1945 on size of book collection (11) (12). The 1945 American Library Association standard stated that schools with approximately 200 students should have a minimum collection of 1,000 titles and that total number of volumes should be from five to ten times the enrollment (13).
Table 4

Mean Annual Expenditures for Instructional Materials Per School

<table>
<thead>
<tr>
<th>Item</th>
<th>City School Per Pupil (N=581.84)*</th>
<th>County School Per Pupil (N=354.30)*</th>
<th>Ex. Vill. School Per Pupil (N=445.22)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books</td>
<td>$535.</td>
<td>$318.48</td>
<td>$483.33</td>
</tr>
<tr>
<td>Periodicals</td>
<td>32.61</td>
<td>19.87</td>
<td>40.00</td>
</tr>
<tr>
<td>Service</td>
<td>29.18</td>
<td>30.22</td>
<td>61.11</td>
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<tr>
<td>Costs</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Totals</td>
<td>$596.79</td>
<td>$368.57</td>
<td>$584.44</td>
</tr>
</tbody>
</table>

*Average per Pupil Enrollment of Schools in the Study, obtained from Table 3.

City schools which had a mean enrollment of 581 reported a mean of 2,351.4 volumes and 1,645.5 titles. County schools which had a mean enrollment of 354 averages 2,841 volumes and 909.3 titles in their collections. Exempted village schools which had a mean enrollment of 445 reported more titles than volumes in their collections. These schools reported a mean of 1,160 volumes and 1,287.2 titles; some county schools reported that the figures for their book collections included textbooks since these volumes were included in other required reports. The inclusion of textbooks in the report and the duplication of some titles would account for the differences between the number of volumes and number of titles reported by the schools.

Schools in this study had a mean enrollment of 504 and a mean of 1,816 volumes in their library collections. To meet the suggested
state regulation, the mean sized school in this study would need a collection of 2,520 to 5,040 volumes. To meet the American Library Association standard, between 6,000 and 10,000 volumes would be required per school.

The criteria of the State Department of Education and the American Library Association refer to the provision of encyclopedias and dictionaries but make no recommendations on quantity of these reference books (14) (15). The schools in the study reported a mean of 4.1 unabridged dictionaries, 33.2 abridged dictionaries, and 7.8 sets of encyclopedias.

**Periodicals.**—Periodicals are a source of information about current events and sometimes contain materials not found elsewhere. The state regulation states that, "magazines, newspapers, and other reference material...shall be provided (16);" the American Library Association standard recommends collections of 50 magazine titles and three to six newspapers for schools having grades K-8.

Mean number of magazines per school ranged from a high of 7.5 in exempted village schools to a low of 3.6 in county schools. City schools reported a mean of 5.9 magazines. The mean number of magazines for all schools was 5.5.

No newspaper subscriptions were reported by exempted village schools. Analysis of the data revealed that the mean number of newspaper subscriptions for schools in this study was one newspaper subscription per 2.3 county schools, and one newspaper subscription per 3.4 city schools. One newspaper subscription per 3.3 schools was the mean for all schools.
Cataloging of collections.--Cataloging of collections is necessary if the materials are to be made available in an efficient manner for the use of the students. The state regulation states, "a record of all library books should be kept in a central catalogue, which is accessible to teachers and pupils (17)." The American Library Association standard indicates that collections should be "cataloged and classified according to standard procedures (18)." Table 5 shows the per cent of the schools which catalogue their collections.

Table 5

<table>
<thead>
<tr>
<th></th>
<th>All Material</th>
<th>Card Catalog</th>
<th>Card Catalog</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Card Catalogued</td>
<td>Avail.to Students</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>City</td>
<td>51</td>
<td>41%</td>
<td>53%</td>
</tr>
<tr>
<td>County</td>
<td>23</td>
<td>78%</td>
<td>35%</td>
</tr>
<tr>
<td>Ex.Vill.</td>
<td>9</td>
<td>44%</td>
<td>44%</td>
</tr>
</tbody>
</table>

Professional materials.--Library authorities suggest that a collection of professional materials for faculty use be provided in the school library operation. The materials for the faculty are to be "used for reference as well as for general professional reading (19)." The state regulation states, "some professional books and magazines should be provided (20)." The American Library Association standard suggests that the professional collection in a school should consist of 200 to 1,000 titles and at least 25 to 50 magazines (21).
City schools reported a mean of 28.8 professional books per school; county schools, 43.3; and exempted village schools, 44.3. The mean number of professional books for all schools was 33.3. Mean number of professional magazines per exempted village school was 6.9. City schools reported a mean of 4.4 professional magazines per school. The mean number of magazines for all schools was 4.5.

A minimum expenditure of $200 to $800 per school for professional materials is specified in the American Library Association standard. The amount spent within this range is to be dependent upon the needs and size of the faculty, and the availability of other professional collections in the community (22). The Ohio Elementary School Standard makes no reference to expenditures for professional materials.

City schools reported a mean annual expenditure of $17.14 per school for professional materials. Comparable figures for county and exempted village schools were $13.57 and $2.22 respectively. Mean annual expenditure for professional materials per school for all schools in the study was $18.87.

Audio-visual materials.—A distinction between recommendations pertaining to the collections of reading materials and those pertaining to audio-visual materials is made by the use of a separate heading and a heavy black line in the American Library Association standards (23). The American Library Association standards have no quantitative recommendations pertaining to audio-visual collections. The State Department of Education refers to audio-visual materials under a section
of regulations separated from those dealing with libraries. The state regulation states that "audio-visual equipment shall be provided (24)." No specific requirements pertaining to expenditures, location of audio-visual materials or personnel for supervision of the audio-visual materials are specified by the State Department of Education.

The question of whether audio-visual materials are in the province of the school library is controversial (25). The audio-visual movement began in 1904 and has grown to a point where an estimated twenty million dollars per year is spent on audio-visual materials, equipment, and service, exclusive of salaries (26). As the audio-visual movement grew, audio-visual materials and services became more complex. Two basic patterns of supervision of these materials and services arose. In the one pattern the audio-visual materials are a separate collection under the supervision of an audio-visual coordinator; in the second pattern, the audio-visual materials are part of the school library collections under the supervision of the librarian.

In 1956 the American Association of School Librarians issued a statement which attempted to define the functions of the school library in relation to audio-visual materials and services. This statement advocated the adoption of the concept of the library as an instructional materials center. Instructional materials were defined as "films, recordings, and newer media developed to aid learning (27)."

Data concerning size of audio-visual collections in the schools were not included in this investigation because of the lack of quantitative recommendations or requirements in both the State Department of Education regulations and the American Library Association standards.
Selected Administrative Procedures

According to the American Library Association, "School administrators are not only primarily responsible but also ultimately accountable for the presence or absence, success or failure of libraries in the school; and no individuals are more influential than they in determining the status and nature of school library programs (28)." The influence of the school administrator is reflected in the procedures utilized in the operation of the school library program. These procedures, in turn, affect the library program. Selected administrative procedures were investigated to determine whether school library operations were in accordance with recommendations made in the American Library Association standards. The state regulations do not deal with administrative procedures.

The administrative procedures selected for investigation in this study were chosen after a perusal of the literature on library operation. Procedures chosen for investigation were: delegation of administrative authority, budget preparation and expenditure of the funds, selection of materials, and scheduling of library facilities.

Delegation of administrative responsibility

Included in the American Library Association standards is the statement that the administrative responsibility for all school library collections, with the possible exception of the audio-visual collections, should be delegated to the head school librarian (29). The forty-seven respondent superintendents indicated to whom they had delegated responsibility for the centralized library, classroom collections, professional collections, and audio-visual collections.
Centralized libraries.—Nine superintendents of the systems which had centralized libraries indicated that administrative responsibility for the book collection for students' use had been delegated to the elementary school librarian. The elementary principal had been the recipient of this responsibility in seven systems. Other staff members who had been designated as having administrative responsibility over the book collection for student use in respondents' schools included assistant superintendent, audio-visual director, teachers, and the high school librarian. The "central office" had maintained administrative responsibility in two systems. Three superintendents stated that there had been no delegation of responsibility in their schools.

Classroom collections.—Thirteen superintendents of the systems which reported classroom collections stated that no delegation of administrative responsibility for the classroom collections in their systems had been made. The elementary principal had been designated by fifteen superintendents as being in charge of classroom collections. Teachers had received administrative responsibility for classroom collections in six systems.

Professional collections of materials.—Superintendents in ten systems indicated that administrative responsibility for the professional materials collections in their schools had been delegated to the elementary principals. Librarians had been given administrative responsibility for the professional collections in six systems. Ten superintendents stated they had not delegated responsibility for this collection. The
Director of Education had been given the responsibility for the professional collections in one system and administrative responsibility had been delegated to the Language Arts Supervisor in another system. Nineteen superintendents did not respond to the item on the Superintendents' form.

Audio-visual collections.—The 1956 American Library Association statement on the relationship of the library and audiovisual materials stated, "Primary responsibility for administering such a center [instructional materials]...may be the province of librarians or it may be shared (30)." The American Library Association standards suggest that the librarian have either partial or complete responsibility for audio-visual materials (31). Superintendents of ten systems indicated that administrative responsibility for audiovisual collections had been delegated to the elementary principal. No delegation of administrative responsibility for audio-visual materials had been made in nine systems. Administrative responsibility for audio-visual materials had been delegated to an audio-visual director in eight systems, and librarians in two systems had been given the administrative responsibility for audio-visual materials. Three superintendents indicated that they had delegated responsibility in their respective systems to a film committee, a high school chemistry teacher, and a director of education. Fifteen superintendents did not respond to the item on the Superintendents' form.

Budget preparation and expenditure of funds

Library programs are influenced by the amount of funds available and the manner in which the funds are spent. The superintendent,
according to the American Library Association, "realizes that a high quality of library service is dependent upon good financial support, and allocates the funds necessary for the library program and its growth. In cooperation with the principal, he holds the head librarian of the school responsible for the preparation of a budget and for the wise expenditure of funds..."(32).

Allocation of funds.—Fifteen of the forty-seven respondent superintendents indicated they had no local regulations and had utilized no consistent procedure to determine the amount of funds allocated for centralized book collections. The State Department of Education’s regulation requiring an expenditure of $1.00 per pupil was the basis for determining the amount of funds allocated by five superintendents. The remainder of the superintendents indicated they had allocated arbitrary amounts based on precedents in their schools.

Twenty-three of the superintendents stated that they had no regulations and had utilized no consistent procedure to determine the amount of funds allocated for professional materials. Four superintendents stated they had allocated funds for the professional collection "as needed" and the remainder of the superintendents had allocated arbitrary amounts for the purchase of materials for professional use.

No regulations or procedures pertaining to the allocation of funds for classroom libraries had been formalized in 17 of the respondents’ school systems. Two superintendents reported they had allocated the "state minimum" and one superintendent had allocated only funds raised by the Parent-Teachers’ Association. The remainder
of the respondents indicated that the amount of funds allocated had been determined by precedent in their school systems.

Twenty-four respondents indicated that no regulations or procedures for allocation of funds for audio-visual equipment had been formalized in their systems. The remainder of the respondents indicated that they allocated arbitrary amounts for the audio-visual collection.

Preparation of the budget.--The American Library Association standard suggests that administrators hold the librarian responsible for preparation of the budget for library operation (33). Forty-six per cent of the librarian/principals indicated they did not assist in the preparation of the budget; twenty-nine per cent did assist. Twenty-five per cent did not respond to the item on the Librarian/Principals' Form. Table 6 was designed to show the per cent of librarian/principals in each type of school system who indicated they had helped prepare the budget.

