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SCHOOL DISTRICT PROFESSIONAL LIBRARIES IN MICHIGAN

by

Frederick Charles Pfister

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
(School of Library Science)
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Doctoral Committee:
Associate Professor Kenneth E. Vance, Chairman
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A B S T R A C T

SCHOOL DISTRICT PROFESSIONAL LIBRARIES IN MICHIGAN

by

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Purpose of the Study

The purpose of the study was to provide information on the status and function of the district professional library in Michigan public school systems. Also investigated were the characteristics of users and non-users of selected district professional libraries, their use of information services and materials, and their reaction to the adequacy of their district's professional library.

Procedure

Data were obtained from three complementary surveys:

1. A questionnaire survey of 125 Michigan school districts. Of the ninety responding districts, thirty-two supplied information on a district professional library.

2. An interview survey of the personnel responsible for the professional libraries in twenty-six districts.

3. A questionnaire survey of 1,054 school personnel in two large, two medium-sized, and two small districts selected by the investigator. All certified personnel were surveyed in the two small districts; in each large and medium-sized district a purposive sub-sample of known users was identified from the professional library's circulation records, and an equal sub-sample was drawn at random from a list of all certified personnel in the district. The total response was 888 (84 per cent). A number of bivariate frequency distributions were compiled and the Chi-square test of association applied to them.

Findings

Staff, budget, and collection size corresponded directly with district size. The only districts which provided half time or full time professional staff were large districts; the median budgets allocations were $200 in small, $800 in medium-sized, and $2,167 in large districts; median size of book collections was 200 volumes in small, 650 in medium-sized, and 2,250 in large districts; with similar statistics for periodicals, pamphlet storage, and ownership of selected educational reference works. Most library personnel felt responsible for linking school personnel to all information services, but locally available sources such as building and system professional collections, college libraries, and public libraries were used much more than such non-local sources as ERIC or DATRIX. The information services designated more frequently as most useful were the school district professional library, a college or university library, and the professional collection in an individual school. Major uses for professional information or materials were curriculum study and development, personal professional growth, and graduate study requirements.

Traditional print formats were used by more respondents and considered most important by more respondents than non-print or microform materials.

The district professional library was used three or four times a year by 39 per cent of its patrons, while 26 per cent used it more frequently and 35 per cent used it less frequently. There was a significantly higher use by those in system-wide positions than by school personnel in elementary, junior high, and senior high schools.

A rating of "excellent" was given to the district professional library by 39 per cent of all respondents from large districts, 15 per cent of all respondents from medium-sized districts, and 9 per cent of all respondents from small districts.

School personnel who were users of the district professional library, when contrasted with non-users, were significantly more likely to be older, in a system-wide position, have had more experience, and have a more advanced academic degree.

Conclusions

Major conclusions and recommendations include: New district professional libraries should not be started unless professional staff time is provided for their operation. Existing district professional libraries should consider providing staff or disbursing their collections to the individual buildings.

The district professional library is viable in large districts where active curriculum development exists. Medium-sized districts with active curriculum development and a growth situation could also justify a district professional library. Needs of the remaining medium-sized districts and of the small districts should be met by regional information centers. These regional centers should establish in-service education programs for local media specialists and maintain active communications with them.

ACKNOWLEDGEMENTS

The cooperation of many people, including school media specialists and others in the public schools of Michigan, faculty and staff at The University of Michigan, Wayne County Intermediate School District personnel, and staff of the Wayne State University Education Library has made this study possible.

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TABLE OF CONTENTS

Chapter		Page
I.	INTRODUCTION	1
	Statement of the problem	3
	Need for the Study	4
	Sources of Data	5
	Definition of Terms	12
	Limitations of the Study	15
	Review of Related Literature	15
II.	DISTRICT PROFESSIONAL LIBRARIES IN MICHIGAN	32
	Staff	35
	Budget	37
	Space and Facilities	41
	Selection, Technical Services, and Circulation	45
	Location of the Library	53
	Materials and Services Provided	59
	Publicity and Current Awareness	74
	Role in the Total Information System	87
	Planning and Evaluation	96
III.	CHARACTERISTICS OF THE POPULATION SERVED	100
	Sex	100
	Age	101
	Position or Grade Level	104
	Experience	106
	Academic Preparation	117
	Percentage of Users	121
IV.	UTILIZATION OF INFORMATION SERVICES BY THE POPULATION SERVED	124
	Utilization of Information Services Generally	124
	Use of Materials and Services Provided by the District Professional Library	140
	Rating of Materials and Services Provided by the District Professional Library	151

Chapter — Page

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS 157

Summary 157
Conclusions 171
Recommendations 175
Suggestions for Further Research 178

Appendix

I. SURVEY OF SCHOOL DISTRICT PROFESSIONAL LIBRARIES 180

II. SURVEY OF DISTRICT PROFESSIONAL LIBRARY PERSONNEL 192

III. SURVEY OF POPULATION SERVED 197

IV. ADDITIONAL INFORMATION FROM THE SURVEY OF POPULATION SERVED: RESPONSE TO OPEN-ENDED QUESTIONS 210

V. NON-PRINT MATERIALS REPORTED BY MEDIUM-SIZED DISTRICTS 218

VI. ADDITIONAL DISTRIBUTION TABLES FROM THE SURVEY OF POPULATION SERVED 220

BIBLIOGRAPHY 228

LIST OF TABLES

Table		Page
1	Budget for Materials Collections--Small Districts	39
2	Budget for Materials Collection--Medium Districts	40
3	Budget for Materials Collection-Large Districts	42
4	Patrons Accommodated in the Work Areas Provided	44
5	Selection Aids Used for Current Purchasing	50
6	Opinion of Population Served on the Best Location for a District Professional Library, By Size of District	56
7	Opinion of Population Served on the Best Location for a District Professional Library, By Position or Grade Level	58
8	Books Held	61
9	Professional Periodicals Received	62
10	Space Used for Storing Pamphlets and Other Vertical File Materials	64
11	Services Provided, By Size of District	69
12	Hours of Service	72
13	Awareness of the District Professional Library, By Position or Grade Level	79
14	Awareness of the District Professional Library in Their District, By Size of School System	81
15	Institutions Utilized as Sources of Interlibrary Loans	89
16	Sex of Users and Non-Users, By Size of District	102
17	Age of Users and Non-Users	103

Table		Page
18	Age of Users and Non-Users, By Size of District	105
19	Position of Grade Level of Users and Non-Users	107
20	Position or Grade Level of Users and Non-Users, By Size of District	108
21	Total School Experience of Users and Non-Users	110
22	Total School Experience of Users and Non-Users, By Size of District	111
23	Experience in Present School System of Users and Non-Users	113
24	Experience in Present School System of Users and Non-Users, By Size of District	114
25	Experience of Users and Non-Users in Present Position or Grade Level	116
26	Experience of Users and Non-Users in Present Position or Grade Level, By Size of District	118
27	Academic Preparation of Users and Non-Users	119
28	Academic Preparation of Users and Non-Users, By Size of School District	120
29	Computation of Adjusted Percentage of Users in Large and in Medium Districts	122
30	Purposes for Which Materials and Services Were Used	125
31	Purposes for Which Materials and Services Were Used, By Size of District	126
32	Immediacy of Need for Information or Materials, By Size of District	132
33	Libraries and Information Services Used, By Size of District	135
34	Libraries and Information Services Designated Most Useful, By Size of District	137
35	Professional Personnel Consulted for Assistance in Obtaining Information or Materials, By Size of District	139

Table		Page
36	Frequency of Use of the District Professional Library, By Size of District	141
37	Frequency of Use of the District Professional Library, By Position or Grade Level Served	143
38	Use of Materials Provided by the District Professional Library	144
39	Use of Materials Provided by the District Professional Library, By Size of District	146
40	Use of Services Provided by the District Professional Library	149
41	Use of Services Provided by the District Professional Library, By Size of District	150
42	Rating Given the District Professional Library--All Respondents in Large, Medium, and Small Districts	152
43	Rating Given the District Professional Library--Users Only--In Large, Medium, and Small Districts	154
44	Ratings Given the District Professional Library, By Users and Non-Users	155
45	Non-Print Materials Reported by Medium-Sized Districts	219
46	Use of Materials for Personal Professional Growth, By Position or Grade Level Served	221
47	Rating Given to the District Professional Library By Users of Materials for Personal Professional Growth	222
48	Immediacy of Need for Materials By Those Who Used Them for Personal Professional Growth	223
49	Immediacy of Need for Materials By Those Who Used Them for Graduate Study	224
50	Rating Given to the District Professional Library By Users of Materials for Graduate Study	225
51	Use of Microforms from the District Professional Library, By Position or Grade Level Served	226
52	Use of the District Professional Library in Producing Informational Reports, By Position or Grade Level Served	227

CHAPTER I

INTRODUCTION

The professional growth of elementary and secondary school personnel has received considerable attention in recent years. This concern with the problem of in-service education for educators has brought with it a recognition of the need for current and retrospective information of many kinds. One generally accepted method of providing educators local access to information services is the professional library at both the school district and building levels.

Standards for School Library Programs, published in 1960 by the American Association of School Librarians, reflected this philosophy and gave a number of criteria for the development of the professional library in individual schools.[1] The standards also recommended district level materials centers:

> Although the district materials center is a relatively recent development and not many have been established, its usefulness has been demonstrated in many ways and gives promise of a rapid increase in the number of centers in the immediate future. Indeed, a district materials center is a necessity if a full program of instructional materials and services is to be provided for students, librarians, and teachers in the schools.[2]

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[1]American Association of School Librarians, Standards for School Library Programs (Chicago: American Library Association, 1960), pp. 85-86.

[2]Ibid., p. 106.

Quantitative standards for district level professional libraries have never been established, but Standards for School Library Programs recommended that:

> The district materials center, operating on a full-scale program, contains the following collection of materials:
> 1. A professional library for teachers and librarians.
> This collection of books and other materials for teachers and school librarians in the district is much more extensive than that owned by the individual schools. Some of the material can be sent to the schools on long or short term loans.[1]

These standards continued with an outline of the program for the materials center, and several of the services enumerated would presumably emanate from the district professional library.

The commitment of the 1960 school library standards to professional libraries at both building and system levels has been retained in the 1969 revision, entitled Standards for School Media Programs. The 1969 standards state that in some instances "the system center may be planned for a single system or for several systems with contractual cooperative arrangements . . ." The standards point out that "large systems generally maintain a single center."[2] As in the 1960 standards, no quantitative standards are given for the system professional library, but general recommendations are made:

> Collections of resources that are available in the system media center include the following:
> 1. A collection of professional materials is provided for teachers, media specialists, admir strators, curriculum

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[1] Ibid., p. 109.

[2] American Association of School Librarians and the Department of Audiovisual Instruction of the National Education Association. Standards for School Media Programs (Chicago: American Library Association, 1969; Washington, D.C.: National Education Association, 1969), p. 52.

> specialists, and other staff members in the school system for use in and circulation from the system center. The resources--consisting of books, periodicals, pamphlets, audio-visual materials, and copies of instructional materials (units of study, class projects, course outlines, and similar materials) developed in the local schools, in the state, or elsewhere--should be accessible after school hours, on Saturdays, and during vacation periods. The collection is larger than those provided in individual schools and does not obviate the need for working professional collections in the media center at the building level.[1]

The Problem

While support for the idea of establishing and maintaining professional libraries can be found readily, there is little information available which characterizes good ones at the system level. The purpose of this study is to provide information which may be used in answering the following questions:

1. What are the characteristics of existing school district professional libraries in Michigan?

2. What are the characteristics of the users of these facilities?

3. What materials and services provided by district professional libaries do they use?

4. What is the reaction of the population served to the adequacy of materials and services available to them through their district professional library?

5. What extra-district information services do school personnel use, and for what purpose?

6. What efforts are made by district professional libraries to link school personnel with extra-district information services?

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[1] Ibid., pp. 54-55. See pages 33-35 for the standards for professional collections at the building level.

Need for the Study

The need for such a study was cited by Ralph Blasingame in a report of a seminar on needed research affecting libraries and librarianship. The report indicated that one area of inquiry should be "the 'impact' of the library on the community as measured by community attitudes and actual use of collections and services."[1] Little research has been completed on local information services for school personnel, on the use of professional collections and services, or on the attitudes of school personnel toward them. The lack of research is evidenced by such literature surveys as Davis and Bailey's Bibliography of Use Studies,[2] the related studies section of Mathies dissertation,[3] and the literature search conducted for the Michigan Department of Education by Grimes.[4] A large majority of the user studies cited in these surveys were conducted in the scientific or industrial community; only a few dealt with information use or information transfer in education.

This study of the status of school district professional libraries and of the population served by them is needed to provide information for evaluating existing facilities and programs, for deciding whether or not

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[1]Ralph Blasingame, Research on Library Services in Metropolitan Areas (New Brunswick, N.J.: Rutgers University Graduate School of Library Service, 1966), p. 18. (ERIC Document ED 010065.)

[2]Richard A. Davis and Catherine A. Bailey, Bibliography of Use Studies (Philadelphia, Pa.: Drexel Institute of Technology, 1964).

[3]Lorraine Mathies, "A Study of the Information Needs of Junior College Educators" (unpublished Ed.D. dissertation, University of California at Los Angeles, 1967).

[4]George H. Grimes, "Information Transfer for Educators: A Stratified Bibliography Supportive to the Development of a Michigan Educational Information System" (prepared for the Michigan Department of Education, August, 1969). (Photoduplicated.)

to establish new ones, and for planning appropriate information networks, or systems, for educators. Such a study will also aid those responsible for answering critics who feel that a district professional library is unnecessary, particularly when its usefulness is measured in terms of cost. To do this one needs to have information about the amount and kind of use that is being made of existing professional libraries and how much money, time, and space have been provided for them.

Preparing answers for potential or existing critics may reveal, of course, that the facility, as it is currently constituted, is unnecessary, and should be either abandoned altogether or given sufficient modification to make it useful.

Sources of Data

The principal sources of data for this study were three surveys conducted during 1969. The first was a questionnaire survey of 125 Michigan public school districts. This survey located and obtained information on existing district professional libraries in the state.[1] The second was an interview survey of the professional personnel responsible for the operation of twenty-six of the district professional libraries selected from the responses to the first survey.[2] The third was a questionnaire survey of 1,034 school personnel in six of the districts

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[1]Survey of School District Professional Libraries. See Appendix I.

[2]Survey of District Professional Library Personnel. See Appendix II.

where interviews had been conducted.[1] The three survey instruments were designed to serve as complementary sources of answers to the questions posed in the statement of the problem.

The Survey of School District Professional Libraries and the Survey of District Professional Library Personnel were pre-tested in April, 1969, and a few minor changes were made in the content and format.

Since all interviews in the Survey of District Professional Library Personnel were conducted by the investigator the problems involved in attaining reliability between interviewers were avoided. A half-dozen rehearsals were held prior to the actual survey, however, and some changes were made in the sequence of the items on the interview schedule.

Final revision of the questionnaire and the cover letter for the Survey of Population Served was done in cooperation with personnel from the Instructional Media Center of the Livonia Public Schools. Draft copies were sent to school library supervisors in the districts to be included in the survey, with a request for their comments. A number of school personnel pre-tested the questionnaire to determine the approximate length of time needed to complete it, to check for ambiguous questions, and to see whether any of the directions were not clear. Some changes in the wording of directions and one change in the sequence of items were made as a result of this pre-testing.

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[1]Survey of Population Served. See Appendix III.

Survey of School District Professional Libraries

Every public school district in Michigan for which a school library supervisor could be identified was included in this survey because it was assumed that school district professional libraries would most likely be located where there was a school district library supervisor. The basic source of information was the third edition of Bowker's School Library Supervisors Directory.[1]

The information from the School Library Supervisors Directory was checked against the membership rosters of the Supervisors Section of the Michigan Association of School Librarians and the Michigan Audio Visual Association for accuracy and completeness and a few corrections were made in cases where supervisors had moved from one school system to another.

In order to gain support for the study a request which called for endorsement and support of the study was presented to the Supervisor Section of the Michigan Association of School Librarians on April 17, 1969. That organization "carried a motion to the effect that both as a group and as individuals they would agree to respond to the questionnaire and cooperate on any additional information needs. . . ."[2] Survey forms, along with postage-paid return envelopes were sent to the school library supervisors in 125 Michigan public school districts on April 30, 1969. A follow-up letter accompanied by a check-off response postcard for reply was sent to

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[1]School Library Supervisors Directory (third edition; New York: R. R. Bowker, 1968).

[2]Letter from Mrs. Bertha Green, President of the Supervisors Section of MASL, April 21, 1969.

non-respondents on May 22, 1969 (see Appendix I). A selective follow-up by telephone was made early in June to school library supervisors in those non-responding districts where the entry in School Library Supervisors Directory indicated the probable existence of a district professional library.

Returns were received from ninety (72 per cent) of the 125 districts. Thirty-two districts reported a district professional library and returned usable information about it.[1] Fifty-eight responding districts did not have a district professional library or returned unusable data.

Responses were summarized and tabulated, percentages calculated, and in some cases the mean and the median obtained, but no tests of statistical significance were applied to data from this survey.

Survey of District Professional Library Personnel

Personal interviews, arranged by telephone contact, were held with professional personnel directly responsible for the district professional library. Interviews were held in twenty-six of the thirty-two districts supplying usable responses to the Survey of School District Professional Libraries.[2] Acceptable arrangements for interviews could not be made in three districts, and three other districts were eliminated from consideration because of their isolated geographic location.

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[1]A list of the districts returning information on a district professional library is included in Appendix I.

[2]See Appendix II for the districts and persons interviewed.

In twenty-one districts the school library supervisor was the only professional connected with the professional library and was interviewed alone. In four districts the library supervisor and the librarian in charge of the professional library were interviewed in a joint interview, and in one district a single interview was held with the librarian in charge of the professional library.

An interview schedule designed to supplement, and in some instances verify, the information obtained from the Survey of School District Professional Libraries was followed.[1]

All interviews but one were tape recorded, and all recordings were retained for subsequent re-play and analysis. Each tape was played back by the investigator on two separate occasions. The first playback was made as soon after the interview as practicable to check the effectiveness of the interview and to draw up categories of responses to the survey items. When all interviewing for the survey had been completed the tapes were played again. At this time the responses were tabulated and pertinent quctations were transcribed. Tests of statistical significance were not made of the results from this survey.

Survey of Population Served

The final data gathering procedure was a questionnaire survey of a sample of the population served by the district professional library in six school districts.

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[1]See Appendix II for the interview schedule.

The six districts included in this survey were selected by the investigator on the basis of information obtained in the two previous surveys. Districts selected were to meet two basic criteria:

1. They were to represent large, medium, and small-sized school districts. Districts designated as large were those with 600 or more certified personnel, medium-sized districts were those with 250 to 599 certified personnel, and small districts were those with fewer than 250 certified personnel. The assumption here was that those who might wish to use information obtained from the study would find it most useful in this form.

2. Within any given size group, an attempt would be made to include those districts that appeared to render the most complete service, as observed during the Survey of District Professional Library Personnel.

The survey was conducted in two large, two medium-sized, and two small districts.

Selection of the sample

The survey sample from each large and medium-sized district was selected in the following way. The investigator visited the district professional libraries in November, 1969 and examined all available circulation records for the purpose of compiling a list of known users. The names and building locations of these users were verified in a current staff directory. Then, for each district, a random sample equal to the number of users was drawn from an alphabetical list of certified personnel and added to the original group of users. In cases where the randomly selected name had already been identified as a user the next eligible name was taken from the alphabetical list.

Because each of the two small districts involved in the study had fewer than 100 certified personnel, the entire population served by the district professional library was included in the survey.

Distribution of survey forms

The distribution and return of the survey forms in the large and medium-sized districts were aided substantially by the cooperation of building level media specialists. After the investigator had identified the survey sample, the name and building assignment of each respondent was written on the cover letter[1] and the survey forms were grouped by building. A packet containing an instruction sheet, the survey forms, and a return envelope for each survey was sent to each building media specialist. Prior to this time every building principal and every media specialist had been advised that the study was to take place, and their cooperation was requested. Survey forms were distributed and collected by the media specialists in each building and returned to the school library supervisor. Survey forms for system-wide personnel were distributed by the school library supervisors.

Distribution and return of survey forms in the small systems was through the inter-school mail from the school library supervisor.

The overall return was 888 of 1,054 questionnaires, or 84 per cent. The large systems had response rates of 88 and 91 per cent, the medium-sized systems had response rates of 73 and 92 per cent, and the small systems had response rates of 56 and 71 per cent.

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[1] See Appendix III for the cover letter used in the first district surveyed, which was modified to fit local conditions in the other districts. The survey form and all other communications used in this survey are also exhibited in Appendix III.

Analysis of the data

Information from the self-coding survey forms was key punched by the investigator and an assistant into standard eighty column punch cards. Computation was done at The University of Michigan's Computing Center, using their standard BLITZ computer program[1] "to mass produce bivariate frequency tables which compared [designated] spread variables with all control variables."[2] The Pearson Chi-Square test of association, Cramer's Statistic,[3] and indices of predictive association[4] were computed for each frequency table. The mean and the unbiased estimate of the standard deviation for each of the spread variable columns was computed.[5] Percentages for all cells of the frequency tables were also computed.

Definition of Terms

Professional Libraries

Those library services, facilities, materials, and staff established by school districts at the building and/or the district level to provide information services for school employees.

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[1]The University of Michigan Computer Center Memo No. 41. "PSCF BLITZ--Bivariate Frequency and Percentage Tables, and Statistics," (Mimeographed, The University of Michigan, 1965). The computer program which this memo described was "transposed from IBM 7097 MAD to IBM 360 FORTRAN IV in 1968."

[2]Ibid., leaf 1.

[3]William L. Hays, Statistics for Psychologists (New York: Holt, 1965), p. 606.

[4]Ibid., pp. 606-610.

[5]Ibid., pp. 161 and 207.

Extra-District Information Services

Information services other than those provided by the local school district. Intermediate school district resource center, Educational Resource Information Centers, University Microfilms' DATRIX Service, and the Research Service of Phi Delta Kappa are examples of extra-district information services.

Information Services

In a general way, any efforts made by newspapers, radio and television programs, foundations, schools, colleges and universities, libraries, information centers, etc. to furnish condensed answers to questions or meet individual requests for information. One of the basic local agencies for providing information service to school personnel is the professional library.

Population Served

The total number of persons to whom the activities of an individual library are directed, as distinguished from those actually using the library's services.

Survey of School District Professional Libraries

A questionnaire survey of 125 public school districts in Michigan. The purpose of the survey was to identify districts with central professional libraries which offer service to all professional personnel in the district, and to obtain information about such libraries.

Survey of District Professional Library Personnel

An interview survey of the professional personnel directly responsible for the operation of the district professional library in twenty-six public school districts in Michigan. The purpose of the survey was to supplement, and in some instances verify, information obtained from the Survey of School District Professional Libraries.

Survey of Population Served

A questionnaire survey of 1,054 certified personnel from two large, two medium-sized, and two small public school districts in Michigan. The purpose of the survey was to identify characteristics of users, investigate uses made by educators of information services generally, investigate uses made of information services provided by the district professional library and seek patron reaction to the adequacy of those services.

Current Awareness Practices

Efforts to bring materials and services to the attention of school personnel on a continuing basis. While most often used in connection with newly acquired materials or newly instituted services, it may also serve as a reminder of basic items.

School Library Supervisor

As used here, this term includes anyone charged with system-wide responsibility for print and other media. As can be seen in School Library Supervisors Directory the titles assigned vary greatly--Director

of Instructional Materials; Curriculum Materials Director; Library Consultant; Coordinator, Instructional Materials; Director, Instructional Media Department--but School Library Supervisor is most commonly used.

Limitations of the Study

1. The study was limited to public school districts in Michigan with school library supervisors. A more extensive universe would have been preferable, but economic considerations prevented a regional or national study.

2. The pre-testing of the questionnaires and the interview schedule was not intended to establish their reliability or validity as devices for evaluation.

3. The Survey of Population Served was limited to six districts.

4. The difference in sampling methods used limits confidence in comparisons between the small districts and the large or medium-sized districts. The care taken to use identical procedures in the two large and the two medium-sized districts, and the high rate of return gives confidence in comparisons between large districts and medium-sized districts.

Review of Related Literature

For the purpose of this research the related literature has been divided into three general categories. The first of these includes studies focused on local information requirements and local efforts to provide information and materials for the in-service professional growth

of educators; the second reports on national, regional, or state educational information systems which provide back-up services for the local units; and the third is comprised of studies in related areas which included information relevant to this study.

Local Studies

Studies of information requirements

Three recent publications of the Far West Laboratory for Educational Research and Development report on their efforts to identify the requirements of local units of an information system. The first of these, which appeared in 1968, was the report of a "task force" headed by Robert Coney.[1] The task force and its consultants held four working sessions on the following topics: (1) the information requirements of local school personnel; (2) the content, organization and location of information; (3) existing and planned information services and technological developments; and (4) national, regional, state, county, and district functions in relation to a research and development system.[2]

> Among the recommendations made were those for the use of general communications media to develop an awareness among the educational community and the public of opportunities available for instructional improvements . . .; for the development of a model for the preparation, production, and distribution of evaluative summaries, as well as the preparation of critical reviews . . .; and for the development and evaluation of arrangements within schools that will facilitate the use of educational R and D information.[3]

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[1]Robert Coney, and others, Educational R & D Information System Requirements: A Task Force Report, Report to the Far West Laboratory for Research and Development (Berkeley, Calif.: The Laboratory, 1968).

[2]Ibid., pp. 2-3.

[3]Ibid., p. 51.

The recommendations go on to point out that "teachers and curriculum specialists have consistently emphasized the need for in-district assistance in obtaining and interpreting information."[1] A specific recommendation is that the emphasis of the in-district assistance component of the system "be directed toward . . . training information specialists . . . to serve both as an information resource and as a basic component of that local information system."[2]

A further study of local information needs was conducted for the Far West Laboratory by the Stanford Research Institute. The first of the two parts of the study was a literature survey. The survey contained studies of reviews of change agent roles and of diffusion of research and development results which were relevant to the present study.[3] The literature survey was followed by a field survey which was designed to "provide insights to some of the requirements which should be considered in designing new systems with respect to sources of information and the information needs of those responsible for decision making"[4] in school systems.

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[1] Ibid., p. 53.

[2] Ibid.

[3] Far West Laboratory for Educational Research and Development, Use of Resource Material and Decision Processes Associated with Educational Innovation: A Literature Survey, Report to the Far West Laboratory for Research and Development (Berkeley, Calif.: The Laboratory, 1968), pp. 151-54.

[4] Far West Laboratory for Educational Research and Development, Decision Processes and Information Needs in Education: A Field Survey, Report to the Far West Laboratory for Research and Development (Berkeley, Calif.: The Laboratory, 1969), p. 3.

A questionnaire survey which obtained information from 388 (57 per cent) of 675 educators contacted in the San Francisco area was used to gather the data. The sampling was planned to provide responses from four groups: (1) superintendents and assistant superintendents, (2) district level consultants and specialists, (3) principals and vice-principals, and (4) teachers.

Findings which were most relevant to the present study were:

1. The five most frequently used sources of information used in educational planning and decision making involved person-to-person contact such as "a colleague in ones own school system."[1] Ranked sixth, and ahead of any other institutional service, was the "local professional educational library."[2]

2. The most frequently utilized forms of communication (in addition to personal contact) were curriculum materials from school programs which had been developed elsewhere, professional education textbooks, publisher's materials, and articles in general educational journals.

3. One of three major problems in utilizing educational information was "understanding procedures in getting material from information systems."[3]

4. Of forty educational decisions, the five regarded as more important included "decisions to . . . install new curricular innovations and to recommend new curricula to higher echelons. . . ."[4]

Studies of local information service to educators

Three master's theses which dealt entirely with school district professional libraries were identified. The study by

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[1] Ibid., p. 10

[2] Ibid., p. 51.

