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A Study to Evaluate the Effect of the Minnesota Plan, (ESEA, Title II), on the Development of Selected School Libraries

Rolland Gerald Billings
Western Michigan University

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A STUDY TO EVALUATE THE EFFECT OF THE MINNESOTA PLAN, (ESEA, TITLE II), ON THE DEVELOPMENT OF SELECTED SCHOOL LIBRARIES

by

Rolland Gerald Billings

A Project Report
Submitted to the
Faculty of the School of Graduate Studies in partial fulfillment of the
Specialist in Education Degree

Western Michigan University
Kalamazoo, Michigan
December, 1968
The local school districts, the state and the nation are all concerned with the improvement of education. As a result of national concern to improve education, the federal government enacted the Elementary and Secondary Education Act of 1965. An important part of ESEA is Title II which deals with the improvement of school libraries. Under ESEA, Title II, each of the states was encouraged to develop a plan for the use of the funds available. Because of the critical need for library resource materials, the state of Minnesota developed a plan which placed special emphasis on the acquisition of these materials for the school libraries in Minnesota.

This involvement of the federal and state governments with local school districts working together to improve school libraries, has had important implications for school librarians, audio-visual personnel, administrators, and classroom teachers. As a result, the question has been raised about the effect of federal funds administered under a state plan on school districts.

The researcher has limited this study to the Educational Research and Development Council Schools of the metropolitan area of Minneapolis and St. Paul to see what effect the ESEA, Title II, Minnesota Plan, has had on
their school libraries. This study concentrates on the first two years of the use of Title II funds in the forty-four school districts and the University of Minnesota High School which belong to the Educational Research and Development Council.

More specifically, the writer has examined the extent to which both qualified librarians and adult clerical help increased in number as a result of Title II materials being housed in the school library. The types of library materials purchased from Title II funds and housed in these school libraries is also examined with respect to their nature and number. The effect that Title II funds have had on the design of school library facilities will also be examined by the writer.

The data in this study should be of assistance to school librarians, audio-visual personnel, administrators, and classroom teachers in demonstrating the effect which Title II funds have had on the Educational Research and Development Council schools. This study attempts to indicate the influence which Title II funds have had on the strengthening of school libraries.

The writer expresses appreciation to Miss Ruth Ersted, Minnesota State Supervisor of School Libraries, for her assistance in making this study possible. He would also like to express his appreciation to her staff for their fine cooperation.
The cooperation of the Educational Research and Development Council of the Twin Cities Metropolitan Area is greatly appreciated. Under the direction of the Executive Secretary, Dr. Van D. Mueller, the leadership was provided for having this study approved by the Board of Directors of the Educational Research and Development Council.

Many school librarians and audio-visual personnel in the Educational Research and Development Council schools assisted in the survey by filling out the questionnaires and returning them. The opinions expressed by the various librarians and audio-visual personnel in interviews are gratefully acknowledged.

In the writing of this study the author would also like to express appreciation to these four members of the faculty at Western Michigan University who gave him encouragement, advice, and many excellent suggestions throughout the writing of the study: Dr. Jean Lowrie, Miss Marilyn Miller, Dr. Laurel Grotzinger of the Department of Librarianship, and Dr. Roland Frank of the Department of Education.

A special thank you is given to the author's wife, Joyce, for her help and encouragement in the preparation of this study.
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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

Current concern for the improvement of education in the United States has motivated the Federal government to support many more active programs for the promotion of education. Today the Department of Health, Education, and Welfare is involved in a variety of programs to upgrade, equalize, and expand the educational opportunities of children. One important facet of expanded Federal involvement has been in the area of school libraries. This involvement developed as a result of the passage of Public Law 89-10, The Elementary and Secondary Education Act of 1965. Under the provisions of Title II of this Act, direct Federal assistance was provided for the acquisition of school library resources, textbooks, and other instructional materials. The Senate Committee on Labor and Welfare which held hearings and wrote the law made the following statement:

The committee believes not only that there is widespread lack of library resources, textbooks, and other instructional materials in our elementary and secondary schools, but is also convinced of
the serious consequences to our educational program in the event there is a failure to fill this need. 1

The importance of Federal legislation to provide needed library resources was expressed by prominent educators of the United States during the testimony on the original bill introduced as H.R. 2362. The testimony of Dr. S. R. Morland, Jr., Superintendent of Pittsburgh Public Schools, clearly shows the need for Federal aid for school libraries under Title II of the Elementary and Secondary Education Act, 1965.

Finally, as to Title II, Libraries and Instructional Materials: There is probably no single investment in public education that promises such efficient and effective productivity as a massive increase in school libraries, librarians, and coordinated instructional materials at all levels, kindergarten through grade 12 or 14. Yet there is probably no element of public education that is more neglected, more underestimated as to its worth, and more susceptible to budgetary slashes than the school library. Earmarked funds for this purpose would constructively motivate local boards of education to correct the present scandalous condition, in which we find less than one-third of the Nation's elementary schools with any libraries at all, and less than 20 percent staffed with qualified librarians. The libraries of elementary and secondary schools should be centers not only for books,

in greatly increased quantity both as to titles and multiple copies; they should be centers for instructional materials and equipment of all sorts. They should be places for the slow to have access to the individualized instructional tools for recovery. They should be places for the able and ambitious to find their way to move swiftly ahead with good counsel. And they should, of course, serve all the children in between.¹

The importance of this legislation is further illustrated by the following statement made by President Lyndon B. Johnson, on July 28, 1964:

If we are learning anything from our experiences, we are learning that it is time for us to go to work, and the first work of these times and the first work of our society is education.²

His words and efforts were heeded and President Johnson signed into law the Elementary and Secondary Education Act of 1965.

The intent of the new law was as follows:

1. To strengthen elementary and secondary school programs for educationally deprived children in low income areas.


(2) To provide additional school library resources, textbooks, and other instructional materials.
(3) To finance supplementary educational centers and services.
(4) To broaden areas of cooperative research.
(5) To strengthen state departments of education.

This study has been limited to one aspect of the Elementary and Secondary Education Act of 1965, i.e. Title II which relates to school-library resources, textbooks, and other instructional materials. The specialist in the field of librarianship and in education in general has pointed out the need for a well-stocked school library including audio-visual materials for effective programs of instruction. There exists today a need for quality school libraries at all levels of education and in all districts.

The provisions of Title II authorized the allotment of one hundred million dollars to states for school library resources, textbooks, and other instructional materials. These materials included books, magnetic tapes, phonograph records, films, filmstrips, and other printed and published materials. The allotment of the Federal funds was based on the number of children enrolled in public and non-public elementary and secondary schools in each state.
The state government delegated the responsibility for planning and administering the funds to one of its agencies. The state agency was then requested to design a plan for the state which would take into consideration the needs of the children and teachers for suitable materials. These materials would be provided on an equitable basis for all elementary and secondary children within the state.