Table 6

<table>
<thead>
<tr>
<th>Type of System</th>
<th>Assisted in Budget Preparation</th>
<th>Did Not Assist in Budget Preparation</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>51 26%</td>
<td>45%</td>
<td>29%</td>
</tr>
<tr>
<td>County</td>
<td>23 35%</td>
<td>48%</td>
<td>17%</td>
</tr>
<tr>
<td>Ex. Vill.</td>
<td>9 33%</td>
<td>46%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Expenditure of appropriated funds.—Once funds have been allocated for the operation of the library program and the budget has been prepared, the expenditure of funds remains to be effected. The American Library Association standard suggests that librarians should be responsible for the expenditure of funds. Librarian/principals in 35% of the city schools reported that they had not been given the authority from their superintendents to determine what materials for the library program in their schools were to be purchased from appropriated funds. In 52% of the county schools and in 44% of the exempted village schools the librarian/principal did not direct the expenditure of appropriated funds.

The selection of materials

Materials of varied content and quality are available for library collections. Because of this variety of materials, some means of evaluating and selecting materials is needed in the development of the library collections. The American Library Association has stated that "by virtue of their professional preparation and experience, librarians have the special competencies that enable them to evaluate materials critically. They consult standard tools and reliable guides for the selection of materials (34)." Responsibility of the teachers in making recommendations to the librarian for the selection of materials has also been stressed by the American Library Association (35).

Sources of information on availability of materials.—Use of three sources of information on the availability of materials was reported by librarian/principals. These sources were the Children's
Catalog (36), professional publications, and book exhibits. Thirteen per cent of all schools reported the use of the Children's Catalog and professional publications to obtain information on the availability of materials. Four per cent of the schools used book exhibits to obtain information on materials. The per cent of schools in each type of system which use the three sources of information on availability of materials is shown in Table 7.

Table 7
Sources of Information on Availability of Materials

<table>
<thead>
<tr>
<th>Type of System</th>
<th>N</th>
<th>Children's Catalog</th>
<th>Professional Publications</th>
<th>Book Exhibits</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>51</td>
<td>22%</td>
<td>18%</td>
<td>6%</td>
</tr>
<tr>
<td>County</td>
<td>23</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ex. Vill.</td>
<td>9</td>
<td>9</td>
<td>22%</td>
<td>0</td>
</tr>
</tbody>
</table>

Evaluation of Materials.—Respondents reported that various groups of personnel and individuals had evaluated materials to determine selection of items for the library collections in their schools. These groups and individuals included the public librarian, parents, staff committee, school librarian, and principal or superintendent. The per cent of schools in each type of system in which these groups of personnel and individuals were reported to evaluate materials for selection has been shown in Table 8.
Scheduling of library facilities

The caliber of library service is particularly dependent upon the use for which the library facilities are scheduled by the school administrator and the hours which the library is open. References to both the use for which libraries are to be scheduled and the hours which are to be maintained by libraries have been made in the American Library Association standards. Data on scheduling of facilities and hours of operation are presented in the following two sections of this study.

Use of library facilities for classroom teaching and study hall.—Some administrators have made it a practice to schedule the library facilities for study hall or classroom teaching other than instruction in the use of the library. "Considerable controversy" has arisen over the question of whether the library should be scheduled for these uses (37). Lamb concluded that combining the library and the study hall gives rise to a number of problems which are not compensated for by increased use of library resources (38). The American Library Association standard states that the superintendent should provide "sufficient space in the schools for functional library quarters" and that the school library should be available "for use by individual students and class groups throughout the school day (39) (40). The per cent of schools which have library facilities scheduled to be used for classroom teaching or study hall purposes has been shown on Table 9.
Table 8
Personnel Who Evaluate Materials For Selection

<table>
<thead>
<tr>
<th>Type of System</th>
<th>Public Librarian</th>
<th>Parents</th>
<th>Staff Committee</th>
<th>School Librarian</th>
<th>Principal or Supt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>51</td>
<td>12%</td>
<td>2%</td>
<td>49%</td>
<td>16% 6%</td>
</tr>
<tr>
<td>County</td>
<td>23</td>
<td>0</td>
<td>9%</td>
<td>70%</td>
<td>0 13%</td>
</tr>
<tr>
<td>Ex. Vill.</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>89%</td>
<td>0 44%</td>
</tr>
</tbody>
</table>

Table 9
Use of Library Facilities for Study Hall and Classroom Teaching

<table>
<thead>
<tr>
<th>Type of System</th>
<th>Library Used as Classroom</th>
<th>Library Used as Study Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N  No  Yes  No Response</td>
<td>No  Yes  No Response</td>
</tr>
<tr>
<td>City</td>
<td>51  24%  59%  18%</td>
<td>63%  18%  20%</td>
</tr>
<tr>
<td>County</td>
<td>23  26%  70%  4%</td>
<td>43%  39%  17%</td>
</tr>
<tr>
<td>Ex. Vill.</td>
<td>9   44%  33%  22%</td>
<td>56%  22%  22%</td>
</tr>
</tbody>
</table>

Hours of library operation.--The American Library Association standard states: "The school library is open before and after school for use by students and by teachers. Unless local conditions dictate otherwise (for example, in schools where all students arrive and depart by bus immediately before and after school), the school library is open at least one-half hour before classes begin and at least one hour after classes end (41)." Eighteen per cent of the schools indicated that their library facilities were open for student use before, during, and after school hours. Table 10 has been designed to show
the per cent of schools in which library facilities were open during the periods suggested in the American Library Association standard.

Table 10

Hours of Library Operation

<table>
<thead>
<tr>
<th>Type of System</th>
<th>N</th>
<th>No</th>
<th>Yes</th>
<th>No Response</th>
<th>No</th>
<th>Yes</th>
<th>No Response</th>
<th>No</th>
<th>Yes</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td></td>
<td>No</td>
<td>Yes</td>
<td>No Response</td>
<td>No</td>
<td>Yes</td>
<td>No Response</td>
<td>No</td>
<td>Yes</td>
<td>No Response</td>
</tr>
<tr>
<td>School Hours</td>
<td></td>
<td>No</td>
<td>Yes</td>
<td>No Response</td>
<td>No</td>
<td>Yes</td>
<td>No Response</td>
<td>No</td>
<td>Yes</td>
<td>No Response</td>
</tr>
<tr>
<td>Before School</td>
<td></td>
<td>No</td>
<td>Yes</td>
<td>No Response</td>
<td>No</td>
<td>Yes</td>
<td>No Response</td>
<td>No</td>
<td>Yes</td>
<td>No Response</td>
</tr>
<tr>
<td>After School</td>
<td></td>
<td>No</td>
<td>Yes</td>
<td>No Response</td>
<td>No</td>
<td>Yes</td>
<td>No Response</td>
<td>No</td>
<td>Yes</td>
<td>No Response</td>
</tr>
<tr>
<td>City</td>
<td>51</td>
<td>7%</td>
<td>73%</td>
<td>20%</td>
<td>12%</td>
<td>41%</td>
<td>47%</td>
<td>12%</td>
<td>41%</td>
<td>47%</td>
</tr>
<tr>
<td>County</td>
<td>23</td>
<td>4%</td>
<td>96%</td>
<td>0</td>
<td>39%</td>
<td>31%</td>
<td>30%</td>
<td>39%</td>
<td>31%</td>
<td>30%</td>
</tr>
<tr>
<td>Ex. Vill.</td>
<td>9</td>
<td>0</td>
<td>78%</td>
<td>22%</td>
<td>11%</td>
<td>33%</td>
<td>56%</td>
<td>22%</td>
<td>33%</td>
<td>45%</td>
</tr>
</tbody>
</table>

Factors Which Inhibit and Foster Conformance to Standards

Superintendents and librarian/principals were asked to cite factors which, in their opinions, inhibited and fostered conformance to state regulations on school libraries and American Library Association standards in their schools. The factors cited by the superintendents and librarian/principals were grouped according to the title of the respondent, i.e., superintendent, librarian, principal, respondents. The factors cited by the librarian/principals were further grouped according to (1) the size of the school, i.e., enrollments of less than 200, 200 to 499, 500 to 999, and 1000 or more from which they were cited; and (2) type of school system, i.e., city, county, and exempted village in which they were cited.

Inhibiting and fostering factors cited by the superintendents were determined from an analysis of comments made during the ten
interviews of superintendents. Inhibiting factors cited by librarians and principals were determined from an analysis of comments made in response to item F-10 on the librarian/principals' form. Fostering factors cited by librarians and principals were determined from an analysis of comments made in response to item F-11 on the librarian/principals' form.

**Inhibiting factors cited by school personnel**

Five inhibiting factors were cited by superintendents and eight inhibiting factors were cited by librarians and principals. The inhibiting factors cited by superintendents were: lack of space, lack of money, absence of school board cooperation, failure of staff to make requests for library materials or to use materials already available, and de-emphasis of the library by the superintendent. The inhibiting factors cited by librarians and principals were: lack of space; lack of money; scheduling of library space; delays caused by administrative procedures; lack of trained help; lack of cooperation among teachers, administrators, and librarians; slowness of school boards in providing funds; and control by pressure groups or individuals outside the schools.

**Factors cited by superintendents.** Five superintendents cited lack of space as a factor which inhibited the conformance of their school libraries to state regulations and American Library Association standards. Lack of money was cited as an inhibiting factor by five superintendents.
Three superintendents made comments on the absence of coope­
tation by the school board in relation to the elementary school library
program. One superintendent stated, "My Board does not see the need
for elementary libraries." Another superintendent stated: "My Board
would never stand still for elementary libraries." A third admini­
strator stated: "My Board is only interested in economy. It lacks
interest in the total educational program and this includes the
libraries."

Failure of the staff to make requests for library materials
or to use materials already available was cited as an inhibiting
factor by two superintendents. One superintendent stated, "I don't
give library materials to teachers who don't ask for them. The teachers
who have not asked for books don't have them." A second superintendent
commented, "My staff is not using what they already have; they are
not trained in the use of library materials, and they are not asking
for library materials."

Three superintendents indicated that they de-emphasize an
elementary school library program in their schools. One stated, "I do
not see the need for elementary librarians. What would they do?"
Another superintendent stated, "I do not believe in centralized ele­
mentary libraries. Elementary students are not mature enough to
select their books." A third superintendent stated, "I would be
hypocritical to recommend elementary libraries even if my Board would
accept them."
Factors cited by librarians and principals.--Twenty-three per cent of the 68 respondent principals and 13 per cent of the 15 respondent librarians indicated there were no factors which inhibited conformance to state regulations and American Library Association standards in their schools. The eight inhibiting factors and the per cent of librarians and principals who cited each factor have been shown on Table 11. Thirty-seven per cent of the principals and 27 per cent of the librarians cited lack of money as an inhibiting factor.

Responses of librarians and principals which indicated that insufficient funds were made available were classified under the "lack of money" factor. Remarks which indicated that there was either no space or limited space for the library were categorized under the "lack of space" factor. When the comments indicated that a school had library space which was being scheduled for classroom teaching or study hall, the response was tabulated under the "scheduling of library space" factor. The factor, "delays caused by administrative procedures," covered responses concerning practices required in the selection, ordering, and procurement of materials. Comments regarding insufficient staff, i.e., trained librarians and/or clerical assistance, were categorized under the "lack of trained help" factor. Classified under the "lack of cooperation among teachers, administrators, and librarians" factor were comments which indicated conflicts of goals and concepts for the library program among the three groups of school personnel. Responses which indicated that the school board provided some funds after deliberation were classified under the "slowness of school board in providing funds" factor. The "control by pressure
groups or individuals outside the schools" factor covered comments on policies and practices which evolved as the result of public library operations and the influence of groups or individuals on selection of materials.