[3] Ibid., p. 10.

[4] Ibid., p. 11.

Haggerty[1] in 1934 was the earliest of these. Her questionnaire survey of twenty-seven professional education libraries maintained by city boards of education found that sixteen of the twenty-seven libraries were under the direct supervision of the superintendent or the assistant superintendent; only one was under the supervision of the supervisor of school libraries.

The leading functions identified were supplying literature to administrators, stimulating professional reading, assisting in curriculum construction, serving as a centralizing agency for professional literature, and assisting in research work in education.[2]

A listing of activities in the professional library showed that nine of the twelve activities reported most frequently were concerned with publicity and current awareness. Other leading activities were making bibliographies on request, keeping in touch with the work of the school system and borrowing books from the local libraries.[3]

Information on methods of cooperating with other libraries, space and equipment, acquisitions procedures, classification and cataloging practices, and holdings was also included.

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[1]Margaret Adelaide Haggerty, "A Study of the Organization and Administration of Professional Education Libraries Maintained by City Boards of Education" (unpublished Master's thesis, Graduate School, University of Pittsburgh, 1934).

[2]Ibid., p. 14.

[3]Ibid., p. 41.

Campion's[1] study was very similar to Haggerty's insofar as it surveyed board of education libraries in twenty-nine large cities and reported on such items as staffing, salary, budgets, collections, space, and services provided.

Campion recommended that the professional library be located in the same building as supervisory and administrative staff and that conference rooms, workrooms, and an office be provided. Further recommendations included a twelve-month schedule and the establishment of standards for budgets.[2]

A case study approach was used by Spitzer[3] as she provided a rather complete account of the activities carried on in the Curriculum Library of the San Diego County Schools. The study gives numerous examples of ways that the "curriculum library keeps the curriculum worker abreast of educational practice, trends, and research, and helps the classroom teacher with his immediate problems."[4] The materials provided in the curriculum library were also outlined and discussed.

Kittinger's recent survey study of 151 California school district instructional materials center buildings reported that audio-visual materials, a professional library, and space for supplementary

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[1]Viola Campion, "Study of the St. Paul Board of Education Library with Comparisons to Similar Libraries in Cities Having a Population of 200,000 or Greater" (unpublished Master's thesis, College of St. Catherine, 1957).

[2]Ibid., p. 55.

[3]Lillian K. Spitzer, "The Function of a Curriculum Library in a County Wide Program of Curriculum Improvement" (unpublished Master's thesis, Dept. of Education, San Diego State College, 1955).

[4]Ibid., p. 6.

books were areas most frequently included in existing facilities.[1] Conclusions and recommendations relevant to the present study included the following: (1) unified school systems may effect economies in construction and offer a wider variety of educational media by designing a district rather than school located centers . . . , (2) site location in relation to other district functions and availability of the facility to teachers are significant to the use of the center,[2] and (3) a basic area of 400 square feet should be provided for the professional library with additional area in districts of 5,000 or more students.[3]

National, Regional, and State of Michigan Studies

One purpose of the present study is to investigate extra-district information services used by school personnel. For this reason major investigations of national and regional information systems for educators are reviewed here. Similar investigations at the state level are also considered, but only for the state of Michigan, since that is the geographic universe of this study.

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[1]Frank William Kittinger, "School District Instructional Materials Center Buildings" (unpublished Ed.D. dissertation, University of Southern California, 1967), abstract.

[2]Ibid.

[3]Frank William Kittinger, "School District Instructional Materials Center Buildings" (unpublished Ed.D. dissertation, University of Southern California, 1967), p. 141.

Studies of national systems

A basic study of the ERIC system was conducted by Jules Mersel, Joseph Donohue, and William Morris of Informatics Incorporated in 1966.[1]

The study was to provide guidance in the development of the Educational Research (now Resource) Information Center (ERIC) for the U. S. Office of Education. Specific purposes of the study were: (1) to determine the information needs among persons concerned with educational research, (2) to investigate the technology which would be able to provide for those needs, and (3) to propose changes which would allow ERIC to meet the needs for information in the most economical and effective way.

To this end semi-structured interviews were conducted with 154 administrators, teachers, researchers, and others from universities, colleges, and state departments of education.

The report gave thirty-nine specific recommendations for the ERIC system, and many of them have been implemented since that time. Of particular relevance to the present study are the recommendations that: (1) ERIC units should be responsible for seeing that their potential users are aware of their services. The unit (clearinghouse) staff should be responsible for educating users in the documentary techniques they provide. (2) Funds must be provided to ERIC units to allow them to obtain feedback from users. (3) The state departments of education should act as switching centers for information coming

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[1]Jules Mersel, Joseph C. Donohue, and William A. Morris, Information Transfer in Educational Research, Final Report TR-66-15-7 (Sherman Oaks, Calif.: Informatics, Inc., 1966), (ERIC Document ED 010 128).

from research groups and being forwarded to the states' school systems and then to the teachers.[1]

A doctoral study of the information requirements of educators who had used the ERIC Clearinghouse on Junior College Information was conducted by Mathies in 1967.[2] Data was collected by means of a questionnaire which was sent to 3,581 individuals identified from the mailing list and correspondence of the clearinghouse. The response from 1,062 educators revealed that the principal interests of junior college educators are curriculum and instruction. While actively seeking such information they contribute little to research in the field. Products and services which users expected the ERIC Clearinghouse to provide included early dissemination of research findings, a yearbook summarizing the research findings and monthly distribution of title listings of acquisitions received in the clearinghouse.

Studies of regional systems

A doctoral study by Grimes[3] gives an analysis, based on his personal contact with the Michigan-Ohio Regional Educational Laboratory and "an extensive information search,"[4] of the nature and structure of the optimum role of the Regional Educational Laboratories in providing educational information services. Recommendations for the main

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[1] Ibid., pp. 21-1 to 21-4.

[2] Mathies, "A Study of Information Needs of Junior College Educators."

[3] George Hiram Grimes, "The Nature and Structure of the Optimum Role of the Regional Educational Laboratories in Providing Educational Information Services" (unpublished Ed.D dissertation, Wayne State University, 1968).

[4] Ibid., p. 10.

functions of a regional information system to be developed by a regional laboratory were referral, current awareness, and analysis and reformulation of local materials. A secondary function, according to Grimes, would be assisting others to develop their own systems.

Studies of information systems for the state of Michigan

In November, 1966, Nelson Associates, Inc. submitted their report of a study entitled Reference and Research Library Needs in Michigan to the Michigan State Board for Libraries.[1] The needs and patterns of use of university and college faculty and students, of elementary and secondary school teachers, and manufacturing executives and government officials were investigated by means of separate surveys. The survey of teachers went to 2,500 randomly selected individuals, and of this number, 826 (33 per cent) responded.

The study reported that reference and research facilities are needed by teachers to undergird professional activities concerned with instructional programs, to support graduate studies for an advanced degree, and to assist research other than that undertaken for a degree. Teachers having reference and research needs were found in every geographical region of Michigan. For information they rely "first of all on public libraries . . . , secondly on their own school or school system libraries, thirdly on Michigan universities and colleges . . . , and these are following by the Michigan State Library."[2]

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[1]Nelson Associates, Reference and Research Library Needs in Michigan, Report to the Michigan State Board for Libraries (New York: Nelson Associates, 1966).

[2]Ibid., p. 39.

> For over half the respondents the most important library is also the most conveniently located. For those who say it is not the most conveniently located, the major reasons for its selection are the collection and the convenient hours the library is open. Quality of reference service ranks much higher as a reason for a library's importance to school teachers than to college faculty members.[1]

The report of a recent study which was made for the Michigan State Department of Education by George Grimes contains his proposal for an educational information system for the state of Michigan.[2] Grimes recommended a system which would have a central coordinating office and a departmental reference station in Lansing, seven regional centers which would be based on existing information agencies when possible, with local centers providing the final link with school personnel. The prpposed system is based on twelve assumptions. Of these, the ones which emphasize user needs as the basis for the system, stress the essential nature of "the human interface agent," and indicate the need to "support and promote the development of local information efforts which are consistent with . . . the state system" are most germane to the present study.

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[1] Ibid., p. 40.

[2] George Hiram Grimes, "A Proposed Educational Information System for the State of Michigan," Report of a special study carried on during July and August, 1969 under the auspices of the Michigan State Department of Education. (Photoduplicated.)

Studies in Related Areas

Studies of school library resources

A number of studies which surveyed school library conditions in one state and compared the findings to Standards for School Library Programs[1] have, as part of the overall study, compared building level professional collections with the standards.

Representative of such studies is the 1962 dissertation by Prostano which compared findings from a survey of 504 elementary and secondary schools in Connecticut to the national standards.[2] In every area where comparisons of library resources in Connecticut were made to national criteria the percentages of schools meeting the standards were very low. This included the area of professional materials at the building level, where "less than ten per cent of the schools could meet even the minimal standard for professional books"[3] and "less than 5.1 per cent of the total of 308 schools had twenty-five professional magazines or more."[4]

Similar studies which also found building level professional collections to be sub-standard included Sheil's study of Ohio public

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[1]AASL, Standards for School Library Programs.

[2]Emanuel Theodore Prostano, Jr., "An Analysis of School Library Resources in Connecticut as Compared to National Standards, 1960-61" (unpublished Ph.D. dissertation, University of Connecticut, 1962).

[3]Ibid., p. 128.

[4]Ibid., p. 131. Twenty-five magazines were given as the minimum for a building professional collection in Standards for School Library Programs.

secondary schools,[1] McMillen's study of Ohio elementary schools,[2] and Lane's study of school library resources in Oregon.[3] Although no evidence was found on the status of building level collections in Michigan, the information on professional materials in the foregoing studies indicates that these materials are not, as a rule, being supplied at the building level.

Studies of in-service education for educators

Support for the establishment and maintenance of professional libraries was found in several studies of in-service education of school personnel. In his study of the status and value to Nevada educators of in-service education facilities Mead found that the professional library was an important facility.[4]

Buonaguro studied in-service guidance training practices in thirty-two New Jersey junior high schools.[5] He found that the

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[1]Marion Dorinda Sheil, "Library Services in Public Secondary Schools of Ohio, 1955-63" (unpublished Ph.D. dissertation, Western Reserve University, 1965), pp. 193-4.

[2]Ralph Donnelly McMillen, "An Analysis of Library Programs and a Determination of the Educational Justification of These Programs in Selected Elementary Schools of Ohio" (unpublished Ed.D dissertation, Western Reserve University, 1965), pp. 148-9.

[3]Margaret Elizabeth Bergman Lane, "A Study of School Library Resources in Oregon as Compared to State and National Standards" (unpublished Ph.D. dissertation, University of Washington, 1966), p. 169.

[4]Clyde Frank Mead, "A Study of In-Service Education Facilities and Needs of Educators in Selected Elementary Schools in the State of Nevada" (unpublished Ed.D. dissertation, University of Indiana, 1954).

[5]Paul Vincent Buonaguro, "In-Service Guidance Training for New Jersey Junior High School Teachers" (unpublished Ed.D. dissertation, Rutgers University, 1960).

professional library for teachers was designated as one of the ten most important in-service guidance training practices. One of the major recommendations of his study was that a professional library be established in each junior high school.

McNeill surveyed six school systems in the New York metropolitan area to determine what policies and practices had been instituted in these school systems to assist school personnel in their professional development.[1] A further purpose of his study was to determine whether or not classroom teachers felt these policies and practices had stimulative value.

Forty-four policies and practices were identified, and 91.2 per cent of the classroom teachers who rated them indicated that the professional library was either "Extremely helpful" or "Helpful." The professional library was tied for ninth place in a rank-order table of the forty-four practices.[2]

Studies of curriculum laboratories

Among the studies of curriculum laboratories in colleges of education there were two which provided some background to the present study.

Flandro made a status study of curriculum laboratories in colleges of teacher education, with special emphasis on their involvement in curriculum development functions and their relationship

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[1]William Roy McNeill, "Policies and Practices Related to Professional Growth of Teachers in Selected Public School Systems in New York Metropolitan Area" (unpublished Ed.D. dissertation, Columbia University, 1951).

[2]Ibid., p. 62.

with other agencies including the public schools.[1] A little more than one-half (58 per cent) of the seventy-eight curriculum laboratories were involved in curriculum development, and it was indicated by the directors of the laboratories that pre-service and in-service teachers were the primary users.

Most directors "said that curriculum laboratories in school districts should emphasize the solution of specific curriculum problems within the district and should concentrate on serving the needs of in-service teachers, while curriculum laboratores in colleges of teacher education should serve the needs of a larger number and variety of people . . . ."[2]

Church developed criteria for evaluating curriculum laboratories in teacher education institutions.[3] This study was especially valuable as background to the present study because Church included the curriculum laboratory of the San Diego County Schools as one of the three institutions in which his criteria were applied. As Spitzer's thesis indicates, the professional library is a major component of that curriculum laboratory;[4] thus many of Church's criteria were applicable to professional libraries.

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[1]Royce Pendleton Flandro, "Curriculum Laboratories in Colleges of Teacher Education" (unpublished Ed.D. dissertation, University of Indiana, 1957).

[2]Ibid., p. 57.

[3]John Gideon Church, "The Development of Criteria for Evaluating Curriculum Laboratories in Teacher Education Institutions" (unpublished Ph.D. dissertation, University of Utah, 1957).

[4]Spitzer, "The Function of a Curriculum Library," p. 5.

Other literature

A few other publications which were not based on research are nonetheless valuable as background to this study.

Lee Burchinal's[1] presentation to the American Management Association was an authoritative[2] resume of the areas in which the Office of Education has been working to develop communication resources in education.

The information in The Teachers' Library on the concept and scope, organization and administration, and initial development of a professional library is useful.[3] The first (1966) edition also has several informative case studies which were not included in the current (1968) edition. An article in National Association of Secondary-School Principals Bulletin by Margaret Nicholsen,[4] the chairman of the committee which produced The Teachers' Library, is also useful.

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[1]Lee G. Burchinal, "Information Retrieval for Education and Training" (paper presented at the Fourth Annual Conference and Exposition on Education and Training, American Management Association, New York, N.Y., August 14, 1968).

[2]Mr. Burchinal's position at that time was Director, Division of Information Technology and Dissemination, Bureau of Research, U. S. Office of Education.

[3]American Association of School Librarians and the National Commission for Teacher Education and Professional Standards, Joint Committee, The Teachers' Library: How to Organize It and What to Include (rev. ed.; Washington D.C.: National Education Association, 1968), pp. 4-17.

[4]Margaret E. Nicholsen, "The Professional Library," National Association of Secondary-School Principals Bulletin, L (January, 1966), pp. 96-106.

Older articles which contain much that is still relevant to today's problems include the ones by Scott,[1] Liveright,[2] and Bolton.[3]

Summary

The research reports which were most important to the present study were the field study done by the Stanford Research Institute for the Far West Laboratory[4] and the study done by George Grimes for the Michigan State Department of Education.[5] The Far West study was the only one identified which investigated the information needs of school personnel and, as a consequence, permitted some comparison with the findings of the present study. Grimes' recommendation for an educational information system for the state of Michigan supports the assumption that a hierarchial system is necessary to back up local information services, while emphasizing the importance of the local units of such a system. Since the Far West study, Grimes' study, and the present study were all in progress at the same time the opportunity to articulate data gathering techniques, categories of respondents, or specific areas of investigation was not available.

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[1]Colin A. Scott, "Suggestions on Forming a Professional Library for Teachers," Library Journal, XXXI (April, 1906), pp. 168-9.

[2]Ada F. Liveright, "The Philadelphia Pedagogical Library and the Public Schools," Library Journal, XXXVIII (April, 1913), pp. 206-7.

[3]Frederick E. Bolton, "Professional Library in the School System," School and Society, XXXIX (January 13, 1934), pp. 59-63.

[4]Far West Laboratory, Decision Processes and Information Needs in Education.

[5]Grimes, "A Proposed Educational Information System for the State of Michigan."

CHAPTER II

DISTRICT PROFESSIONAL LIBRARIES IN MICHIGAN

Introduction

There were 125 Michigan districts with school library supervisors listed in the third edition of the School Library Supervisors Directory.[1] The initial survey in this study revealed that there were district professional libraries in at least thirty-two of those districts, and there is reason to believe that at least six of the non-respondents had a district professional library also. This is not a very impressive figure--38 out of 125--only 30 per cent. Many of these libraries were marginal, at best, as the following comments from the Survey of School District Professional Libraries indicate: "As is obvious from the data contained in this questionnaire the professional library aspect of our Media Services Program is as yet very minor. . . ." "I know my answers are brief and unimportant because of the weakness of our professional library. . . ."

Recognition of the need for local services of this kind is shown by the following comments selected from survey returns. ". . .It is not an effective unit, as time and funds are lacking to give it impetus. It could become a very valuable asset for our school system given the proper direction." "We do not presently have a centralized professional library. . . . We recognize the need for better organization and hope

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[1]School Library Supervisors Directory, pp. 202-28.

to reorganize by January 1970. Would be interested in the results of this survey." More important, perhaps, and certainly more encouraging are those districts where a good information service has already been established. This chapter presents information which shows the range of conditions and practices reported by the thirty-two Michigan districts included in the three surveys used to gather data. For convenience in making comparisons much of the information presented in this chapter has been grouped by large, medium, and small-sized districts. Because of the size factor, statistical information from the professional library of the Detroit system was not included in totals or calculations of means and medians, but permission was given to include Detroit's information in footnotes when it seemed meaningful.

Origin of District Professional Libraries

District professional libraries in Michigan originated in several ways, according to respondents to the Survey of District Professional Library Personnel. Several small districts reported professional libraries which originated as the result of cooperative effort reminiscent of the early New England social libraries. For example:

> A professional materials library was established. . . through the help of the school librarian and with the backing of the local teacher's club. Money for the project was appropriated at the rate of one dollar per member of the club. . . .
>
> A committee comprised of one person from each building (there are four) plus the librarian met and made up a tentative list of books. Suggestions were also taken from

> the rest of the faculty and administration. . . . Books were also donated by faculty and administrative members in the schools. . . .[1]

Some collections were developed for the use of one administrative officer (generally the curriculum coordinator) and were later opened to general use by school personnel. District professional libraries in three of the thirty-two districts surveyed still operated in this way, but in four districts the materials and the responsibility for them have recently been transferred to the school library supervisor's area.

The most common origin reported was pooling of individual collections held by several administrative units or departments. At the outset some of these "pools" were not well cared for, and they did not function until someone had been charged with responsibility for them. The usual solution has been to assign responsibility to existing personnel, as reported by a supervisor from a large district:

> Our library began with an accumulation of books contributed by administrators, without a budget and without a periodical purchase order item. The present Superintendent of Schools recognized the need for organization of these materials when he came into the system, and requested that this organization be done by the Library Services Department.

In a few cases, the need for separate staff was recognized. Such was the case in this large district:

> There was a collection, but no staff, from 1945 to 1960. In 1960 the system's curriculum coordinator, who saw that this collection was not useful as it was, got a librarian hired on a full time basis to take care of it.

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[1]Jerry Dalman, "Setting Up a Teacher's Professional Library." Unpublished paper prepared for a Western Michigan University School of Education course, Summer, 1964.

Another large professional library, started in the late 1950's was quite limited until the Assistant Superintendent in Charge of Instruction initiated a reorganization which included the assignment of full time professional and clerical staff to the professional library.

Staff

Small Districts

All but one of the eleven small districts were under the direction of the school library supervisor, who also doubled as a school librarian, generally in the senior high school. The one exception was a district professional library housed in the administrative center some miles from the location of the library supervisor, where a clerk from the administrative offices served as "librarian" when the occasion demanded. As might be expected, all small districts reported that the person in charge spent less than half-time on the professional library. Three districts reported additional professional staff time ranging from four to fifteen hours per week. Adult clerical or secretarial help for the district professional library was reported by five small districts. Three of the five districts reported two hours per week, one reported six, and one reported ten.

Medium-Sized Districts

The school library supervisor was responsible for the professional library in eight of the ten medium-sized districts. The exceptions were

the head of one district's technical processing center and the curriculum coordinator in the other. The professional library supervised by the curriculum coordinator was located in quarters some distance from the office of the school library supervisor for the district, and responsibility for it had been assigned to him because he was located near it.

As in the small districts, all ten medium-sized districts reported that the person in charge spent less than half-time on the professional library. From one to ten hours per week of additional professional staff time was reported by three districts; the other seven had none.

The total weekly adult clerical or secretarial help, as reported by seven districts, was fifteen, five, five, five, four, two, and two hours. This was an average of about five hours per week, or an hour per day, in those seven districts.

Large Districts

The school library supervisor was responsible for the operation of the district professional library in five of the eleven large districts. In one district the responsibility for the professional library had been assigned to the head of technical processing, and in another the secretary to the Director of Curriculum was responsible for it. In all seven of the foregoing situations the person in charge spent less than half-time on the district professional library. One district in this group had a professional position listed in the organization chart for the curriculum library, but it was unfilled because of austerity budget conditions.

Of the four remaining large districts, one had a librarian in charge who was assigned to the professional library three days a week, with the other two days spent as librarian of a small elementary school and three had district professional libraries with full-time librarians in charge.

Very little additional professional staff time was made available in the large districts--one hour per week was reported by two districts. Adult clerical or secretarial help was provided in every district, with hours per week reported as follows: three, four, five, ten, fifteen, twenty, twenty, twenty, thirty, and forty.[1] The district reporting four hours per week indicated that more time was available if requested. The two districts with the most clerical time were also the ones with full-time librarians in charge. The mean number of hours per week of clerical time allotted to the professional library in large districts was 12.7, the median number was 17.5.

Budget

Initial Appropriations

A largely unsuccessful attempt was made to gather information on the amount of money appropriated for materials when the district professional libraries were first established. As discussed in the section on their origin, most district professional libraries were not

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[1]Detroit reported thirty-eight hours secretarial, twenty hours of paid student help, and thirty hours of Federally financed School Service Assistant.

established as a discrete action, but evolved from other collections instead. Some districts where funds had been appropriated had no record of the amount, or the amount appropriated was buried in a general budget category. To sum up briefly, four small districts reported initial appropriations as follows: (1) $50.00 in 1950, (2) $100.00 in 1966, (3) $125.00 in 1963, and (4) $150.00 in 1963. No medium-sized district reported an initial appropriation figure. Initial appropriations reported by large districts were: (1) "enough for 460 books" in 1941, (2) $350.00 in 1967, and (3) $11,500.00[1] in 1966.

Annual Budgets

Small districts

As shown in Table 1, four small districts gave no figure for either period. They indicated instead that the amount spent was unavailable, since it was not separated from school library or other materials accounts. The most recent figures (1968-69) for the seven reporting districts ranged from $30.00 to $1,000.00, with $200.00 as the median and $316.00 as the mean. These figures are down from the previous year's mean expenditure of $426.00, although the median did not change.

Medium-sized districts

Budget figures for seven reporting medium-sized districts are shown in Table 2. Two of the three remaining districts reported that they had no separate figures available; the other indicated that there was "no limit" to expenditures for professional materials. The amounts

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[1]Detroit.

TABLE 1

BUDGET FOR MATERIALS COLLECTION --

SMALL DISTRICTS

1967 - 1968		1968 - 1969	
District	Amount	District	Amount
E	$2000	E	$1000
K	280	B	500
B	250	K	280
H	200	H	200
F	100	F	100
C	100	C	100
I	50	I	30
A	..[a]	A	..[a]
D	..	D	..
G	..	G	..
J	..	J	..
Mean	426		316
Median	200		200

[a]Districts A, D, G, and J reported that no specific allocation was made for the materials collection of the district professional library.

TABLE 2

BUDGET FOR MATERIALS COLLECTION --

MEDIUM DISTRICTS

1967 - 1968		1968 - 1969	
District	Amount	District	Amount
A	$3,300	A	$3,600
J	2,200	J	1,500
C	1,000	C	1,000
I	750	D	800
D	600	E	500
F	400	F	400
E	0	I	285
G	..[a]	G	..[a]
B	..[b]	B	..[b]
H	..	H	..
Mean	1,150		1,155
Median	750		800

[a]"No limit" imposed on expenditures for professional materials.

[b]Districts B and H reported that no specific allocation was made for the materials collection of the district professional library.

reported ranged from $285.00 to $3,600.00 for 1968-69, with a mean expenditure of $1,155.00, and a median of $800.00. The mean and median figures for the previous year are slightly lower--the mean was $1,150.00 and the median was $750.00.

Large districts

Table 3 reports the budget figures for all eleven large districts. The figures for Detroit[1] have been excluded from calculations of the totals, the mean, and the median to give figures more useful for the purpose of comparison. The 1968-69 figures for the other districts ranged from $500.00 to $5,900.00. The mean was $2,167.00 and the median was $1,400.00. This represented a slight increase over the previous year, when the mean expenditure was $2,028.00 and median was $1,100.00.

Space and Facilities

It is recognized that facilities are often called upon to support more than one activity. This is particularly evident in system media centers where the responsibilities and activities have increased, while space available for them has not. For this reason the questions asked about space and facilities were phrased to permit a broad interpretation of what was available. Although this may have resulted in some exaggeration, subsequent observation during the direct contact with the district professional library personnel tended to confirm, rather than negate, the accuracy of the figures reported.

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[1]See Table 3.

TABLE 3

BUDGET FOR MATERIALS COLLECTION --

LARGE DISTRICTS

1967 - 1968		1968 - 1969	
District	Amount	District	Amount
D	$7,100	D	$5,900
A	3,600	A	3,600
J	2,500	J	3,500
H	2,430	H	2,470
C	1,200	K	1,600
B	1,000[a]	B	1,200[a]
I	1,000	C	1,200
E	600	I	1,000
F	500	E	700
K	350	F	500
G	..[b]	G	..[b]
Mean	2,028		2,167
Median	1,100		1,400

[a]Plus contributions of professional books and periodicals purchased by administrators from their own fund allocations.

[b]Figures for Detroit Public Schools, which budgeted $11,500 in each of these years, are not included in the tabulation or in the calculations for mean and median for the large districts.

Work Areas Provided for Patrons

All but two of the thirty-two libraries provided some space for patrons to read, study, and take notes, and twenty-one (66 per cent) of them provided space and equipment for examining or using any audio-visual materials in the collection. Conference rooms for discussion were provided by only eleven (34 per cent) of the facilities.

The total seating space represented by these three areas is shown in Table 4. In small districts the total seating capacity in these areas ranged from none to twelve,[1] with a mean seating capacity of seven and a median of eight. Seating in medium-sized districts ranged from one to forty-six, with a mean of twenty-one and a median of twenty. The large districts reported a range of three to 100, with a mean seating capacity of twenty-five and a median of eighteen.

A seating capacity of none or one is certainly incongruous, but the answer is simple enough--the school library supervisor's office is also the district professional library, and there is no reading space available for patrons. The seating capacity of 100 is located in a recently renovated elementary school which now quarters all the units of the Department of Instructional Media Services in a large suburban district.

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[1]One small district had a facility planned which would accommodate fifty patrons in these areas.

TABLE 4

PATRONS ACCOMMODATED IN THE WORK AREAS PROVIDED

Small Districts		Medium Districts		Large Districts	
District	No. Accommo-dated	District	No. Accommo-dated	District	No. Accommo-dated
A	12	C	46	D	100
E	12	H	40	I	60
H	10	J	30	H	30
B	8	D	25	C	25
J	8	A	20	J	21
K	8	G	20	B	18
F	6	B	15	G	7
I	6	F	10	A	6
D	4	E	4	E	5
C	0	I	1	K	5
G	0	..	..	F	3
Mean	7		21		25
Median	8		20		18

Other Space and Facilities

The district professional library also provided immediate access to certain other facilities. About one-half of all districts provided a meeting room, a workroom or area, and an office for the librarian. Free parking space for patrons was reported by twenty-five (78 per cent) of the reporting districts.