One of the important aspects of the law was that Federal funds for school library materials could not be substituted for state or local funds already being spent. The intent of the law was to use Federal funds to improve present programs. Another important aspect of the Elementary and Secondary Education Act, Title II, was that the selection of all books and other instructional materials was the responsibility of the state agency or authorized local school district.

Thus, the application of the Elementary and Secondary Education Act, 1965, Title II, gave each state the opportunity to use Title II funds to promote school libraries as it thought best. As a result of this opportunity a variety of programs were developed throughout the nation.

The purpose of this study is to evaluate the results that ESEA, Title II has had after two years on the school
libraries located in the Educational Research and Development Council of the Twin Cities Metropolitan Area. The terms which need to be defined for clarity are as follows:

First, **Minnesota Plan** is the plan that the State of Minnesota submitted to the United States Office of Education for Title II funds under the Elementary and Secondary Education Act, 1965. The major purpose of the plan is to strengthen and improve collections of school library resources in order to equalize the educational opportunities for all children in the State of Minnesota. The State Advisory Committee for Title II funds selected six kinds of library resources that are eligible for purchase. These include books (exclusive of texts and encyclopedic sets), films, filmstrips, transparencies, recordings (discs), and tapes. The Minnesota Plan calls for 100% of the Title II funds of the Elementary and Secondary Education Act to be used for school library resources. A complete **Minnesota Plan** is in Appendix A.

Secondly, **school libraries** are instructional materials centers which house the following: books (exclusive of text sets), films, filmstrips, transparencies, recordings (discs), and tapes to enrich the learning opportunities of children. The audio-visual materials may not be housed in the school library, but
are available for use within the library or other areas of the school and will be considered part of the school library resources in this study.

Thirdly, Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc. is a non-profit, tax-exempt corporation devoted exclusively to the improvement of education through cooperative research and development. This includes forty-one active school districts with an enrollment of over one-third of a million pupils and a professional staff of over fourteen thousand. It also includes three associate member school districts, plus the University of Minnesota laboratory school.

The purpose of this study is to determine whether E.S.E.A., Title II, has been implemented in school libraries in the Educational Research and Development Council of the Twin Cities Metropolitan Area. If so, have school library resource centers shown an increase in materials, staff, and facilities? It is hypothesized that all three questions have positive answers. The degree of implementation and development is unknown, but will be determined by the study.

In order to test this hypothesis, the investigation was designed specifically to answer three questions:

1. To what extent have new materials been added to the school library resource centers as a result of the
Elementary and Secondary Education Act, 1965, Minnesota Plan?

(2) To what extent have library staffs been increased as a result of the Elementary and Secondary Education Act, 1965, Minnesota Plan?

(3) To what extent have library facilities been affected in their design as a result of the Elementary and Secondary Education Act, 1965, Minnesota Plan?

The importance of this study will, hopefully, set the stage for greater research into the effective use of Federal funds and its implications for the growth of school libraries and for the provision of qualified educational opportunities for children.

The following chapter surveys the existing literature on the effect which Title II funds have had on school libraries in other parts of the United States. Subsequent chapters will examine the methodology of the study and form generalizations from the data.
CHAPTER II

SURVEY OF THE LITERATURE

American school libraries have entered a new period of expansion as a result of the Elementary and Secondary Education Act, 1965, Title II. A search of the literature shows that a number of school libraries throughout the United States are moving toward more effective school library programs.

43 million or about 89 per cent of all school children are enrolled in schools participating in the ESEA Title II program.¹

What are some of the results of the Elementary and Secondary Education Act, Title II, on American education and, in particular, the school libraries? The literature shows that a variety of programs have been developed as a result of the different state plans for the use of Title II funds in the area of school library resources.

One of the most interesting statements about the results of Title II funds was made by Stevens in his article:

Overshadowed by the more apparently glamorous members of the ESEA family - like Title I and III -

¹Subcommittee on Education, op. cit., p. 6.
Title II has had little fanfare in the nation's press. Yet, for the classroom teacher who needs working tools now, Title II is like the quiet step-child turning out to be the prince's Cinderella.

Today Title II funds are in a position to influence the growth of school libraries; therefore, these funds are of vital concern to all school librarians. Another interesting aspect of Title II is its ability to promote the much needed changes in teaching methods. By providing strong school libraries with appropriate resources, Title II has helped to make possible tailor-made multi-media and multi-sensory approaches to learning.

The concept of a basic collection needed by all children and teachers for adequate and equal educational opportunities was presented by Miller in her article on the program in Kansas.

The 'relative need' question was finally resolved by the establishment of basic collection levels for schools of different sized enrollments, on the theory that all children need and deserve access to a minimum basic collection of print and non-print materials if they are to have adequate and equal educational opportunities. The concept of the basic minimum collection contains also the belief that as nearly as possible a wide variety of materials should be organized and made accessible in one location in the individual attendance center.²

¹Frank Stevens, "What Ever Happened to Title II?" Grade Teacher, LXXXIV (November, 1966), 106.
This concept of library resource materials for all children is the key to the influence of Title II of the Elementary and Secondary Education Act. The expansion of school libraries in the Midwest as a result of Title II funds illustrates the varied programs developed to equalize the opportunities for children. For instance:

The state of Michigan provided under Title II for ten Instructional Materials Centers in counties or combined county centers in the less populated areas of the state. These centers, funded up to $40,000 each, provide area public and private schools with visual materials and active programs of teacher in-service training. The curriculum centers also provide schools with community resource speakers and offer assistance in ordering instructional materials.1

In the state of Ohio special purpose grants were awarded under the Title II program.

These grants were used for a special collection of materials for a special curriculum need. Special collections in the field of Humanities and special education units were evident. Several of the grants aided establishing demonstration library centers and programs in wide geographical areas of the state.2

In the state of Wisconsin a special emphasis grant was established for school libraries.

1Robert Case, "And Away We Go," School Libraries, XVI (Summer, 1967), 44.

2loc. cit., p. 45.
A number of small additional grants were provided to serve a few schools in which a large percentage of the enrollment were Indian children, so that these schools might strengthen their materials collection.¹

Throughout the United States other regions have experienced similar expansions in their school libraries. It is still difficult to assess the extent of expansions, but a good indicator of the rapid improvement in facilities and the availability of materials can be seen in the article by Mahaffey.

So much for general generalities and on to specific generalities of the Southwest. Many librarians, supervisors and administrators from this area have written about their programs and some trends seem to be apparent in these regional reports.

The impact has been greater on the elementary level. Libraries and librarians have been added where a total lack of both had previously existed. In many schools this meant pulling classroom collections to a central location which is seldom easy. Many supervisory positions have been created and processing centers developed to enable librarians in individual schools to give more and better service. Libraries are developing an IMG emphasis and making these audio-visual materials available for direct student use.²

A tremendous evolution is also taking place in

¹loc. cit., p. 46.

California which reflects the feeling of the nation towards education.

A library should be many things to a child: A source of information, a fountain of inspiration, a haven for contemplation, a harbor in an oft-times frantic world. It should provide him with the tools for learning, with recreation and amusement, and with resources for inspiration and personal growth.