Table II

<table>
<thead>
<tr>
<th>Inhibiting Factors Cited by Librarians and Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Lack of Money</td>
</tr>
<tr>
<td>Lack of Space</td>
</tr>
<tr>
<td>Scheduling of Library Space</td>
</tr>
<tr>
<td>Delay Caused by Administrative Procedures</td>
</tr>
<tr>
<td>Lack of Trained Help</td>
</tr>
<tr>
<td>Lack of Cooperation Among Teachers, Administrators, and Librarians</td>
</tr>
<tr>
<td>Slowness of School Board in Providing Funds</td>
</tr>
<tr>
<td>Outside Control by Pressure Groups and Individuals</td>
</tr>
<tr>
<td>No Response</td>
</tr>
</tbody>
</table>

Inhibiting factors cited according to size of enrollment

The eight inhibiting factors cited by librarians and principals were grouped according to the size of enrollment of the 83 schools in which the respondents were employed. The schools were categorized into four enrollment groups: less than 200, 200 to 499, 500 to 999,
and 1000 or more. Two of the groups, the less than 200, and the 1000 or more, were based on enrollment figures used in the standards of the American Library Association. The other two groups, 200 to 499 and 500 to 999, were chosen arbitrarily after it was determined that the mean enrollment in this study was 503.97. Eleven of the 83 respondents' schools had enrollments of less than 200. There were 33 schools in the 200 to 499 enrollment group, 34 schools in the 500 to 999 group, and 5 schools with an enrollment of 1000 or more.

Twenty-seven per cent of the schools with less than 200 enrollment; 24 per cent of the schools with enrollments of 200 to 499, 21 per cent of the schools in the 500 to 999 enrollment grouping; and 20 per cent of schools with an enrollment of 1000 or more were reported as having no factors which inhibited conformance to library regulations and standards. Roughly, one school in five of this sample was uninhibited in its library efforts.

The eight inhibiting factors and the per cent of schools according to enrollment grouping in which the factors were cited by librarian/principals have been shown in Table 12. Lack of money was cited as an inhibiting factor in 64 per cent of the schools with enrollments under 200 and in 24 per cent of the schools with enrollments of 200 to 499. This same inhibiting factor was cited in 35 per cent of the schools with enrollments of 500 to 999 and in 40 per cent of the schools with enrollments of 1000 or more.
Table 12

Inhibiting Factors According to Size of Schools’ Enrollment

<table>
<thead>
<tr>
<th>Factor</th>
<th>Enrollment Groupings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less Than 200</td>
</tr>
<tr>
<td></td>
<td>N=11</td>
</tr>
<tr>
<td>Lack of Money</td>
<td>64%</td>
</tr>
<tr>
<td>Lack of Space</td>
<td>36%</td>
</tr>
<tr>
<td>Scheduling of Library Space</td>
<td>9%</td>
</tr>
<tr>
<td>Delay Caused by Administrative Procedures</td>
<td>0</td>
</tr>
<tr>
<td>Lack of Trained Help</td>
<td>0</td>
</tr>
<tr>
<td>Lack of Cooperation Among Teachers, Admins, and Librarians</td>
<td>0</td>
</tr>
<tr>
<td>Slowness of School Boards in Providing Funds</td>
<td>9%</td>
</tr>
<tr>
<td>Outside Control by Pressure Groups &amp; Individuals</td>
<td>9%</td>
</tr>
<tr>
<td>No Response</td>
<td>18%</td>
</tr>
</tbody>
</table>

Inhibiting factors cited

According to type of school system

The eight inhibiting factors cited by librarian/principals were grouped according to the type of school system from which the 83 responses were sent. The original population in this study was composed of three types of school systems - city, county, and exempted village. Of the 83 schools in the study, 51 were in city systems, 23 in county systems, and 9 in exempted village systems.
Absence of any factors which inhibited conformance was reported by 16 per cent of the city schools, 30 per cent of the county schools, and 33 per cent of the exempted village schools. The eight inhibiting factors and the per cent of schools according to type of system in which the factors were cited have been shown in Table 13. Lack of money was cited as an inhibiting factor in 29 per cent of the city schools, in 43 per cent of the county schools, and in 44 per cent of the exempted village schools.

Table 13
Inhibiting Factors According to Type of School System

<table>
<thead>
<tr>
<th>Factor</th>
<th>City (N=51)</th>
<th>County (N=23)</th>
<th>Ex. Vill. (N=9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of Money</td>
<td>29%</td>
<td>43%</td>
<td>44%</td>
</tr>
<tr>
<td>Lack of Space</td>
<td>35%</td>
<td>30%</td>
<td>11%</td>
</tr>
<tr>
<td>Scheduling of Library Space</td>
<td>6%</td>
<td>4%</td>
<td>0</td>
</tr>
<tr>
<td>Delay Caused by Administrative Procedures</td>
<td>12%</td>
<td>4%</td>
<td>0</td>
</tr>
<tr>
<td>Lack of Trained Help</td>
<td>18%</td>
<td>4%</td>
<td>11%</td>
</tr>
<tr>
<td>Lack of Cooperation Among Teachers, Administrators, and Librarians</td>
<td>14%</td>
<td>4%</td>
<td>11%</td>
</tr>
<tr>
<td>Slowness of School Boards in Providing Funds</td>
<td>6%</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>Outside Control by Pressure Groups and Individuals</td>
<td>4%</td>
<td>4%</td>
<td>0</td>
</tr>
<tr>
<td>No Response</td>
<td>12%</td>
<td>17%</td>
<td>11%</td>
</tr>
</tbody>
</table>
Fostering factors cited
by school personnel

Five factors which foster the conformance of elementary
libraries to state regulations and American Library Association
standards were cited by superintendents and seven factors were cited
by librarians and principals. The factors cited by superintendents
were: community support, central staff support, teacher support, book
exhibits, and the Ohio Reading Circle. The following fostering factors
were cited by librarians and principals: cooperative staff, P.T.A.
assistance, open-minded administration, education-minded community,
permissive regulations, relationship with public library, and funds
allocated by school administrators.

Factors cited by superintendents.—Five superintendents cited
community support as a factor which fostered elementary libraries in
their schools. One superintendent stated, "The people provide what we
need if we show them why we need it." Another administrator stated,
"Our community trusts us; we have no particular pressure groups." A
third superintendent said, "Our parent support is good and the P.T.A.
has been wonderful with funds."

Support of the central staff was cited by two superintendents.
The central staff was defined as elementary supervisors and other
school officials concerned with the elementary school program.

Teacher support was cited as a fostering factor by two super-
intendents. "The whole staff backs my librarian," said one
superintendent. The second superintendent stated, "Good teachers
push for what they need and my staff wants library facilities."
Book exhibits were named as a factor which fostered libraries by two superintendents. "The book exhibits spark interest in library materials," said one administrator.

Four superintendents cited the Ohio Reading Circle as a fostering factor. "This school has purchased library materials listed by the Ohio Reading Circle for the past 20 years," said one administrator.

Factors cited by librarians and principals.—Sixteen per cent of the principals and 7 per cent of the librarians indicated there were no factors which expedited conformance to library standards in their schools. The seven fostering factors and the per cent of librarians and principals who cited each factor have been shown on Table 14. Ten per cent of the principals and 33 per cent of the librarians reported that a cooperative staff was a factor which fostered the conformance of their elementary libraries to state regulations and American Library Association standards.

Comments pertaining to the cooperation of teachers with the librarian/principal in the operation of the library program were tabulated under the "cooperative staff" factor. Comments on Parent-Teachers Association support of the library program in the form of funds, clerical help, and interest were placed under the "P.T.A. Assistance" factor. Tabulated under the "open-minded administration" factor were comments on the relationships and cooperation concerning the library program among school board members, the superintendent, and the librarian/principal. The "education-minded community" factor covered comments on the citizens' interest and support of the school program through the passage of school bonds and levies and the donation of time and effort to educational projects sponsored by the schools.
Table 14

Fostering Factors Cited by Librarians and Principals

<table>
<thead>
<tr>
<th>Factor</th>
<th>School Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Principals N=68</td>
</tr>
<tr>
<td>Cooperative Staff</td>
<td>10%</td>
</tr>
<tr>
<td>P.T.A. Assistance</td>
<td>18%</td>
</tr>
<tr>
<td>Open-Minded Administration</td>
<td>9%</td>
</tr>
<tr>
<td>Education-Minded Community</td>
<td>1%</td>
</tr>
<tr>
<td>Permissive Regulations</td>
<td>0</td>
</tr>
<tr>
<td>Relationship with Public Library</td>
<td>6%</td>
</tr>
<tr>
<td>Funds Allocated by School Administrator</td>
<td>10%</td>
</tr>
<tr>
<td>No Response</td>
<td>46%</td>
</tr>
</tbody>
</table>

Comments on the availability of freedom for the librarian/principal to develop the library program and the existence of clearly drawn lines of authority and responsibility were tabulated under the "permissive regulations" factor. The "relationship with public library" factor covered comments on the cooperation between school and public libraries, and the use of contract or other supplementary service supplied by the public library to the school libraries. Remarks concerning funds allocated by school administrators were tabulated under the funds allocated by the school administrator factor.

Fostering factors cited by size of school

The seven fostering factors cited by librarians and principals were grouped according to the size of enrollment of the 83 schools in
which the respondents were employed. The schools were categorized into the four enrollment groupings which were previously used with the inhibiting factors. Eighteen per cent of the respondents from schools with less than 200 enrollment reported that no factors in their schools expedited the conformance to standards. This same condition was reported in 21 per cent of the schools with enrollments from 200 to 499 and in 9 per cent of the schools with enrollments from 500 to 999. None of the respondents from schools with enrollments of 1000 or more reported that there were no factors in their schools which fostered conformance. Table 15 was designed to show the per cent of schools, according to the enrollment groupings, in which the fostering factors were cited by librarians and principals. Cooperative staff was cited as a fostering factor in 18 per cent of the schools with enrollments under 200 and in 12 per cent of the schools with enrollments between 200 to 499. In 18 per cent of the schools with enrollments of 500 to 999, cooperative staff was cited as a fostering factor. No schools with enrollments of 1000 or more cited cooperative staff as a fostering factor.

**Fostering factors cited by type of school system**

The seven fostering factors cited by librarians and principals were grouped according to the type of school system from which the 83 responses were sent. Absence of any factors which fostered conformance to standards was reported in 10 per cent of the city schools, 22 per cent of the county schools, and 22 per cent of the exempted village schools. Table 16 shows the per cent of schools, in each type
of system, in which librarians and principals cited the fostering factors. Librarians and principals in 16 per cent of the city schools, 13 per cent of the county schools, and 11 per cent of the exempted village schools reported cooperative staff as being a fostering factor.