In most cases these auxiliary facilities are not made available solely, or even primarily, for the professional library, but their presence does add to the potential of the program in those districts where they are provided.

Selection, Technical Services and Circulation

Selection

Information on selection was obtained from the Survey of District Professional Library Personnel. Interview respondents in twenty-six districts were asked about responsibility for selection, policy on buying for individual building as opposed to central collections, and selection aids used for basic collections and for current purchases.

Responsibility for selection

"The final responsibility for the selection of materials is vested in the principals and head media specialists in the schools," according to Standards for School Media Programs.[1] The analogy at the system level would seem to be final responsibility vested in the system

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[1]AASL and DAVI, Standards for School Media Programs, p. 22.

media supervisor and his immediate superior, and this was the situation reported in every interview. Further questioning revealed that all supervisors depended on school personnel for suggestions for purchase. Several supervisors noted that it was their responsibility to decide whether requested materials would be useful for more than the one person who had made the request. Groups mentioned most frequently as instrumental in making suggestions were administrators, curriculum coordinators, and teachers in special areas.

Policy on purchase for buildings or district center

Many school districts face the problem of deciding whether to spend money designated for materials on central or on dispersed collections. This problem, as it relates to materials intended for the professional growth of school personnel, has not been resolved in many districts. When asked: "Do you have any policy regarding individual school as opposed to centralized purchases of materials?" only thirteen (50 per cent) said "yes" and three of those were "yes, but . . ." "No formal policy," was the response in nine (34 per cent) of the districts, while four districts (15 per cent) indicated they had no policy at all. Because all districts surveyed had a district professional library, the expected bias would be toward a policy favoring centralized holdings, and this was the case--twenty-one (81 per cent) of those interviewed preferred this course. The rationale for a policy emphasizing centralized purchases, as made by a supervisor from a large district, follows:

> We budget no monies for professional materials at the building level because we feel it is handled very nicely at the system level. . . . One of the main reasons is that we don't have enough money to buy for all of our schools--our budgets for school libraries are not even adequate to meet the library needs for children, so we have not gone into setting aside any for professional materials.
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> We are also short on space in buildings and I doubt that there would be any place where we could house materials in school libraries beyond a few shelves. . . . Even in the new high school that we're building we are not planning to have a professional library of any size, because we feel that this central facility is so complete and the service is so good, that our teachers are not hampered by not having one in their building.
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> I know that in the new standards and in the 1960 standards it was stressed that we should do this, but . . . we really like this set-up, and don't want to dilute it by trying to spread it among forty different buildings of sizes from eight-nine to 2,200 students. We just don't feel that we can. Centrally is our answer for this district.

A policy based on type of material was followed in two large districts. They purchased most of the books and non-print materials, and all of the microfilmed materials for the central collection. A rather complete periodical collection was also held centrally, with some of the basic periodicals going to each building. One interview respondent gave this explanation for the policy:

> I really question whether individual schools should buy many books--for $100 you only get about ten books and ten books is nothing. I think it is far better if individual schools purchase periodicals only--say twenty-five periodicals--and perhaps the Education Index. That gives them some of the latest information and a chance to have a better idea of what exists. Then even if they don't have a certain periodical from the Education Index they can get it here.

Selection aids for a basic collection

Interview respondents were asked "Would you have any buying guides to recommend for establishing a basic collection for a district

professional library?" This question, like the one on the initial fund appropriation to establish the professional library, was based on the assumption that basic collections had been purchased at some point in time. Since this had not ordinarily been done, suggested guides to assembling a basic collection were not based on experience, as had been hoped.

Even though several bibliographies to guide selection of professional materials in school districts exist, only two were mentioned by respondents. A publication of the Michigan Association of School Librarians, Recommended Materials for a Professional Library in the School,[1] was mentioned by eleven (42 per cent) of the twenty-six respondents. The local sponsorship gave Recommended Materials . . . a great deal of publicity in Michigan of course; its relatively early (1962) publication date probably contributed to its frequent mention also. The Teachers' Library[2] was mentioned by eight (31 per cent) of those interviewed. This work, first published in 1966, is the product of a joint committee of the American Association of School Librarians and the National Commission on Teacher Education and Professional Standards.[3] Other suggestions for establishing a basic collection were also made. Two supervisors recommended using the collection of an existing professional library as the basis for a new one. Another reported that

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[1]Michigan Association of School Librarians, Recommended Materials for a Professional Library in the School (Ann Arbor: MASL, 1962).

[2]AASL and TEPS, Joint Committee, Teacher's Library (1966).

[3]Both publications have been revised, Recommended Materials in 1969 and Teacher's Library in 1968.

trips by a selection committee to a nearby university's college of education library had been very productive. Lists issued periodically in journals, which were also recommended as sources for a basic collection, are discussed in the following section.

Selection aids for current purchasing

The aids suggested as most useful for current selection of professional materials are shown in Table 5. The most frequently mentioned source, requests from teachers, was volunteered by twelve (46 per cent) of the respondents.[1] Today's Education (formerly NEA Journal), mentioned by eight (31 per cent) of the respondents, was the leading publication mentioned. Library Journal, with a frequency of six (23 per cent), and Saturday Review, with three (12 per cent), were the only other specific sources mentioned more than twice. A general source reported by four (15 per cent) of the respondents was publications of national associations.

Technical Services

Acquisition

Inquiry into the acquisition of materials for the district professional library was not made, since it was assumed that this function would be no different for professional materials than for other materials.

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[1]Although suggestions are generally accepted, comments from the Survey of Population Served raise a question about how actively they are encouraged. A typical comment: "Would it be possible to ask teachers the types of books and so on that we would like to have ordered?"

TABLE 5

SELECTION AIDS USED FOR CURRENT PURCHASING

Selection Aid	Districts Using	
	Number N=26	Per cent
Requests by teachers or other personnel	12	46
NEA Journal (Today's Education)	8	31
Library Journal	6	23
Publications of national associations (titles unspecified)	4	15
Saturday Review	3	12
National Council of Teachers of English publications	2	8
Phi Delta Kappan	2	8
Educational Leadership	2	8
Wayne County Library Federation adult purchase lists	2	8
AV Instruction	1	4
Book Publishers Record	1	4
Book Review Digest	1	4
Booklist	1	4
Education Summary (Croft)	1	4
Education USA	1	4
Publishers Weekly	1	4

Classification and cataloging

The Dewey Decimal Classification system was used in all but four of the thirty-two systems. All of the four exceptions used a subject classification of their own. Respondents to the survey were asked to indicate which arrangement of the catalog of the professional library collection was used. As expected, more than half (56 per cent), reported a dictionary card catalog. One large district used a book catalog, while two districts used a "book catalog"[1] as a supplement to a central dictionary card catalog. Three districts used a divided card catalog, and two used a card catalog made up solely of subject entries.

A wide range of practices was reported with respect to the representation of non-print professional materials in the catalogs of the thirty-two libraries. In four districts the district professional library neither held non-print materials in their own collection nor did they list the non-print holdings of other departments. In eight districts the district professional library did not hold non-print materials in its own collection, but did include catalog references to such materials held elsewhere in the system. In six districts non-print materials were held, but were not shown in the catalog. Finally, in thirteen districts, non-print materials were held by the library and were listed in its catalog. One district did not respond to this question.

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[1]Examples examined by the investigator were mimeographed, single-entry lists without annotations, arranged in shelf-list order.

Distribution of catalog cards

The distribution of catalog cards for centrally held professional materials to building level catalogs was reported by three of the large, two of the medium-sized, and two of the small districts which responded to the Survey of School District Professional Libraries. Since personnel from these seven districts were subsequently interviewed during the Survey of District Professional Library Personnel it was possible to ask about the success of card distribution. Replies were discouraging--only two of the seven still had the card distribution system in operation in the fall of 1969 when the interviews were held. Some had decided to drop the practice altogether, others had "discontinued" it until more pressing technical processing duties could be brought up-to-date.

Circulation

The telephone was an integral part of the circulation system in twenty-three (88 per cent) of the twenty-six districts where interviews were conducted. In the three districts which did not provide for telephone requests the respondents reported that there was no staff time available to service them. Duplication of materials in addition to circulation was a practice in nine of eleven large districts, four of seven medium-sized districts, and two of eight small districts. Two large districts had a policy of distributing reproductions of periodical articles rather than circulating the periodicals. Where duplication was not done it was because of staff or equipment

limitations. Loan periods varied from a strict three-week, non-renewable loan to "unlimited time."

Although no specific item in the Survey of Population Served dealt with circulation, there was some comment. One patron from a large district was critical of the unlimited loan period, indicating that he would prefer to be reminded of material he had checked out. Other comments asked for more liberal lending policies (in a large district with a strict three-week loan period), and a few, unaware that the policy was already in effect, wanted to request materials by telephone and have them delivered through the inter-school mail.

Location of the Library

This section presents information on the current location of district professional libraries. Also presented are opinions on "the best" location, as expressed by the personnel responsible for the libraries during the Survey of District Professional Library Personnel. Finally, opinions expressed by the population served are presented and, in some cases, compared to the opinions expressed by the personnel responsible for the libraries.

Current Location

The most common arrangement in the large and medium-sized districts was to locate the professional library in a district media center which was, in turn, part of or adjacent to the school district administrative

center. This situation was found in 45 per cent of the large districts, 71 per cent of the medium-sized districts, and 13 per cent of the small districts. Most small districts (63 per cent) had the district professional library housed in the library quarters of an elementary or secondary school building. This arrangement was not observed in any medium-sized or large district.

Some districts in each size category (27 per cent of the large, 29 per cent of the medium-sized, and 25 per cent of the small) had their professional library located in a district administrative center away from the district's media center.

The district professional library was housed in a media center separated from the administrative unit in two (18 per cent) of the large districts. One of these had moved from a school district administrative center within the past year.

One district professional library was located in an unused classsroom in a school near one end of the district. This was not considered ideal by either the supervisor or the librarian in charge, partly because of the non-central location and partly because it was disassociated from the administrative-media center complex.

Opinion on the Best Location

Opinion of personnel in charge on best location

Respondents to the interview in the Survey of District Professional Library Personnel were asked to give their opinion on the ideal location for a system-wide information center to serve their school district.

There was general agreement by library personnel in the large and medium-sized districts that a system-wide information center should be in a centrally located district administrative center, since administrators and consultants were the key patrons served.

Three of the eight respondents from small districts also indicated that a media center in the administrative complex would be the best location for an information service for their district. The other five expressed misgivings about a system-wide information service solely for their district. They would have preferred, in an ideal situation, to have a system-wide information service provided by some regional agency such as the intermediate school district.

Opinion of population served on best location

In contrast to the library supervisors, school personnel in general did not consider the administration building to be the ideal location for the district professional library. A clear majority of them (64 per cent) wanted to see it in a building which would house all system-wide library and audio-visual services as well as the district professional library. (See Table 6.)

The percentages preferring alternate locations were: 13 per cent for the building which houses the central administrative offices; 10 per cent for a room in a conveniently located elementary or secondary school building; and 6 per cent for the largest, most adequately staffed school library in the system. There was a 3 per cent rate of non-response to this item, while thirty-five (4 per cent) listed other preferred locations.

TABLE 6

OPINION OF POPULATION SERVED ON THE BEST LOCATION FOR A DISTRICT PROFESSIONAL LIBRARY, BY SIZE OF DISTRICT

Location Preferred	Large Dist. N=580		Medium Dist. N=206		Small Dist. N=102		Total N=888	
	No.	%	No.	%	No.	%	No.	%
In a building which would house all system-wide library and audio-visual services as well as the district professional library	421	73	121	59	28	27	570	64
In the building which houses the central administrative offices	50	9	58	28	4	4	112	13
In a room in a conveniently located elementary or secondary school building . .	42	7	11	5	35	34	88	10
In the largest, most adequately staffed school library in the system	22	4	7	3	28	27	58	6
Other	27	5	6	3	2	2	35	4
No response	18	3	3	1	5	5	26	3
Total	580	101	206	99	102	99	888	100

Other locations.--These suggestions present alternatives which school personnel volunteered (as opposed to checking a listed choice), and they may be more significant than their number would indicate. Most of the thirty-five other responses could be grouped into three categories, as follows:

1. The twelve which called for materials to be dispersed to the building or offices, or rotated among them.

2. The eleven which decried the limited availability in the evenings and on weekends, and recommended transfer to a public or college library.

3. The eight which advocated a better geographic location.

Opinion from small districts.--While they represent large and medium-sized districts adequately, the overall percentages in Table 6 fail to disclose the preferences of respondents from the small districts. Inspection of the distribution by size of district reveals that most of the respondents from small districts would have preferred a building close at hand--either in a room in a conveniently located elementary or secondary school building (34 per cent), or in the largest, most adequately staffed library in the system (27 per cent).

Distribution by grade level assignment.--The responses to opinion on best location were also distributed by grade level served by the respondent. (See Table 7.) As might be expected, the system-wide personnel were significantly more likely to prefer that the professional

TABLE 7

OPINION OF POPULATION SERVED ON THE BEST LOCATION FOR A DISTRICT PROFESSIONAL LIBRARY, BY POSITION OR GRADE LEVEL

Location Preferred	Percentage Distribution					
	Elem. N=422	JHS N=206	SHS N=173	System N=72	Other N=15	Total N=888
In a building which would house all system-wide library and audio-visual services as well as the District professional library	64	68	62	54	80	64
In the building which houses the central administrative offices	14	8	7	32	20	13
In a room in a conveniently located elementary or secondary school	9	10	14	7	0	10
In the largest, most adequately staffed school library in the system	5	5	13	1	0	6
Other	4	6	2	1	0	4
No response	3	2	2	4	0	3
Total	99	101	100	99	100	100

X^2 ..... 60.98; Degrees of freedom ... 20; Level of significance .. .001

library be housed in the building serving the central administrative offices than anyone else. Respondents from the junior and senior high schools, on the other hand, were less likely than others to choose the arrangement, while responses of elementary personnel were generally close to the overall distribution.

Materials and Services Provided

Materials Provided

The information obtained from the Survey of School District Professional Libraries about materials provided was of two kinds. One group of questions asked for quantity. Findings from these questions have been tabulated to show the range of holdings for each item; mean and median holdings, when given, are based on the number of districts with a quantity greater than zero. Figures from Detroit are not included in the tabulations or calculations, but are presented in notes to the tables and to the text.

The other type of question asked only for an indication of ownership, regardless of quantity, of microforms, curriculum materials, and certain reference titles.

Books

The number of books, exclusive of examination textbooks, held in district professional library collections in large, medium and

small-sized districts is shown in Table 8. Holdings in small districts were generally quite modest, ranging from 50 to 2,500 volumes, with a median of 200 and a mean of 410 volumes. Respondents were asked to indicate how they had arrived at the number of volumes reported. Three small districts reported using estimates, while figures in the other small districts were arrived at by actual count or use of previous inventory figures plus acquisitions since inventory.

The holdings in medium-sized districts ranged from 100 to 3,000 volumes, with a median of 650 volumes and a mean of 1,068. One-half of the medium-sized districts based their reports on estimates, the other one-half based them on inventory figures.

The range of holdings in ten large districts went from 500 to 9,500, with a median of 2,250 and a mean of 2,963 volumes.[1] Estimates were used by six districts, while four based their reports on inventory figures.

Periodicals

The number of periodicals regularly received by large, medium, and by small-sized districts is shown on Table 9. Two small districts reported that no periodicals were received for the professional library. The range in the nine remaining small districts was from ten to sixty-five titles; the median was eighteen and the mean was twenty-five.

Nine medium-sized districts reported periodical holdings which ranged from three to one hundred three titles, with a median of twenty-three and a mean of twenty-nine. One medium-sized district

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[1]These figures do not include Detroit Public Schools, which reported 6,377 volumes.

TABLE 8

BOOKS HELD

Small Districts		Medium Districts		Large Districts	
District	Volumes	District	Volumes	District	Volumes
B	2,500	A	3,000	J	9,500
D	373	G	2,200	D	5,315
E	300	D	1,800	A	3,465
I	269	E	717	B	3,000
F	250	B	700	C	2,500
H	200	F	600	H	2,000
A	200	C	600	E	1,500
K	200	H	500	F	1,000
J	114	I	165	I	850
C	50	J	100	K	500
G	50	..	..	G	..[a]
Mean	410		1,068		2,963
Median	200		650		2,250

[a]Detroit, 6,377 volumes.

TABLE 9

PROFESSIONAL PERIODICALS RECEIVED

Small Districts		Medium Districts		Large Districts	
District	Periodicals Received	District	Periodicals Received	District	Periodicals Received
H	65	G	103	D	300
E	50	H	50	J	125
G	42	D	45	A	100
D	37	B	30	K	60
A	25	J	25	H	45
J	18	C	20	F	35
F	15	E	10	I	30
B	10	F	8	C	25
K	10	I	3	B	10
I	0	A	..[a]	E	10
C	0	..	..	G	..[b]
Mean	25		29		74
Median	18		23		38

[a]No response.

[b]Detroit, 226 periodicals.

did not respond to this item. The number of periodicals regularly received by the district professional libraries in ten large districts[1] ranged from ten to three hundred, with a median of forty and a mean of seventy-four.

Pamphlets and other vertical file materials

Respondents were asked to indicate separate figures for pamphlet boxes and for vertical file drawers that were in use as storage for pamphlets and other ephemeral material. Twelve districts had neither pamphlet boxes nor vertical file drawers, twelve had one or the other, and eight had both. Because the two storage units are not equivalent in capacity, and because there was a variety of combinations encountered, means and medians could be misleading and none are given. Table 10 displays all storage space reported by the districts responding to this item. Space used for storing pamphlets and other vertical file materials ranged from two vertical file drawers to twenty-four in four small districts; from two vertical file drawers to forty-five in seven medium-sized districts; and from eight vertical file drawers to a combination of thirty-two vertical file drawers and 117 pamphlet boxes in eight large districts.[2]

Non-print materials

An attempt was made to word the question for these materials in such a way that non-print materials intended for classroom use with students would not be reported. The phrases "for the professional

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[1]These figures do not include 226 titles received by Detroit.

[2]Not included was the figure of 150 pamphlet boxes from Detroit.

TABLE 10

SPACE USED FOR STORING PAMPHLETS AND OTHER VERTICAL FILE MATERIALS

Small District			Medium District			Large District		
District	File Drawers	Pamphlet Boxes	District	File Drawers	Pamphlet Boxes	District	File Drawers	Pamphlet Boxes
B	24	0	H	45	0	K	32	117
F	3	0	D	24	0	J	32	0
E	2	12	J	15	15	H	16	10
D	2	0	C	12	0	D	12	0
K	0	0	G	6	0	F	8	25
J	0	0	B	4	50	B	8	15
I	0	0	F	2	0	E	8	0
C	..[a]	..	E	0	0	A	4	48
A	..[a]	..	I	0	0	C	..[a]	..
H	..[a]	..	A	..[a]	..	I	..[a]	...
G	..[a]	..	..	..	..	G	..[b]	..

[a]No response. [b]Detroit, 150 pamphlet boxes.

growth of school personnel" and "owned by the district professional library" were not completely effective, since two districts still returned highly unlikely figures for non-print materials.

Small districts.--Two of the eleven small districts reported that they did not have non-print materials in the professional collection, and four others did not respond to this section of the questionnaire. Filmstrips were reported by all five of the remaining small districts; with holdings ranging from six to thirty filmstrips. Three districts reported collections of tape recordings consisting of two, five, and twenty tapes. No other non-print professional materials were reported by small districts.

Medium-sized districts.--One medium-sized district reported that the non-print materials for professional growth were "part of the A-V collection" and one district did not respond to this item. Two medium-sized districts apparently misinterpreted the question since the figures given almost certainly apply to the entire central collection of non-print materials. In order to provide complete data, the non-print holdings of all medium-sized districts are shown in Appendix V. Four of the six remaining districts reported filmstrip collections ranging in size from four to twenty-five filmstrips, five reported disc or tape recording collections numbering from one to fifty, and one district reported two 16 mm films.

Large districts.--Two of the eleven large districts reported that the non-print materials were a part of the A-V collection, two reported that there were no non-print materials for the professional growth of school personnel in the district, and two districts did not

respond to this question. The holdings reported by the five remaining districts were as follows:

District A ... 3 tape recordings

District G[1] ... 150 filmstrips, 600 disc recordings, 20 tape recordings, 2 slide sets

District H ... 8 filmstrips, 4 16mm films

District I ... 50 filmstrips, 5 8mm films, 10 16mm films

District K ... 15 filmstrips, 5 disc recordings, 25 tape recordings, 8 16mm films, 15 slide sets

The holdings of non-print materials reported are probably less than what is actually available in many districts, since non-print materials are often stored in an audio-visual area within an individual school library or within a subject matter department.

Microforms

There were only nine districts--five large and four medium-sized--with holdings of periodicals, ERIC documents, dissertations, or other materials in microform. Periodicals on microform were owned by four large[2] and three medium-sized districts; ERIC documents by two medium-sized and three large districts; and dissertations by three large districts.

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[1]Detroit.

[2]Including Detroit.

Curriculum guides

Curriculum guide collections were held by four small, seven medium-sized and ten large districts. Resource units for teachers were reported by four small, six medium-sized, and eight large districts. Additional comments indicated that one medium-sized and one large district provided these materials in another place and under other auspices than the district professional library.

Holdings of selected reference sources

Inquiry was made into the ownership of seven sources of reference information. The Education Index, the most prevalent work, was owned by ten (91 per cent) of the district professional libraries in large districts, by four (40 per cent) of the medium-sized districts, and five (45 per cent) of the small districts. This amounted to nineteen (60 per cent) of the thirty-two responding districts. The Monthly Catalog of U. S. Government Publications was owned by the district professional libraries in six (55 per cent) of the small districts, four (40 per cent) of the medium-sized districts, and seven (64 per cent) of the large districts, for a total of seventeen (53 per cent). The Reader's Guide to Periodical Literature was reported by seven (64 per cent) of the small districts, three (30 per cent) of the medium-sized districts, and six (54 per cent) of the large districts, for a total of sixteen (50 per cent). The Encyclopedia of Educational Research was owned by eight (72 per cent) of the large districts, five (50 per cent) of the medium-sized districts, and none of the small districts, for a total of thirteen (41 per cent). Research in Education was also owned by eight

(72 per cent) of the large districts, three (30 per cent) of the medium-sized districts and none of the small districts, for a total of eleven (34 per cent). The Directory of Information Resources in the U. S. Federal Government was owned by one large and one small district, and only one (medium-sized) district reported owning Library Literature.

Services Provided

The purpose of the question asked about services provided was to identify services which were actually being performed regularly. It was felt that stressing "regularity" would result in more useful information than would be obtained by asking respondents about services which would be given if someone requested them. It should be recognized, however, that some respondents may have mentally changed "are regularly provided" to "have ever been provided" as they began to answer the question.

The service most frequently reported was help for school personnel with courses taken at colleges or universities. (See Table 11.) This service was reported by twenty-nine (91 per cent) of the thirty-two districts. No other service was as generally provided, but over two-thirds of all districts reported locating resource materials for teachers, helping with in-service workshops, answering in-house reference questions, and reproducing articles from periodicals. Telephone reference service was regularly provided by twenty (63 per cent) of the districts, as were subject bibliographies at the request of administrators. Subject bibliographies at the request of teachers were

TABLE 11

SERVICES PROVIDED, BY SIZE OF DISTRICT

Service	Percentage Distribution: Small Dist. N=11	Med. Dist. N=10	Large Dist. N=11	Total N=32
Help with courses being taken at college or universities	100	80	91	91
Location of resource materials for teachers	64	80	91	78
Help with in-service workshops on materials and their use	55	80	91	75
In-house reference service	64	80	82	75
Reproduction of articles from periodicals	45	80	73	66
Telephone reference service	55	50	82	63
Subject bibliographies at the request of administrators	64	40	82	63
Center for examining new instructional media	64	70	45	60
Service on system-wide committees for curriculum planning	45	70	64	60
Service on building level committees for curriculum planning	55	60	55	56
Subject bibliographies at the request of classroom teachers	64	40	55	53
Subject bibliographies at the request of students	9	30	0	13
Other	18	20	45	28

provided by seventeen (53 per cent) of the districts, while subject bibliographies at the request of students were provided by four (13 per cent) of the districts.

A center for examining new instructional media was reported by nineteen (60 per cent) of the districts. Service on system-wide curriculum committees was reported by nineteen (60 per cent) of the districts, and eighteen (56 per cent) reported service on building level committees for curriculum planning.

Other services mentioned were: daily delivery service (two districts), graphics and media production (two districts), and preparation of collections of material (three districts).

Inappropriate requests for service

An attempt was made during the Survey of District Professional Library Personnel to find limits beyond which the library personnel were unwilling to go in providing services to their patrons. The interview respondents were asked: "Can you think of any uses, or requests for use, that are made which are outside the scope of what people should expect?" The majority (seventeen, or 65 per cent) could recall no inappropriate requests. A typical response from the supervisor in one small district, was: "I don't think they expect enough--let's put it that way." Several supervisors were careful to point out that while they had not had inappropriate requests, there had certainly been requests to which they had been unable to respond. The following are requests which were considered inappropriate: (1) unreasonable quantities of duplication, (2) unrealistic time requirements, (3) material requested

for personal use, (4) requests from non-certified personnel. The first of these was mentioned in two districts, the rest were each mentioned in one district.

Hours of Service

If a professional library is to be used much by personnel in the individual buildings the hours of service should extend beyond the school day.[1] Items on extended services were included in the Survey of School District Professional Libraries, and replies indicate that little has been done, e.g., no district reported evening hours; one reported Saturday hours (9:00 A.M. to noon), and only two (18 per cent) of the small districts had the professional library available during summer vacation. Service during the summer was provided in eight (80 per cent) of the medium-sized districts and ten (91 per cent) of the large districts, however.

Regular hours during the school year

Respondents were also asked for the hours the professional library was open and staffed on weekdays during the regular school year. Table 12 shows the opening and closing hours reported. This table has been arranged according to closing time, which is given in the second column, to stress the limited time available after school, especially in the small districts. Even the modal closing time of 5:00 P.M. does not allow time for much more than picking up materials, of course, and there was only one closing time later than 5:00 P.M.

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[1]AASL and DAVI, Standards for School Media Programs, page 55, state: "The resources. . . should be accessible after school hours, on Saturdays, and during vacation periods."

TABLE 12

HOURS OF SERVICE[a]

Opened at (A.M.)	Closed at (P.M.)	Percentage Distribution: Small District N=11	Medium District N=10	Large District N=11	Total N=32
8:00	3:30	9	0	0	3
8:15	3:45	9	10	0	6
8:00	4:00	36	10	0	16
7:30	4:00	9	0	0	3
7:00	4:00	9	0	0	3
8:30	4:30	9	0	0	3
8:00	4:30	0	30	9	13
8:15	4:45	0	0	9	3
8:30	5:00	9	0	0	3
8:00	5:00	9	50	73	44
10:00	5:30	0	0	9	3

[a]Arranged according to time of closing (second column).

The number of hours per day that the library was available ranged from seven and one-half to nine hours per day, with twenty-two (69 per cent) of the districts reporting eight and one-half hours or more.

Patron comment on hours of service

Respondents to the Survey of Population Served were not asked for opinion on the hours of service; nevertheless twenty-three (8 per cent) of the 288 who made comments brought up the problem of limited availability. Most of the comments were in this vein:

"It would be nice if money were available so it could be opened on Saturdays or in the evening, since many of us cannot use it until after school and then not much time is left until it closes."