This same belief in school libraries was expressed by another California writer when she said,

I believe the multi-media library at the school level is going to be tremendous stimulus to creative teaching and to independent exploration by students.²

A search of the literature revealed that the majority of the articles are not based on research, but represent the opinions of the authors. The one current research article cited was that published by the Subcommittee on Education of the Committee on Labor and Public Welfare. Therefore, the research in this study is of vital concern to school librarians as it represents a research approach on the effects that Title II has had on the forty-one school districts of the E.R.D.C. of the Twin Cities Metropolitan Area during the first two years of the Act.

CHAPTER III

METHODOLOGY OF THE STUDY

In order to obtain data relative to the effects of the Elementary and Secondary Education Act, 1965, Title II, Minnesota Plan, on the development of school libraries, the Educational Research and Development Council of the Twin Cities Metropolitan Area (hereafter referred to as the E.R.D.C.) was contacted for their cooperation in the preparation of this study.

The E.R.D.C. is a public, non-profit, tax exempt organization devoted exclusively to cooperative development in the field of education. The proposed study was presented to the Board of Directors of the E.R.D.C. in accordance with the procedures of the Council, and endorsed on January 18, 1968. Their role in the study covered the expenses involved in printing and mailing the questionnaires.

Data for the study were also collected at the State of Minnesota, Department of Education, School Library Unit, under the direction of Miss Ruth Ersted, State Supervisor of School Libraries. The official documents covering the first two years (1965-1966 and 1966-1967) were made available for examination. Ersted's department also supplied the names and addresses of the li-
brarians to whom the questionnaires were to be mailed, and a list of libraries in the metropolitan area.

Data were also collected from the statistical division of the State Department of Education on the enrollment of the school districts included in the survey.

Interviews were held with librarians and audio-visual directors in the E.R.D.C. schools to collect personal opinions on the effect that the Elementary and Secondary Education Act, 1965, Title II, Minnesota Plan, has had on the development of their school libraries.

Description of the E.R.D.C. Council

The purpose of the council is to conduct responsible research relating to the conditions of learning for children and classroom practice, and the cooperative development of school system personnel and instructional programs. The membership in the E.R.D.C. Council is composed of two classes - active and associate. Active membership in the council is open to the chief school executive of any public school district in the seven county Minneapolis-St. Paul metropolitan area. This includes the following counties: Anoka, Carver, Dakota, Hennepin, Ramsey, Scott, and Washington. Associate members may attend all meetings of the council and are entitled to copies of the publications of the council. The following active members of the E.R.D.C. Council

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are included in this study: Anoka, Bloomington, Brooklyn Center, Burnsville, Centennial, Chaska, Columbia Heights, Eden Prairie, Edina, Farmington, Forest Lake, Fridley, Golden Valley, Hopkins, Inver Grove-Pine Bend, Lakeville, Mahtomedi, Minneapolis, Minnetonka, Mound, New Prague, North St. Paul-Maplewood, Orono, Osseo, Prior Lake, Richfield, Robbinsdale, Rosemount, St. Anthony, St. Francis, St. Louis Park, St. Paul (secondary schools only), Shakopee, Spring Lake Park, Stillwater, University High School, Waconia, Watertown, West St. Paul, and White Bear Lake.

The study has also included the following associate members: Alexandria, Rockford, and Willmar.

The student enrollment of the forty-four school districts covered by the study is 341,620 students; this does not include the elementary students for the St. Paul Public Schools. The range in the size of the school districts varies from a high of 72,604 students in Minneapolis to a low of 798 students in Watertown. The total number of school libraries included in the study is 406 and represents a variety of stages in school library development.

**Research Techniques**

The survey method was used to investigate the effects of the Elementary and Secondary Education Act, 1965,
Title II, Minnesota Plan, on the development of school libraries. The data was collected through questionnaires sent to school librarians and audio-visual personnel in the survey group of 406 school libraries.

The official records at the State Department of Education for the first two years of Title II funds were examined and analyzed to see what effect Title II funds had on the type of materials purchased.

Interviews were also conducted with librarians and audio-visual personnel to obtain their personal opinions on the effects of Title II funds on school libraries in the E.R.D.C. school districts.

Design of the Questionnaire

The questionnaire was designed to secure data on the school library in each building and to solicit the opinions that librarians and audio-visual personnel have concerning the effects of Title II funds on their school library. There was no distinction made between librarians and audio-visual personnel as to the type of questionnaire used. The same questionnaire was also used for elementary, junior high and senior high school libraries, with no distinction being made as to type of school library involved.

The questionnaire had five parts pertaining to each school library. The first part requested basic
information about the particular school library. It solicited the name of the person filling out the questionnaire, the date, the position, the school district, school number, and enrollment. The second part of the questionnaire asked for appropriate responses as to the types of materials housed in the library. The third part requested each respondent to give opinions on the selection of different types of library materials. The fourth part of the questionnaire required the respondents to supply information on added staff, both qualified librarians and adult clerical assistants. The fifth part of the questionnaire sought information on the design of the school library and its effects on Title II materials housed in it. A copy of the questionnaire is given in Appendix C.

Distribution of the Questionnaire

Upon the approval of the Board of Directors of the E.R.D.C. of the proposed study, the necessary financial assistance and cooperation became available. Each of the forty-one school districts having active membership in the E.R.D.C. was included as well as the three associate member districts and the University High School.

A list of names was prepared from information supplied by the State Department of Education, Library Unit. This list included 337 school librarians serving in 406 E.R.D.C.
schools. The E.R.D.C. provided the names of the 44 audio-visual personnel. Because of the difficulty in obtaining a list of names for the elementary libraries in the St. Paul school system, they were excluded from the study.

The questionnaires were then printed and distributed by the E.R.D.C. staff to those persons on the mailing list. Upon completion of the questionnaire, each school librarian and audio-visual person placed the completed questionnaire in a blank envelope, sealed it, and returned it in a prepaid, self-addressed envelope to the E.R.D.C.

Questionnaires were distributed to 381 school librarians and audio-visual personnel; 270 or 71% of these questionnaires were returned.

Receiving and Compiling Data

Upon receiving the questionnaires, they were examined and the data tabulated. Three of the questionnaires were eliminated from the study, because the librarians in these schools refused to use Federal funds in their school libraries. Computation involved frequency distribution, after which percentages were computed for each question.
Examination of State Records

A careful examination of the official records filed with the State of Minnesota, Department of Education, Library Unit, was conducted. The types of materials ordered and the amounts of money spent in each category were recorded. After completion of the copying of all the vital information on each of the 44 school districts, the results were tabulated.

Treatment of Data

The computation involved frequency distribution of funds and types of materials purchased. These were then computed for percentages.