Table 15

<table>
<thead>
<tr>
<th>Factor</th>
<th>Less than 200</th>
<th>200-499</th>
<th>500-999</th>
<th>1000 or More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperative Staff</td>
<td>18%</td>
<td>12%</td>
<td>18%</td>
<td>0</td>
</tr>
<tr>
<td>P.T.A. Assistance</td>
<td>27%</td>
<td>18%</td>
<td>12%</td>
<td>0</td>
</tr>
<tr>
<td>Open-Minded Administration</td>
<td>0</td>
<td>15%</td>
<td>15%</td>
<td>0</td>
</tr>
<tr>
<td>Education-Minded Community</td>
<td>0</td>
<td>6%</td>
<td>9%</td>
<td>0</td>
</tr>
<tr>
<td>Permissive Regulations</td>
<td>0</td>
<td>3%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Relationship with Public Library</td>
<td>9%</td>
<td>6%</td>
<td>9%</td>
<td>20%</td>
</tr>
<tr>
<td>Funds Allocated by School Administrator</td>
<td>18%</td>
<td>6%</td>
<td>15%</td>
<td>0</td>
</tr>
<tr>
<td>No Response</td>
<td>36%</td>
<td>36%</td>
<td>44%</td>
<td>80%</td>
</tr>
</tbody>
</table>
Table 16
Fostering Factors According to Type of School System

<table>
<thead>
<tr>
<th>Factor</th>
<th>Type of School System</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>City (N=51)</td>
</tr>
<tr>
<td>Cooperative Staff</td>
<td>16%</td>
</tr>
<tr>
<td>P.T.A. Assistance</td>
<td>18%</td>
</tr>
<tr>
<td>Open-Minded Administration</td>
<td>12%</td>
</tr>
<tr>
<td>Education-Minded Community</td>
<td>6%</td>
</tr>
<tr>
<td>Permissive Regulations</td>
<td>2%</td>
</tr>
<tr>
<td>Relationship with Public Library</td>
<td>8%</td>
</tr>
<tr>
<td>Funds Allocated by School Admin</td>
<td>6%</td>
</tr>
<tr>
<td>No Response</td>
<td>47%</td>
</tr>
</tbody>
</table>

Comparison of Ratings of Library Facilities

Librarians and principals were asked to rate their library facilities on 9 items in Part F of the Librarian/principals' form and superintendents were asked, during the interview schedule, to rate their library facilities on the same 9 items. The responses were compared through the use of the chi square formula to determine the significance of some of the differences in the ratings of library facilities as indicated below. Comparison of the responses were made according to the title of the respondent, the size of enrollment of the schools, and the type of school system from which the responses came. The responses of superintendents were not compared to the responses of the librarians because the number of the sample of
superintendents was too small to be statistically significant. For the same reason, the responses from the group of schools with 1000 or more enrollment were not compared to the responses from schools in the other enrollment groups - less than 200 enrollment, 200 to 499, and 500 to 999.

The chi squares were checked at three levels of significance; .01, .05, and .10. If the chi square was found to be 6.64, it was significant at the .01 level. At the .01 level the difference between the responses of the groups being compared would be obtained by chance only one per cent of the time. At the .05 level, the chi square is 3.84 and the difference between the responses of the groups being compared would be obtained by chance five per cent of the time. The chi square is 2.71 at the .10 level and the difference between the responses of the groups being compared would be obtained by chance 10 per cent of the time.

**Significant items analyzed according to job title of respondent**

Significant differences between the responses of superintendents and principals to two items were found. Responses of principals and librarians were found to differ significantly on four items. The chi squares of the responses to the 9 items on Part F of the librarian/principals' form have been shown on Table 17 according to the job title of the respondent.
### Table 17

Chi Squares of the Responses to Part F of the Librarian/Principals' Form According to the Job Title of the Respondents

<table>
<thead>
<tr>
<th>Item</th>
<th>Job Title of Respondents</th>
<th>Principals vs. Librarians</th>
<th>Principals vs. Superintendents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Physical Facilities of the Library</td>
<td></td>
<td>.654</td>
<td>1.566</td>
</tr>
<tr>
<td>2. Quantity of Instructional Materials</td>
<td></td>
<td>2.262</td>
<td>2.064</td>
</tr>
<tr>
<td>3. Quality of Instructional Materials</td>
<td></td>
<td>1.212</td>
<td>3.556</td>
</tr>
<tr>
<td>4. Quantity of Supplementary Materials</td>
<td></td>
<td>4.05</td>
<td>3.596</td>
</tr>
<tr>
<td>5. Quality of Supplementary Materials</td>
<td></td>
<td>.874</td>
<td>.774</td>
</tr>
<tr>
<td>6. Overall Quality of the Library</td>
<td></td>
<td>4.316</td>
<td>.458</td>
</tr>
<tr>
<td>7. Use of Library by Students</td>
<td></td>
<td>10.604</td>
<td>.08</td>
</tr>
<tr>
<td>8. Use of Library by Staff</td>
<td></td>
<td>1.676</td>
<td>.241</td>
</tr>
<tr>
<td>9. Growth of Library in Relation to Other Aspects of the School</td>
<td></td>
<td>4.28</td>
<td>.040</td>
</tr>
</tbody>
</table>

---

Differences between responses made by principals and superintendents. -- The 10 per cent level of significance was found in the difference between the responses of principals and superintendents on "quality of instructional materials" in their libraries, item 3 of the librarian/principals' form - chi square, 3.56. Principals' and superintendents' responses on "quantity of supplementary materials" in their libraries, item 4 of the librarian/principals' form, also
differed at the 10 per cent level of significance - chi square, 3.59. The differences in both instances are statistically significant.

**Differences between responses made by principals and librarians.**

Responses of principals and librarians differed significantly on item 4, "quantity of supplementary materials," - chi square, 4.05, which placed the difference at the 5 per cent level of significance. Principals' and librarians' responses on item 6, "the over-all quality of the library," also differed at the 5 per cent level, chi square, 4.32. The difference in responses of librarians and principals to item 7, "the use of the library by students," was the greatest found in the study. The chi square was 10.6 which placed the level of significance for the difference in responses on this item at the 1 per cent level. Librarians' and principals' responses on item 9, "the growth of the library in relation to other aspects of the school," differed at the 5 per cent level of significance - chi square, 4.28. The above differences are statistically significant.

**Significant items analyzed according to size of enrollment**

Responses from schools with enrollments of 200 to 499 and schools with enrollments of 500 to 999 differed significantly on one item. Responses from schools with less than 200 enrollment and schools with enrollments of 200 to 499 differed significantly on three items. The chi square of the responses to the items on Part F of the librarian/principals' form have been shown on Table 18 according to size of enrollment groupings.
<table>
<thead>
<tr>
<th>Item</th>
<th>Size of Enrollment Groupings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-199 vs 200-499 vs 0-199 vs 200-499 vs 500-999 vs 500-999</td>
</tr>
<tr>
<td>1. Physical Facilities of the Library</td>
<td>3.028 .252 .326</td>
</tr>
<tr>
<td>2. Quantity of Instructional Materials</td>
<td>.121 .97 .164</td>
</tr>
<tr>
<td>3. Quality of Instructional Materials</td>
<td>.846 .9 .082</td>
</tr>
<tr>
<td>4. Quantity of Supplementary Materials</td>
<td>.274 1.07 .38</td>
</tr>
<tr>
<td>5. Quality of Supplementary Materials</td>
<td>3.834 .142 .036</td>
</tr>
<tr>
<td>6. Over-all Quality of the Library</td>
<td>7.276 .66 .148</td>
</tr>
<tr>
<td>7. Use of Library by Students</td>
<td>.078 .62 .018</td>
</tr>
<tr>
<td>8. Use of Library by Staff</td>
<td>1.786 4.74 1.682</td>
</tr>
<tr>
<td>9. Growth of Library in Relation to Other Aspects of the School</td>
<td>.912 2.261 .454</td>
</tr>
</tbody>
</table>

Differences between responses from schools with enrollments of 200 to 499 and schools with enrollments of 500 to 999. A 5 per cent level of significance was found in the difference between the responses from schools with enrollments of 200 to 499 and schools with enrollments of 500 to 999 to item 8, "the use of the library by staff" - chi square, 4.7.
Differences between responses from schools with enrollments of less than 200 and schools with enrollments of 200 to 499. A 10 per cent level of significance was found in the difference between the responses from schools with enrollments of less than 200 and those with enrollments of 200 to 499 to item 1, "physical facilities of the library" - chi square, 3.02. Responses from schools with less than 200 enrollment and schools with enrollments of 200 to 499 also differed at the 10 per cent level of significance to item 5, "quality of supplementary materials" - chi square, 3.83. A 1 per cent level of significance was found in the difference between the responses from schools with less than 200 students and those with 200 to 499 students to item 6, "the over-all quality of the library" - chi square, 7.27. No significant differences were found between the responses of schools with less than 200 enrollment and schools with enrollments of 500 to 999.

**Significant items analyzed according to type of school**

A level of significance was found in the responses to two items when the responses were analyzed according to the type of school system. Responses from city schools and exempted village schools differed at the 1 per cent level of significance to item 5, "the quality of supplementary materials" - chi square, 6.68. Responses from county and city schools differed at the 1 per cent level of significance to item 7, "the use of the library by students" - chi square, 6.64. The chi square of the responses to the items on Part F of the librarian/principals' form have been shown on Table 19 according to the type of
school system. The differences in responses to items 5 and 7 are statistically significant.

Table 19

<table>
<thead>
<tr>
<th>Item</th>
<th>Type of School Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ex. Vill. vs City vs County vs Ex. Vill.</td>
</tr>
<tr>
<td>1. Physical Facilities of the Library</td>
<td>.21 .108 .16</td>
</tr>
<tr>
<td>2. Quantity of Instructional Materials</td>
<td>.296 .04 .034</td>
</tr>
<tr>
<td>3. Quality of Instructional Materials</td>
<td>.536 .062 .026</td>
</tr>
<tr>
<td>4. Quantity of Supplementary Materials</td>
<td>1.123 .322 .074</td>
</tr>
<tr>
<td>5. Quality of Supplementary Materials</td>
<td>6.68 5.521 .001</td>
</tr>
<tr>
<td>6. Over-all Quality of the Library</td>
<td>.274 .06 .1</td>
</tr>
<tr>
<td>7. Use of Library by Students</td>
<td>.84 6.64 .024</td>
</tr>
<tr>
<td>8. Use of Library by Staff</td>
<td>.086 .076 .126</td>
</tr>
<tr>
<td>9. Growth of Library in Relation to Other Aspects of the School</td>
<td>.024 .390 .032</td>
</tr>
</tbody>
</table>

Some General Observations

While gathering the data for this study certain impressions were gained and other general information obtained that appeared worthy of recording. This material was grouped under four headings - influences on the development of school libraries, differing concepts of elementary school libraries, school library financing, and fostering factors.
Influences on the development of school libraries

Several organizations and/or groups outside the school appeared to have some influence upon the development of school libraries and the selection of library materials. Among these organizations and groups are the Parent Teachers' Association, the Parent Teachers' Organization, the Ohio Reading Circle Association, the North Central Association of Secondary Schools and Colleges, book salesmen, and special interest groups.

Organizations which influence the development of school libraries. - The Parent Teachers' Association and the Parent Teachers' Organization appeared to exert a considerable influence upon the development of libraries although these organizations were both praised and ridiculed by respondents in the study. Over all the influences of these organizations appeared to be positive in that some respondents relied entirely upon the P.T.A. and the P.T.O. to provide library materials and some library services.

In one small consolidated rural school, the superintendent indicated that he "provided materials required by state regulations." When the principal of this superintendent's system was contacted, he indicated that the usual procedure was first to submit requests for library materials to the superintendent. The principal indicated that he usually received no action and the requests were then routinely submitted to the Parent Teachers' Association. The impression was gained that the principal was expected to comply with formalities by requesting materials from the superintendent. However, the principal
and the staff expected the P.T.A. rather than the school administration to fill the requests for materials. The influence of the P.T.A. upon the school libraries within the limits of this study has been reflected in Tables 14, 15, and 16.