A notable exception to the foregoing was the following comment from an elementary principal:

> I believe the professional library should be more available to teachers. Since they work approximately the same hours the library is open, this needs to be corrected. The professional library should be open until eight or ten each evening as well as Saturday and Sunday. This is when teachers need the library.
>
> This needs to be tried over a two year period because I believe people need to be retaught or trained to use the facilities and it shouldn't be stopped if it doesn't happen right away.
>
> To man this we might ask each librarian to give four hours a week from her school schedule and rotate this through the entire library staff. Instead of them coming into my school for four hours they would put this in at the professional library some evening or Saturday. This in turn would get them better acquainted with the facilities so they could help teachers use it. I would be glad to discuss this in greater detail. (Signed by the respondent.)

The point is not whether the idea would work or not, but that this man had enough interest in the problem of extended hours to make a suggestion which committed him to giving up some of his staff time if it were accepted.

Publicity and Current Awareness

The need to inform potential patrons that a service is offered, and the need to keep them abreast of additions and changes is basic to any information service. This section of the study indicates which publicity methods were used and which were considered effective by professional personnel responsible for district professional libraries. The reactions of school personnel to publicity and current awareness efforts are also reported.

Publicity Methods Used

All thirty-two respondents to the Survey of School District Professional Libraries reported attempts to publicize their services. Information on in-service workshops has been repeated because many school library supervisors considered such workshops useful as publicity.[1]

Routing newly acquired material to key personnel, reported by twenty-six (81 per cent) of all respondents, was the most common practice. In-service workshops on materials and their use, reported by twenty-four (75 per cent) of the respondents, and the circulation of lists of newly acquired materials by twenty-three (72 per cent) of the districts were also reported frequently.

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[1]Any effective publicity measure is a service and vice versa, of course. The distinction is made here to focus attention on methods of making the population served aware of a facility, its resources, and its services.

Other methods reported were: distribution of complete or partial lists of holdings by eleven districts (34 per cent), publication of newsletter or other information bulletins by eight districts (25 per cent), contribution to district-wide publications by seven districts (22 per cent), filing cards which represent district professional library holdings into catalogs in building libraries by four districts (22 per cent), and contribution to building level publications (13 per cent).

Publicity measures reported in the interview survey

Publicity was also investigated during the interview survey. The general question asked was "What have you found to be effective ways of publicizing the district professional library here in . . .?" The question was left as an open one, with no attempt to probe for specific practices. This procedure was followed since the sample was too small to attempt to establish statistically significant findings and it also seemed likely that any publicity methods which were actually thought to be useful would be mentioned in response to an open question.

In-service presentations, including orientations for teachers new to the system, were considered effective by respondents in twelve (46 per cent) of the districts, followed closely by circulation of lists of new material in eleven (42 per cent) of the districts. No respondent seemed anxious to extoll the virtues of circulating lists, but several indicated that verbal communication through workshops, orientation sessions, and word of mouth was much more effective than any other publicity method. One commented:

> I think probably we are more effective when we are able to talk directly to the people, and especially when we can get them into the facility, than we are with memorandums. I think there's so much paper floating around, not only in our school district, but all over, that many of us have a tendency to ignore a lot of the paper that crosses our desks, so I think that face to face confrontation, and getting them down here to see what is available, and really getting their hands on the material, and reading the guides to see what is here, is probably the most effective way.

A supervisor in a medium-sized district indicated strong reliance on word of mouth with this reply:

> I think probably this publicity is an area we could do more with, but I still think one of the best ways is word of mouth. You start with your administrative group within the building and they will be talking about something and everybody else will come and say 'Do you have that book?' And then you see if you can pick up some extra copies. This is faster and impresses teachers more than if they had read about it themselves.

This approach presupposes a homogeneity of interest among educators of various positions and supervisor access to the administrative group. If one or both of these conditions is lacking it seems unlikely that this method will be effective.

Another supervisor of media in a medium-sized district, commenting on the relative merits of various publicity techniques she had used, stated: "Most teachers won't go through a list and pick out their items or find their section, and even when a special notice is sent, you're taking a chance--personal contact is the best way."

Other publicity methods considered effective by interview respondents were distribution of lists of holdings in various areas in four districts, distribution of Xeroxed tables of contents from current periodicals in three districts, contributions to district wide publications

in two districts, filing cards in catalogs of building libraries in two districts, and the placing of a "Request for materials" form in each teacher's mail box at regular time intervals in one district.

The distribution of the Xeroxed tables of contents of current periodicals was enthusiastically cited as a way to publicize and to provide a valuable service to patrons at the same time in three of the large districts. The expense of photocopying limited circulation to administrators above a certain rank in all three cases, however.

It will be noted that filing cards which represent district professional library holdings into the catalogs of building libraries was indicated as a practice by seven respondents to the questionnaire survey. All seven of these districts were included in the interview survey, but only two of them considered filing cards in catalogs of building libraries to be an effective publicity measure. One of these two systems participated in the Survey of Population Served, and further discussion of the effectiveness of this method will be found on pages 85 and 86 of this study.

A practice used in one small system to keep patrons reminded of all central services, including the professional library, is described by the supervisor:

> There is a dittoed form which is used by building librarians. It is to be put into each teacher's mailbox once each week. The form has blanks for the teachers name, school, and type of request by subject, and below is a space for the types of materials she would like to have. We don't let them forget us.

Investigator:

> Has that been effective?

Supervisor:

> It has been so effective that at times I have asked the librarians to 'forget' to put these request forms in the teachers' boxes.

Routing of newly acquired material to key personnel, which was the publicity device most frequently reported in the initial survey (Survey of School District Professional Libraries) was not mentioned as being effective by any respondent in the interview survey. Patron reaction to routing, cited on page 85 of this study, seems to support this low estimate of its effectiveness.

Publicity and current awareness as reported on Survey of Population Served

The Survey of Population Served included ten questions[1] related to publicity and current awareness. The first question asked was "Were you aware, prior to receiving this form, that this school system has a central professional library?" Nearly one-eighth (106, or 12 per cent of 887 responding) gave a negative answer to this question.

The distribution of response by position held in the system is shown in Table 13. It can be seen that a significantly higher percentage of senior high school respondents than of any other group (17 per cent) were unaware of the district professional library. A significantly lower percentage of non-awareness was reported by those with system-wide responsibility (7 per cent), while the percentage of elementary and junior high school respondents reporting no previous knowledge of the

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[1]See Appendix III.

TABLE 13

AWARENESS OF THE DISTRICT PROFESSIONAL LIBRARY

BY POSITION OR GRADE LEVEL

Percentage Distribution

Question 32	Response	Position or Grade Level					
		Elem. N=422	J H S N=206	S H S N=173	System N=71	Other N=15	Total N=887
Were you aware, prior to receiving this form, that this school system has a central professional library?	Yes	89	88	83	93	100	88
	No	11	12	17	7	0	12
	Total	100	100	100	100	100	100

district professional library was 11 per cent and 12 per cent respectively. All of the fifteen respondents in "Other" positions[1] reported prior knowledge of the facility.

The initial awareness of the district professional library in large, medium-sized, and small districts is shown in Table 14. The percentage of non-awareness in medium-sized systems (15 per cent) was more than double that reported from large systems (7 per cent), while the non-awareness in small systems was reported as 36 per cent.

A number of those who had not known about the district professional library made comments. A few are quoted here to illustrate reaction to being informed of professional libraries as a result of being included in the survey.

> I think the teachers of this school system should be better informed on the materials offered at the professional library and how we go about using this library.
>
> Don't know what your service can provide. It might be nice to know.
>
> Publicity needed re this service. I wasn't aware of it.
>
> Wow! I guess I am confused. I always considered the library in the board room at _____ the professional library. My librarian just straightened me out.

Those who knew about the central professional library were asked to indicate how they first found out about it. There were 250 (50 per cent of the 499 who gave a source) who indicated a colleague as their source of information.

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[1]Made up of ten respondents who are in K-9 situations or who serve both elementary and junior high schools and five who indicated a function (e.g., librarian) without specifying their level of responsibility.

TABLE 14

AWARENESS OF THE DISTRICT PROFESSIONAL LIBRARY IN THEIR DISTRICT, BY SIZE OF SCHOOL SYSTEM

Question 32	Response	Size of School System							
		Large		Medium		Small		Total	
		No.	%	No.	%	No.	%	No.	%
Were you aware, prior to receiving this form, that this school system has a central professional library?	Yes	541	93	175	85	65	64	781	88
	No	38	7	31	15	37	36	106	12
	Total	579	100	206	100	102	100	887	100

A building's orientation program to system-wide services was the introduction to the central professional library for 159 (32 per cent), while an orientation program specifically designed for teachers new to the system was indicated by fifty-eight (12 per cent). A district newlestter or other system-wide publication was mentioned by twenty (4 per cent) and twelve (2 per cent) reported that they first learned about the central professional library from a brochure describing the school district and its services.

Of the 389 survey respondents not included above, 163 indicated that they did not recall how they first found out about the district professional library, 113 did not respond to this question, and 113 checked "Other."

Twenty-three of the other responses were equivalent to "A Colleague." Typical of this group were "my librarian," "the language arts co-ordinator," "my principal." Sixteen reported that they found it by themselves, seven cited some in-service training program. The remaining responses were scattered over a wide range, and although no attempt will be made to recount them here, they are summarized in Appendix IV.

Many respondents were concerned about the low profile of the central professional library, and fifty of them went so far as to make their own suggestions for more effective initial publicity. The general classes of suggestions in this area were either for printed communications or for personal contact. A typical suggestion for printed communication was:

> Would like to see professional library publish its own booklet (brochure or blurb) each year and send copies to each school in the district--especially showing hours it is open, rules and regulations as well as facilities. I feel it is not publicized often enough!

Another comment was from a man in a senior high school who had not known about the central professional library: "If you listed your services and manner of obtaining such at the beginning of the school year it would be most helpful. I have greatly enjoyed the Audio Visual Dept's services for four years!"

Many of those who suggested personal contact advocated bringing faculty to the center for formal presentations of the facility. That such a presentation can be effective is evident from the following comment:

> During the November fifth Curriculum Day's Activities my faculty attended a 70 minute presentation and tour of the professional library. It is my opinion, as well as that expressed by a majority of the faculty (60 strong) that this was THE BEST curriculum day. My suggestion would be: (1) have all schools schedule a part of curriculum day to a presentation at the library, (2) that all new or incoming teachers to the district, during new teacher orientation, participate in a presentation and tour of the facility.

The notion of getting central media personnel out to the individual buildings is illustrated by this comment from a junior high school man:

> The staff of the central professional library should become much more involved with building librarians in planning orientation sessions and displays in the buildings. I do not mean a one-shot program at the beginning of the year--but rather sessions which promote use of the central professional library all year.

Current Awareness

The foregoing discussion of user reaction to publicity was concerned primarily with the problem of alerting those in the system to

the district professional library and its services. This section considers the impact of several current awareness techniques on the population served.

Six methods for keeping people aware of the new materials and services of district professional libraries were listed. Respondents were asked to check any of them they had noticed during their tenure in the school system. They were also given the options "Cannot recall ever seeing anything of this kind" and "Other."

Verbal communications from librarians or audio visual personnel at teacher or other meetings, indicated by 356 (40 per cent), and lists of new books which have been added to the collection, checked by 338 (38 per cent) were the most frequently noticed current awareness practices.

Comments by respondents indicate some difference of opinion on the effectiveness of lists of new materials as a current awareness technique. Those who favor the distribution of such lists comment:

> A list of booklets, pamphlets, etc. should be distributed, indicating the year when a periodical or other series item began to be collected. New additions to the collection should be formally drawn to our attention by bulletins every other month or so. The items could be briefly described or reviewed.
>
> Teachers should be made more aware of the professional library's resources. We should receive regular bulletins informing us of new materials.
>
> We could use a brief bulletin every week or two telling us what is available to us--what's new and so on. . . .

On the other hand, lists and notices failed to impress some, who commented:

> Lists of new books are a waste of time!
>
> I've seen this [lists of new books] but never pay much attention to it.

> Once any information has been found useful to a teacher then it is usually passed on to others. This is the best and easiest way of making people aware of what is available and its usefulness. Few people take the time to read a list of materials and generally it is put away and forgotten.
>
> I'd leave its advertisement to our able librarians . . . We receive far too much printed matter in our mailboxes now. Were you to send each of us printed news of additions to our center, most teachers would not react to it.

Notices in a system-wide newsletter or other informational bulletins brought the district professional library to the attention of 213 (24 per cent) of the respondents.

Only 104 (12 per cent) mentioned a routing system which sends material from one staff member to another. The following comments are, in this writer's opinion, indicative of the general reaction to routing systems:

> I find this least effective for me.
>
> No! Somebody ACTS AS BOTTLENECK!

Eighty-seven (almost 10 per cent) indicated that the district professional library had been brought to their attention through cards in the local building library's card catalog. This was a difficult figure to interpret, since the practices in the surveyed systems were not clear cut. The district professional library's holdings were represented by a complete set of cards filed into the catalog of each building media center in one medium-sized system. Both small systems used the catalog of the high school library as the control for the professional library collection. One of the large systems experimented with distributing cards to the buildings but abandoned the idea after a short time because of the time and expense involved. Some librarians in individual

buildings have included general see and see also references to the district professional library as an adjunct to the cataloging which represents their own building level professional collection. The result was that some positive response to this item was recorded for every system included in the Survey of Population Served. As expected, the highest rate of positive response (32 per cent) came from the district which systematically filed cards into building catalogs.

There was considerable comment[1] on the idea of getting some record of what was available at the district professional library out to the personnel in the individual buildings. The methods suggested are exemplified by the following comments:

> A catalog of available materials which could be ordered from central library through existing mail services should be in each building.

> I would like to see a bibliography in each school so we could make better use of books available.

> The periodic bibliographies of newly added materials that are distributed to schools from time to time are pretty much ignored by teachers. I believe this is mainly because the teachers are not usually interested in a composite list of titles. They tend to look at material that is totally related to their interest or subject area. An organized book catalog or card catalog for use in each school would be far more valuable and I believe would be much used.

Notices in education association or teacher union publications were reported by forty-eight (5 per cent) as a way in which the district professional library had been brought to their attention.

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[1]Thirty-five (12 per cent) of the 288 respondents who made any comment at all gave an opinion on this topic.

Other current awareness techniques

The category captioned "Other" was checked by forty-two (5 per cent) of the respondents. Several did this to call attention to a comment they had made on this section, but a number did specify a means of keeping themselves informed which had not been listed in the survey form. Discussions with other teachers, going to the district professional library and browsing, tables of contents of periodicals circulated by the professional library, and notices directed to the department chairmen were mentioned.

A total of 164 (18 per cent) responded by checking "Cannot recall ever seeing anything of this kind." Included in this group were 23 per cent of the respondents from large districts, 18 per cent of the respondents from medium-sized districts, and 3 per cent of the respondents from small districts.

Role in the Total Information System

Two aspects of the professional library's function in an information system: (1) the utilization of, or referral of patrons to extra-district information services, and (2) the transfer of information between units of a given school district will be discussed here. The data presented is from the Survey of School District Professional Libraries and the Survey of District Professional Library Personnel. The librarian's point of view is expressed as they indicate what they are (or think they are) doing. Closely related information is presented in Chapter IV, "Utilization of Information Services by the Population Served."

Utilization of Extra-District Information Services

Respondents to the Survey of School District Professional Libraries were asked to indicate which of a number of information services they had used to help their patrons. (See Table 15.) Interlibrary loans from the Michigan State Library were requested by every small district but one, and this was the strongest association of a district size to a specific information source. More small districts (64 per cent) than large or medium-sized districts reported borrowing from an intermediate school district information center. More medium-sized districts (70 per cent) than others reported interloaning from a public library, although 63 per cent of the small districts reported this as a source of interloaned material also. Large districts led in utilization of materials from college libraries--54 per cent reported using this source. Only one (large) district reported interloans from a special library. In the aggregate, the public library had provided interloans to eighteen (56 per cent) of the districts, the Michigan State Library to seventeen (53 per cent), the intermediate school district to fourteen (44 per cent), the college library to fourteen (44 per cent), and the special library to one (3 per cent).

In response to a request to double check any source that had been especially useful, two small districts indicated the State Library, one small district indicated a college library, and one large district indicated a public library.

Respondents were asked to indicate the use of referral services, including the use of the telephone. The previous list (Table 15) was

TABLE 15

INSTITUTIONS UTILIZED AS SOURCES OF

INTERLIBRARY LOANS

Size of District	Institution Utilized									
	Public Library		College Library		Special Library		State Library		Intermed. School Dist.	
	No.	%	No.	%	No.	%	No.	%	No.	%
Small	7	63	4	36	0	0	10	91	7	63
Medium	7	70	4	40	0	0	4	40	4	40
Large	4	36	6	54	1	9	3	27	3	27

repeated, with the addition of "a newspaper information service." This addition was not fruitful, however, as no district had used it. Eight (73 per cent) of the small districts, four (40 per cent) of the medium-sized districts, and six (54 per cent) of the large districts reported telephoning or referring patrons to the public library. This amounted to a total of eighteen, or 56 per cent of the districts surveyed. The college library had a high rate of referral by large districts, as seven (64 per cent) reported using this source. Four (36 per cent) of the small districts and three (30 per cent) of the medium-sized districts also used college libraries as a referral source. The total of fourteen represents 44 per cent of the districts surveyed. The intermediate school district was contacted by eleven (34 per cent) of the district professional libraries. Of the eleven, five were small districts, four were medium-sized, and two were large.

The Michigan State Library was contacted by only nine (28 per cent) of the districts--seven small, one medium-sized, and one large. One small, one medium-sized, and two large districts utilized a special library as a referral source. The total of four represented 13 per cent of all districts surveyed.

The final group of information services was selected from the large number of commercial and institutional services which would not ordinarily have local representation. These sources were utilized by very few of the surveyed districts. It was probably no coincidence that the source indicated most often was the one with the most local ties, i.e., professional associations such as NEA, AASL, ASCD, etc. The associations were used as sources of information by seven (64 per cent)

of the large districts, four (40 per cent) of the medium-sized districts, and three (27 per cent) of the small districts. This amounted to a total of fourteen, or 44 per cent of the thirty-two districts.

ERIC's Document Reproduction Service was second in frequency of use. This source was used by two medium-sized and five large districts, for a total of seven (22 per cent) of all districts. Only two (large) districts had used Phi Delta Kappa's School Research Information Service, only one (large) district reported using Current Contents in Education and its periodical article reproduction service, and only one (medium-sized) district had used University Microfilms' Datrix Service.

Since the results of this (the first) survey were known before the Survey of District Professional Library Personnel was made, interview questions were asked which attempted to identify causes of the low utilization of outside information services.

To see whether district level personnel felt responsible for serving as a link between school personnel and outside information services the district level personnel were asked whether they were currently serving in this capacity. Respondents in twenty (77 per cent) of the twenty-six districts where interviews were conducted indicated that they did perform a linking function, and that they felt it was important to do so. Of the six who did not, two felt that requests should be filled locally, two saw building personnel as the link to outside sources, and two indicated that it would take more personnel to do it.

To see whether respondents might be assuming this role simply because they did not see any other available links to outside information sources, they were asked: "As far as you know, are there any other

connections with outside information agencies in this district in addition to the district professional library and the building libraries?" The meaning was usually clear to respondents; when it was not, a university extension center library was given as an example of another connection. Twenty-four (92 per cent) of the districts identified at least one outside agency, although several expressed doubts about the ability of that agency to serve school personnel adequately.

Reason for non-use of extra-district information services

Interview respondents were then asked why, in their opinion, these outside sources of information--intermediate school district information services, Regional Education Laboratories, ERIC Centers, etc.--were not used more. The reason most frequently advanced, as might be expected, was the amount of time needed to obtain materials from outside sources. The inquiry into the length of time school personnel were willing to wait for materials[1] showed that 392 (50 per cent) of 777 responding to this item were willing to wait a week or longer. Thus a considerable number of persons willing to wait a reasonable length of time does exist. This gives some support to the idea expressed by four supervisors that waiting time was not as important a deterrent as were the complex routines used to obtain outside information. As one supervisor put it:

> Whatever we do must be expremely simple for the people using it. Right now it appears that there is too much paper work involved for most of our teachers to go from one step to another, and it seems to be too much paper work for us to do it as well. If there was some simple means, say a computer terminal in every location . . .

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[1]Survey of Population Served, Item 16.

Lack of knowledge on the part of media specialists was cited by ten (39 per cent) of the respondents, while lack of knowledge by school personnel was cited by eight (31 per cent). Not much elaboration was made by respondents on lack of knowledge by school personnel, but several discussed reasons for lack of knowledge by media specialists generally, and school library supervisors in particular. In this excerpt from an interview the school library supervisor has just stated that the reason more use is not made of outside information sources is because media specialists do not know enough about the sources available to them. The investigator replied: "I see. Why do you think that is?"

Supervisor:

> For one thing, there is lack of instruction in this area in library school!

Investigator:

> Anything else?

Supervisor:

> Yes. I blame the information service of the local intermediate school district a little bit for this, too, because they had a newsletter that the director of the information service was sending out, and it didn't come to me, it came to the superintendent. I told the director about this one day, but it didn't do me any good because I still didn't get it. He said 'we don't send this out to individual teachers,' and I said 'well, I'm not an individual teacher.' But I still didn't get on the mailing list for the newsletter.

The problem for the generally knowledgeable veteran supervisor quoted above is not as serious as the one faced by the following newcomer to the state. Her reply to "Why don't people use outside information sources more?" was: "Most of them[1] I'd never heard of . . . I'd never heard of

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[1]That is, the outside sources listed in the Survey of School District Professional Libraries which she had responded to the previous spring.

these and I didn't know they were available, and there is nothing that I have found anywhere in my files that tells me what they have to offer or what we can get from them."

The final opinion, advanced by three supervisors, was that incentive, or pressure, if you will, was lacking. One said that administrative personnel "just start projects without information and make their own mistakes." Another said that, "The level of curriculum development that is going on in the schools and the level of outside assignments from university classes is so low that sophisticated research is not required." A third supervisor commented, "in education we don't reward anybody for extending themselves. So let's face it, there are only a few people who are that personally concerned with doing an exceptional job that they will extend themselves."

Transfer of Information Between Units of the School System

The 1960 publication, Standards for School Library Programs, was quite definite in its charge to the system center with respect to its program of intra-district information and materials transfer:

> The center serves as a clearing house for ideas about materials and their uses and about special projects carried on successfully within the district . . .
>
> The center serves as the medium for the inter-school loan of exhibits or materials which have been constructed by students and teachers.[1]

The 1969 Standards for School Media Programs statement, whether it was intended to do so or not, seems to limit previous functions

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[1]AASL, Standards for School Library Programs (1960), p. 111.

considerably. It states that: "The system center can act as a clearing house for interlibrary loans of material from one school media center to another."[1]

For this study, it was assumed that the transfer of ideas and information, as well as materials, was within the scope of a system center's operation, and that the district professional library was the most logical unit of the system center to be responsible for it.

Respondents to the interviews were asked if there were ways that the district professional library served as an information clearing house within the district. The example used by the investigator to clarify the question was extemporized around hypothetical use of the video tape recorder, as in this quote from one interview:

> What I'm wondering about is how does one school know what's happening in another school? I'm thinking now about educational innovations or experiments with curriculum. A situation, for example, where somebody might be using the video tape recorder as a means of self-evaluation of teachers or to create a taped model of how to teach a lesson in a certain subject. This is happening at one place in the district. Now, how does information about that use and that taped model get to other schools? Is there any way that that is done here?

There were eleven (42 per cent) of the twenty-six districts with no central library provision for clearing information between units of the district. Most of the mechanisms which were reported were connected with technical processing; the most widespread being a union shelf list, which was reported by nine (35 per cent) of the districts. Similar records reported were a union list of periodicals in two (8 per cent) of the districts and a union list of main entries in one (4 per cent) of

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[1]AASL and DAVI, Standards for School Media Programs (1969), p. 56.

the districts. All of these are usually predicated on control of material acquired through regular channels, and would not ordinarily include the teacher self-evaluation or the video tape model lesson in the example given above. Nor would they reveal the items purchased directly by subject departments, special projects, administrative departments, etc.

Distribution of dittoed or mimeographed lists was mentioned in three (12 per cent) of the districts.

Two supervisors mentioned efforts to improve face-to-face communication. One supervisor served on every system-wide curriculum committee, and relayed information between the committees and also to the building media specialists. The other supervisor had arranged vertical meetings of the media personnel in each senior high school, its feeder junior high schools, and their feeder elementary schools.

Planning and Evaluation

Planning

All interview respondents to the Survey of District Professional Library Personnel were asked about their plans for the future under current conditions in their district. Additional questions about plans for the future if more funds should become available or if cuts should be made were asked in those districts where the response to the initial question indicated that some attention had been given to planning.

Continuation of the present program was planned in seven (27 per cent) of the twenty-six districts, with a variety of plans under consideration in the remainder. The addition of new materials--a textbook collection, curriculum guides, microforms, etc.--was mentioned in eight (31 per cent) of the districts. Plans to bring the district professional library and related services together in one physical location were under consideration in eight districts (five large, two medium-sized, and one small). A typical plan from a large district would have the district processing center, an expanded professional library, and the audio-visual center together in an old high school building as soon as the new high school was ready. The addition of staff was planned in four (15 per cent) of the districts, while the addition of services such as photocopying was planned in three (12 per cent) of the districts.

Even though these plans would necessitate more funds, the respondents felt they would be feasible with the current level of local funding, and availability of additional funds from other sources would alter the rate rather than the nature of proposed changes.

Discussion of plans to follow if funds should be cut brought out general agreement that materials should be cut first and staff last. More specifically, book purchases and microfilm purchases would be cut before periodicals. Respondents also indicated that the converse was true; that is, that staff should be the beginning point for a new professional library rather than having personnel brought in at a later stage.

Evaluation

Since planning is (or should be) based on an evaluation of a program and its effectiveness, interview respondents were asked what bases they would recommend for an evaluation of a professional library. The purpose of the question was not only to gain information, but also to bring evaluation and the need for it into the interview. In this way background was established for the request made of some respondents that they consider being included in the (then) forthcoming Survey of Population Served. The suggestions for evaluation also served as a check on the method and content of the Survey of Population Served.

Most frequently mentioned as evaluative measures (by nine respondents in each case) were circulation, frequency of use, and questioning the users, either in person or through a questionnaire. Respondents in five districts emphasized that evaluation should consider purpose of use in addition to amount of use. The much more difficult problem of basing evaluations on the effect that use of the district professional library has had on curriculum, instruction, and community relations was mentioned by three supervisors. They had not attempted evaluations of this kind themselves, however, and had no suggestions ready at hand for how to go about it.

A unique suggestion was made by the supervisor in a small district. Her suggestion was:

> During the evaluation of staff members by principals the staff members could be asked if there are areas that they feel inadequate in and could anything be done to help them. If answers came back: 'Yes, we need more professional materials, and we need more service to let us know what kind

> of materials are available to us, and we need a clarification on what we can get and what we can't get,' and this sort of thing, then I think that as an administrator I would question the effectiveness of the professional library.

The suggestions given, it should be understood, were not, in most instances, with reference to what was being done, or what had been done--they were for what would be done if evaluation were to be made.

CHAPTER III

CHARACTERISTICS OF THE POPULATION SERVED

Introduction

This chapter describes the characteristics of the population within the six district professional libraries included in the Survey of Population Served. Considered here are the following: sex, age, teaching position, educational experience, and academic preparation of the 888 respondents. For each of these characteristics a comparison is made between the 596 (67 per cent) who had used the district professional library and the 292 (33 per cent) who had not. For convenience of reference these two groups will hereafter be referred to as users[1] and non-users. For each characteristic, a percentage distribution of users and non-users from large, medium-sized, and small districts is given. Finally, an adjustment to correct for the bias introduced by the purposive sub-samples of known users is given to provide an approximation of the actual percentage of users in the large and medium-sized districts.