Interviews

Opinions regarding the effects of the Elementary and Secondary Education Act, 1965, Title II, Minnesota Plan, on the development of school libraries in the E.R.D.C. schools were obtained from school librarians and audio-visual personnel. The selection of those librarians to be interviewed was by random selection. The selection was based on librarians attending the suburban library meeting at Eden Prairie High School and the Minnesota Association of School Librarians State Meeting. The interviews with the audio-visual personnel took place at the E.R.D.C. audio-visual
commission meetings. Some of the more informative opinions expressed by the librarians and audio-visual personnel are included in this study.

Treatment of Data

The respondents were asked to answer particular questions regarding the effects of Title II on their school libraries; therefore, there was a list of "Yes" and "No" questions to tabulate.
CHAPTER IV

FINDINGS OF THE STUDY

The findings of the study are presented in three parts:

Part I presents the findings based on the responses and tabulations of the questionnaire sent to the E.R.D.C. librarians and audio-visual personnel.

Part II shows the findings based on the examination of the official State of Minnesota records for Title II funds spent in Minnesota for the school years 1965-1966 and 1966-1967 by the E.R.D.C. school districts.

Part III of the findings is based on interviews held with librarians and audio-visual personnel in the E.R.D.C. schools.

Part I

Findings Based on the Questionnaire

Types of materials housed in the school library

The respondents were asked to indicate which of the following types of materials were housed in the library: books, films, filmstrips, tapes, records, and transparencies. In addition, the respondents were asked
to check the types of materials in the following ways: (1) the types of materials currently housed in the library, (2) the types of materials housed in the library before Title II funds were available, and (3) the types of materials added to the library with Title II funds. The results of these responses were tabulated separately for each question.

The first question was: "Which of the following items are housed in the library?" The following types of material were included: books, films, filmstrips, tapes, records, and transparencies. The results of the tabulation for books showed that 100 per cent of all respondents had books housed in the library. The tabulation for films showed that 15 per cent of all respondents had films housed in the library and the tabulation for filmstrips showed that 60 per cent of all respondents had filmstrips housed in the library. Thirty-three per cent of all respondents had tapes housed in the library and 66 per cent of all respondents had records housed in the library. The results of the tabulation for transparencies showed that 51 per cent of all the respondents had transparencies housed in the library. (See Table I).
TABLE 1
ITEMS CURRENTLY HOUSED IN THE LIBRARY

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Books</td>
<td>265</td>
<td>265</td>
<td>100%</td>
</tr>
<tr>
<td>B. Films</td>
<td>265</td>
<td>41</td>
<td>15%</td>
</tr>
<tr>
<td>C. Filmstrips</td>
<td>265</td>
<td>159</td>
<td>60%</td>
</tr>
<tr>
<td>D. Tapes</td>
<td>265</td>
<td>87</td>
<td>33%</td>
</tr>
<tr>
<td>E. Records</td>
<td>265</td>
<td>174</td>
<td>66%</td>
</tr>
<tr>
<td>F. Transparencies</td>
<td>265</td>
<td>135</td>
<td>51%</td>
</tr>
</tbody>
</table>

*The percentages were calculated to the nearest percent.

The second question was: "Which of the following items were housed in the library before Title II funds were available: books, films, filmstrips, tapes, records, and transparencies?" The results of the tabulations for books showed that 100 per cent of all respondents had books housed in the library before Title II funds, and 8 per cent of all respondents had films housed in the library before Title II funds. The tabulation for filmstrips showed that 37 per cent of all respondents had filmstrips housed in the library before Title II funds and that 15 per cent of all respondents had tapes
housed in the library before Title II funds. The results of the tabulation for records showed that 42 per cent of all the respondents had records housed in the library before Title II funds, but the tabulation for transparencies showed that only 21 per cent of all the respondents had transparencies housed in the library before Title II funds. (See Table 2).

TABLE 2

ITEMS HOUSED IN THE LIBRARY BEFORE TITLE II

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Books</td>
<td>265</td>
<td>265</td>
<td>100%</td>
</tr>
<tr>
<td>B. Films</td>
<td>265</td>
<td>20</td>
<td>8%</td>
</tr>
<tr>
<td>C. Filmstrips</td>
<td>265</td>
<td>97</td>
<td>37%</td>
</tr>
<tr>
<td>D. Tapes</td>
<td>265</td>
<td>41</td>
<td>15%</td>
</tr>
<tr>
<td>E. Records</td>
<td>265</td>
<td>110</td>
<td>42%</td>
</tr>
<tr>
<td>F. Transparencies</td>
<td>265</td>
<td>55</td>
<td>21%</td>
</tr>
</tbody>
</table>

*The percentages were calculated to the nearest percent.

Question three was: "What types of materials were added to the library with Title II funds: books, films, filmstrips, tapes, records, and transparencies?" The results of the tabulation for books showed 89 per cent
of all respondents had used Title II funds to add books to the library. The tabulation for films showed that 11 per cent of all the respondents had used Title II funds to add films to the library. Fifty-five per cent of all the respondents had used Title II funds to add filmstrips to the library and 29 per cent of all the respondents had used Title II funds to add tapes to the library. The tabulation for records showed that 42 per cent of all the respondents had used Title II funds to add records to the library and 45 per cent of all the respondents had used Title II funds to add transparencies to the library. (See Table 3).

TABLE 3

TYPES OF MATERIALS ADDED TO THE LIBRARY WITH TITLE II FUNDS

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
<th>Number</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Books</td>
<td>265</td>
<td>237</td>
<td>89%</td>
</tr>
<tr>
<td>B. Films</td>
<td>265</td>
<td>30</td>
<td>11%</td>
</tr>
<tr>
<td>C. Filmstrips</td>
<td>265</td>
<td>146</td>
<td>55%</td>
</tr>
<tr>
<td>D. Tapes</td>
<td>265</td>
<td>76</td>
<td>29%</td>
</tr>
<tr>
<td>E. Records</td>
<td>265</td>
<td>111</td>
<td>42%</td>
</tr>
<tr>
<td>F. Transparencies</td>
<td>265</td>
<td>119</td>
<td>45%</td>
</tr>
</tbody>
</table>

*The percentages were calculated to the nearest percent.
Summary and analysis

A comparison of the responses on the first two questions dealing with the types of materials housed in the library indicated a significant increase in several types of materials housed in the library. Specifically, the responses showed that films had increased 7 per cent, filmstrips increased 23 per cent, tapes increased 18 per cent, records increased 24 per cent, and transparencies increased 30 per cent over materials housed in the library before Title II funds became available. In comparing the results of Question I and Question III, it is evident that the use of Title II funds reflected the general growth pattern of the types of materials housed in the library. The 7 per cent increase in the films housed in the library directly results from 11 per cent of the libraries adding films with Title II funds. The 23 per cent increase in filmstrips housed in the library similarly indicates a relationship to 55 per cent of the libraries using Title II funds to add filmstrips and the 18 per cent increase in tapes housed in the library shows a relationship to the 29 per cent of the libraries using Title II funds to add tapes. Finally, a 24 per cent increase in records is related to the 42 per cent of the libraries using Title II funds to add
records to their collections, and the 30 per cent increase in transparencies illustrates a relationship to the 45 per cent increase in libraries using Title II funds to add transparencies to the library.