The Ohio Reading Circle Association appeared to exert an influence upon the development of elementary school libraries through its list of recommended books. The impression was gained that a large group of administrators relied upon the selections made by the Ohio Reading Circle and that library collections were based on the selection of books recommended by this organization. "I buy all the current Reading Circle books first. If there is money left, the teachers may select other materials," was representative of the remarks made to the interviewer by several superintendents.

The North Central Association of Secondary Schools and Colleges, through the accreditation of secondary schools, appears to influence the elementary school library. The Evaluative Criteria (42) of the North Central Association was mentioned by six superintendents as being the standard for their entire system. Three superintendents indicated that since they had to meet the North Central Association's requirements and since their money was limited, the high school requirements took preference over the needs of the elementary schools.

Influences on the selection of library materials.--The selection of materials appeared to be a concern to many of the respondents. School administrators who utilize selection committees, in effect, limit the selection of books by these committees by providing
few selection aids or lists. It was the unusual school administrator
who provided more than two or three sources of books. Some of the
professional materials in the fields of book selection were unknown
in the smaller schools. The commercial book salesman's catalog
appeared to be the most widely used list. To expedite the selection
of books, the book salesmen and publishers offer sets of books on
selected topics. This practice provides a solution to selection prob-
lems for the superintendent, and several superintendents indicated
they utilized these sets of trade books as basic additions to supple-
ment the Ohio Reading Circle selections.

Some administrators appeared to take, without question, the
recommendations of the "book salesmen." These salesmen, who repre-
sent the commercial book industry, appear to perform a valuable service
for the small school and exert a much greater influence on elementary
libraries than is commonly recognized. Several superintendents stated
that periodically they asked book salesmen to put a book fair or book
exhibit into a school. The teachers were then expected to select the
library books from the exhibit.

Minority groups exerted definite influences upon the selection
of library materials in certain schools in the study. The term,
"special interest group," was used here to include all the small but
vocal groups that advocate a particular viewpoint in the community.
These special interest groups were usually concerned with a parti-
cular political, religious, moral, or social viewpoint. All respondents
who reported these groups indicated that the groups were definite minori-
ties. One administrator said, "There is no use antagonizing them. We
just don't buy what they don't like." Another school would not distribute a pamphlet on first aid which had been published by the State Health Department. The pamphlet contained a short section on child birth and child care which the local special interest group considered immoral.

Obsolescence of materials.--Obsolete materials appeared to be a problem among the small schools in the study. Less than one percent of the schools reported any provision for a systematic review to determine the degree of obsolescence of their materials. One superintendent became interested in the problem of obsolescence when the writer was in his school. Upon checking the materials in several rooms, the superintendent did not find an encyclopedia set dated later than 1954. The superintendent had assumed that the materials in his schools were more current than 1954.

Differing concepts of elementary school libraries

Throughout the study the impression was gained that the concepts of elementary libraries varied widely from respondent to respondent. The library was viewed by some respondents as a book repository while other respondents thought of the library as an instructional materials center. Some respondents perceived the librarian as a book check out clerk while others classified the librarian as a materials specialist. Respondents' views on the needs for a library and librarian were influenced by the concepts of the respondents. One superintendent said, "Why have a librarian? What would she do with her time?"
The issue of the relative merits of classroom collections versus centralized collections has not been resolved although some of the professional literature indicates that this issue is passe. Some principals and superintendents in the study did not see the need for centralized collections and stated that "the centralized collection is too far removed from the students."

The concept of the relationship between public and school libraries varied. There was a clear impression that both the large city systems and the small county systems cooperated more with public libraries than did the middle sized school systems of any type. In one instance the writer was asked by the superintendent of a large, growing school system, to supply information pertaining to a method of organization that would permit expanded public library - school library cooperation. The superintendent was actively seeking and receiving increased cooperation from the public library and indicated that the relationship between the public and school libraries was important to his system. In two very small schools, the book mobile facilities of a public library were cited as the most important source of instructional materials. The use of public library book mobile service is reflected in the responses of the small schools to the item, "relation with public libraries," in Table 15.

School library financing

There appeared to be little agreement on what should be provided for by the school library budget and there was disagreement over the definition of library materials. One school in the study entered into a contract with the local public library to provide library
materials. The money to pay this contract was listed in the budget as "library materials expenses." All other materials utilized in this school were purchased from other sections of the school budget. A second school purchased all materials that are bound in book form as school library materials. All other instructional materials are included in other sections of the budget.

Fostering factors

In Tables 14 and 15 concerning fostering factors, the per cent of "no response" was high. The reason for this was not clear. A re-check by interview indicated that librarian/principals responded to item F-11 on the questionnaire only when they felt that a fostering factor existed. Respondents who did not answer the above mentioned item apparently did not perceive any specific factor that encouraged or fostered library development. This impression was re-enforced by the fact that three respondents indicated that there were no factors which fostered the development of libraries in their schools.

General summary

Information was presented in this chapter that pertained to the conformance of elementary school libraries to criteria. Portions of the data were presented as general observations and impressions. The depths of the answers obtained in this type of study should be of some concern to future researchers, in that the agreement on concepts and definitions of elementary libraries is very meager. The general observation section points out the lack of agreement on concepts and was presented to offer possible clues for further studies concerning elementary libraries. The other portions of data in the chapter present a picture of conformance of elementary school libraries to established criteria.
References


5. Ibid., p. 68.

6. Ibid., p. 25.

7. State Department of Education, op. cit., p. 94.

8. Ibid., p. 24.


10. Ibid., p. 76.

11. Ibid., p. 25.


17. Ibid., p. 94.


19. Ibid., p. 85.


22. Ibid., p. 25.


28. Ibid., p. 29.

29. Ibid., p. 24.

30. Ibid., p. 12.


32. Ibid., p. 35.

33. Ibid., p. 35.

34. Ibid., p. 74.

35. Ibid., p. 74.


38. Ibid.


40. Ibid., p. 87.

41. Ibid., p. 88.

CHAPTER IV

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This investigation has been directed at an analysis of some concerns involving the conformance of Ohio elementary school libraries to accepted standards and regulations for library facilities, and the discovery of some of the factors which inhibit or foster this conformance. The major elements of the problem were: (1) to determine the degree of conformance to state regulations; (2) to determine the degree of conformance to American Library Association standards; (3) to determine factors which inhibit conformance to regulations and standards; and (4) to determine factors which foster conformance to regulations and standards.

Findings and Conclusions

The data presented in Chapter III is representative of 83 schools from 47 systems and was gathered by normative survey techniques utilizing questionnaires and an interview schedule. The findings and conclusions have the usual limitations due to sampling, universe, semantics, design, and other normal factors which account for error in research studies. Some of the facts seem to indicate trends and significant differences among respondents. These are related below. The general observations reported at the end of Chapter III should not be considered lightly. These observations represent views of respondents
who are working closely with the library situations in the schools.

Expenditures for instructional materials

The mean expenditure for instructional materials in the schools involved in this study was approximately twenty per cent of the amount suggested in the American Library Association standard for instructional materials. The mean expenditure for instructional materials by the schools in this study met the state regulations which require expenditure of $1 per pupil for instructional materials. It should be noted that the current American Library Association standards were written in 1960 and that the present state regulations are identical to the regulations of 1928.

Collections of materials

The mean number of 1,816 volumes was reported in the book collections in the schools in this study. The schools did not have adequate numbers of volumes in their libraries to meet either the state regulation or the American Library Association standard. The mean number of 1,816 volumes found in the schools is less than fifty per cent of the number suggested in the state regulation and less than seventeen per cent of the number of volumes suggested in the American Library Association standard. The number of volumes reported bears no relationship to suitability, copyright date, condition of material, utility, and other aspects of current library usage.

A mean number of 5.5 periodicals was reported in the schools in this study. This number was approximately ten per cent of the number suggested by the American Library Association standard. The state
regulation has been met since the State Department of Education specifies only that some periodicals are to be provided.

A mean number of 44 books and 4 periodicals was provided for faculty use in the schools in this study. Since the State Department of Education has required no specific number of professional materials in the regulations, the schools met the state requirements. Approximately fourteen per cent of the number of professional materials suggested by the American Library Association standards were provided in the schools in the sample.

Cataloguing.—Both the State Department of Education regulation and the American Library Association standard suggest that library materials be centrally catalogued. Approximately fifty per cent of the schools in this study conformed to the regulation and standard by maintaining a central catalog. These catalogs, however, were not universally available to staff and/or students. In some instances inventories of books were referred to as the central catalog.

Administrative responsibility

Administrative responsibility, i.e., the accountability for the presence of absence of materials and the operational aspects of the library, appears to be delegated to a greater extent in schools which have library facilities that approximate the American Library Association standards. In less than twenty per cent of the schools with central library facilities, administrative responsibility was delegated to the librarian in accordance with the American Library Association standard. Classroom teachers were delegated the responsibility for classroom
collections in approximately twelve per cent of the schools utilizing classroom collections. The principal, the superintendent, or someone in the central administrative office personnel other than a librarian, held administrative responsibility for elementary school libraries in approximately seventy-five per cent of the schools. It appeared that delegation of authority and responsibility was greatest in the schools where the administrative personnel understood the role of the library as exemplified in the American Library Association standards.

**Preparation of the budget**

The preparation of the budget includes requests for operational money for the purchase of supplies and books, and the projection of expenses. Although the American Library Association recommends that the person or persons who work with the materials assist with the preparation of the budget, only fifty per cent of the librarian/principals reported that they were consulted or had a hand in the budget preparation. In approximately fifty per cent of the schools the library workers reported that they were not permitted to determine the expenditure of appropriated funds. In fifty per cent of the schools, the superintendent retained control of library funds and in some cases purchased the library materials without consulting the librarian/principal. The assistance with the budget preparation by the person or persons who work with the materials apparently was an important factor in relation to the degree of conformance to library regulations and standards maintained in a school. Schools in which the librarians and principals reported that they assist with the budget preparation conform to regulations and
standards to a greater degree than do those in which the librarian/principal did not assist with the budget preparation.

**The selection of library materials**

The schools in the sample used three main sources of information in the selection of library materials. These sources were catalogues of library materials provided by book dealers, the *Children's Catalog*, and professional publications pertaining to libraries and library materials. Catalogues provided by book dealers were the sole source of information used in the selection of materials in approximately seventy-five per cent of the schools. Approximately twenty-two per cent of city schools utilize the *Children's Catalog*, but less than one per cent of the county or exempted village schools use this source of information. Approximately twenty per cent of the schools use evaluative materials published in professional publications such as *The Horn Book* and "The Elementary Library Journal." The State Department of Education has no regulation pertaining to selection of library materials but the American Library Association standard suggests that selection be made through the use of professional reference works such as the *Children's Catalog* and professional publications such as "The Elementary Library Journal." In this regard, the majority of schools in this study did not conform to the American Library Association standard.

The evaluation of materials to be purchased was done in sixty-five per cent of the schools by committee processes. Evaluation of materials was done by trained librarians, either public or school
librarians, in only twenty-five per cent of the schools. The State Department of Education has no regulation pertaining to evaluation of materials. The American Library Association suggests that professional librarians evaluate materials to be purchased. In more than half the schools, the evaluation of materials was made without consulting a librarian.