Sex

Of 888 respondents, 370, or 42 per cent, were males and 517, or 58 per cent, were females, with one non-respondent to this item. Of the

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[1]A user was anyone who answered, "Yes," to item 42 on the Survey of Population Served: "Have you ever used the materials, services, or work area of the district professional library?" About 20 per cent of those designated as users reported that they used the district professional library "once a year or less," the rest reported more frequent use (see Table 36, p. 141).

596 users, 44 per cent were males and 56 per cent were females. The 292 non-users were divided 36 per cent male and 64 per cent female. This represents an association between the use of the district professional library and sex which is significant at the .05 level.[1]

Distribution of this item by size of district revealed that it was only in the large districts that an association between sex and use or non-use was evident. As shown in Table 16 the relationship was significant at the .01 level in the large districts and was absent altogether in the small and the medium-sized districts. While the association does exist, no cause and effect relationship is implied. The returns simply indicate that in the large districts men were significantly more likely to be users than women.

Age

Examination of Table 17 shows a statistically significant association between the 21-30 year old group and non-use of the professional library. This group, while it included only a little over one-third (35 per cent) of all respondents, had 51 per cent of all non-users. Stated in another way, only 52 per cent (159 out of 307) of this group were users, as compared to 67 per cent users in the total sample. Another group which had a slightly higher than expected percentage of non-users was the over sixty year old group.

On the other hand, a greater than expected frequency of users was in the 31-40, 41-50, and 51-60 age brackets. While only 61 per cent

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[1] X^2 statistic = 6.42; degrees of freedom (2 x 2 table) = 1.

TABLE 16

SEX OF USERS AND NON-USERS, BY SIZE OF DISTRICT

Percentage Distribution

Sex	Large Districts[a]			Medium Districts[b]			Small Districts[c]		
	Users N=428	Non-Users N=152	Total N=580	Users N=129	Non-Users N=77	Total N=206	Users N=39	Non-Users N=63	Total N=102
Male	47	34	44	36	38	36	41	40	40
Female	53	66	56	64	62	63	59	60	60
Total	100	100	100	100	100	99	100	100	100

[a] X^2, 8.78; Degrees of freedom, 1; Level of significance, .01.

[b] X^2, .66; Degrees of freedom, 1; Level of significance, Less than .05.

[c] X^2, .02; Degrees of freedom, 1; Level of significance, Less than .05.

TABLE 17

AGE OF USERS AND NON-USERS

Age	Users		Non-Users		Total	
	No.	%	No.	%	No.	%
Under 21	1	0	2	1	3	0
21 - 30	159	27	148	51	307	35
31 - 40	183	31	66	23	249	28
41 - 50	159	27	54	18	213	24
51 - 60	71	12	10	3	81	9
Over 60	16	3	11	4	27	3
No Response	7	1	1	0	8	1
Total	596	101	292	100	888	100

X^2 ..... 62.03
Degrees of freedom 6
Level of significance ... .001

of all respondents were included in these three groups, they contained 70 per cent of the users. The highest percentage of users (71 out of 81, or 88 per cent) was in the 51-60 age group; with 75 per cent in the 41-50 group, and 73 per cent in the 31-50 group.

The distribution of the percentages of users and non-users in the various age categories for each size of district is given in Table 18. As shown there, the associations between minimum use and the 21-30 year old age category, and between maximum use and the 30 through 60 year old categories are most pronounced in the large and medium-sized districts, and do not reach the .05 level of significance in the small districts.

Position or Grade Level

Respondents indicated whether they were in elementary, junior high school, senior high school, system-wide, or other positions. System-wide positions included consultants, administrators, personnel managers, teachers of the homebound, social workers, etc. Ten of the fifteen "other" respondents were in K-9 or junior-senior high positions; five were assigned to the "other" category because they had indicated a function (such as librarian) without indicating the grade level served.

Table 19 shows a significant association between use of the district professional library and grade level or position. A higher than expected percentage of users in elementary and system-wide positions, combined with a higher than expected incidence of non-users in junior high and in senior high account for this significance. The "other" group, although too small to have much effect on totals, was also heavily weighted to users.

TABLE 18

AGE OF USERS AND NON-USERS, BY SIZE OF DISTRICT

Percentage Distribution

Age	Large Districts[a]			Medium Districts[b]			Small Districts[c]		
	Users N=428	Non-Users N=152	Total N=580	Users N=129	Non-Users N=77	Total N=206	Users N=39	Non-Users N=63	Total N=102
Under 21	0	1	1	0	0	0	0	0	0
21 - 30	27	47	32	26	62	40	26	44	37
31 - 40	29	24	27	37	25	33	31	17	23
41 - 50	28	22	27	25	9	19	18	21	20
51 - 60	13	3	10	9	0	6	10	8	9
Over 60	2	2	2	2	4	2	10	8	9
No Response	1	0	1	1	0	0	5	2	3
Total	100	99	100	100	100	100	100	100	101

[a] X^2, 30.96; Degrees of freedom, 6; Level of significance, .001.

[b] X^2, 33.15; Degrees of freedom, 5; Level of significance, .001.

[c] X^2, 5.59; Degrees of freedom, 5; Level of significance, Less than .05.

The percentages of users in each grade level, which were calculated from Table 19 but not displayed there, were as follows: elementary, 69 per cent; junior high school, 64 per cent; senior high school, 58 per cent; system-wide, 82 per cent; other, 93 per cent.

Table 20 shows the distribution of respondents in the various position categories by user and non-user for the large, the medium-sized, and the small districts. The distributions for the large and medium-sized districts were in accord, for the most part, with the total distribution, but in the small districts the situation was quite different. Senior high school, and to a lesser extent, junior high school respondents from small districts were more, rather than less, likely to be users, while the reverse was true for elementary personnel. Two conditions in the two small districts studied probably contributed to this situation: (1) the district professional library was in the senior high school of one district and in the junior-senior high school of the other, and (2) elementary schools in these districts had no librarians and were some distance from the district professional library.

Experience

This section deals with three aspects of respondent experience--total school experience, years in the present school system, and years in the present position or grade level in the present system. They are often closely related, or even identical, as in the case of a first year teacher, for example.

TABLE 19

POSITION OR GRADE LEVEL OF USERS AND NON-USERS

Position or Grade Level	Users		Non-Users		Total	
	No.	%	No.	%	No.	%
Elementary	292	49	130	45	422	48
Junior High School	131	22	75	26	206	23
Senior High School	100	17	73	25	173	19
System-wide	59	10	13	4	72	8
Other	14	2	1	0	15	2
Total	596	100	292	100	888	100

X^2 ..... 20.63
Degrees of freedom ..... 4.
Level of significance ... .001

TABLE 20

POSITION OR GRADE LEVEL OF USERS AND NON-USERS, BY SIZE OF DISTRICT

Percentage Distribution

Position	Large Districts[a]			Medium Districts[b]			Small Districts[c]		
	Users N=428	Non-Users N=152	Total N=580	Users N=129	Non-Users N=77	Total N=206	Users N=39	Non-Users N=63	Total N=102
Elementary	46	44	45	67	40	57	28	51	42
Junior high	25	26	25	13	29	19	23	21	22
Senior high	16	25	19	9	23	15	46	27	34
System-wide	10	5	9	11	6	9	3	2	2
Other	3	0	2	0	1	0	0	0	0
Total	100	100	100	100	99	100	100	101	100

[a] X^2, 12.73; Degrees of freedom, 4; Level of significance, .02.

[b] X^2, 21.18; Degrees of freedom, 4; Level of significance, .001.

[c] X^2, 5.68; Degrees of freedom, 3; Level of significance, Less than .05.

Total Experience

As shown in Table 21, the percentage of non-users in the two lowest experience categories was significantly higher than chance. Respondents with less than one year of experience and those in the one to three year category, when combined, respresented only 21 per cent of all respondents; yet 34 per cent of all non-users were in these groups. The group with a significantly high percentage of users was the one with ten or more years of experience. Although it contained only 44 per cent of all respondents, 51 per cent of the users were found there.

The percentage of users in each group (not shown in tables) was as follows: less than one year of total experience, 42 per cent; one to three years, 48 per cent; four to six years, 67 per cent; seven to nine years, 65 per cent; ten or more years, 78 per cent.

The distribution of users and non-users in the large, the medium-sized, and the small districts (Table 22) showed a consistent pattern of fewer than expected frequencies of users in the lower experience categories and greater than expected frequencies of users in the higher experience categories. The association was significant at the .001 level in the large districts and the .01 level in the medium-sized districts, but did not reach the .05 level in the small districts.

TABLE 21

TOTAL SCHOOL EXPERIENCE OF USERS AND NON-USERS

Years of Experience	Users		Non-Users		Total	
	No.	%	No.	%	No.	%
Less than one	17	3	23	8	40	5
One to three	68	11	75	26	143	16
Four to six	129	22	64	22	193	22
Seven to nine	79	13	42	14	121	14
Ten or more	303	51	87	30	390	44
No response	0	0	1	0	1	0
Total	596	100	292	100	888	101

X^2 ..... 57.58
Degrees of freedom ..... 4.
Level of significance ..... .001

TABLE 22

TOTAL SCHOOL EXPERIENCE OF USERS AND NON-USERS, BY SIZE OF DISTRICT

Percentage Distribution

Years of Experience	Large Districts[a]			Medium Districts[b]			Small Districts[c]		
	Users N=428	Non-Users N=152	Total N=580	Users N=129	Non-Users N=77	Total N=206	Users N=39	Non-Users N=63	Total N=102
Less than one	3	7	4	3	6	4	3	13	9
One to three	11	28	16	14	23	17	8	22	17
Four to six	22	18	21	19	32	24	23	17	20
Seven to nine	11	11	11	19	21	20	21	14	17
Ten or more	53	35	48	45	17	34	46	33	38
No Response	0	1	0	0	0	0	0	0	0
Total	100	100	100	100	99	99	101	99	101

[a] X^2, 37.22; Degrees of freedom, 4; Level of significance, .001.

[b] X^2, 18.69; Degrees of freedom, 4; Level of significance, .01.

[c] X^2, 7.84; Degrees of freedom, 4; Level of significance, Less than .05.

Experience in the Present School System

The high incidence of non-users in the low experience group was even more pronounced when experience in the present school system was considered. Table 23 shows that while those with three years or less in their present school system made up only 36 per cent of all respondents, they accounted for 56 per cent of all non-users.

Those with ten or more years of experience were, once again, more apt to be users, while those with four to six or seven to nine years of experience did not vary much from the expected frequency.

The differences in percentages of users in each experience group were quite pronounced. Percentages (not shown in tables) for the five experience categories were: less than one year in the system, 34 per cent users; one to three years in the system, 55 per cent; four to six years, 75 per cent; seven to nine years, 70 per cent; ten or more years, 82 per cent.

Distributions for large, medium-sized, and small school districts (Table 24) by users and non-users showed uniform agreement with the overall distribution presented in Table 23, and the relationships between experience in the district and use or non-use were found to be significant at the .001 level of confidence in each size of district. When this general and very pronounced association between more experience in the district and use of the district professional library is compared with the similar, but weaker, association between total experience and use (Table 22) it appears that it is not experience per se, but experience in a given school system which has the greater influence on the use or non-use of the district professional library.

TABLE 23

EXPERIENCE IN PRESENT SCHOOL SYSTEM OF USERS AND NON-USERS

Years of Experience	Users		Non-Users		Total	
	No.	%	No.	%	No.	%
Less than one	30	5	58	20	88	10
One to three	127	21	106	36	233	26
Four to six	130	22	43	15	173	19
Seven to nine	78	13	33	11	111	13
Ten or more	231	39	51	17	282	32
No Response	0	0	1	0	1	0
Total	596	100	292	99	888	100

X^2 ..... 95.85
Degrees of freedom ..... 4.
Level of significance ..... .001

TABLE 24

EXPERIENCE IN PRESENT SCHOOL SYSTEM OF USERS AND NON-USERS, BY SIZE OF DISTRICT

Percentage Distribution

Years in Present School System	Large Districts[a]			Medium Districts[b]			Small Districts[c]		
	Users N=428	Non-Users N=152	Total N=580	Users N=129	Non-Users N=77	Total N=206	Users N=39	Non-Users N=63	Total N=102
Less than one	5	18	8	6	22	12	5	22	16
One to three	21	33	24	24	40	30	15	40	30
Four to six	22	14	20	20	19	20	28	11	18
Seven to nine	10	12	11	20	8	16	23	14	18
Ten or more	43	24	38	29	10	22	28	11	18
No Response	..	..	..	..	..	..	0	2	1
Total	101	101	101	99	99	100	99	100	101

[a] X^2, 44.77; Degrees of freedom, 4; Level of significance, .001.

[b] X^2, 26.84; Degrees of freedom, 4; Level of significance, .001.

[c] X^2, 18.82; Degrees of freedom, 4; Level of significance, .001.

Experience in the Present Position or Grade Level

This item was included to determine the frequency of users among those who had recently moved from one grade level to another or otherwise changed positions within the same school system. If one considers only those respondents with less than one year in their present position, and reduces this number by those who have less than one year in the system, the number who have changed positions in the system within the last year is obtained, as in the following calculation:

		Total	Users
1.	Number who have been in their present position less than one year (from Table 25)	162	81
2.	Number with less than one year in the present school system (from Table 23)	88	30
3.	Number with less than one year in their present position, but more than one year in the present school system (line 1 minus line 2)	74	51

The fifty-one users in line three are equal to 70 per cent of the seventy-four who have made a move inside the school district within the preceding year. Apparently the requirements of a new assignment do not increase the use of professional materials much, since this 70 per cent figure is not far from the figure of 67 per cent users for all respondents.

As one would expect from the two preceding sections on experience, there was a strong association between little experience in the present position or grade level and non-use of the district professional library. There was also a concomittant association between greater experience and greater use.

The percentage of users in each group (not shown in tables) was as follows: less than one year in the present position or grade level,

TABLE 25

EXPERIENCE OF USERS AND NON-USERS IN PRESENT POSITION OR GRADE LEVEL

Years in Present Position or Grade Level	Users		Non-Users		Total	
	No.	%	No.	%	No.	%
Less than one	81	14	81	28	162	18
One to three	191	32	115	39	306	34
Four to six	150	25	41	14	191	22
Seven to nine	69	12	22	8	91	10
Ten or more	104	17	33	11	137	15
Total	596	100	292	100	888	99

X^2 ..... 44.27
Degrees of freedom .... 4.
Level of significance.. .001

50 per cent; one to three years, 62 per cent; four to six years, 79 per cent; seven to nine years, 76 per cent; ten years or more, 76 per cent.

The distributions for the large, the medium-sized, and the small districts (Table 26) were significant at the .01, .05, and .001 levels of confidence respectively, and showed no major departure from the distribution of the totals for all respondents.

Academic Preparation

A strong relationship between increased academic preparation and use of the district professional library is shown in Table 27. Every group with a master's degree or beyond had a higher than expected frequency of users, while the reverse was true of those in the bachelor's degree group. This would be logical, since those with the bachelor's degree would also tend to be the younger, less experienced group.

The percentage of users in each group (not shown in tables) points up this contrast: bachelor's degree, 56 per cent users; master's degree, 76 per cent; second master's degree, 85 per cent; education specialists, 85 per cent; doctorate, 100 per cent; other, 20 per cent.

The distributions for the large, medium-sized, and small districts (see Table 28) all showed a lower than expected frequency of users in the bachelor's degree group, and higher percentage of users among those with advanced degrees. The association was significant at the .001 level of confidence in the large districts and the .01 level in the small districts, but fell below the .05 level in the medium-sized districts.

TABLE 26

EXPERIENCE OF USERS AND NON-USERS IN PRESENT POSITION OR GRADE LEVEL, BY SIZE OF DISTRICT

Percentage Distribution

Years of Experience	Large Districts[a]			Medium Districts[b]			Small Districts[c]		
	Users N=428	Non-Users N=152	Total N=580	Users N=129	Non-Users N=77	Total N=206	Users N=39	Non-Users N=63	Total N=102
Less than one	14	24	16	16	32	22	5	30	21
One to three	31	38	33	38	42	39	26	41	35
Four to six	25	14	22	25	16	21	31	13	20
Seven to nine	11	9	11	9	5	8	23	6	13
Ten or more	19	15	18	12	5	9	15	10	12
Total	100	100	100	100	100	99	100	100	101

[a] X^2, 17.53; Degrees of freedom, 4; Level of significance, .01.

[b] X^2, 10.95; Degrees of freedom, 4; Level of significance, .05.

[c] X^2, 19.00; Degrees of freedom, 4; Level of significance, .001.

TABLE 27

ACADEMIC PREPARATION OF USERS AND NON-USERS

Highest Degree Held	Users		Non-Users		Total	
	No.	%	No.	%	No.	%
Bachelor's degree	235	39	187	64	422	48
Master's degree	289	48	91	31	380	43
Second Master's degree	18	3	3	1	21	2
Education specialist	39	7	7	2	46	5
Doctorate	14	2	0	0	14	2
Other	1	0	4	1	5	1
Total	596	99	292	99	888	101

X^2 ..... 60.41
Degrees of freedom ..... 4.
Level of significance .... .001

TABLE 28

ACADEMIC PREPARATION OF USERS AND NON-USERS, BY SIZE OF SCHOOL DISTRICT

Percentage Distribution

Highest Degree Held	Large Districts[a]			Medium Districts[b]			Small Districts[c]		
	Users N=428	Non-Users N=152	Total N=580	Users N=129	Non-Users N=77	Total N=206	Users N=39	Non-Users N=63	Total N=102
Bachelor's	35	54	40	48	66	55	56	86	74
Master's	50	38	47	47	32	42	36	13	22
Second Master's	4	1	3	2	0	1	3	2	2
Ed. Specialist	8	5	7	2	0	1	5	0	2
Doctorate	3	0	2	1	0	0	0	0	0
Other	0	2	1	0	1	0	0	0	0
Total	100	100	100	100	99	99	100	101	100

[a] X^2, 26.23; Degrees of freedom, 5; Level of significance, .001.

[b] X^2, 10.70; Degrees of freedom, 5; Level of significance, less than .05.

[c] X^2, 12.13; Degrees of freedom, 3; Level of significance, .01.

Percentage of Users

The samples drawn for the large and medium-sized districts were deliberately biased to include as many users as possible, since it was assumed that the most useful information would come from them. The following presentation is an attempt by the investigator to adjust for this bias and give an approximation of the percentage of users in the large and the medium-sized districts included in the Survey of Population Served.

The survey samples in the large and the medium-sized districts were drawn as follows: (1) in each medium-sized and large district a purposive sub-sample of all known users was identified from circulation records, (2) another sub-sample of equal size was then drawn at random and added to the original sub-sample of users, (3) in cases where a previously identified user was selected at random the next eligible name was drawn.

Because returned survey forms were anonymous, there was no way to tell what part of the return was from the sub-sample of known users and what part was from the random sub-sample. If one assumes, however, that there was an equal rate of return from both sub-samples, the respondents from large or medium-sized districts would be divided equally between those who had been chosen at random and those who had not. For the two large districts it was assumed that the total of 580 respondents (a 90 per cent return) was made up of 290 respondents from the random sub-sample and 290 from the purposive sub-sample of known users (see Table 29).

Separate calculations were then made to answer the following questions: (1) What percentage of the total population is represented

TABLE 29

COMPUTATION OF ADJUSTED PERCENTAGE OF USERS IN LARGE AND IN MEDIUM DISTRICTS

Item	Large Districts	Medium Districts
1. Total certified personnel in districts surveyed.	2903	907
2. Total sample identified.	648	249
3. Total return.	580	206
4. Per cent of return.	90%	83%
5. Number of users in return.	428	129
6. Number of returns assumed to be from the purposive sub-sample of known users (50 per cent of Item 3). This figure also represents the number of returns assumed to be from the random sub-sample.	290	103
7. Number of users attributed to the sub-sample drawn at random (Item 5 minus Item 6).	138	26
8. Users assumed to be from the purposive sub-sample (Item 6) expressed as a percentage of total certified personnel (Item 1).	10%	11%
9. Number of users attributed to the random sub-sample (Item 7) expressed as a percentage of total return assumed from random sub-sample (equal to Item 6).	48%	25%
10. Overall percentage of users (Item 8 plus Item 9).	58%	36%

by the respondents in the purposive sub-sample of users? (2) What additional percentage is revealed by the incidence of users in the sub-sample drawn at random? In the two large districts the total number of certified personnel was 2,903. The 290 users identified by circulation records would equal 10 per cent of that number. The large districts had 428 users altogether. Since 290 of the 428 users were assumed to be from the purposive sub-sample of users, the remainder (138) must then be from the random sub-sample. The 138 users attributed to the random sub-sample is equal to 48 per cent of the 290 respondents assumed for that group. The sum of these two percentages (58 per cent) should be fairly close to the overall percentage of users in the large districts. The figures used to arrive at the adjusted percentage of 36 per cent for the medium-sized districts are shown in column two of Table 29.

Percentage of Users--Small Districts

The return from a survey of all certified personnel (155) in two small districts was 102, or 66 per cent. Of the 102 returns, 39 (38 per cent) reported that they were users of the district professional library.

CHAPTER IV

UTILIZATION OF INFORMATION SERVICES BY THE POPULATION SERVED

This chapter presents information from the Survey of Population Served unless otherwise indicated. The overall use of materials and services by school personnel is presented first, followed by an analysis of the use of materials and services provided by the district professional library. A final section presents the ratings given by the population served to the professional library in their district.

Utilization of Information Services Generally

All respondents to the Survey of Population Served were asked what they used professional materials and services for, about the immediacy of their need for information, about the libraries they patronized, and the people from whom they sought assistance when they needed information.

Purpose of Use

Table 30 presents a summarization of the use made of materials and services for selected purposes by all respondents, while Table 31 gives percentage distributions of the same data for the large, the medium-sized, and the small districts.

The most frequently reported use of professional materials or services was for curriculum study and development. There were 576 (65 per cent) of the 888 respondents in this group, and of this number 192

TABLE 30

PURPOSES FOR WHICH MATERIALS AND SERVICES WERE USED

Purpose of Use	Used		Used--Most Important		Total Using	
	No.	%[a]	No.	%	No.	%
Curriculum study and development	384	43	192	22	576	65
Personal professional growth	324	36	228	26	552	62
Graduate study requirements	260	29	260	29	520	58
Locating information to initiate or change a program or activity	296	33	111	13	407	46
Building level or system-wide in-service education projects	286	32	74	8	360	40
Locating speakers, consultants, or places to visit	145	16	27	3	172	19
Other	32	4	13	1	45	5

[a]All percentages are based on 888 respondents. Since several items could be checked, column totals exceed 100 per cent.

TABLE 31

PURPOSES FOR WHICH MATERIALS AND SERVICES WERE USED, BY SIZE OF DISTRICT

Percentage Distribution

Purpose of Use	Large Districts N=580			Medium Districts N=206			Small Districts N=102		
	Used	Used Most Impt.	Total Using	Used	Used Most Impt.	Total Using	Used	Used Most Impt.	Total Using
Curriculum study	45	21	66	39	25	64	44	16	60
Personal professional growth	41	24	65	30	32	62	26	25	51
Graduate study requirements	28	34	62	33	22	55	30	19	49
Locating information to initiate or change a program or activity	36	11	47	31	16	47	23	16	39
Bldg. level or system-wide in-service education projects	34	9	43	35	9	44	17	3	20
Locating speakers, consultants or places to visit	13	2	15	24	5	29	18	4	22
Other	4	2	6	2	1	3	4	1	5

designated this use as most important. Distribution by size of district revealed that 66 per cent of the respondents from large districts, 64 per cent of the respondents from medium-sized districts, and 60 per cent of the respondents from small districts had used professional materials or services for curriculum study and development.

Personal professional growth unrelated to graduate or other formal study requirements was second in frequency of mention as a use for professional materials; it was cited by 552 (62 per cent) of all respondents. Of this number, 228 indicated that this use was most important to them. A greater percentage of respondents from large districts (65 per cent) and from medium-sized districts (62 per cent) than from small districts (51 per cent) reported use of materials for this purpose.

Professional materials were used for graduate study requirements by 520 (58 per cent) of the respondents. Exactly one-half (260) of those who used materials for this purpose designated it as most important to them. The rate of use for this purpose varied considerably in districts of different sizes, with 62 per cent use in large districts, 55 per cent in medium-sized districts and 49 per cent in small districts.

Use of information services for locating information to initiate or change a program or activity was reported by 407 (46 per cent) of all respondents. This use was considered to be most important by 111 of the 407. It is of interest to note that use for initiating or changing a program and use for curriculum development (which it resembles), were both reported at rather uniform rates in the three district size categories.

The rates for use to change a program or activity, from Table 31, were: large districts, 47 per cent; medium-sized districts, 47 per cent; and small districts, 39 per cent.

Use for building level or system-wide in-service education projects was reported by 360 (40 per cent) of all respondents. Only seventy-four of the 360 indicated that this use was most important to them, however. The rate of use for this purpose in large districts was 43 per cent, in medium-sized districts it was 44 per cent, and in small districts it was 20 per cent.

Locating speakers, consultants, or places to visit was indicated as a use by 172 (19 per cent), and of this number, twenty-seven reported this use as most important to them. The rates of use by size of district were as follows: large districts, 15 per cent; medium-sized districts, 29 per cent; and small districts, 22 per cent.

Other uses for professional materials and services, specified by forty-five (5 per cent) of the respondents, included research, teaching college courses, and getting information for parents. A tabulation of all other uses reported is given in Appendix IV.

Each purpose of use from Table 30 was distributed as follows: (1) by position or grade level, to see whether specific uses were associated with a grade level or position; (2) by immediacy of need for information, to see whether relationships existed between time requirements and use for particular purposes; and (3) by the rating given to the district professional library, to see whether ratings varied with the purposes for which materials and services were used. All of these

distributions which revealed relationships which were significant at the .05 (or greater) level have been included in Appendix VI.

A relationship significant at the .01 level of confidence was found between use for personal professional growth and the position held in the system.[1] Low use by junior and senior high school personnel and high use by system-wide personnel account for the significant relationship.

An association significant at the .01 level of confidence was found between the use of materials for personal professional growth and ratings given to the district professional library. There was a relationship between non-use and a rating of poor and a corresponding relationship between use for this purpose and a rating of excellent.

Use for personal professional growth was also related to the time respondents were willing to wait for materials. Persons who used materials for this purpose were less apt to stipulate a rigorous time requirement than those who did not make this use. The reverse--a higher than expected frequency of short waiting times by those who did not use materials for this purpose--was also found.

A significant relationship (.001) was found to exist between use of materials for graduate study and the time requirements of respondents. There was a definite association between designation of this use as most important and unwillingness to wait more than a week for materials.

A significant relationship (.02) between use of materials for graduate study requirements and ratings given to the district professional library was also found. Those who used materials for graduate study rated

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[1]The fifteen responses from the position category "other" were not included.

the district professional library excellent more frequently, and adequate less frequently than would have been expected by chance, with the reverse being true for those who did not use materials for this purpose. Also of interest is the fact that of those respondents who had rated the district professional library unnecessary, none had used materials for graduate study.

The three remaining uses listed in Table 30 were indicated less frequently, and none of the distributions by position, time requirements, or rating given showed statistically significant associations.

Opinions of library personnel on purpose of use

Interview respondents to the Survey of District Professional Library Personnel had also been asked what they thought materials and services were being used for. Their opinions were in agreement with the results of the Survey of Population Served. A large majority (81 per cent) indicated graduate work as the most important use, while program planning or development was a distant second, being mentioned by only 39 per cent. Curriculum study, mentioned by 35 per cent, and personal professional growth, mentioned by 31 per cent, were also included. Comparison of these uses with Table 30 shows that all four of the leading uses reported by school personnel were also cited by library personnel.