Factors in selecting materials with Title II funds

The respondents were asked to identify and rank different factors which influenced their selection of materials with Title II funds. The respondents were requested to react to the following factors: (1) the easiest materials to select, (2) the cost of the materials, (3) the use of an advisory committee, and (4) the materials receiving the greatest percentage of the Title II funds.

The respondents were asked to rank the types of materials which were easiest to select and order with Title II funds, using the number 1 through 6 to indicate the easiest to the hardest. The tabulation resulted in the following rank: (1) books with a rank of 1.28, (2) filmstrips with a rank of 2.55, (3) records with a rank of 3.39, (4) films with a rank of 3.87, (5) transparencies with a rank of 4.18, and (6) tapes with a rank of 4.84. (See Table 4).
TABLE 4
EASE OF SELECTION OF MATERIALS PURCHASED WITH TITLE II FUNDS

<table>
<thead>
<tr>
<th>Items</th>
<th>Responses</th>
<th>Total Points</th>
<th>Rank*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Books</td>
<td>228</td>
<td>292</td>
<td>1.28</td>
</tr>
<tr>
<td>B. Films</td>
<td>99</td>
<td>393</td>
<td>3.87</td>
</tr>
<tr>
<td>C. Filmstrips</td>
<td>146</td>
<td>372</td>
<td>2.55</td>
</tr>
<tr>
<td>D. Tapes</td>
<td>96</td>
<td>465</td>
<td>4.84</td>
</tr>
<tr>
<td>E. Records</td>
<td>135</td>
<td>457</td>
<td>3.39</td>
</tr>
<tr>
<td>F. Transparencies</td>
<td>128</td>
<td>535</td>
<td>4.18</td>
</tr>
</tbody>
</table>

*The materials are ranked 1 through 6 to indicate the easiest to the hardest. The rank number is calculated to the nearest one hundredth.

The second factor in selection was that of cost. The respondents were asked: "Did the cost of the materials influence the selection?" The question demanded a simple "Yes" or "No" answer. The results of the tabulation showed that 61 per cent of all respondents answered "No" to the question. (See Table 5).

Part C of the question requested the respondents who answered, "Yes" to also answer: "In what way did the cost influence the selection?" An analysis of the 55 "Yes" responses revealed the following results. The less expensive items were a cost factor for 44 per cent,
while the most expensive items were a cost factor for 15 per cent, and the other respondents had a variety of cost reasons representing 41 per cent of the answers. (See Table 6).

TABLE 5

INFLUENCE OF COST ON THE SELECTION OF TITLE II MATERIALS

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Cost did influence selection</td>
<td>99</td>
<td>39%</td>
</tr>
<tr>
<td>B. Cost did not influence selection</td>
<td>156</td>
<td>61%</td>
</tr>
<tr>
<td>C. Totals</td>
<td>255</td>
<td>100%</td>
</tr>
</tbody>
</table>

*The percentages were calculated to the nearest percent.

TABLE 6

ANALYSIS OF COST INFLUENCE

Analysis of the 55 "Yes" Questions Showed the Following:

<table>
<thead>
<tr>
<th>Cost</th>
<th>Responses</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Least expensive items</td>
<td>24</td>
<td>44%</td>
</tr>
<tr>
<td>B. Most expensive items</td>
<td>8</td>
<td>15%</td>
</tr>
<tr>
<td>C. Other reasons</td>
<td>23</td>
<td>41%</td>
</tr>
</tbody>
</table>

*The percentages were calculated to the nearest percent.
An analysis of the cost influence in question 5 shows two major areas of importance to librarians in the selection of Title II materials. The first concerns the selection of the least expensive items, and the second is the selection of the most expensive items.

As an indication of the factor of small expense, some examples are:

1. When choosing filmstrips, if two sets would suit our purposes equally well, the more reasonably priced was chosen, allowing funds for additional filmstrips.

2. We weighed cost against possible use. If it was too expensive for the amount of use we would get, we tried to substitute.

3. The cost of materials always influences selections—other things being equal, we choose the less expensive title.

4. To round out our collection, we had to choose in more than one field so we selected less expensive items.

5. Because several areas needed building, some items were eliminated, because of cost, but quality was not sacrificed.

*All of the responses are included in Appendix D.
A few of the responses* which are concerned with the selection of the most expensive items are:

1. Because of the money allotment in addition to our budget allotment, we were able to have "frosting on our cake."

2. Time pressures made it necessary to buy more of the more expensive audio-visual items than I would otherwise.

3. The more costly items were purchased with Title II funds less red tape that way.

4. I feel that I have more to spend on reference type materials and illustrative materials, although cost is always a consideration in relation to the value of the book.

5. Films are a high cost item. We eliminated a great deal of the red tape by concentrating on fewer items.

Other reasons** which had an influence on the selection of Title II materials were:

1. What we usually did was to order books first, because we felt that this was our greatest need and then we ordered the audio-visual materials, this depending

*All of the responses are included in Appendix E.

**All of the responses are included in Appendix F.
on how much money was left after the book order.

2. There is such a need to get a variety of audiovisual materials especially.

3. Our budget was very low because our enrollment is small. Some sets would have taken the entire allotment set aside for all departments.

4. We wanted to get a good selection, and yet we did not want to order materials that would not be used.

5. With a limited amount to spend, careful consideration of cost was nearly as important as the usefulness of the materials.

It is evident from the responses given that most of the respondents were especially interested in obtaining the maximum number of items for the amount of money available. This concern reinforces the original rationale for the passage of the act providing Title II funds, because school libraries are in desperate need of additional materials. The responses also reveal that the respondents were willing to do extra work required to order smaller items and to preview items to obtain the best available.

The third factor in selection was the use of the advisory committee. The respondents were asked: "Was an advisory committee used for the selection of Title II
materials as recommended in the Minnesota Plan?" The response to this question called for a "Yes" or "No" answer. The results of the tabulation showed that 65 per cent of all respondents answered "Yes" to the question. (See Table 7).

**TABLE 7**

USE OF AN ADVISORY COMMITTEE FOR SELECTION

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Advisory committee used</td>
<td>168</td>
<td>65%</td>
</tr>
<tr>
<td>B. Advisory committee not used</td>
<td>89</td>
<td>35%</td>
</tr>
<tr>
<td>C. Totals</td>
<td>257</td>
<td>100%</td>
</tr>
</tbody>
</table>

*The percentages were calculated to the nearest percent.

Part C of the question asked the respondents who answered "Yes," the following question: "If 'Yes,' what was the make up of the committee and its responsibility?" An analysis of the 116 "Yes" responses for the make up of the committee showed the following results: Librarians and audio-visual personnel represented 6 per cent; librarians, audio-visual personnel and administrators were 2 per cent; and librarians, audio-visual personnel, administrator, and teacher made up 92 per cent of the
committees.