Scheduling of library facilities

It is generally understood that space designated for library use should be reserved for this function. Sixty per cent of the respondents indicated that the central library space in their schools was used as a classroom or for purposes other than a library either part or all of the time. Twenty per cent of the respondents indicated that their library facilities were utilized as study halls, either part or all of the day. The State Department of Education has no regulation pertaining to the use of library space, but the American Library Association suggests that the library space be reserved for library usage. The majority of schools did not conform to the American Library Association standard related to use and scheduling of library facilities.

Hours of library operation.—In seventy-five per cent of the schools, the libraries, classroom or centralized, were available for student use during regular school hours. In the remaining twenty-five per cent of the schools, the libraries were open only at specified times during the day. In approximately forty per cent of the schools, the libraries were open before and/or after school. No regulation on hours of library operation has been set forth by the State Department of Education. The American Library Association suggests that the
library be open before, during, and after school hours. Libraries were available for student use during regular school hours in the majority of schools in this study, but library operation was maintained in less than half the schools before and after school hours.

Factors which inhibit conformance

Superintendents cited five factors which inhibit conformance to library regulations and standards. These factors were: (1) lack of space; (2) lack of money; (3) absence of school board cooperation; (4) failure of staff to make requests for library materials or to use materials already available; and (5) de-emphasis of the library by the superintendent.

Eight factors reported by librarian/principals as inhibiting the development of library facilities and conformance to regulations and standards were: (1) lack of money; (2) lack of space; (3) delay caused by administrative procedures; (4) scheduling of library space; (5) lack of trained help; (6) lack of cooperation among teachers, administrators, and librarians; (7) slowness of school board in providing funds; and (8) outside control by pressure groups and individuals.

Factors which foster conformance

Superintendents cited five factors which foster conformance: (1) community support; (2) central staff support; (3) teacher support; (4) book exhibits; and (5) the Ohio Reading Circle.

The librarian/principals cited seven fostering factors: (1) cooperative staff; (2) P.T.A. assistance; (3) open-minded administration; (4) education-minded community; (5) permissive regulations; (6) relationship with public library; and (7) funds allocated by school administrators.
Some of the factors that inhibit and foster conformance appear to be directly related to the concepts of the role of the library held by teachers, administrators, school board members, and members of the community. The concepts of the role of the library held by the school personnel and members of the community apparently were more important than the affluency of the community in the development of library facilities and the amount of conformance to library standards and regulations. The factors concerning finance and space problems may be symptomatic of problems that relate to values held by school and community leaders.

Superintendents in many instances did not appear to be completely convinced of the value of centralized libraries and did not appear to understand fully the functions of the library in an education system. The concept of the role of the library held by the superintendent may have been a key factor in the development of libraries studied and the attained degree of conformance to regulations and standards. Administrators invariably admitted that the duties and authority inherent in their positions would permit them to remedy or modify the majority of the inhibiting factors cited by both the librarian/principals and the superintendent.

Censorship and pressure groups

Although the study was not designed to obtain information concerning censorship and pressure, there is some indication that censorship and pressure from groups outside the school may be a larger factor in the operation of elementary school libraries than is commonly
supposed. Remarks gleaned through interviews and written-in statements added to the questionnaires indicated that many respondents considered the possible reaction from certain groups in the community to library materials and procedures. Probably reactions from constituents were weighed as being more important than the educational objectives or principles involved. It was found that some materials were not included in the library if a group in the community objected or were thought to object to the content. The groups which exerted this indirect censorship usually were concerned with a point of view related to a moral, political, religious, or similar issues.

Ratings of library facilities
analyzed by title of respondent

Significant differences between the responses of principals and superintendents were found on two items - the quantity of supplemental materials, and the quality of instructional materials. Superintendents rated both items in their school higher than did the principals. The superintendents may have rated the items higher than did the principals because the superintendents possibly would not be in a position to evaluate the materials as closely as the principals who supervise the daily operation of the school facilities.

Responses of principals and librarians were significantly different on four items. These items were: (1) the quantity of supplementary materials; (2) the over-all quality of the library; (3) the use of the library by students; (4) the growth of the library in relation to other aspects of the school.
The librarians rated both the quantity of supplementary materials and the over-all quality of the library higher than did the principals. The higher rating given the quantity of supplementary materials by the librarians could possibly be attributed to the viewpoint expressed by some librarians who consider the supplementary materials to be a small portion of the library. The librarians appear to believe the supplementary materials are satisfactory in relation to other resources in the library. The higher rating of the over-all quality of the library by librarians could be attributed to the fact that schools which employ a librarian appear to place greater emphasis upon instructional materials than do schools which do not employ a librarian. Principals completed the questionnaire in schools which did not employ a librarian.

Both the use of the library and the growth of the library in relation to other aspects of the school were rated lower by librarians than by principals. The lower ratings of the librarians could possibly be attributed to the fact that the librarians would be primarily concerned with library operation while the principals would be concerned with other aspects of the over-all operation of the school. The difference in the frame of reference of the principals and of the librarians appears to be reflected in the ratings of the use and growth of the library.

Ratings of library facilities when analyzed by size of school

The use of library by staff was rated significantly lower by respondents from schools with 200 to 499 enrollments than by respondents from schools with 500 to 999 enrollments. Possible differences in the
amount of training of the staff and/or teaching methods employed in the larger schools may be reflected in the staff use of the library.

Respondents from schools with less than 200 enrollment rated the physical facilities of their libraries, mainly classroom libraries, significantly higher than did respondents from schools with enrollments of 200 to 499 where more of them have designated centralized space devoted to library use.

The quality of supplementary materials was rated significantly higher by respondents from schools with enrollments of 200 to 499 than by respondents from schools with less than 200 enrollment. The overall quality of the library was rated significantly lower by respondents from schools with enrollments of less than 200 than by respondents from schools with enrollments of 200 to 499. The amount of funds normally available to smaller schools and the resulting financial difficulty in providing a library program appeared to be reflected in the lower ratings by respondents from the smaller schools on the factors of (1) quality of supplementary materials; and, (2) the over-all library as an instructional facility.

Ratings of library facilities when analyzed by type of school

The respondents from the city systems rated the quality of their supplementary materials higher than did the respondents from the exempted village systems. The smaller tax base normally available to exempted village systems and the problems of providing materials with limited funds may have contributed to the apparent difference in provision of materials.
Respondents from city schools rated the use of the library by students significantly higher than did respondents from county systems. The hours maintained by county schools and the resulting use of the library apparently were determined, to some degree, by the transportation problems of the rural areas.

Original Hypotheses

Three null-hypotheses were tested within the limits of this study:

1. There is no conformance pattern to library regulations and standards. This null-hypothesis was accepted because findings indicated that some schools in the study did not meet all state regulations while other schools met all state regulations and some of the American Library Association standards.

2. There are no determinable factors which inhibit conformance to library regulations and standards. This null-hypothesis was rejected since respondents with varying titles and from different sizes of schools and types of school systems indicated that there were factors which inhibited conformance in their situations.

3. There are no determinable factors which foster conformance to library regulations and standards. This null-hypothesis was rejected since the respondents in
this study indicated there were factors which fostered conformance in their situations.

Summary

As outlined in Chapter I, this study involved the examining of a sample of three hundred elementary schools in one hundred Ohio school systems to ascertain the status of conformance of elementary school libraries to selected library standards and regulations. Some of the most important concerns about elementary libraries were postulated in the form of hypotheses to be tested. Of the three hypotheses stated in the null form, two were rejected and one accepted on the basis of the evidence gathered as indicated above.

A brief resume of the findings and observations follow:

1. The typical school involved in this study contained enough library facilities and instructional materials to conform to the minimum amount specified by the Ohio State Department of Education regulations.

2. The typical school involved in this study had less than 50 per cent of the facilities and instructional materials needed to conform to the American Library Association criteria.

3. The factors that inhibit and foster conformance to criteria appeared to be related to the values held and as expressed in actions by school personnel and other members of the community. The inhibiting factors were not necessarily related to the financial wealth of the school system; that is, some districts with very limited resources were among those with quite acceptable library facilities. The fostering factors
also appeared unrelated to financial wealth in that some districts with
financial means had meager facilities.

4. Staff perception of such important things about library
facilities as central cataloging, selection procedures, and the function
of the library varied in degree that could be considered alarming.

5. Involvement of staff in many important aspects of library
planning and operation varied greatly in the schools covered in this
study.

6. There appeared to be a limited interest in elementary
libraries by school and community leaders. This amount of interest
appeared to be insufficient to keep the elementary library abreast of
the expanding fields of knowledge and the trend toward increasing im-
portance of the library as a factor in instruction at the elementary
level.

7. Some school personnel apparently were unaware of the ac-ti-
vities and recommendations made by library authorities. The American
Library Association and the State Library Association were unknown in
a few schools.

8. There is some evidence in this study which seems to indicate
that the State Department of Education should consider stepping up its
emphasis on the development of elementary libraries. The minimal en-
forcement of existing state regulations has provided little encouragement
for the development of libraries and without enforcement there will be
little improvement in some communities.

9. Some school and community leaders apparently regard the
state regulations as ultimate goals rather than minimum requirements and
the State Department of Education apparently does little to dispel this idea.

10. There appears to be minimal leadership asserted by the State Department of Education in any area of library development, except for status studies and periodic reviews of regulations and standards. The State Department of Education developed its first school standards in 1902 but it was not until 1914 that separate high school library regulations were formalized. Separate elementary library regulations were developed in 1927. The 1927 regulations were based upon a 1914 legislative requirement and remained in effect with minor revision until 1949. The 1949 regulations were utilized until 1957 when the present regulations were developed.

11. Under present conditions school administrators who wish to improve their elementary libraries must do so largely through their own effort and without strong leadership at the State Department of Education level.

12. There appears to be some indication gained from the opinions of respondents in this study that current practices and criteria employed for secondary schools' accreditation may have an inhibiting effect upon elementary library development. Instead of a spur to greater development of library facilities the notion is gained, in some instances, that a good high school library is all that is needed or can be afforded.

13. School personnel who have responsibility for library development in the majority of schools in this study appeared to have
little if any professional training. The term "librarian" appeared to be a title only and, in most cases, apparently was not directly related to training or specific duties.

**Implications**

The expansion of knowledge, new and imaginative inclusions in library facilities, and an ever increasing number of library materials clearly points to the increased importance of libraries at the elementary level. However, in the present study the elementary library did not measure up to meeting the challenge posed by this expansion of knowledge. Over all the elementary libraries in this study left much to be desired in both facilities and services. At present the elementary library appears to be a "step child" to the school system - tolerated but not encouraged, present but not fully recognized for its potential, and undernourished because of disinterest. Some libraries in the study had a degree of excellence in both facilities and services which was superior when compared to state and national criteria. These few libraries had been developed through outstanding local leadership which appeared to be capable of expanding and modifying the library program to meet tomorrow's needs.

The apparent inadequacies of the elementary libraries appear to be attributable to lack of effective leadership on state and local levels and lack of understanding of the role of the library on the part of some school personnel. Lack of local school leadership appears to be a definite problem in the development of adequate library facilities. The development and improvement of library criteria and programs
are dependent, in part, upon the amount of support and leadership given to the library staff by local school personnel. Teachers and school administrators did not appear to be aware of the expanded role that the library could play in the educational program. The narrow concepts of the role of the library held by the school personnel themselves appeared to be a major obstruction to the development of an adequate library program. The employment of a "nice person" or the addition of library duties to a teacher's schedule can no longer be acceptable if the library operation is to encompass the expansion of knowledge and increased utility in elementary education. The apparent lack of awareness and understanding of the role of the library and the professional librarian, on the part of local school personnel, needs to be a concern of all who are involved with the planning and operation of tomorrow's schools.