Time Requirements

All respondents to the Survey of Population Served were asked to indicate how long they were ordinarily willing to wait for the information or materials that they considered most important to them. The 777 responses

to this question, distributed by size of district, are shown in Table 32. The modal waiting time of two or three days was indicated by 298 (38 per cent) of those who responded to this item, 31 per cent were willing to wait a week, while a total of 20 per cent were willing to wait two weeks or longer and a total of 11 per cent indicated that they were not willing to wait more than one day.

The percentages in each time category in large districts and in medium-sized districts were remarkably similar, never differing by more than one percentage point. In the small districts a greater percentage of respondents was willing to wait one or two weeks for materials or information.

Distribution of the time respondents were willing to wait for materials or information by user and non-user revealed some relationship between the two variables, but the association did not reach the .05 level of significance.

Time lag between publication and availability

One problem which is common to most information services, including district professional libraries, is that of obtaining materials they do not own quickly enough to make them useful to a patron who has requested them. Responsibility for delay in providing new materials is generally (and correctly) attributed to the local agency by the patron. For example, consider this comment by an elementary administrator in a large district:

> There seems to be a lag between newly published books on the market and the time when they are placed in the library. Perhaps this period of time could be lessened.

TABLE 32

IMMEDIACY OF NEED FOR INFORMATION OR MATERIALS, BY SIZE OF DISTRICT

Length of Time Respondents Were Willing to Wait for Materials or Information	Large Districts N=510		Medium Districts N=181		Small Districts N=102		Total N=777	
	No.	%	No.	%	No.	%	No.	%
No more than a few minutes	16	3	5	3	2	2	23	3
One day	45	9	15	8	4	5	64	8
Two or three days	207	40	73	41	18	21	298	38
One week	153	30	53	29	33	38	239	31
Two weeks	60	12	24	13	25	29	109	14
Four to six weeks	29	6	11	5	4	5	44	6
Total	510	100	181	99	86	100	777	100

Nor does it suffice, apparently, to explain the delay by reciting all the hurdles the order form must clear before it can go to the jobber or publisher. Patron skepticism is evidenced in the following comment from another large district:

> One criticism has been that when new material is requested for purchase there is an untimely and seemingly unnecessary wait between the request for material and its availability. This, I am told, is because of some budgeting or administrative requirements which are unknown to me.

The answer may be that there is no way the district professional library can speed the acquisition process, of course. On the other hand, if one function is to be the provision of materials in response to immediate need, then provision should be made to expedite purchases. If such provisions are made it should be clear to everyone what they are, who is entitled to use them, and under what circumstances. Lack of consistent application of policy was behind some of the bitterest criticism of the district professional library. One such patron commented:

> I found this incident grossly unfair. In September 1969 I inquired about a certain book. I was told it was not available -- the professional library did not have it. So I bought it for $7.95. One week later another teacher taking the same course was told to buy the book and then when finished turn in the book and the bill to the professional library. Why should this book be $8.00 to me and free to her, particularly when I made the first inquiry about it?

Citation of the incident above should not be construed as either an endorsement or a condemnation of the method used to expedite purchases. It is given only to illustrate the need for a clear policy and for consistent application of that policy.

Institutions Patronized

Respondents were asked to check from a list any institutions which they had used as sources of information since they had started working in their current district. They were also asked to double-check the institution they considered to be most useful. The distribution by size of district in Table 33 shows the combined total of checks and double-checks made for each institution listed and the percentage which this represents.

The two leading institutions were the college or university library, which was used by 70 per cent of all respondents, and the professional collection in an individual school, which was used by 69 per cent. Not far behind were the public library (65 per cent) and the school district's central professional library (63 per cent). A total of 15 per cent reported using an intermediate school district's information center, and 10 per cent had used an ERIC center. Other sources were indicated by seventy-five (9 per cent) of the respondents. The most frequently specified other source was a personal library, mentioned by thirty-nine respondents. The complete list of other sources specified is shown in Appendix IV.

Comparisons revealed that the number of respondents from large, medium-sized, and small districts who had patronized four of the institutions varied considerably. Use of the college or university library and of the school district professional library corresponded directly with the district size categories, the rate being highest in the large districts, intermediate in the medium-sized districts, and lowest in the small districts. The rate of use of the professional collection in

TABLE 33

LIBRARIES AND INFORMATION SERVICES USED, BY SIZE OF DISTRICT

Library or Information Service	Large Districts N=580		Medium Districts N=206		Small Districts N=102		Total N=888	
	No.	%	No.	%	No.	%	No.	%
College or university library	425	73	135	65	57	56	617	70
Professional collection in an individual school	400	69	166	80	47	46	613	69
Public library	387	67	120	58	66	65	573	65
School district professional library	410	70	122	59	23	23	555	63
Information service of an intermediate school district	88	15	27	13	15	15	130	15
ERIC Center	48	8	31	15	10	10	89	10
Other	47	8	17	8	11	11	75	8

individual schools and of ERIC center resources was greater in medium-sized districts than in the large or the small districts. Little difference was found between the rates of use of public libraries or intermediate school district resources in the three district size categories, however.

The number and percentage of respondents who considered each institution to be most useful to them is shown in Table 34. The school district's central professional library, double-checked by 25 per cent of all respondents, and the college or university library, with 22 per cent, were the leaders. The professional collection in an individual school was double-checked by 15 per cent and the public library by 6 per cent. There were 29 per cent of the respondents who did not designate any institution as most useful.

The distribution of most useful designations by size of district (Table 34) was generally consistent with the total use distribution discussed previously. Of particular interest, however, is the wide variation between district size categories in designating the district professional library as most useful. The rate was 32 per cent in large districts, 14 per cent in medium-sized districts, and 5 per cent in small districts.

Professional Personnel Consulted

Respondents were asked "Do you ever go to anyone for assistance in locating professional materials?" A total of 89 per cent said "yes," with 92 per cent of the users and 81 per cent of the non-users of the district

TABLE 34

LIBRARIES AND INFORMATION SERVICES DESIGNATED MOST USEFUL, BY SIZE OF DISTRICT

Library or Information Service	Large Districts N=580		Medium Districts N=206		Small Districts N=102		Total[a] N=888	
	No.	%	No.	%	No.	%	No.	%
School district professional library	188	32	29	14	5	5	222	25
College or university library	129	22	38	18	25	25	192	22
Professional collection in an individual school	82	14	44	21	6	6	132	15
Public library	39	6	9	4	6	6	51	6
Information service of an intermediate school district information center	5	1	3	1	2	2	10	1
ERIC center	0	0	7	3	0	0	7	1
Other	9	2	4	2	4	4	17	2

[a]A total of 257 (29 per cent) of the respondents did not designate any library or information service as most useful.

professional library getting help from someone. Personnel consulted by respondents in large, medium-sized, and small districts are shown in Table 35.

The building librarian was cited by the most respondents (584, or 66 per cent). He was most apt to be consulted by respondents from medium-sized districts, where 76 per cent indicated use of this information source, while only 59 per cent of the respondents from small districts and 63 per cent of the respondents from large districts did so. Distribution of response to this item by grade level or position showed junior high school personnel (72 per cent) to be the most frequent users of the building librarian. Building librarians were used least by system-wide personnel, but even in this group almost half (47 per cent) consulted building librarians.

The college or university librarian was consulted by 42 per cent of the respondents, with very little variation in rate of use by size of district.

Public librarians were consulted by 39 per cent of all respondents, with the utilization rate of 46 per cent in small districts being somewhat higher than that reported from large or medium-sized districts.

District level school library personnel were consulted by 40 per cent of the respondents from large districts, 26 per cent of the respondents from medium-sized districts and 8 per cent of the respondents from small districts, for a total of 33 per cent for all respondents. These percentages are considerably lower than the percentages of district professional library users (i.e., large districts, 74 per cent; medium-sized districts, 63 per cent; small districts, 38 per cent). This

TABLE 35

PROFESSIONAL PERSONNEL CONSULTED FOR ASSISTANCE IN OBTAINING INFORMATION OR MATERIALS, BY SIZE OF DISTRICT

Personnel Consulted	Large Districts N=580		Medium Districts N=206		Small Districts N=102		Total N=888	
	No.	%	No.	%	No.	%	No.	%
Building level school librarians	367	63	157	76	60	59	584	66
College or university library personnel	251	43	76	37	46	45	373	42
Public library personnel	228	39	71	34	47	46	346	39
District level school library (media) personnel	234	40	54	26	8	8	296	33
Intermediate school district personnel	49	8	23	11	10	10	82	9
Other	59	10	23	11	9	9	91	10

indicates that a substantial number of users were either functioning independently or were turning to other people for assistance in locating or using information and materials.

Intermediate school district personnel were consulted by 9 per cent of those surveyed, with very little variation in rate by size of district.

Other people were specified by 10 per cent of all respondents. Those most frequently mentioned as sources of assistance were system-wide specialists or consultants, building principals, colleagues, college professors, and department chairmen. The complete list of other sources of assistance is given in Appendix IV.

Use of Materials and Services Provided by the District Professional Library

This section discusses the frequency of use and the materials and services used by 596 patrons of the six district professional libraries included in the Survey of Population Served.

Frequency of Use

The frequency of use of the district professional libraries, distributed by size of school district, is shown in Table 36. In every district the median use frequency was the "three or four times per year" category, with the mean number of uses falling between twice a year and three or four times a year. Altogether, 230 (39 per cent) of all users indicated that they used the district professional library

TABLE 36

FREQUENCY OF USE OF THE DISTRICT PROFESSIONAL LIBRARY, BY SIZE OF DISTRICT

Frequency of Use	Large Districts N=428		Medium Districts N=129		Small Districts N=39		Total N=596	
	No.	%	No.	%	No.	%	No.	%
Once a year or less	92	21	22	17	8	21	122	20
Twice a year	64	15	18	14	8	21	90	15
Three or four times per year	161	38	54	42	15	38	230	39
Once a month	56	13	18	14	5	13	79	13
Twice a month	35	8	10	8	1	3	46	8
Once a week or more	14	3	4	3	0	0	18	3
No response	6	1	3	2	2	5	11	2
Total	428	99	129	100	39	101	596	100

"three or four times per year," 24 per cent used it more often, 35 per cent used it less, and 2 per cent did not indicate a use frequency. A significant relationship (.001) was found to exist between current position and frequency of use, as shown in Table 37. One of two major relationships was between a lower frequency of use and junior and senior high school users. If one totals the percentages for rows 1, 2, and 3 (the lowest use frequencies) in each column it will be seen that the sum of the percentages in the "Total" column (overall percentage) is 74, while the sum for junior high school is 82 per cent and the sum for senior high school is 87 per cent. The other major relationship noted was between personnel in system-wide positions and high frequency of use. Although the percentage of all users reporting a frequency of use of once a month or oftener (the sum of rows 4, 5, and 6 in the "Total" column of Table 37) was only 24 per cent, nearly half (49 per cent) of system-wide personnel were included in these frequencies.

Materials Used

The 596 users were asked to "check any of the following materials or services of the district professional library" that they had used, and to double-check the one that they had found to be the most useful. All users responded by checking at least one material, although nearly one-half did not designate any material as most useful (see Table 38).

The leading material was books--543 (91 per cent) of the 596 users of the district professional libraries reported using them. Moreover; books were considered to be most useful by 180 respondents,

TABLE 37

FREQUENCY OF USE OF THE DISTRICT PROFESSIONAL LIBRARY, BY POSITION OR GRADE LEVEL SERVED

Percentage Distribution

Frequency of Use	Position or Grade Level					
	Elem. N=292	J H S N=131	S H S N=100	System N=59	Other N=14	Total N=596
1. Once a year or less	19	27	24	8	21	20
2. Twice a year	16	18	14	8	14	15
3. Three or four times a year	38	36	49	29	29	39
4. Once a month	15	11	6	24	14	13
5. Twice a month	7	7	3	17	21	8
6. Once a week or more	3	2	1	8	0	3
7. No response	2	0	3	5	0	2
Total	100	101	100	99	99	100

X^2 ..... 53.34
Degrees of freedom 24
Level of significance ... .001

TABLE 38

USE OF MATERIALS PROVIDED BY THE DISTRICT PROFESSIONAL LIBRARY

Type of Material	Used		Used--Most Useful		Total Using	
	No.	%[a]	No.	%	No.	%
Books	363	61	180	30	543	91
Periodicals	311	52	101	17	412	69
Pamphlets	245	41	15	3	260	44
Non-print materials	63	11	9	2	72	13
Microfilms, microfiche, microcard, etc.	32	5	0	0	32	5

[a]Percentages are based on 596 users. Since several materials could be checked, column totals exceed 100 per cent.

which amounts to well over one-half of the 305 who did indicate a most useful material. As shown in Table 39, there was a higher rate of use of books in large districts (94 per cent) than in medium-sized districts (86 per cent) or in small districts (74 per cent).

Periodicals were second in frequency; used by 412 (69 per cent) of the district professional library users. Of the 412 periodical users, 101 indicated that this was the most useful material to them.

Pamphlets were used by 245 (41 per cent) of those responding but only 15 persons considered them most useful. The percentages using periodicals and pamphlets did not vary greatly in the large, medium-sized, and small districts (see Table 39).

Since non-print materials were not a major resource of the professional libraries it was not surprising to see that only seventy-two (13 per cent) of the respondents indicated that they had obtained such materials from the district professional library. The association between size of district and use of non-print materials which can be seen in Table 39 was the result of higher than expected use in the medium-sized districts and concentration of six (67 per cent) of the nine who designated non-print materials most useful in the medium-sized districts.[1]

Materials in microform were provided in three of the six districts involved in the Survey of Population Served, but use was low--only thirty-two (5 per cent) of the respondents reported using them, and no one indicated microforms as most useful.

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[1]This is probably the direct result of a better than average collection of non-print materials in one medium-sized district.

TABLE 39

USE OF MATERIALS PROVIDED BY THE DISTRICT PROFESSIONAL LIBRARY, BY SIZE OF DISTRICT

Percentage Distribution

Material	Large Districts N=428			Medium Districts N=129			Small Districts N=39		
	Used	Used--Most Useful	Total Using	Used	Used--Most Useful	Total Using	Used	Used--Most Useful	Total Using
Books	61	33	94	60	26	86	59	15	74
Periodicals	52	19	71	50	12	62	64	10	74
Pamphlets	44	3	47	33	2	35	31	3	34
Non-print materials	9	0	9	19	5	24	3	3	6
Microfilms, microfiche, microcard, etc.	6	0	6	5	0	5	3	0	3

A relationship, significant at the .001 level, was found between use of microforms and position or grade level.[1] Respondents from the elementary schools were less apt to use microforms than junior high school personnel, and they, in turn, were less apt to use them than senior high school personnel. The correlation of use to level continues with system-wide personnel (who constitute only 10 per cent of the total sample, but make up 31 per cent of microform users) being much more likely to use microforms than those in senior high school positions. Although a similar distribution was made for each material, no other significant associations were found.

Opinion of library personnel on use of materials

Library personnel contacted during the (interview) Survey of District Professional Library Personnel were asked whether they had any information on what materials got the most use. Their responses tended to confirm the high use of books and periodicals, in that order, reported by library patrons. There were ten of the twenty-six interview respondents who reported that books were used most, six indicated that periodicals were used most, while two reported that the use of books and of periodicals was about equal.

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[1]See Appendix VI, Table 51.

Services Used

Responses to questions about patron utilization of the services of district professional libraries showed generally low usage of services and a corresponding low designation of services as most useful. (See Table 40.)

Help in using or locating information or materials from their own school system was mentioned by 297 (50 per cent) of the district professional library users, and of the 297, twenty-eight indicated that this service was most useful. The distribution by size of district (Table 41) shows little variation between large, medium-sized, and small districts in the utilization of this service.

Help in using or locating information or materials from outside the school system was reported by 120 (20 per cent) of the district professional library users, with 14 of the 120 designating this item most useful. The highest percentage of use of this service was reported from small districts (29 per cent), with 22 per cent use from medium-sized districts and 18 per cent from large districts.

Informational reports had been produced for seventy-six (13 per cent) of the users, with a total of six persons indicating this service as most useful. Bibliographies had been produced for seventy-five (13 per cent) of the users, with four of them designating this service most useful. For both report and bibliography production the large and medium-sized districts showed higher rates of use than did small districts.

TABLE 40

USE OF SERVICES PROVIDED BY THE DISTRICT PROFESSIONAL LIBRARY

Service	Used		Used--Most Useful		Total Using	
	No.	%[a]	No.	%	No.	%
Help in using or locating information or materials from within this school system	271	45	28	5	297	50
Help in using or locating information or materials from outside the school system	106	18	14	2	120	20
Production of informational reports	72	12	4	1	76	13
Production of bibliographies	69	12	6	1	75	13

[a]Percentages are based on 596 users.

TABLE 41

USE OF SERVICES PROVIDED BY THE DISTRICT PROFESSIONAL LIBRARY, BY SIZE OF DISTRICT

Percentage Distribution

Service	Large Districts N=428			Medium-Districts N=129			Small Districts N=39		
	Used	Used--Most Useful	Total Using	Used	Used--Most Useful	Total Using	Used	Used--Most Useful	Total Using
Help in using or locating information or materials from this school system	44	5	49	51	3	54	44	10	54
Help in using of locating information or materials from outside this school system	16	2	18	20	2	22	26	3	29
Production of informational reports	13	1	14	12	1	13	5	0	5
Production of bibliographies	13	1	14	9	1	10	5	0	5

The only significant association between use of a service and grade level or position was a positive one between production of informational reports and a system-wide position which was significant at the .02 level (see Appendix VI, Table 52).

Rating of Materials and Services Provided

This section considers first the ratings given the district professional library by respondents from large, medium-sized, and small districts, while a second presentation shows the distribution of ratings given by users and non-users.

Ratings in Large, Medium-Sized, and Small Districts

As shown in Table 42, 29 per cent of all respondents rated the district professional library excellent, 39 per cent rated it adequate, while 22 per cent did not rate it at all (no response). The remaining 10 per cent was divided between the 6 per cent who rated it poor, the 1 per cent who rated it unnecessary and the 3 per cent who indicated some "other" rating.

The twenty-six "other" ratings specified were so diverse that no attempt was made to categorize them. Instead, they are given in their entirety in Appendix IV.

The distribution by large, medium-sized, and small districts (Table 42) shows a much higher frequency of excellent ratings from the large districts (38 per cent) than from the medium (15 per cent) or small districts (9 per cent). The distribution of the non-respondents also varies considerably. The rate of non-response of 23 per cent for

TABLE 42

RATING GIVEN THE DISTRICT PROFESSIONAL LIBRARY--ALL RESPONDENTS IN LARGE, MEDIUM, AND SMALL DISTRICTS

Rating	Large Districts		Medium Districts		Small Districts		Total	
	No.	%	No.	%	No.	%	No.	%
Excellent	220	38	30	15	9	9	259	29
Adequate	212	37	101	49	36	35	349	39
Poor	28	5	18	9	7	7	53	6
Unnecessary	5	1	1	0	1	1	7	1
Other	10	2	8	4	8	8	26	3
No response	105	18	48	23	41	40	194	22
Total	580	101	206	100	102	100	888	100

medium-sized districts was close to the overall 22 per cent, but the non-response rate from large districts (18 per cent) was below this, while the non-response rate from small districts went up to 40 per cent.

The distribution of the ratings given by the 596 users, shown in Table 43, retained the association between higher ratings and larger districts. The overall percentage rating the facility excellent has risen to 40 per cent, and the percentage rating it adequate has risen to 46 per cent. These increases were offset by a reduction in the percentage of non-response from 22 per cent to 4 per cent, while the remaining percentages showed little change.

Rating by Users and Non-Users

Of the 694 respondents who rated the district professional library 572 (82 per cent) were users and 122 (18 per cent) were non-users (see Table 44). The relationship between use or non-use and the ratings given was found to be significant at the .001 level. As one might expect, non-users gave lower ratings than users did. Even so, a 62 per cent majority of the non-users gave a rating of adequate and eighteen (15 per cent) gave a rating of excellent.

Comments appended to the rating categories checked in the questionnaire gave insight into the criteria used by school personnel to make their ratings. A rating of excellent followed by "fellow teachers speak very highly of it" gives some idea of how eighteen non-users could have given this rating. Comments accompanying ratings of poor from users included: "Materials or books I've wanted are often not available,"

TABLE 43

RATINGS GIVEN THE DISTRICT PROFESSIONAL LIBRARY--USERS ONLY--IN LARGE, MEDIUM AND SMALL DISTRICTS

Rating	Large Districts		Medium Districts		Small Districts		Total	
	No.	%	No.	%	No.	%	No.	%
Excellent	205	48	29	22	7	18	241	40
Adequate	173	40	79	61	21	54	273	46
Poor	21	5	12	9	4	10	37	6
Unnecessary	2	0	0	0	0	0	2	0
Other	9	2	6	5	4	10	19	3
No response	18	4	3	2	3	8	24	4
Total	428	99	129	99	39	100	596	99

TABLE 44

RATINGS GIVEN THE DISTRICT PROFESSIONAL LIBRARY

BY USERS AND NON-USERS

Ratings Given	Users		Non-Users		Total	
	No.	%	No.	%	No.	%
Excellent	241	42	18	15	259	37
Adequate	273	48	76	62	349	50
Poor	37	6	16	13	53	8
Unnecessary	2	0	5	4	7	1
Other	19	3	7	6	26	4
Total	572	99	122	100	694	100

X^2 ..... 45.83
Degrees of freedom ..... 4.
Level of significance ..... .001

and "The times I have used the library I have not always been given the help I needed in locating specific material." Non-users who attached comments to ratings of poor were most likely to criticize the lack of publicity, as the following examples show: Poor "because it is an unknown entity," or "because I don't know what is there or how to go about finding out--this may be my own fault, of course," or simply "unknown." One respondent who had inserted an arrow between "Poor" and "Adequate" on the questionnaire explained "I would not say 'Poor' because I have not tried using it to the best advantage or often enough. I would not say 'Adquate' because if this had been true, I'd be more aware of what was available."

Clues were given in the other ratings which may help explain why some ratings were given so seldom. One might assume, for instance, that substantial numbers of non-users and very infrequent users would give ratings of unnecessary or poor. The numerous "other" responses which were qualified with "Couldn't say, I've never been there" or "Haven't used it, can't say" indicated that some school personnel were unwilling to rate the district professional library solely on its usefulness (or lack of it) to themselves. Respondents who had used the district professional library very little were also represented among those unwilling to base a rating on limited experience. One such person, after checking "other," said: "My one occasion for using it was satisfactory." Another said "It is difficult for me to evaluate because the one book I needed was not available."

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Introduction

Statement of the problem

The purpose of the study was to provide information on the status and function of district professional libraries in Michigan public school systems. An additional purpose was to investigate the characteristics of a sample of the school personnel in selected school districts with respect to their use of various information services and materials and their opinion of the adequacy of the professional library in their district.

Sources of data

The principal sources of data were three surveys conducted during 1969. The first was a questionnaire survey of 125 Michigan school districts to locate and gather information on existing district professional libraries. From the overall return of 72 per cent, a total of thirty-two districts reported having a district professional library. The second survey was conducted through interviews with the professional personnel responsible for the district professional library in twenty-six of the thirty-two districts. The interview survey was designed to complement and verify the original survey and, in some districts, to explore the possibility of conducting the third survey.

The third survey was a questionnaire survey of 1054 school personnel from two large, two medium-sized, and two small districts. The purpose of this survey was to investigate the characteristics of users and non-users of district professional libraries, the uses made of information services and materials, and the reaction of school personnel to the adequacy of the services and materials provided by their district's professional library. The overall return was 888, or 84 per cent. Computation was done at The University of Michigan's Computing Center, where standard computer programs were used to produce bi-variate frequency tables. The percentage for each cell, the Pearson Chi-Square statistic, and other statistical information was supplied for each table.

District Professional Libraries in Michigan

Most of the thirty-two district professional libraries included in the study evolved from previous miscellaneous collections, rather than one that had been established as a separate entity.

Staffing was minimal in most districts. The library was usually under the direction of the school library supervisor, who devoted only a limited amount of time to it. Exceptions were found in four large districts which had professional and clerical staff assigned specifically to the district professional library.

The median budget allocation for the materials collection for the 1968-69 school year was $200 in the small districts, $800 in the medium-sized districts, and $2,167 in the large districts.[1]

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[1]Excluding Detroit. Separate figures for Detroit are given in footnotes to Chapter II.

Space and physical facilities

The number of patrons accommodated in the quarters available ranged from none in two small districts to 60 and 100 in two large districts. The median number of patrons accommodated was 8 in small districts, 20 in medium-sized districts and 18 in large districts. About one-half of all districts provided an office, a workroom, and a meeting room in or accessible to the library; three-fourths provided free parking space for patrons.

Selection, technical services, and circulation

Responsibility for materials selected was shared by the school library supervisor or other professional in charge and his immediate superior. A policy which emphasized centralized rather than individual building purchases of professional materials was generally followed. The two publications most frequently recommended as aids to establishing a basic collection were Recommended Materials for a Professional Library in the School[1] and The Teachers' Library[2]. The predominate aids to current selection were patron suggestion, Today's Education (formerly NEA Journal), and Library Journal.

The Dewey Decimal classification system and a dictionary card catalog were used in most districts. References to non-print as well as print materials were included in most catalogs.

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[1]Michigan Association of School Librarians, Recommended Materials.

[2]AASL and TEPS, Joint Committee, The Teachers' Library.

Circulation was generally through inter-school mail in response to telephone requests. Most district professional libraries duplicated materials for patrons.

Location of the library

District professional libraries in the large and the medium-sized districts were usually located in a district media center situated in or adjacent to the school district's administrative center. The location in small districts was usually in the library quarters of an elementary or secondary school building.

Library personnel were generally of the opinion that their current location was the best, with the exception of some small district supervisors who thought it would be better to have regional centers. Most library patrons would have preferred to have the district professional library located in a building which would house all system-wide library and audio-visual services.

Materials and services provided[1]

Book collections in small districts ranged from 50 to 2,500 volumes, with a median of 200 volumes. Collections in medium-sized districts ranged from 100 to 3,000, with a median of 650 volumes. Large districts had holdings ranging from 500 to 9,500 with a median of 2,250 volumes.

Periodical collections in small districts ranged from 10 to 65 titles regularly received, with a median of 25 titles. Collections

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[1]Figures for large districts do not include Detroit.

in medium-sized districts ranged from 3 to 103 titles, with a median of 25 titles. Large district collections ranged from 10 to 300 titles, with a median of 40 titles.

Pamphlets and other vertical file materials were held in 75 per cent of the large and medium-sized districts and 26 per cent of the small districts. Quantities held ranged from two file drawers to a combination of 32 file drawers and 117 pamphlet boxes.

Only limited holdings of non-print materials for the professional growth of school personnel were owned by the district professional libraries. Formats held included filmstrips, tape recordings, disc recordings, slide sets, 16mm films, and 8mm films.

Microforms were held by five large and four medium-sized districts; curriculum guides and resource units for teachers were reported by 36 per cent of the small districts and a majority of the large and medium-sized districts.

More than two-thirds of the large districts, but only a minority of small and medium-sized districts held such basic educational reference works as Education Index, Encyclopedia of Educational Research, and Research in Education. More general works--Monthly Catalog of U. S. Government Publications and Reader's Guide to Periodical Literature--were more apt to be available in small and medium-sized districts, while very few districts held Library Literature or the Directory of Information Resources in the U. S. Federal Government.

Services provided.--Reference services such as finding material for college courses, locating resource materials, and answering reference questions were the services provided most frequently. Assisting in-service education efforts by participating in workshops and displaying new instructional media, preparing bibliographies, serving on curriculum committess, and providing such technical assistance as reproduction of articles were other services generally provided. Most library personnel had not had requests for services which they considered inappropriate.