The second part of question 6, part C, dealt with the responsibilities of the committee. The results of the respondents' answers were as follows: 64 per cent made recommendations only, and 37 per cent made recommendations and approved of the materials. (See Table 8).

The responsibilities of the advisory committee were divided into two categories. The first category was the advisory committee whose basic responsibility was that of only making recommendations. The second category of advisory committees had the major responsibility for making recommendations and approving materials for purchase.

The responses which were concerned with the make-up of the advisory committee were as follows:
1. [A] committee [made up] of the audio-visual director, librarian and teachers was consulted for suggestions.
2. The committee was made up of teachers, administrators and the librarians. The librarians headed up the committee with responsibility to make suggestions.
3. The head of each department consulted his department. Each department made a list and presented it to the librarian. Then the librarian made the necessary adjustment and made the final order.

*All of the responses are included in Appendix G.*
### Make Up of the Committee

<table>
<thead>
<tr>
<th>Committee Members</th>
<th>Number</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Librarian or audio-visual personnel</td>
<td>7</td>
<td>6%</td>
</tr>
<tr>
<td>B. Librarian, audio-visual personnel and administrator</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>C. Librarian, audio-visual personnel, administrators and teachers</td>
<td>107</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>116</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Responsibility of the Committee

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Number</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Recommendation only</td>
<td>67</td>
<td>64%</td>
</tr>
<tr>
<td>B. Recommendation and approval of materials</td>
<td>37</td>
<td>36%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>104</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*The percentages were calculated to the nearest percent.*
4. Two representatives were appointed by each building principal to form the original committee. It was decided that the greatest need was to strengthen the library book collections. In this building the teachers of the subject areas to be considered each year formed the selection committee for that year. After members made the basic selections, the librarians expanded the list for recreational and leisure reading beyond the needs of the curriculum.

5. The committee was made up of teachers who taught subjects in the areas the funds were used for in each particular year. The librarians headed the committee.

6. There is a representative from each grade level, the music instructor and audio-visual director making up the committee. These people were consulted as to the areas which needed strengthening, and materials were recommended by them.

Some responses* describing the responsibilities of the advisory committee in making recommendations and approving materials follow:

*All of the responses are included in Appendix H.
1. Librarian and principal with suggestions from teachers set up the proportion spent for books and audio-visual materials within the guidelines for the city.

2. Librarian, audio-visual coordinator, principal, and teachers made up the committee. For books, they suggested areas or units where books were needed. Audio-visual materials were brought in for previewing. Librarians furnished book reviews and were responsible for preparation of order.

3. At least one teacher from each grade level was directly involved in the initial selection. The principal and librarian made the final selection with regard for balance per grade levels and subjects.

4. Committees composed of department chairmen and librarians selected the subject areas to be strengthened and the year in which this was to be accomplished for each area. One important initial decision of this group was to spend Title II funds on the book collection. Each year the members of the subject area to be strengthened are directly involved in selection of book titles.

5. The committee was made up of department heads, principal, audio-visual teacher and librarian.
Each one selected materials for his department after consulting with other teachers. Lists were turned in to librarian, and she and the principal made the final decision.

6. Librarian, audio-visual specialist, elementary teacher's committee, elementary director, and high school department heads [made up the committee]. The committee was to determine [the] need for Title II materials in the curriculum and to establish priority for purchase.

A summary of the responses shows how important the teachers are as members of the advisory committee in the selection of Title II materials. The responses indicate how closely these librarians work with classroom teachers and administrators to improve the school library collection in their role as coordinators of selection. The use of selection tools and preview methods for suggesting titles illustrates the extent to which realistic evaluation of materials is made. The responses also show a wide interest in the multi-media approach to the improvement of the learning situation which is being developed in the E.R.D.C. school libraries.

The fourth factor in the selection process concerned the type of library material selected by the respondents for the greatest percentage of Title II funds. The
tabulation showed that 87 per cent of all the respondents spent the greatest percentage of Title II funds on books. The second highest percentage was spent on filmstrips, which received 8 per cent of the Title II funds. The third highest percentage was spent on films, which received 3 per cent of the Title II funds. Records and transparencies each received 1 per cent of the funds. Tapes were not rated by any of the respondents as receiving the highest percentage of Title II funds. (See Table 9).

**TABLE 9**

**TYPE OF MATERIALS PURCHASED WITH TITLE II FUNDS**

<table>
<thead>
<tr>
<th>Items</th>
<th>Number</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Books</td>
<td>161</td>
<td>87%</td>
</tr>
<tr>
<td>B. Films</td>
<td>5</td>
<td>3%</td>
</tr>
<tr>
<td>C. Filmstrips</td>
<td>14</td>
<td>8%</td>
</tr>
<tr>
<td>D. Tapes</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>E. Records</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>F. Transparencies</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>184</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*The percentages were calculated to the nearest percent.

The second part of question 7, part G, asked the respondents why the chosen library material received the
greatest percentage of Title II funds. An analysis of the responses showed the following: inadequate book collection was the reason stated by 73 per cent of the respondents; inadequate audio-visual collection received 3 per cent; inadequate filmstrip collection, 2 per cent, and other reasons received 18 per cent. (See Table 10).

**TABLE 10**

**REASONS FOR PURCHASING TITLE II MATERIALS**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Inadequate book collection</td>
<td>32</td>
<td>73%</td>
</tr>
<tr>
<td>B. Inadequate audio-visual collection</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>C. Inadequate film collection</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>D. Inadequate filmstrip collection</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>E. Inadequate tape collection</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>F. Inadequate record collection</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>G. Inadequate transparency collection</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>H. Other reasons</td>
<td>8</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>44</td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*The percentages were calculated to the nearest percent.
Respondents who indicated an inadequate book collection gave the following reasons for purchasing books with Title II funds:

1. We have a need to bring library totals up to standards in anticipation of North Central Association evaluation.

2. After surveying the requests from teachers and the materials available, it was felt that books were in greater demand than other media; so we spent our allotment accordingly.

3. Review of inventories of materials eligible under Title II revealed that the book collections deserved more emphasis than audio-visual materials at the time this program began. The senior high school library had fewer than 6,000 books at that point.

4. As a librarian I felt that books were needed because of the great increase in enrollment. We were able to strengthen some of our weaker sections. Title II plus our weak budget has greatly improved our library.

5. There is more variety in books. There are more reliable sources of evaluation. We have a good start in filmstrips, but are not up to standards in our book collection.

*All of the responses are included in Appendix I.
The reasons given by the respondents for purchasing audio-visual materials with Title II funds were as follows:

1. [We had an] adequate book budget, [but] no money for audio-visual materials.

2. One-half [was spent] for books, the rest for other types of audio-visual materials.

3. Funds were divided on a 50-50 basis. We are trying to obtain a good collection of all types of materials [needed for] setting up an IMC and [for] promotion of the IMC philosophy in our program.