With the many new developments that the expansion of knowledge will produce it is imperative that school personnel and library staffs, who have an implicit responsibility for the dissemination of knowledge, be aggressive in the distribution of promotional materials, aids, and assists that would encourage the development of libraries. Librarians must endeavor to break the seemingly common stereotype that a library is a morgue for old books with an attendant funeral parlor atmosphere. It appears that the "life in the library" starts with a "live librarian" - one who is aggressive and shows professional leadership.

The support and leadership in the development of library programs shown by the local school personnel and librarians is undoubtedly
governed to some extent by the presentation of activities, the promo-
tion of improved library facilities and recommendations made by the
State Department of Education, and state and national library associa-
tions. At the state level there appears to be a need for consistent
and responsible leadership and not just a periodic adoption of
standards and regulations. The patent implication is that trained,
professional personnel who are actually held responsible for library
development are needed at the state level.

The limited leadership of librarians and other school personnel
at the local level and the inadequate leadership by the State Department
of Education in the area of library development imply that the elementary
school library program will be permitted to become proportionately less
and less adequate for educational purposes, particularly if the present
trends in the expansion of knowledge and library development continue.
The development of library programs is not only hindered by a lack of
leadership but also the lack of agreement on the concepts of the role
of the library in the educational program.

The various concepts of the library held by the teachers and
the administrators imply a lack of background or training in the use
of the library in the educational program. All too often the "textbook
limited" teaching procedures dominate the educational program to the
point of exclusion of supplementary materials. The students receive
a limited curriculum and are not exposed to libraries. Students not
exposed to libraries grow up without an understanding of the role that
the libraries could play in their lives and it is from this group that
the future school boards, teachers, and administrators will come.
If the majority of elementary libraries are to be developed in accordance with the expansion of knowledge and designed to play new roles of importance in instruction, some modification of current practices and concepts affecting the library appear to be desperately needed.

Recommendations

1. The role and functions of the library should be brought into sharper focus among teachers and administrators. More emphasis seems to be needed on the value, purpose, and place of library facilities in the educational program of the school in both in-service and pre-service education of teachers and administrators.

2. The American Library Association should emphasize to a much greater extent, the benefits of centralized libraries in elementary schools. This stress or emphasis should be brought to the attention of teachers and leaders in the schools.

3. Local librarians should stress the importance of library services to school personnel and local citizens through every medium possible. Librarians should emphasize the services rendered by the library and the services that could be rendered with more support from the school and community leaders.

4. The State Department of Education should, as a minimum, enforce existing library regulations and examine their criteria in light of the expansion of knowledge.

5. The State Department of Education should offer leadership and assistance to schools in planning their library development. This assistance should be available through a library division of the State
Department of Education which should be headed by a library trained division head.

6. The State should provide financial incentive in some form to schools which adequately support and maintain elementary libraries. This incentive should be related in some manner to minimum standards.

7. A school's budgeting procedures as outlined by the State Department of Education should be examined with the objective of encouraging elementary library facilities development.

8. The accreditation concept for schools should be founded on or include the evaluation of the entire system, both elementary and secondary facilities; thus assuring the inclusion of libraries at all levels being assessed in an appropriate perspective.

Further Studies

Further studies in the area of elementary libraries on the following topics might prove to be of value to educators;

1. The Ohio Reading Circle Association's influence on school libraries and their development.
2. The concepts of bookmobile service and its effect upon school libraries.
3. Education associations' influences upon instructional materials.
4. A study of the types of public library and school library cooperative agreements.
5. A study of the influence and effect of the North Central Association of Secondary Schools and College criteria upon elementary school libraries.
6. Concepts of the library held by school personnel.

7. The role of the state and national library association in the development of libraries.

8. Budgeting procedures and practices for instructional materials.


10. Perceptual studies related to how teachers, parents, administrators and board members view the place, function and value of elementary library facilities and programs.
THE STATUS OF ELEMENTARY SCHOOL LIBRARIES

Purpose - To examine the rules, regulations, and standards applied to school libraries in Ohio.

Directions - It is intended that this form be answered by the superintendent to whom it was addressed or by someone he designates.

Please list the regulations or standards that you have in your system that apply to the school libraries or instructional materials centers. If possible please quote directly from official rules or enclose a copy. If you have no policy concerning an item in the outline, please write none in the space. Indicate what type of school the regulations apply to, i.e., high school, elementary or only to new school, etc.

Please return to:
Keith Moyer, 215 Arps,
The Ohio State Univ.
Dept. of Education
1945 W. High Street
Columbus 10, Ohio

Name
Position
School System

REGULATIONS AND/OR STANDARDS CONCERNING INSTRUCTIONAL MATERIALS CENTERS AND LIBRARIES IN YOUR SYSTEM

A. Centralized school libraries or instructional materials centers

1. What regulations does your system have concerning administrative responsibility for instructional materials?

2. Concerning location in school, i.e., classroom and special facilities, study hall, etc.

3. Concerning physical size, i.e., shelving capacity, seating capacity, other.

4. Concerning annual expenditures and appropriations, i.e., library books, reference works, rebinding, supplies, salaries.

5. Concerning size of collection, i.e., regulations governing: new schools, books, periodicals, newspapers, pamphlets, reference works.
6. Concerning personnel, i.e., number of librarians, clerks, requirements for employment.

7. Concerning material selection, i.e., quality of materials, type of bindings, approved book lists, etc.

8. Concerning use of facilities - opening time, closing time, who may use, etc.

B. Classroom libraries

1. What regulations does your system have concerning administrative responsibility?

2. Concerning classroom library facilities?

3. Concerning annual expenditures and appropriations, i.e., books, supplies, reference books, etc. for classroom libraries?

4. Concerning size of classroom collection, i.e., minimum size?

5. Concerning quality of materials?

6. Concerning materials selection for classroom libraries?

C. Regulations and/or standards concerning professional libraries:

1. Who has administrative responsibility?

2. What are the regulations concerning location in school?

3. Concerning physical size.

4. Concerning annual expenditures and appropriation.

5. Concerning size of collection.

6. Concerning personnel - number, requirements for employment, etc.

7. Concerning material selection.

D. Regulations and/or standards concerning Audio-Visual Materials

1. Administrative responsibility

2. Location in school

3. Physical size

4. Annual expenditures and appropriations
5. Size of collection

6. Personnel - number, requirements for employment

7. Material selection, quality of materials

8. Use of facilities

E. Regulations and/or standards for textbooks-supplementary materials concerning:

   1. Administrative responsibility
   2. Storage and physical facilities
   3. Annual expenditures and appropriations
   4. Personnel
   5. Regulations as to quality and selection procedures
   6. What reports do you request of your librarians concerning your library and instruction material facilities?
   7. Other regulations not listed previously.

A summary of the study is desired        Yes ___ No ___

Please return immediately in the envelope provided. Thank you for your time and effort.

Yours truly,
Keith Moyer
APPENDIX B
THE STATUS OF ELEMENTARY SCHOOL LIBRARIES

Purpose - To determine the present status, administrative regulations and opinions regarding library services in Ohio elementary schools as a basis for further planning.

Directions - It is intended that this form be answered by the person in charge of the library or instructional material facilities in the selected schools. Indicate the present status of your school's instructional materials and/or library facilities. If you do not have a certain facility, mark it with an (O) so we may know that the item was not overlooked. Materials need not be housed in a single room or library but should be in your school. The section on opinions should be your own and will not be taken to be endorsed by any other member of the staff. Feel free to be completely frank. Neither school nor respondent will be identified in the study.

Please return to:
Keith Moyer, 215 Arps
The Ohio State University
Dept. of Education
1945 N. High Street
Columbus 10, Ohio

Name ____________________________
Librarian ________
Principal ________

School ____________________________
District ____________________________
Enrollment ____________________________

A. Facilities

1. Do you have a centralized library?
   Yes _____ No _____

2. Do you have classroom libraries?
   Yes _____ No _____

3. What hours is the library regularly open for student use?
   Regular school hours only
   Before school
   After school
   Yes _____ No _____
   Yes _____ No _____
   Yes _____ No _____

4. Is the library regularly used as a study hall or for other non-library functions?
   Yes _____ No _____

5. Are classes scheduled to use the library?
   Yes _____ No _____

6. Are all materials card catalogued?
   Yes _____ No _____

7. Is card catalog available to staff?
   Yes _____ No _____

8. Is card catalog available to students?
   Yes _____ No _____

9. Is an accession (purchase) record kept?
   Yes _____ No _____
10. Is a shelf list (inventory) kept?  Yes  No
11. Do you receive book mobile service?  Yes  No
12. Do you use long term book loans from other libraries?  Yes  No
13. Do you use contract library services?  Yes  No
14. Do you use rental services, i.e., films, books and equipment?  Yes  No
15. Do you use printed catalog cards?  Yes  No
16. Do you subscribe to Readers' Guide?  Yes  No
17. Do you subscribe to Abridged Readers' Guide?  Yes  No
18. Do you provide bibliographies or lists of new materials for your staff and students?  Yes  No
19. Size of library:
   Shelving capacity (in feet) 
   Seating capacity 

20. Number of conference rooms
21. Number of storage rooms
22. Number of work rooms with running water
23. Number of work rooms without running water

B. Size of Collection (Give total number exclusive of government documents.)

1. Periodicals for student use (subscriptions)
2. Periodicals for professional use (subscriptions)
3. Newspapers (subscriptions)
4. Charts
5. Pictures
6. Films and Slide Materials
7. Recordings
8. Professional books
9. Unabridged Dictionaries
10. Abridged Dictionaries
11. How long do you keep periodicals on file?
12. Number of encyclopedia sets
13. Total number of book titles
14. Total number of volumes
15. Indicate approximate number of books in each class.

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16. Do you have a systematic program of instruction in the use of the library?  Yes ___ No ___
a. If you do, please list a brief outline of its contents.

17. Who gives the instruction? Teacher___, Librarian___, Other___
18. Is the above instruction in the library___, classroom___?

C. Size of Equipment collection (Instructional materials).
May or may not be under control of librarian.

1. Models
2. Tape recorders
3. Globes
4. Motion picture projectors
5. Film strip projectors
6. Opaque projectors
7. Overhead projectors
8. Radios
9. Record players
10. Motion pictures
11. TV sets
12. Teaching machines
13. Other___
14. What instructional materials were added during the past year? (Other than books accounted for)

15. What instructional materials were discarded during the past year? (Other than books previously accounted for)

16. What are your procedures for selection, acquisition and elimination of education materials? What book selection aids, committees, regulations, etc. do you use?