Extended hours of service on Saturdays or during late afternoon or evenings were almost non-existent, although most large and medium-sized districts did keep the library open during the summer. Most libraries were open eight and one-half or nine hours per day during the school year.

Publicity and current awareness

The most frequently used publicity methods were routing materials to key personnel, giving in-service workshops on materials and their use, and circulating lists of newly acquired material. Used less frequently were distributing lists of holdings, publishing a newsletter or a bulletin, contributing to system-wide or building publications, and filing cards into the catalogs of building libraries.

Library personnel interviewed considered in-service presentations, including orientations for teachers new to the system, the most effective publicity method, with circulation of lists of new material a close second.

Nearly one-eighth of all respondents in the user survey had not been aware of the district professional library prior to receiving the Survey of Population Served. This lack of awareness was significantly greater in senior high schools than at the elementary or junior high school level, and was also greater in the small and medium-sized districts than in the large districts. Most respondents first learned about the district professional library from a colleague rather than from the publicity or orientation services of the library.

Verbal communications from media personnel were cited as the most effective current awareness technique. Distribution of lists of new books was also mentioned often, but comment indicated considerable dissatisfaction with this practice.

Role of the district professional library in the total information system

Small districts were most likely to obtain materials from outside sources, with medium-sized districts next and large districts using an outside service least. More than one-half of the small districts had borrowed materials for patrons from the Michigan State Library, from public libraries, and from intermediate school district information centers. Medium-sized districts were most likely to borrow from public libraries; large districts from a college or university library. When district professional library personnel needed assistance for themselves or for a patron they generally contacted a public library or a college or university library.

Commercial and institutional services which would not ordinarily be represented in the local community were used very

infrequently as sources of information or materials. For example, only seven (22 per cent) of the districts reported using ERIC's Document Reproduction Service.

Interviews revealed that most district professional library personnel felt responsible for serving as a link between school personnel and outside information services even though there was generally at least one other information agency available in the community. Limited use of non-local information sources was attributed by library personnel to the amount of time needed to obtain materials from outside sources, to the complexity of ordering routines, to lack of knowledge of what was available on the part of both media personnel and school personnel generally, and to the lack of incentive for school personnel to go beyond readily available information.

Most districts reported very little being done by the district professional library to provide information transfer within a given school district. The most common device to attempt this was the union shelf list, reported by 35 per cent of the districts.

Planning and evaluation

Among the plans for improving the district professional library reported by interview respondents were those to add materials (31 per cent), to relocate the professional library and other media services (31 per cent), add staff (15 per cent), and add services (12 per cent).

The bases for evaluation which library personnel recommended most often were circulation, frequency of use, and questioning the users, either in person or through a questionnaire. Most had not been involved in evaluation of their own program, however.

Characteristics of the Population Served

Distribution of users and non-users by sex showed that men in large districts were significantly (.01 level) more likely to be users than women were. No difference was found between use by men and women in small and medium-sized districts, however.

A significant association existed between respondents under thirty years old and non-use of the district professional library, with a corresponding association between those aged thirty-one to sixty and greater use of the library. While these associations existed in all districts, the significance levels exceeded the .05 level in the large (.001) and medium-sized (.001) districts, but not in the small districts.

Positions with significantly high percentages of users in the large and the medium-sized districts were system-wide employees and elementary school personnel. Low percentages of users were reported from junior high school and senior high school personnel. Differences in the number of users in various positions or grade levels in the small districts were not significant at the .05 level.

Low use levels were found to be associated with limited total experience, limited experience in a given school district, and limited

experience in the present position or grade level. Of the three experience categories, experience in a given school district was most significant. An association significant at the .001 level was found between limited experience in a given school district and low percentages of users and between more experience and higher percentages of users in every size of district.

A strong association between increased academic preparation and use of the district professional library was found in large districts (.001) and in small districts (.01). Although a similar association existed in medium-sized districts, it did not reach the .05 level of confidence. The fact that every respondent with a doctoral degree was also a user of the district professional library in his district is the most striking example of this association.

Users comprised 67 per cent of the 888 school personnel who responded to the survey. Users constituted 74 per cent of the respondents from large districts, 63 per cent of the respondents from medium-sized districts, and 38 per cent of the respondents from small districts.

Since a purposive sub-sample of persons already known to be users made up one-half of the survey population in the large and the medium-sized districts, these percentages were strongly biased toward users. Calculations to correct for this bias indicate that approximately 58 per cent of all school personnel in the large districts surveyed and 36 per cent of all school personnel in the medium-sized districts surveyed were users. Since all their school personnel had been surveyed, the 38 per cent user figure from small districts was accepted.

Utilization of Information Services by the Population Served

Uses made of information services

School personnel responding to the Survey of Population Served reported the following as the major uses of professional information or materials: (1) curriculum study and development, by 65 per cent; (2) personal professional growth, unrelated to graduate or other formal study requirements, by 62 per cent; (3) graduate study requirements, by 58 per cent; (4) locating information to initiate or change a program or activity, by 46 per cent; (5) building level or system-wide in-service education, by 40 per cent.

Library personnel interviewed also identified purposes one through four (above) as most important.

Associations significant at the .05 or greater level were found between the following variables:

1. An elementary school or system-wide position and increased use of materials for personal professional growth.
2. High ratings given to the district professional library and
   (a) Use of materials for personal professional growth, and
   (b) Use of materials for graduate study requirements.
3. Need for fast delivery of information or materials and use of materials for graduate study requirements.

Time requirements.--About half (51 per cent) of all school personnel responding reported that they were ordinarily willing to wait a week or more for the information or materials that they considered most important to them. A two or three day limit was indicated by

38 per cent, and 11 per cent were willing to wait only one day or less. A higher percentage of respondents from small districts (72 per cent) than from large (48 per cent) or medium-sized districts (47 per cent) were willing to wait a week or longer for information or materials. Differences between the time requirements specified by users and non-users of the district professional library were not significant at the .05 level.

Criticism of the time lag between publication of a work and the time it could be made available by the professional library was made by some respondents.

Institutions patronized.--Between 60 and 70 per cent of school personnel surveyed reported use of the following as sources of professional information: a college or university library, the professional collection in an individual school, a public library, and a school district's central professional library. The information service of an intermediate school district had been used by 15 per cent of all respondents; an ERIC center by 10 per cent. Use by school personnel of a college or university library and of a school district's professional library corresponded directly with district size. Personnel from medium-sized districts led in the rate of use of ERIC centers and building professional collections, while public library and intermediate school district use rates were similar in all district size categories.

A school district's central professional library was designated as the most useful institutional information service by 25 per cent of all respondents, followed by a college or university library (22 per cent), the professional collection in an individual school (15 per cent), a

public library (6 per cent), an ERIC center (1 per cent), and an intermediate school district's information service (1 per cent). The district professional library was much more likely to be designated most useful by respondents from large districts (32 per cent) than by respondents from medium-sized districts (14 per cent) or small districts (5 per cent).

Professional personnel consulted.--Most (89 per cent) of the school personnel surveyed sought assistance in locating information or materials. Two-thirds of them indicated that they went to their building librarian, 42 per cent went to college or university library personnel, 39 per cent to public library personnel, 33 per cent to district level school library personnel, and 9 per cent to intermediate school district personnel. Others (e.g., principals and consultants) were specified by 10 per cent of the respondents.

Use of materials and services provided by the district professional library

The district professional library was used once a year or less by 20 per cent of the 596 users, twice a year by 15 per cent, three or four times a year by 39 per cent, and once a month or oftener by 26 per cent.

A statistically significant association was found between frequent use and a system-wide position, and also between infrequent use and a junior high school or senior high school position.

Materials used.--Books were used by the largest percentage of patrons (91 per cent), followed by periodicals (used by 69 per cent),

pamphlets (used by 44 per cent), non-print materials (used by 13 per cent), and microforms (used by 5 per cent). Books were designated most useful by 30 per cent of the patrons, periodicals by 17 per cent, and other formats by less than 5 per cent of all patrons.

An association significant at the .001 level was found to exist between position or grade served and the use of microforms, with the lowest incidence of use by elementary personnel and the highest by those in system-wide positions.

Services used.--Help in using or locating information or materials from within the school system was the most frequently used service (by 50 per cent of the 596 patrons). Help in using or locating information or materials from outside the school system was obtained by 20 per cent, reports and bibliographies were produced for 13 per cent of the patrons. Very few (5 per cent or less) designated any service as most useful.

An association significant at the .02 level was found between position or grade level served and having informational reports produced, with system-wide personnel leading in the utilization of this service.

Rating of materials and services.--All school personnel surveyed, including non-users, were asked to rate their district's professional library. The ratings given were: (1) excellent, 29 per cent; (2) adequate, 39 per cent; (3) poor, 6 per cent; (4) unnecessary, 1 per cent; (5) other, 3 per cent; no response, 29 per cent. Excellent ratings were given in large districts by 39 per cent of the respondents,

while 15 per cent gave that rating in medium-sized districts and only 9 per cent rated the district professional library excellent in small districts. Ratings given by users were significantly higher than those given by non-users.

Conclusions

As a result of this study the following conclusions can be drawn:

1. The fact that most district professional libraries originated from an accumulation of unorganized collections which were placed under the jurisdiction of existing personnel has been contributory to poor basic collections, inadequate budgets, lack of staff, and, in some cases, a poor location.

2. Lack of staff, and particularly professional staff, was the most serious deficiency in all but a few exceptional districts.

3. Although collections of books and periodicals often met or exceeded quantitative standards for building collections, they would not, in most cases, be adequate for district-wide service if any substantial number of those eligible to use them were to do so.

No attempt to evaluate the overall contents of the collections was made, but inquiry was made into the holdings of certain reference works. The absence of such basic reference tools as Education Index, Encyclopedia of Educational Research, and Research in Education in a majority of the small and medium-sized districts indicates that the quality of many collections in these districts is questionable.

4. The services reported as regularly provided were unused by a majority of patrons, and very few of them designated any service as most useful to them. This may mean that the reports of services provided were erroneous, but it seems more likely that to a large degree, the non-use was a result of poor publicity.

5. The district professional library's potential usefulness was not being tested in the districts studied, because none made provisions for significant extension of hours of service beyond the regular school day.

6. Ineffective or negligible publicity and current awareness efforts were responsible for the limited knowledge of the library, its materials, and its services. This was one major reason for non-use and very limited use by school personnel.

7. There was very little use of such non-local information sources as University Microfilms' DATRIX Service, ERIC Centers, and Phi Delta Kappa's School Research Information Service. Lack of use was caused by the time required to get the information, mechanical difficulties with ordering procedures, and, most important, lack of knowledge on the part of both library and other school personnel. The findings of the Stanford Research Institute study confirm this conclusion. California school personnel responding to that study indicated that one of the major problems in utilizing educational information was "understanding procedures in getting material from ERIC, DATRIX, State information systems, etc.", and that an additional problem was "getting source material in time to use it."[1]

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[1]Far West Laboratory, Decision Processes and Information Needs in Education, p. 59.

8. District professional libraries were not serving as intra-district information transfer agencies, even though many supervisors recognize the desirability of such a service. Lack of staff time was the principal reason.

9. Evaluation has not been given much attention and the effectiveness of various materials and services provided by the district professional library was generally unknown. As a consequence, plans for improvement were based on hunches or were ancillary to plans for other functions.

10. The typical district professional library user was a man in a system-wide position who was between thirty and sixty years old, had an advanced degree, and had more than three years of experience in the present system.

11. The importance of locally available professionally trained personnel is emphasized by the large percentage of school personnel who rely on local building media specialists for help in locating professional materials. This finding appears to temper the charge which has been made that school librarians are not oriented to helping teachers.

12. Patrons can give useful evaluations of the facilities they use even though they may have had limited opportunity to compare their situation to others. The numerous comments expressed in the Survey of Population Served gave evidence of a generally constructive attitude on the part of school personnel.

13. In the large districts included in the Survey of Population Served the general use of the district professional library, its

designation as the most useful institutional source of information by more respondents than any other source of information listed, the large percentage of excellent ratings given to it, and the many favorable patron comments combine to give a clear indication that a significant proportion of the certified personnel feel that a very worthwhile service has been provided for them. The study by the Stanford Research Institute also showed the "local professional educational library" to be a useful source of information for educational planning and decision making, as such libraries were ranked ahead of any other institutional sources of information. All of the five sources which ranked above the district professional library involved direct, person-to-person contact.[1]

14. In the medium-sized and the small districts included in the Survey of Population Served the case for the district professional library is much weaker. The lower percentages of users, the less frequent designation of the district professional library as the most useful information source and the lower percentages of excellent ratings all indicate that a considerable percentage of school personnel in these districts was not enthusiastic about their district's professional library.

15. Although other differences existed, the most important difference between the district professional libraries in the large districts and those in the medium-sized or small districts included

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[1] Ibid., p. 51.

in the Survey of Population Served was staff. Each of the large districts had a fully qualified professional directly in charge of the facility--responsibility for the small and medium-sized district libraries was included in the duties of the school library supervisor.

Recommendations

1. Those who are considering the establishment of a district professional library should determine the purposes of the proposed library and how much use can be anticipated for those purposes. At this point it may become evident that the number of system-wide personnel, the amount of curriculum study and innovation, and in-service education in the district is too limited to warrant further consideration of such a facility. As desirable as they may be, graduate study and personal professional growth alone are not likely to provide justification for the amount of money needed to staff and stock a useful library.

2. Those who are responsible for existing district professional libraries should evaluate the existing collection, budget, staff time, and extent of utilization being made. The figures in this study, while limited, will give some idea of whether conditions in a given district are better or worse than normative conditions in districts of a similar size. The Survey of Population Served, adapted, perhaps, to local conditions, could be used as one evaluation instrument.

3. Staff assigned specifically to the library is essential. Whatever purposes are established, the work necessary to carry them

out should not be assumed by existing clerical or professional staff unless there is compensatory release from other duties. It is the strong recommendation of the investigator, based on observation, interviews, and evidence from the Survey of Population Served that it would be better to house materials in decentralized locations than to bring them together in a district professional library where no staff time is provided. The minimum staff for any district professional library should be a fully qualified professional on a half-time basis, assisted by a half-time clerical worker.

4. It is recommended that the size of a basic collection of books and periodicals be based on the quantities reported in this study for the larger collections in the large districts. These should be used as goals for any district professional library, since a major conclusion of this study (conclusion number thirteen) is that school district professional libraries in large districts were viable, while the utility of those in medium-sized and small districts was questionable.

As an example of the foregoing, averaging the figures for the four largest collections in large districts (exclusive of Detroit) would result in a suggested basic collection of about 5,300 books and a periodical collection of about 150 titles.

5. A budget allocation for an initial collection and a commitment to an annual materials budget thereafter are both needed. The basic collection to be purchased would depend on the materials (if any) already in the district which would be placed in a newly created library. The professional to be in charge of the library should be

assigned or hired before basic purchases are made, and this should be part of his responsibility.

The annual materials budget should be calculated in the same way as the basic collection for books and periodicals.

6. Location will often be determined by what space is available, of course, but whenever possible, the location should be convenient to the system-wide personnel who are the most active users, and also to the other system-wide media services to take advantage of the reference resources and professional staff found there.

7. Publicity should be given to the district professional library, its services and the collection. Current awareness of new materials and services should be maintained.

Particular attention should be given to publicity directed toward those who are new to the school system. This should be done in a variety of ways and over a period of time, because new personnel are often extremely busy at the beginning of the school year.

8. Consideration should be given to accelerating the acquisition procedures for certain materials, especially those to be used for graduate study and for personal professional growth, since it is often difficult to anticipate patron requests in these areas. If this is done, the conditions governing the procedures and the restrictions (if any) should be clear to all school personnel.

9. Where staff time permits, the transfer of information and materials within a given district by the district professional library should be considered. If this were properly carried on it could save

a great deal of duplicated effort in various buildings in a school district. It seems likely that similar efforts within large buildings would also bring about useful inter-departmental transfer of information and materials.

10. Since 89 per cent of the school personnel in this study indicated they would be willing to wait two or three days or more for the information or materials they considered most important to them, the extra-district sources of information should consider this as a factor in their delivery time.

11. In-service education of media personnel is necessary to improve their knowledge of basic reference tools in education and the extra-district information services available.

12. Those responsible for disseminating information about extra-district information services should make greater efforts to establish contact with district level media personnel, including those who are responsible for district professional libraries.

13. The efforts of the small and medium-sized districts in particular are not, in most cases, adequate. They need regional information centers which will serve as back-up to their facility if school personnel in those districts are to be provided with materials and information for professional growth.

Suggestions for Related Research

As a result of this study the following possibilities for related research became apparent:

1. A study could be made of library and education school programs which train school media personnel to determine: (1) the extent of preparation for selecting and using reference materials for professional growth of the school faculty, (2) the extent of instruction in the nature and utilization of extra-district information sources.

2. A demonstration project could be carried on to determine the effect that extended hours of service would have on the amount of use of a district professional library.

3. A study of the feasibility and utility of intra-district materials and information transfer, particularly in large districts, could provide useful information.

4. Investigations which would produce valid and reliable instruments for assessing the adequacy of information services provided for school personnel are needed.

With the recent restriction of federal funds for research and development in education and an increasing resistance to higher tax levies for education by local taxpayers there will doubtless be pressure to curtail existing information services for educators and prevent the establishment of new ones. It is hoped that the evidence of the usefulness of an adequate professional information service at the district level provided by this study will play some small part in maintaining existing programs and keeping plans for new ones alive.

APPENDIX I

SURVEY OF SCHOOL DISTRICT PROFESSIONAL LIBRARIES

STUDY OF THE SCHOOL DISTRICT PROFESSIONAL LIBRARY
THE UNIVERSITY OF MICHIGAN
DEPARTMENT OF LIBRARY SCIENCE
ANN ARBOR
48104

April 30, 1969

Dear

As you know, one of the responsibilities of a school district's media program is to provide a collection of information resources at the system level for professional use by school personnel. Even though both the 1960 and the 1969 ALA standards recommend professional libraries at the system level, neither gives much information that is helpful to the school media supervisor who wants to evaluate an existing facility or start a new one.

In response to this need for information on normative and outstanding conditions and practices I am conducting a study which proposes to provide guidelines for establishing new district level professional libraries and for evaluating existing ones. The study is being conducted under the direction of Dr. Kenneth Vance, Associate Professor of Library Science at the University of Michigan. It has received the formal endorsement of the Supervisors' Section of the Michigan Association of School Librarians, and has evoked interest and encouragement from national figures in school librarianship. The scope of the study will entail compilation of background data from as many Michigan school districts as possible, followed by visits to a sampling of the responding districts.

Would you be willing to help with the first step in this important study by furnishing the information requested on the enclosed questionnaire? Even though your school district is identified on the questionnaire, you and your school district will remain anonymous in the final publication.

Enclosed is a self-addressed, stamped envelope to facilitate the prompt return of one of the two copies of the questionnaire. The other copy is for your use as a working or file copy. It is hoped that you will be able to respond before May 20, 1969. Your cooperation will be greatly appreciated.

Sincerely,

Fred Pfister

QUESTIONNAIRE

Study of School District Professional Libraries

I. GENERAL INFORMATION

A. Name of school district _____

City _____

B. Do you have a district library of educational materials (i.e. professional library) which is planned and administered to serve all school personnel in the district?

____Yes; ____No

NOTE-- If your district has a district level professional library, please complete the remaining questions. If not, please return the form as completed to this point.

C. What is the name of the librarian or other professional in charge of this library?

_____

D. Are professional libraries also established in individual schools? (Check those that apply)

___Elemenatary
___Junior High or Middle School
___Senior High School
___None in this district

E. Would you like to receive a report on the findings of this study? ___Yes; ___No

II. ADMINISTRATION OF THE PROFESSIONAL LIBRARY

A. Does the school library supervisor serve as the librarian of the district professional library? ___Yes; ___No

If No, what is the title of the person who is directly responsible for the district professional library?

_____

What is the title of the person to whom he reports?

_____

B. Financial aspects of the library:

1. What amount is budgeted for the district professional

library's materials collection for the current fiscal year? _____

2. What amount was budgeted for the district professional library's materials collection last year? _____
3. If available, please give the amount of the initial appropriation for establishing the basic collection _____. What year was this done? _____

III. PERSONNEL EMPLOYED IN THE PROFESSIONAL LIBRARY

A. What part of the time of the person in charge of the district professional library is devoted to it? (Check the category that is closest to your situation)

___Full time
___Less than full time, but more than half-time
___Half-time
___Less than half-time

B. If the person in charge of the professional library works less than full time in that position, what other duties are assigned to him? (Check all that apply)

___Cataloging or other technical processing for libraries other than the professional library
___School library supervision
___Serving as librarian in an individual school
___Other (Please indicate) _____

C. How many hours per week of professional staff time in addition to the time of the person in charge are allocated to the professional library? Indicate hours worked per week at the left of any classifications that apply to your situation.

___Media specialist
___Classroom teacher
___Other professional staff (Please indicate classification) _____

D. How many hours per week of pre-professional and/or clerical staff time in the following classifications are allocated to the professional library? Indicate hours worked per week at the left of any classifications that apply to your situation.

___Media technician
___Teacher aide
___Adult clerical or secretarial
___Paid student help
___Other paid position (Please indicate classification)

_____

B. How do the salaries of the professional personnel compare with those of other professionals in the district?

___Identical to those of comparable (education, experience) classroom teachers
___Other (Please indicate) _____

IV. ORGANIZATION OF THE PROFESSIONAL LIBRARY

A. Physical facilities:
Does the district level professional library contain or provide immediate access to the following physical facilities? (Check those that apply)

___Space for individuals to read, study, and take notes
___Conference room(s) for small group discussion
___Space and equipment for examining or using any audio-visual materials in the collection

How many patrons can be seated in the space represented by the three areas listed above? _____

Does the professional library contain or provide immediate access to the following? (Check those that apply)

___Meeting room(s) for groups of 25-30 or more
___Workroom or area
___Office for librarian
___Free parking for patrons

B. Schedule of open hours:

1. What are the hours the professional library is open and staffed on week days during the regular school year? ..... From___to___.
2. Is the professional library open on Saturdays? ..... ____Yes____No
   If Yes, what are the hours?..... From___to___.
3. Is it open during the summer months?. ____Yes____No

C. Patrons served:

Which of the following groups have access to the professional library and its services? (Check those that apply)

___Administrators
___Classroom teachers regularly employed by the district
___Consultants
___Teachers from non-public schools
___Student teachers
___Students from schools in your district
___School board members

___General citizenry of the community
___College students
___Other (Please indicate) _____

D. Services provided:
Which of the following are regularly provided by the professional library staff? (Check those that apply)

___In-house reference service
___Telephone reference service
___Subject bibliographies at the request of
  ___a. Administrators
  ___b. Classroom teachers
  ___c. Students
___Help with in-service workshops or conferences dealing with materials and their use
___Location of resource materials for teachers
___Service on system-wide committees for curriculum planning
___Service on building level committees for curriculum planning
___Help for school personnel with courses thay are taking at colleges or universities
___Center for examining new instructional media
___Reproduction of articles from periodicals
___Other services (Please indicate) _____

E. Classification and cataloging:

1. What classification system is used?

___Dewey Decimal
___Library of Congress
___Other (Please indicate) _____

2. Which arrangement of the catalog of the professional library collection is used:

___Dictionary card catalog
___Divided card catalog
___Book catalog
___Other (Please indicate) _____

3. Does the catalog represent both print and non-print materials? ___Yes; ___No

F. Publicity:
Which of the following are carried on in the district professional library? (Check those that apply)

___Publication of a newsletter or other information bulletin
___Contribution of articles, reviews of new publications, etc. to district-wide publications

___Contribution of articles, reviews of new materials, etc. to individual building publications
___Selection and routing of newly acquired material to key personnel
___Listing of professional library holdings in the catalogs of building libraries in the system
___Distribution of complete or partial lists of holdings in specific areas such as pamphlets, recordings, curriculum guides, etc.
___Circulation of lists of newly acquired material
___Other (Please indicate) _____

V. MATERIALS COLLECTION OF THE PROFESSIONAL LIBRARY

A. Books:
What is the approximate number of books, exclusive of examination textbooks, in the collection? _____Volumes

How was the statistical information given above arrived at?

___Estimates
___Previous inventory figures plus an estimate of additions since inventory
___Previous inventory plus records of acquisition
___Actual count
___Other (Please explain) _____

B. Periodicals:
How many periodicals does the library currently receive on a regular basis?

_____Periodicals

C. Newsletters:
How many newsletters are received regularly? _____Newsletters

D. Pamphlets:
How many pamphlet boxes are in use as pamphlet storage?

_____Pamphlet boxes

How many vertical file drqwers are in use as pamphlet (and other ephemeral material) storage? _____Drawers

E. Non-print materials:

What are your holdings of non-print materials for the professional growth of school personnel? Give the approximate number owned by the district professional library in the blank to the left of each item.

___Filmstrips
___Disc recordings
___16mm films
___8mm films

___Tape recordings ___Slide sets

F. Microforms:
Which of the following are owned in microform? (Check those that apply)

___Periodicals
___ERIC Documents
___Doctoral dissertations
___Other (Please indicate) _____

G. Curriculum materials:
Which of the following are owned by the district professional library? (Check those that apply)

___Curriculum guides
___Resource units for teachers
___Other (Please indicate) _____

H. Specialized reference tools:
Which of the following are owned by the district professional library? (Check those that apply)

___Education Index
___Reader's Guide to Periodical Literature
___Research in Education
___Encyclopedia of Educational Research
___Library Literature
___Monthly Catalog of U.S. Government Publications
___Directory of Information Resources in the U.S. Federal Government

VI. INFORMATION RESOURCES FROM OUTSIDE THE LOCAL DISTRICT

Check those information services below which you have utilized in your district professional library to serve patrons. Double check any that you have found especially useful.

A. Inter-library loan from:

___a public library
___a college or university library or curriculum center
___local special libraries in business or industry
___the State Library
___an Intermediate School District Information Center

B. Telephone contact or referral of patron to:

___a public library
___a college or university library or curriculum center

___local special libraries in business or industry
___the State Library
___an Intermediate School District Information Center
___a newspaper information service

___C. University Microfilms' Datrix Service
___D. ERIC's Document Reproduction Service
___E. Phi Delta Kappa's School Research Information Service
___F. Current Contents in Education and its periodical article reproduction service
___G. Professional associations such as NEA, AASL, ASCD, etc.
___H. Other (Please indicate) _____

VII. GENERAL COMMENT

Use the space below for any additional comment you may wish to make. Return one copy of the questionnaire to:

Study of the District Professional Library, c/o
Chairman of the Doctoral Program, University of Michigan
Department of Library Science, Ann Arbor, Michigan 48104

STUDY OF THE SCHOOL DISTRICT PROFESSIONAL LIBRARY
THE UNIVERSITY OF MICHIGAN
DEPARTMENT OF LIBRARY SCIENCE
ANN ARBOR
48104

Dear

You were contacted recently with respect to whether or not your district maintains a district level professional library for school personnel, and a request was made for information on this library if one existed. This note is being sent to those who have not yet responded in an attempt to get the most complete, usuable base of information possible.

I have enclosed a postcard which will, if you check and return it, be a tremendous help in my effort to complete the coverage of Michigan school districts. Would you please take a moment to check the appropriate response and return the postcard? Thanks for your help.