4. Filmstrips felt most useful.

The responses illustrate the effect standards for book collections have on the expenditures of Title II funds for purchasing additional books for school libraries. If audio-visual standards had been established for certain types of audio-visual items to be housed in the library, perhaps a greater percentage of funds would have been used to purchase audio-visual materials. The responses also illustrate the low level of the library book budgets from the school districts which are supposed to meet increased needs, increased enrollments, and higher standards.

Summary and analysis

Responses on the four factors influencing selection
show the following results: (1) Books are the easiest to select and received a rank number of 1.28 out of six possible points; (2) 61 per cent of the respondents were not affected by cost in their selection of the type of materials to be housed in the library; (3) 65 per cent of the respondents used an advisory committee. Important is the fact that 92 per cent had classroom teachers as members of the committee making recommendations, and 64 per cent had librarians and audio-visual personnel selecting the purchases made with Title II funds; and (4) book collections were judged to be inadequate according to state standards and needs of the curriculum and they received 87 per cent of the funds.

Changes in staff as a result of Title II

The respondents were asked the following two questions: (1) "Have additional qualified librarians been added to your staff as a result of the increased materials added to the library from Title II funds?" and (2) "Has the adult clerical staff been increased as a result of Title II materials being added to the library?" The respondents were requested to supply a "Yes" or "No" answer for each of the two questions covering the first two years for which Title II funds were available. Those years were 1965-1966 and 1966-1967. The respondents
were also asked to explain, if their answer was "Yes," the major responsibilities of the new staff members.

Increase in qualified librarians

The responses to the addition of qualified librarians for the two year period showed the following: In the first year of Title II funds (1965-1966), the responses showed that there was only a 2 per cent increase in qualified librarians as a result of Title II materials being added to the library. (See Table 11). During the second year of Title II funds (1966-1967), seventeen new librarians were added to the original five for a 9 per cent increase for a two year period. (See Table 11).

The respondents in part D of question 8 were asked, "what are the major responsibilities of the new librarians?" The responses were divided into two categories for tabulation: (1) professional responsibilities involved with handling Title II funds, and (2) regular library responsibilities because of additional Title II materials housed in the library. An analysis of the statement made by the respondents showed that 38 per cent were working directly with Title II funds and that 62 per cent were performing regular library duties as a result of the additional Title II materials being housed in the library. (See Table 12).
TABLE 11
NUMBER OF QUALIFIED LIBRARIANS ADDED TO LIBRARY***

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Qualified librarians added</td>
<td>5</td>
<td>2%</td>
</tr>
<tr>
<td>B. Qualified librarians not added</td>
<td>248</td>
<td>98%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>253</td>
<td>100%</td>
</tr>
</tbody>
</table>

For the 1966-1967 School Year

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Qualified librarians added</td>
<td>22</td>
<td>9%**</td>
</tr>
<tr>
<td>B. Qualified librarians not added</td>
<td>231</td>
<td>91%**</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>253</td>
<td>100%</td>
</tr>
</tbody>
</table>

*The percentages were calculated to the nearest percent.

**The 9% is based on 17 new librarians plus 5 new librarians for the first year.

***A qualified librarian is one who holds a teacher's certificate endorsed for library service. Such certification is based on a degree from a college accredited for the preparation of teachers and on either a master's degree in library science or a minor, as determined by the college offering an approved library program.
<table>
<thead>
<tr>
<th>Responses</th>
<th>Number</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Professional responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>involved with handling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II funds</td>
<td>6</td>
<td>38%</td>
</tr>
<tr>
<td>B. Regular library responsibilities</td>
<td>10</td>
<td>62%</td>
</tr>
<tr>
<td>Totals</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

*The percentages were calculated to the nearest percent.

Responses describing major responsibilities of new librarians have been divided into two categories. The first category deals with those librarians who are directly involved with Title II funds. The second category includes those librarians who assumed regular library responsibilities. The responses which concern administering Title II funds are as follows:

1. [They] assisted in selection of materials for purchase.
3. [They] processed Title II materials.
4. Two librarians, one [was] for new school, and the other [was] to take care of central processing and handle all book orders.
5. Part of the increase is due to Title II materials being processed. We found it necessary to have a library coordinator, and this person is in charge of processing center.

6. They select books and other library materials for Title II purchase and locate materials for teachers.

The responses which concern regular library responsibilities are as follows:

1. They conduct story hours.

2. They teach library instruction classes.

3. They assist teachers in choosing books for use with units.

4. They provide more library service for each building.

5. They were added elementary librarians for two schools.

6. Their responsibilities included library classes, instruction, and helping students.

7. They had all regular duties of a librarian.

8. They gave instruction on the use of library materials.

9. They provided reading guidance.

10. They teach library usage to students.

An evaluation of the responses indicates that the greatest percentage of the new librarians are assuming regular library duties. This clearly indicates that with the increase of new materials housed in the library, there is an increased need for professional staff to work with
teachers and children to see that these materials are used. The limited number of new librarians involved with handling Title II funds is probably indicative of the fact that the responsibility for administering Title II funds was already assigned to the librarians working in the library before the additional staff was hired.

Increase in adult clerical staff

The responses to the addition of adult clerical staff as a result of Title II funds for the two year period (1965-1966 and 1966-1967) showed the following: the responses for the year 1965-1966 showed a 9 per cent increase in adult clerical staff to the libraries as a result of Title II materials being added to the libraries. (See Table 13). During 1966-1967 of Title II funds, fifteen adult clerical staff were added to the original 23 assistants added the year before, minus a loss of one from 1965-1966, for a total of 37 added. This represented an increase in the adult clerical staff of 15 per cent for the first two years that Title II materials were being added to the libraries. (See Table 13).

The respondents to part D of question 9 were asked, "What are the major responsibilities of the new clerical staff?" The responses were divided into two categories for tabulation: (1) responsibilities directly dealing
### TABLE 13

#### NUMBER OF ADULT CLERICALS ADDED TO LIBRARY STAFF

For the 1965-1966 School Year

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Adult clerical staff added</td>
<td>23</td>
<td>9%</td>
</tr>
<tr>
<td>B. Adult clerical staff not added</td>
<td>230</td>
<td>91%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>253</td>
<td>100%</td>
</tr>
</tbody>
</table>

For the 1966-1967 School Year

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Adult clerical staff added</td>
<td>37</td>
<td>15%**</td>
</tr>
<tr>
<td>B. Adult clerical staff not added</td>
<td>216</td>
<td>85%**</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>253</td>
<td>100%</td>
</tr>
</tbody>
</table>

*The percentages were calculated to the nearest percent.

**The 15 per cent is based on 15 additional clerical assistants, plus 23 new clerical personnel added the first year. One library had a decrease from 1965-1966.

**PART C - IF ADDED, HOW MANY?**

For the year 1965-1966 - 23 were added; however, many of these are part time workers.
TABLE 13 (CONTINUED)

For the year 1966-1967 - 15 additional adult clerical personnel were added, and again many of these are part time workers.

with Title II materials only, and (2) responsibilities related to the regular library activities. An analysis of the statements made by the respondents showed that 59 per cent were working directly with Title II materials only and that 41 per cent were performing regular library duties. (See Table 14).