17. Are certain materials restricted in their usage? If so, please explain.  Yes ___ No ___

D. Personnel

1. Number of librarians
2. Number of clerks
3. Number of student helpers per day
4. Per cent of time spent daily in library work.
   (If more than one person, please list each separately.)
   a. Librarians  ____  ____  ____
   b. Clerks  ____  ____  ____

5. Does librarian have a degree?  Yes  No

6. Semester hours training in library science for
   librarian.
   a. If more than one librarian, please list
      separately.  ____  ____  ____

E. Annual Expenditures (Appropriations for school year 1961-62)

1. Library books  __________
2. Periodicals  __________
3. Professional books  __________
4. Visual aids  __________
5. Other instructional materials: pamphlets, pictures  __________
6. Service costs: binding, supplies, etc.  __________
7. Do you assist in preparation of instructional
   materials budget?  Yes  No
8. Is the expenditure of the library budget within
   the librarian's control?  If not, please explain.  Yes  No

9. What items of information concerning instructional
   materials are required by the local administration?

F. Opinions of individual supplying information.
   (Please check one)  Out-
   standing  Good  Sufficient  Fair  Poor

   1. Physical facilities of
      the library are
   2. Instructional materials
      are (in quantity)
   3. Instructional materials
      are (in quality)
   4. Supplementary materials
      are (in quantity)
   5. Supplementary materials
      are (in quality)
   6. In your judgment the
      over-all library is
   7. The use of the library
      by students is
   8. The use of the library
      by staff is
9. The growth of the library in relation to other aspects of the school is

10. Do certain conditions or regulations inhibit the development of your local library facilities? If so, please explain.

11. Do certain conditions, regulations, or procedures expedite the development of your local library facilities? If so, please explain.

A summary of this study is desired Yes No

Please return immediately in the envelope provided. Thank you for your time and effort.

Yours truly,

Keith Moyer
INTERVIEW SCHEDULE - SUPERINTENDENTS

1. Do you have a centralized library?

2. What are the Board of Education's, the teachers' and community's attitudes towards it?

3. Do you have classroom libraries?

4. What are the Board of Education's, the teachers' and community's attitudes towards them?

5. What are your procedures for selection of materials?

6. What are your procedures for acquisition of materials?

7. What are your procedures for elimination of materials?

8. What standards do you use to measure your libraries?

9. Do you use the same standards for high school and elementary libraries?

10. How do you develop the library budget?

11. Who is in control of the expenditure of library funds?

12. What reports do you require concerning libraries in your system?

13. How do you use these reports?

14. What parents' activities affect your libraries?

15. Do any groups outside the school influence your libraries?

16. Do certain conditions or regulations inhibit the development of your libraries?

17. Do certain conditions or regulations foster the development of your libraries?
Dear Sir:

Your superintendent has given me permission to contact the librarians and/or principals of the individual schools in your system.

Enclosed is a brief description of a study of the elementary school libraries that I am conducting at The Ohio State University in the Department of Education. A select group of school systems referred to in the enclosed description was drawn by random sampling procedures from the Education Directory of the State Department of Education. The objective of the study is to obtain more detailed information from the selected schools than is available from the present State Department records.

The results of the study will be available to the State Department and a summary will be forwarded to school systems requesting it.

Professional workers in the field of education realize the importance of adequate library facilities. Your cooperation in this phase of the study is needed and I am therefore asking your assistance. No individual, school, or school system will be identified in the results of the study. Will you please cooperate in this study by completing the attached materials at your earliest convenience and returning them in the envelope provided?

Yours truly,

Keith Moyer
Graduate Assistant
To: Superintendents and Principals

From: Glenn A. Rich

Subject: A study of elementary school libraries

Mr. Keith Moyer, graduate assistant, Ohio State University, has worked with the Ohio Department of Education in preparing for a study of elementary school libraries. The subject has been approved by Ohio State University, and the State Department of Education has made available all records and information to him. We recommend your fullest cooperation in completing and returning the requested information to Mr. Moyer.
Statement of Problem

In 1937 the State Department of Education adopted a revised set of standards to serve as a basis for and guide to the further development of schools in Ohio. The present study is an attempt to define the role of administrative regulations and standards, both local and state, on Ohio elementary school libraries. It is hoped that such a study will help facilitate the further development of elementary school libraries. Libraries in this study are taken in a broad definition to include instructional materials. In this sense they are at times referred to in the literature as instructional materials centers.

An initial list of regulations and standards has been compiled from related studies and publications in the field. Selected school systems are being asked to assist in this study by furnishing detailed information as to their rules, regulations, and standards employed. They are also being asked to supply detailed information as to the present status of their individual school's instructional materials facilities. An outline is being provided to superintendents or persons they designate who may assist in the collection of the local standards. A second form is being sent to school librarians and/or principals who are requested to supply information as to the status of their individual facilities. No further information will be requested.
APPENDIX E
Standard VIII. Instruction

Section C - Page 12

C. Appropriate instructional materials, aids, and activities shall be used in each classroom and in each subject.

Interpretative and Explanatory Material

For
Standard VIII. Instruction
Section C - Page 87

C. Use of Instructional Materials, Aids and Activities

1. Use of instructional materials and aids

a. The teacher should have in mind a purpose definitely related to the instructional program when using materials.

b. The teacher should make certain that the textbooks each pupil uses are on his reading level.

c. Supplementary texts (single copies and small sets), reference material, library books, magazines, current weekly publications, and newspapers should be used to stimulate and extend interest, provide for individual differences, enrich a topic or unit, and to encourage the habit of using a variety of resources when solving a problem.

d. Audio-visual aids should always be used to serve a specific purpose such as: stimulate interest, clarify words and ideas in subject matter, illustrate continuity in history, or the steps in a process.

e. A variety of manipulative materials should be available and used to develop new concepts and processes in arithmetic.

f. Demonstrations, experiments, and educational field trips should be used to clarify ideas and to develop an awareness of and an appreciation for science and its application to our daily living in the world about us.
g. A variety of art materials should be used for making learning meaningful and developing creativeness in each child.

h. Health, physical education, and recreational materials should be appropriate for meeting the developmental needs of growing boys and girls and should include outdoor and indoor types suitable for all pupils.

2. Use of Activities

A variety of activities should be used as needed and skill developed in their use such as:

a. Activities used for getting information as observing, listening, research reading, interviewing, writing for information.

b. Activities that involve interpretation and use of information as speaking, dramatization, writing, construction, drawing, painting, and modeling.

Standard XI. Instructional Materials

Page 13

A. The adoption of textbooks in the tax-supported schools shall conform to the provisions of Section 3329.01 of the Revised Code of Ohio.

B. Each pupil in a class or group shall be furnished with textbooks appropriate to his needs and abilities.

C. Supplementary textbooks and other reference material in the subject areas at all grade levels shall be provided.

D. There shall be adequate instructional materials, including audiovisual and demonstrational materials, for each subject taught in each grade.

Interpretative and Explanatory Material

For

Standard XI. Instructional Materials

Sections C - D Pages 92 - 93

C. Supplementary Textbooks and Other Reference Materials

Supplementary texts, encyclopedias, dictionaries, magazines, newspapers, and other reference material in the subject areas
at all grade levels shall be provided so that learning experiences on all levels will contribute to each child's optimum growth toward the objectives of the curriculum. It is only when there is a variety of supplementary texts for each subject that it is possible to provide for individual differences in reading ability. They are also of value to stimulate interest, clarify ideas, supply needed information and enrich backgrounds.

The course of study, range in ability, quality of material, and budget are factors to be considered in making selections.

D. Other Instructional Materials

1. Teacher aids: courses of study as developed, plan books, tests, forms for reporting attendance and progress, some professional books and magazines.

2. Audio-visual equipment: pictures, charts, filmstrips, projector and filmstrips, maps, globes, radio, record player and recordings, and rhythm instruments.

3. Materials for art activities: several kinds of paper, cardboard, tempera and finger paint, brushes, colored chalk, clay, paste or a substitute, cloth, wood, wire string, hammer, saw, and nails. (A board of education may furnish all or part of these materials.)

4. Materials for developing new concepts and processes: materials and equipment for science experiments and objects and games for arithmetic and reading.

5. Equipment for recreation and physical education: various kinds of balls such as softball, soccer, volleyball, basketball, and football (for upper grades); bats, nets, bean bags, mats, standards, darts and dart boards, jumping ropes, wands, Indian clubs, quoits, horseshoes and stakes, puzzles, and commercial games. (Parent-Teacher groups often help in the purchase of this type of material.)

6. General classroom equipment and supplies: clock, pencil sharpener, flag of the United States and Ohio, chartholder, (Primary grades), paper clips, thumb tacks, scotch tape, rubber bands, file cards, bulletin boards, and storage space.

8. Available community resources: people, places to visit, objects that can be brought in. While the existence of community resource material is not the responsibility of the school, its proper use by the school forms an important phase of the instructional program. There should be evidence of cooperation in obtaining such instructional materials.

Standard XII. Library

Page 13

A. Each school shall have library facilities and services so organized as to contribute to the total educational program. In buildings where facilities cannot be provided for both a central library and classroom libraries, there shall be classroom libraries that will provide the resources generally provided through a central library service.

B. The minimum annual expenditure for library books and materials exclusive of encyclopedias and dictionaries, shall be $1.00 for each pupil enrolled. Consideration may be given to auxiliary services provided the school by bookmobile service or by public libraries. However, such service must be used to supplement an adequate supply of dictionaries, encyclopedias and specific reference material which must be owned by the school.

Interpretive and Explanatory Material

For

Standard XII. Library

Sections A - B Page 94

A. Library Facilities and Services

1. Central Library
In the larger attendance centers a central library is desirable. Librarian service, at least part-time, should be provided to manage the library and to assist pupils and teachers. Classroom libraries in these schools should be drawn from the central library.

2. Classroom Libraries
Classroom libraries may serve in the absence of the central library, however, a record of all library books should be kept in the central catalogue, which is accessible to teachers and pupils.
B. Minimum Annual Expenditure

The minimum annual expenditure for library books and materials, exclusive of encyclopedias and dictionaries, shall be $1.00 for each pupil enrolled. Consideration may be given to auxiliary service provided the school by bookmobile service or by public libraries. However, such service must be used to supplement an adequate supply of dictionaries, encyclopedias, and specific reference material which must be owned by the school. A board of education may enter into an agreement for auxiliary services and receive partial credit for library expenditures. (The American Library Association suggests not less than 1,000 titles for approximately 200 pupils, with some duplication of those titles as demands may dictate, and an annual addition of not less than 100 new titles or replacements. The total number of volumes should be from five to ten times the enrollment.)

Some factors to be considered in choosing books for the library are:

1. School enrollment.
2. The budget.
3. The course of study.
4. Balance in subject fields and in levels of difficulty.
5. Individual interest of pupils.
6. Quality of the book: re-enforced binding; size of type.
Formulas Utilized in Study

The formulas utilized are unpublished materials provided and developed in their present form by Dr. Wallace C. Fotheringham of The Ohio State University.

Application of the Median Test

$$\text{Min} = \frac{\text{LL} \times \left( N - \text{CFB} \right)}{\text{FCI}}$$

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$$x^2 = \frac{(lf_o - fel - .5)^2}{fe}$$
BIBLIOGRAPHY


State of Ohio, Department of Education, *Ohio High School Standards*, Department of Public Instruction, Columbus, 1919.


AUTOBIOGRAPHY

I, Alan Keith Moyer, was born in Bluffton, Ohio, February 13, 1928. I received my secondary school education in Mt. Cory, Ohio, and my undergraduate education at Bluffton College, obtaining a Bachelor of Science Degree in 1950. From The Ohio State University I received a Master of Arts Degree in 1957. I served as a teacher and school administrator in the public schools of Ohio for ten years before starting work on my Ph.D. program. While in residence at The Ohio State University, I was assistant to Professor Loren Tomlinson and then became an Assistant to the Dean of Men. I remained in this position while completing the requirements for the Doctor of Philosophy Degree.

I have accepted a position as Assistant Professor and Coordinator of Housing at Southern Illinois University, Edwardsville, Illinois.