Sincerely,

Fred Pfister

Postal Return:

Mr. Pfister: With respect to your study of school district professional libraries:

__We have no facility of this kind at the district level
__We have your material & will complete & return it
__We have a district level professional library, but no time to complete questionnaire. You could come here in person and obtain your information if you make appropriate arrangements to do so.
__Other (Please indicate)

_____ _____
NAME DISTRICT

SCHOOL DISTRICTS WHICH RETURNED INFORMATION ON A DISTRICT PROFESSIONAL LIBRARY

School District	City
Allen Park Public Schools	Allen Park
Anchor Bay School District	New Baltimore
Ann Arbor Public Schools	Ann Arbor
Birmingham	Birmingham
Davison Community School District	Davison
Dearborn Public Schools	Dearborn
Decatur Public Schools	Decatur
Detroit Public Schools	Detroit
East Detroit Public Schools	East Detroit
Edwardsburg Public Schools	Edwardsburg
Fenton Area Public Schools	Fenton
Galesburg-Augusta Schools	Galesburg
Grand Haven Public Schools	Grand Haven
Kalamazoo Public Schools	Kalamazoo
Lakewood Public Schools	Lake Odessa
Lamphere Public Schools	Madison Heights
Lansing Public Schools	Lansing
Livonia Public Schools	Livonia
Midland Public Schools	Midland
Muskegon School District	Muskegon
Norway-Vulcan Area Schools	Norway
Oak Park School District	Oak Park
Okemos Public Schools	Okemos

School District	City
Plymouth Community School District	Plymouth
Pontiac Public Schools	Pontiac
Port Huron Area Schools	Port Huron
Portage Public Schools	Portage
Rogers City Public Schools	Rogers City
Van Buren Public Schools	Belleville
Warren Consolidated Schools	Warren
Wayne Community School District	Wayne
Willow Run Public Schools	Ypsilanti

APPENDIX II

SURVEY OF DISTRICT PROFESSIONAL LIBRARY PERSONNEL

SCHEDULE FOR INTERVIEW WITH SCHOOL LIBRARY
SUPERVISOR AND/OR THE LIBRARIAN OF
THE DISTRICT PROFESSIONAL LIBRARY

First of all, can you tell me anything about the background of the District Professional Library here in _____? How did it get started, do you know?

Who is responsible for the selection of materials?

Do you have any policy regarding individual school as opposed to centralized purchase of any materials?

Have you noticed any change in thinking on this point over the years?

What buying guides would you recommend for establishing a basic collection for a District Professional Library?

What do you find most useful for current selection of professional materials?

How does your circulation system operate?

What do you do about the distribution (and general handling, for that matter,) of newsletters?

What do you think are the most effective ways to publicize the District Professional Library in order to encourage use?

Do you have any information on which materials, services, etc. get the most use?

What do you think most people use this material and information for?

Can you think of any uses or requests for use that are made which are outside the scope of what people <u>should</u> expect?

If the financial picture stays about the same as it has been for library services here in _____ do you plan any changes in the near future?

Suppose more funds were made available--is there anything that you would add or expand as far as the professional library is concerned?

Suppose funds were to be cut--what would you cut down or eliminate from the District Professional Library?

What would you recommend basing an evaluation of a professional library on?

What do you think is the ideal location for a system-wide information center, or does this make any difference?

Is there any linking of building personnel with outside sources of information that is carried out by the District Professional Library here in _____?

As far as you know, are there any other connections with outside information agencies in this district in addition to the District Professional Library and the building libraries?

We have what amounts to a "network" which is not used much--why not?

What do you see as disadvantages of outside information agencies as information sources?

Are there ways that the District Professional Library serves as an information clearinghouse <u>within this district</u>?

SCHOOL DISTRICTS INCLUDED IN SURVEY OF

DISTRICT PROFESSIONAL LIBRARY PERSONNEL

School District	Date of Interview	Person(s) Interviewed
Anchor Bay School District (New Baltimore)	9/24/69	Mrs. Helen Thompson
Ann Arbor	10/9/69	Mr. Roland Billings
Birmingham	10/8/69	Dr. Henry Corbacho
Davison Community	9/19/69	Mrs. Esther McGinnis
Dearborn	10/7/69	Mr. C. W. McMahon, Mrs. Virginia Brown
Decatur	10/3/69	Mrs. Wilma Sink
Detroit	10/1/69	Mr. Charles Partridge
East Detroit	10/6/69	Mrs. Jeannine Marchand
Edwardsburg	9/18/69	Mrs. Elizabeth D. Thorpe
Fenton	9/19/69	Mrs. Susan Hajec
Galesburg-Augusta Schools (Galesburg)	10/3/69	Mrs. Ruth Burrell
Grand Haven	9/15/69	Mr. Burton Brooks
Kalamazoo	9/18/69	Mrs. Leonella Jameson, Mrs. Mildred Hooker
Lamphere Public Schools (Madison Heights)	9/29/69	Miss Virginia Lambert
Lansing	9/26/69	Miss Mildred L. Nickel
Livonia	9/30/69	Miss Viola K. Fitch, Mr. George Bageris, Mr. Tom Woodbury
Muskegon	9/15/69	Miss Barbara Polcyn, Mrs. Mollie Malarney

School District	Date of Interview	Person(s) Interviewed
Okemos	9/26/69	Mrs. Addie Kinsinger
Plymouth Community	10/9/69	Mrs. Bertha Green
Pontiac	1-/6/69	Mrs. Janet A. Gauthier
Port Huron	9/24/69	Mr. Francis Ronan
Portage	9/25/69	Mrs. Judith Steepleton
Van Buren Public Schools (Belleville)	10/8/69	Miss Phyllis Greer
Warren Consolidated	10/1/69	Mr. W. Kent Voigt
Wayne Community	10/10/69	Mr. Stewart Bachus, Mr. Phil Nelson
Willow Run Public Schools (Ypsilanti)	9/23/69	Mrs. Nell Barrett

APPENDIX III

SURVEY OF POPULATION SERVED

NOTIFICATION MEMO TO BUILDING PRINCIPALS

TO: All Principals

SUBJECT: Professional Library's Evaluation Study

FROM: [Research Director or School Library Supervisor]

A study of the usefulness of [our] district professional library will be carried out by the department of instructional materials services in cooperation with Mr. Fred Pfister, University of Michigan School of Library Science. Current plans are to send a questionnaire survey to 150 to 200 certified personnel selected at random from all such employees in the district to get a general reaction to the professional library's materials and services. Added to these will be another 150 to 200 "users" who will be identified from the circulation files of the professional library. It is felt that this second group will be especially helpful in providing information about who uses the professional library, what materials and services they value most, etc.

The services of the University of Michigan's Computing Center will be used to encode, compile, analyze, and interpret the data from the survey. This will permit an assessment of the strengths and weaknesses of [our] district professional library and will contribute to the broader generalizations in Mr. Pfister's statewide study of district professional libraries.

The department of instructional materials services will ask building librarians to assist by distributing and collecting the survey forms in their buildings. Test runs indicate that the time involved for a respondent to complete the questionnaire will be less than fifteen minutes, and it is hoped that you will encourage your staff to cooperate.

Since approximately 300 staff members will be asked to respond, there is no practical way to secure assurances of cooperation in advance. Staff members who are drawn for the sample will be informed that their participation is voluntary. The cooperation of respondents will be appreciated. It is a rare chance for the professional library to measure its contribution and determine how to increase its effectiveness.

Respondents will be contacted around the middle of November.

NOTIFICATION MEMO TO BUILDING MEDIA SPECIALISTS

TO: All Media Specialists

SUBJECT: Professional Library's Evaluation Study

FROM: [School Library Supervisor]

A study of the usefulness of [our] district professional library will be carried out by this department in cooperation with Mr. Fred Pfister, a doctoral student at the University of Michigan's School of Library Science. Current plans are to send a questionnaire survey to 150 to 200 certified personnel selected at random from all such employees in the district to get a general reaction to the professional library's materials and services. Added to these will be another 150 to 200 "users" who will be identified from the circulation files of the professional library. It is felt that this second group will be especially helpful in providing information about who uses the professional library, what they use it for, what materials and services they value most, etc.

The services of the University of Michigan's Computer Center will be used to encode, analyze, and interpret the data from the survey. This will permit us to assess strengths and weaknesses of our own district professional library and will contribute to the broader generalizations in Mr. Pfister's statewide study of district professional libraries.

We are asking media specialists in each building to assist us in carrying out the study in the following ways:

1. Distribute and collect the survey forms in your building

2. Interpret the survey form to respondents if necessary, and encourage prompt completion and return to you

3. Return the completed questionnaires, the cover letters, and the list of respondents to me

You will be receiving the survey forms for your building about the middle of November. Each form will have the name and building of the intended respondent written on the cover letter above the greeting. A list of persons to receive the questionnaire will also be sent to you. One copy of the questionnaire will be included for your information and to help you in interpreting matters of fact which a respondent may wish to ask you about. If a media specialist is to be included in the survey, he will receive one copy for his information and one to return along with the others from his building.

At the time you receive the survey forms you will also receive further information about the procedure for distributing, collecting, and returning them to this office. In the meantime, if you or your principal, who has also been advised of this study, should have any questions, please call me.

INSTRUCTIONS TO BUILDING MEDIA SPECIALISTS

TO: All Media Specialists

FROM: [School Library Supervisor]

SUBJECT: DISTRICT PROFESSIONAL LIBRARY STUDY

I. CHECK CONTENTS
Enclosed you will find the survey forms and return envelopes for respondents in your building, a survey form for your information, and a list of those to whom the survey forms should be distributed. Please check the list against the survey forms to make sure all respondents are working in your building, and that forms have been included for everyone on the list.

II. GO THROUGH SURVEY
Preliminary tests indicate that it will take about ten minutes to read the cover letter and complete the survey form. You might want to go through it yourself to check the accuracy of this time estimate and to familiarize yourself with the content before distributing them to respondents.

III. DISTRIBUTE
Distribution of the survey formand return envelope to respondents can be done in whatever way seems best to you. It seems likely, however, that response could be increased if building media specialists were to indicate their interest in the study by personally handing the survey form and return envelope to the respondent or by adding a personal note to those distributed in the school mail boxes.

IV. INTERPRET
Even though the cover letter indicates that respondents who have questions can contact [the School Library Supervisor] we realize that in most cases they will find it easier to go to you. For this reason, anything you can do to interpret the study to them will be appreciated.

V. COLLECT
Each respondent has been asked to return the cover letter and the questionnaire to you separately. This will allow anonymous response and still make it possible to follow up on those who do not respond.

VI. RETURN
We have set [date] as the date for return of the completed forms, the cover letters, and the list of respondents to my office. If all respondents in your building complete and return their forms before that time, you may return them immediately.

COVER LETTER FOR SURVEY OF POPULATION SERVED

Name

School

Dear Colleague:

We are asking for your help with a problem that is of general concern to those who are responsible for providing materials and information for the professional growth of educators. Our problem is that we need to know more about how you, the consumer, seek out and use such materials and information. In an investigation of one facet of this complex problem we are looking at the current and potential role of our central professional library.

Regardless of whether or not you have ever used the central professional library, you, as part of a sample of educators from this district, can provide important information. This is true because nine of the fourteen items seek information and opinion which is not predicated on previous use of that facility.

If you are willing to participate in this study, please seal your completed survey form in the return envelope which has been provided. Before you seal the envelope, detach this cover letter so it can be returned separately. This will let us know that you have responded, but your response will not be identifiable. Return the sealed envelope and this cover letter at your earliest convenience to a librarian (media specialist) in your building. Central office personnel should return the survey form and this cover letter in separate envelopes directly to the school library supervisor.

Although it should be understood that participation is entirely voluntary, your cooperation will be very much appreciated.

Very truly yours,

[School Library Supervisor]

SURVEY OF POPULATION SERVED

GENERAL INFORMATION:

2* A. Sex: (1) ___M; (2) ___F.

3 B. Age: (1) ___Under 21; (2) ___21-30; (3) ___31-40;

(4) ___41-50; (5) ___51-60; (6) ___Over 60.

4 C. Current Position:

(1) ___Elementary; (2) ___Junior High or Middle School;

(3) ___Senior High; (4) ___System-wide responsibility;

(5) ___Other (Please explain) _____

5 D. Elementary or secondary school experience:
How many years of school experience (including this year) have you had?

(1) ___Less than one; (2) ___one to three; (3) ___four

to six; (4) ___seven to nine; (5) ___ten or more.

6 E. How many years have you been in this school system?

(1) ___Less than one; (2) ___one to three; (3) ___four

to six; (4) ___seven to nine; (5) ___ten or more.

7 F. How many years have you been in your present position or grade level assignment in this school system?

(1) ___Less than one; (2) ___one to three; (3) ___four

to six; (4) ___seven to nine; (5) ___ten or more.

8 G. Academic preparation:
What is the most advanced academic degree that you currently hold?

(1) ___Bachelor's degree; (2) ___Master's degree;

(3) ___Second Master's degree; (4) ___Ed specialist;

(5) ___Doctorate; (6) ___Other (Please indicate)_____

*Please disregard the Arabic numerals in the left margin. They are code numbers to facilitate key punching of responses.

I. USES MADE OF MATERIALS AND SERVICES

Check below any uses you have made of professional materials and services regardless of where you obtained them.

Double check (XX) the one which has been most important to you.

9 ___Curriculum study and development

10 ___"Partial Fulfillment" of graduate study requirements

11 ___Personal professional growth unrelated to graduate or other formal study requirements

12 ___Locating speakers, consultants, or places to visit

13 ___Building level or system-wide in-service education projects

14 ___Locating information to initiate or change a program or activity

15 ___Other (Please specify) _____

II. IMMEDIACY OF NEED FOR INFORMATION OR MATERIALS

16 With reference to the double checked item in Question I, how long are you ordinarily willing to wait for the professional information or materials?

(1) ___No more than a few minutes

(2) ___One day

(3) ___Two or three days

(4) ___One week

(5) ___Two weeks

(6) ___Four to six weeks

III. LIBRARIES OR OTHER INFORMATION CENTERS USED

Check any of the following which you have used as sources of professional information. Indicate only those you have used since you started working in this district.

17 ___The professional collection in an individual school

18 ___The school district's central professional library

19 ___The information service of an intermediate school district

20 ___An ERIC center

21 ___A public library

22 ___A college or university library

23 ___Other (please specify) _____

24 IV. PEOPLE FROM WHOM ASSISTANCE IS SOUGHT

Do you ever go to anyone for assistance in locating professional materials?

(1) ___Yes

(2) ___No

V. PEOPLE FROM WHOM ASSISTANCE IS SOUGHT (CONTINUED)

If the answer to Question IV was Yes, from whom do you usually seek such assistance?

25 ___Building librarians (media specialists)

26 ___District level library (media) personnel

27. ___Intermediate school district personnel

28 ___College or university library personnel

29 ___Public library personnel

30 ___Other (please specify) _____

31 VI. OPINION ON THE BEST LOCATION FOR THE PROFESSIONAL LIBRARY

In your opinion, what would be the best location for a professional library designed to serve all professional personnel in this school system?

(1) ___In the building which houses the central administrative offices

(2) ___In a building which would house all system-wide library and audio-visual services as well as the district professional library

(3) ___In a room in a conveniently located elementary or secondary school building

(4) ___In the largest, most adequately staffed school library in the system

(5) ___Other (please indicate) _____

32 VII. INITIAL AWARENESS OF THE DISTRICT PROFESSIONAL LIBRARY

Were you aware, prior to receiving this form, that this school system has a central professional library?

(1) ___Yes

(2) ___No (If No, go directly to Questions XIII and XIV)

33 VIII. INITIAL AWARENES ... (CONTINUED)

If the answer to Question VII is Yes, indicate below how you first found out about the central professional library.

(1) ___As part of a building's orientation program to system-wide services

(2) ___From a colleague

(3) ___From an orientation program specifically for teachers new to the system

(4) ___From a brochure describing the school system and its services

(5) ___From a district newsletter or other system-wide publication

(6) ___Do not recall just how I did find out about it

(7) ___Other (please specify) _____

IX. EFFECTIVENESS OF CURRENT AWARENESS TECHNIQUES

Listed below are a number of ways to keep people up to date on the new materials and services of libraries. Check any of them that have brought the district's professional library, its collection, or its services to your attention during the time you have been working in this school system.

34 ___Lists of new books which have been added to the collection

35 ___Notices in a system-wide newsletter or other informational bulletin

36 ___Cards in the local building library's card catalog

37 ___A routing system which sends new materials from one staff member to another

38 ___Verbal communications from librarians or audio-visual personnel at teacher or other meetings.

39 ___Notices in education association or teacher union publications

40 ___Cannot recall ever seeing anything of this kind

42 X. USE OF THE DISTRICT PROFESSIONAL LIBRARY

Have you ever used the materials, services or work area of the district professional library?

(1) ___Yes

(2) ___No (If no, go directly to Questions XIII and XIV)

43 XI. FREQUENCY OF USE

If the answer to Question X is Yes, indicate the approximate frequency of your use.

(1) ___Once a year or less

(2) ___Twice a year

(3) ___Three or four times a year

(4) ___Once a month

(5) ___Twice a month

(6) ___Once a week or more

XII. MATERIALS AND SERVICES USED

Check any of the following materials or services of the district professional library that you have actually used.

Double check (XX) the one you have found to be most useful.

Materials:

44 ___Periodicals

45 ___Books

46 ___Pamphlets

47 ___Microfilms, microfiche, microcard, etc.

48 ___Non-print materials

Services:

49 ___Help in using or locating information or materials from within this school system

50 ___Help in using or locating information or materials from outside the school system

51 ___Production of informational reports

52 ___Production of bibliographies

53 XIII. RATING OF MATERIALS AND SERVICES PROVIDED

How would you rate the overall service provided by the district's professional library?

(1) ___Excellent

(2) ___Adequate

(3) ___Poor

(4) ___Unnecessary

(5) ___Other (please specify) _____

XIV. COMMENTS

We welcome any comments you might care to make, and especially those that would help us improve the service, the collection, or any other aspect of the professional library's operation.

SCHOOL DISTRICTS PARTICIPATING IN

SURVEY OF POPULATION SERVED

Large Districts (More than 600 certified personnel)

Dearborn Public Schools
Livonia Public Schools

Medium-Sized Districts (250 to 599 certified personnel)

Lamphere Public Schools (Madison Heights)
Portage Public Schools

Small Districts (Fewer than 250 certified personnel)

Decatur Public Schools
Edwardsburgh Public Schools

APPENDIX IV

ADDITIONAL INFORMATION FROM THE SURVEY OF POPULATION SERVED: RESPONSE TO OPEN-ENDED QUESTIONS

OTHER PURPOSES FOR WHICH INFORMATION AND MATERIALS WERE USED BY SCHOOL PERSONNEL

(Survey of Population Served, Item 15)

Supply materials to other adults (e.g. teachers, student teachers, wife, staff)	8
Personal use (e.g. personal authorship, preparing speeches, reading for pleasure)	7
Supply materials to students.	6
Keep abreast of current trends in education	6
Improve teaching (e.g. enrich my program, solve discipline problems, find new approaches)	6
Study situations outside of graduate study requirements (e.g. special classes, workshops)	4
Reasearch (respondents' term)	3
Teaching college classes.	2
Committee membership.	1

OTHER LIBRARIES OR INFORMATION CENTERS USED BY SCHOOL PERSONNEL

(Survey of Population Served, Item 23)

Personal libraries	39
Departmental collections	5
Wayne County ASSIST Center	4
Art Museum	1
Berrien County Co-Op	1
Britannica Library Service	1
Clinic Library	1
Community resources	1
County Law Library	1
Homer Carter Lending Library for Members	1
Library of Congress	1
Manufacturer's Library	1
South Oakland Film Library	1
State Department of Education	1
Title III materials	1
Wayne State University Afro-American Curriculum Center	1

OTHER PEOPLE FROM WHOM ASSISTANCE IS SOUGHT BY SCHOOL PERSONNEL

(Survey of Population Served, Item 30)

Consultant	24
Principal	18
Colleague	18
College professor	11
Department chairman	7
Friends	2
Department of Education consultants	1
Building A V man	1
Other people well known in the subject area	1
Tenure Coach	1
District Personnel Office	1
Local businesses	1
Salesmen	1
"The one or two other competent people I know in the school system"	1

OTHER WAYS SCHOOL PERSONNEL FIRST FOUND OUT ABOUT THE CENTRAL PROFESSIONAL LIBRARY

(Survey of Population Served, Item 33)

Found it by themselves	16
Informed by media specialist or librarian in building	12
As a result of attending a meeting held there	10
Informed by building principal	9
"Was here when it started" ("Always knew it was here")	9
Informed during college course (including student teaching)	8
As a result of in-service training	7
Informed during a summer workshop	5
Informed at teacher's meeting	5
Found it while visiting the administration building on other business	4
As a result of serving on a curriculum committee	4
Was told about it as a result of inquiry into a specific topic	3
Informed by a system-wide co-ordinator	1
Informed by another teacher	1
As a result of a tour connected with first interview for employment	1
Informed by husband who also teaches in system	1
Informed by daughter who did her practice teaching here	1

OTHER CURRENT AWARENESS TECHNIQUES MENTIONED BY SCHOOL PERSONNEL

(Survey of Population Served, Item 41)

Discussions with other school personnel 12

Going to the library and browsing 10

Reading notices directed to department chairmen 6

Going through tables of contents of periodicals which had been routed 4

OTHER RATINGS GIVEN TO THE DISTRICT PROFESSIONAL LIBRARIES BY SCHOOL PERSONNEL

(Survey of Population Served, Item 53)

Small Districts

1. Because of lack of space it is inadequate.
2. A good beginning.
3. Lacks A V equipment and help for teachers.
4. The service is good but we need many more materials.
5. Could be emphasized more by providing lists of cataloged materials.
6. Am not qualified to say.
7. Unfamiliar with services.
8. Couldn't say, I've never been there.

Medium Districts

1. In a state of growth and development and becoming more comprehensive each year.
2. Improving.
3. Adequate in some areas, but not up-to-date in others.
4. Almost untapped--needs development and publicity
5. Our building librarians are very helpful. Can and are willing to help me find materials.
6. Not sure what the district professional library is.
7. I do not feel qualified to judge--I feel it is probably very good, but entails trips there to get information.
8. Haven't used it, can't say. I <u>do</u> use the building professional library on occasion.

Large Districts

1. Lack of non-book materials is a handicap
2. My one occasion for using it was satisfactory.
3. It is difficult to evaluate--the one book I needed was not available
4. Inadequate because of a lack of information about what is in the professional library.
5. Services are excellent but publicity is poor.
6. Material adequate, services poor.
7. Service excellent, materials poor.
8. Service excellent, materials adequate.
9. Service is excellent, but range of materials that I'm interested in is limited (school social worker).
10. I would not say 'poor' because I have not tried using it to the best advantage or often enough. I would not say 'adequate' because if this had been true, I'd be more aware of what was available.

APPENDIX V

NON-PRINT MATERIALS REPORTED BY MEDIUM-SIZED DISTRICTS

TABLE 45

NON-PRINT MATERIALS REPORTED BY MEDIUM-SIZED DISTRICTS

District	Non-Print Materials Reported					
	Filmstrips	Tape Recordings	Disc Recordings	Slide Sets	8mm Films	16mm Films
H	4,000	200	2,000	25	50	600
J	200	50	100	10	50	50
G	25	30	0	4	8	0
D	5	4	0	0	0	0
A	4	0	0	0	0	2
I	4	0	1	0	0	0
F	0	0	5	0	0	0
C	0	50	0	0	0	0
B	..[a]	..	..	..	..	..
E	..[b]	..	..	..	..	..

[a]Non-print materials are part of the A-V collection.

[b]No response.

APPENDIX VI

ADDITIONAL DISTRIBUTION TABLES FROM THE SURVEY OF POPULATION SERVED

TABLE 46

USE OF MATERIALS FOR PERSONAL PROFESSIONAL GROWTH, BY POSITION OR GRADE LEVEL SERVED

Percentage Distribution

Extent of Use for Personal Professional Growth	Position or Grade Level				
	Elem. N=422	J H S N=206	S.H S N=173	System N=72	Total N=873
Did not use	35	45	43	24	38
Used	40	35	30	36	36
Used; considered most important	26	19	27	40	26
Total	101	99	100	100	100

X^2 ..... 21.27
Degrees of freedom ..... 6.
Level of significance ..... .01

TABLE 47

RATING GIVEN TO THE DISTRICT PROFESSIONAL LIBRARY BY USERS OF MATERIALS FOR PERSONAL PROFESSIONAL GROWTH

Percentage Distribution

Extent of Use for Personal Professional Growth	Rating Given					
	Excellent N=259	Adequate N=349	Poor N=53	Unnecessary N=7	Other N=26	Total N=694
Did not use	29	34	42	86	42	34
Used	44	38	25	14	54	39
Used; considered this most important	28	28	34	0	4	27
Total	101	100	101	100	100	100

X^2 ..... 24.37
Degrees of freedom ..... 8.
Level of significance ..... .01

TABLE 48

IMMEDIACY OF NEED FOR MATERIALS BY THOSE WHO USED THEM

FOR PERSONAL PROFESSIONAL GROWTH

Percentage Distribution

Extent of Use for Personal Professional Growth	Time Respondents Were Willing to Wait						
	A Few Minutes N=23	One Day N=64	2-3 Days N=298	One Week N=239	Two Weeks N=109	4-6 Weeks N=44	Total N=777
Did not use	43	33	37	30	34	20	33
Used	35	45	40	41	30	23	38
Used; considered most important	22	22	23	29	36	57	28
Total	100	100	100	100	100	100	99

X^2 ..... 30.18
Degrees of freedom ..... 10.
Level of significance ..... .01

TABLE 49

IMMEDIACY OF NEED FOR MATERIALS BY THOSE WHO USED THEM

FOR GRADUATE STUDY

Percentage Distribution

Extent of Use for Graduate Study	Time Respondents Were Willing to Wait						
	A few minutes N=23	One day N=64	2-3 days N=298	One Week N=239	Two Weeks N=109	4-6 Weeks N=44	Total N=777
Did not use.....	30	41	32	36	48	51	38
Used	22	28	29	31	35	30	30
Used; considered most important	48	31	40	32	17	11	32

X^2 ..... 34.20
Degrees of freedom ..... 10.
Level of significance ..... .001

TABLE 50

RATING GIVEN TO THE DISTRICT PROFESSIONAL LIBRARY BY USERS OF MATERIALS FOR GRADUATE STUDY

Percentage Distribution

Extent of Use for Graduate Study	Rating Given					
	Excellent N=251	Adequate N=349	Poor N=53	Unnecessary N=7	Other N=26	Total N=694
Did not use	31	42	54	100	38	38
Used	33	29	32	0	23	30
Used, considered most important	36	29	34	0	38	32
Total	100	100	100	100	99	100

X^2 ..... 20.91
Degrees of freedom ..... 8.
Level of significance ..... .02

TABLE 51

USE OF MICROFORMS FROM THE DISTRICT PROFESSIONAL LIBRARY,

BY POSITION OR GRADE LEVEL SERVED

Percentage Distribution

Position or Grade Level	Amount of Use			
	Didn't Use N=564	Used N=32	Used-- Most Useful N=0	Total N=596
Elementary	51	22	..	49
Junior high school	22	16	..	22
Senior high school	17	19	..	17
System-wide position	9	31	..	2
Total	101	101	..	100

X^2 ..... 36.18
Degrees of freedom ..... 4.
Level of significance ..... .001

TABLE 52

USE OF THE DISTRICT PROFESSIONAL LIBRARY IN PRODUCING INFORMATIONAL REPORTS, BY POSITION OR GRADE LEVEL SERVED

Percentage Distribution

Position or Grade Level	Amount of Use: Didn't Use N=520	Used N=72	Used--Most Important N=4	Total N=596
Elementary	50	47	0	49
Junior high school	22	21	25	22
Senior high school	18	10	25	17
System-wide	9	17	50	10
Other	2	6	0	2
Total	101	101	100	100

X^2 ..... 18.96
Degrees of freedom ..... 8.
Level of significance ..... .02

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