TABLE 14

MAJOR RESPONSIBILITIES OF ADDITIONAL ADULT CLERICAL STAFF

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Responsibilities dealing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>directly with Title II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>materials only</td>
<td>20</td>
<td>59%</td>
</tr>
<tr>
<td>B. Responsibilities related</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to regular library duties</td>
<td>14</td>
<td>41%</td>
</tr>
<tr>
<td>Totals</td>
<td>34</td>
<td>100%</td>
</tr>
</tbody>
</table>

*The percentages were calculated to the nearest percent.

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The responses which indicate that Title II duties are assigned to the additional clerical staff follow:

1. They are on a temporary basis to process Title II books.

2. Their duties include filing catalog cards, typing filmstrip, record, and transparency catalog cards; assisting in typing orders for books, records, and filmstrips.

3. Their duties include general clerical, and Title II processing.

4. They process books, and type orders and check invoices for Title II funds.

5. They were added for writing orders and typing requisitions for Title II, and preparing lists for staff members.

The responses which indicate that the adult clerical staff performs regular library activities are as follows:

1. They do the typing necessary for cataloging materials.

2. They do correspondence and scheduling.

3. Their duties include circulation duties and assistance to teachers and students.

4. Their duties include typing, filing of catalog cards, typing orders, processing books, and general correspondence.

*All of the responses are included in Appendix J.

**All of the responses are included in Appendix K.
5. The duties include checking in materials, books, etc., typing cards, orders, and processing books, and helping with inventory and filing.

Responses to the question concerning the responsibilities of the additional adult clerical staff members clearly indicate the need for added clerical assistants to process all of the new materials purchased with Title II funds, as well as the general need for adult clerical assistants to do other work besides processing materials. The need for someone to be responsible for correspondence and to free the librarian from other types of clerical duties will help him to meet his professional responsibilities more adequately.

Summary and analysis

A comparison of the responses covering staff shows that there has been an increase in staff as a direct result of Title II funds. The number of qualified librarians has increased by 9 per cent during the first two years as a result of Title II materials being added to the library. The number of adult clerical staff has increased by 15 per cent for the first two years that Title II materials were being added to the library. A comparison shows that there was a greater increase in adult clerical staff over qualified librarians by 6 per cent over the two year period.
The effect Title II materials have had on library facilities

The respondents were asked to indicate if their library was new or remodeled and the effect Title II materials had on the design. Librarians were also asked to evaluate their present library facilities to see if they provided for maximum use of materials purchased with Title II funds. In both cases the questions related to the effect that Title II materials are having on library design in relation to their use.

The responses to the first part of the question, "Was the library newly built or remodeled within the last two years?" showed that 20 per cent of the libraries had been built or remodeled. (See Table 15).

TABLE 15
LIBRARIES NEWLY BUILT OR REMODELED SINCE TITLE II

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Libraries were built or remodeled</td>
<td>53</td>
<td>20%</td>
</tr>
<tr>
<td>B. Libraries were not newly built or remodeled</td>
<td>210</td>
<td>80%</td>
</tr>
<tr>
<td>Totals</td>
<td>263</td>
<td>100%</td>
</tr>
</tbody>
</table>

*The percentages were calculated to the nearest percent.
The second part of the question dealt with the influence Title II materials had on the design of the library. The respondents were given the following items to check: (1) increased size, (2) new types of classification of materials, (3) Title II audio-visual materials housed in the library, (4) Title II books housed in the library, (5) study carrels, and (6) special housing for the materials.

The responses showed that Title II materials housed in the library had some effect on library design. A tabulation of the "Yes" and "No" answers showed that 28 per cent of the newly built or remodeled libraries were affected by Title II funds. (See Table 16).

**TABLE 16**

**EFFECT OF TITLE II MATERIALS ON LIBRARY DESIGN**

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Had an effect on library design</td>
<td>15</td>
<td>28%</td>
</tr>
<tr>
<td>B. Did not have an effect on library design</td>
<td>38</td>
<td>72%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>53</td>
<td>100%</td>
</tr>
</tbody>
</table>

*The percentages were calculated to the nearest percent.*
The extent to which Title II funds influence design is shown by the respondents' answers to the items listed in the question. The results of the tabulation for the increase in the size of school libraries showed that 94 per cent of the respondents reported an increase in size. The results of the tabulation for new types of classification of materials showed that 67 per cent of the respondents are now using new classification for added materials. The tabulation for Title II audio-visual materials housed in the library showed that 87 per cent of the new facilities housed audio-visual materials. 100 per cent of the books were housed in the libraries. The tabulation on the use of study carrels showed that 47 per cent of the respondents had study carrels in their new or remodeled libraries.

The newly designed facilities provided special housing for the following types of materials: (1) films, (2) filmstrips, (3) tapes, (4) records, and (5) transparencies. The extent to which special housing was supplied is shown by the responses to the questions. The results of the tabulation showed that 20 per cent of the newly designed facilities made available special housing for films, 67 per cent provided special housing for filmstrips, 40 per cent of the libraries supplied special housing for tapes, and the greatest area of special housing was provided by 87 per cent of the libraries for records.
The results of the tabulation for transparencies showed that 53 per cent of the libraries provided special housing. (See Table 17).

<table>
<thead>
<tr>
<th>TABLE 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>REASONS FOR CHANGING LIBRARY DESIGN</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Increased size</td>
<td>Yes 14</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td>No 1</td>
<td>6%</td>
</tr>
<tr>
<td>B. New types of classification of materials</td>
<td>Yes 10</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>No 5</td>
<td>33%</td>
</tr>
<tr>
<td>C. Title II audio-visual materials housed in the library</td>
<td>Yes 13</td>
<td>87%</td>
</tr>
<tr>
<td></td>
<td>No 2</td>
<td>13%</td>
</tr>
<tr>
<td>D. Title II books housed in the library</td>
<td>Yes 15</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No 0</td>
<td>0%</td>
</tr>
<tr>
<td>E. Study carrels</td>
<td>Yes 7</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>No 8</td>
<td>53%</td>
</tr>
<tr>
<td>Responses</td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>--------</td>
<td>------------</td>
</tr>
<tr>
<td>F. Special housing for the following types of materials:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Films</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>12</td>
</tr>
<tr>
<td>2. Filmstrips</td>
<td>Yes</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>5</td>
</tr>
<tr>
<td>3. Tapes</td>
<td>Yes</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>9</td>
</tr>
<tr>
<td>4. Records</td>
<td>Yes</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>3</td>
</tr>
<tr>
<td>5. Transparencies</td>
<td>Yes</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>7</td>
</tr>
<tr>
<td>6. Other areas:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Professional libraries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Print collections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>15</td>
<td>100%</td>
</tr>
</tbody>
</table>

*The percentages were calculated to the nearest percent.*
An analysis of the responses shows the amount of influence that Title II funds have had on library facilities. The basic influence has been in the area of size of the library facilities. With the increased materials and added usage by faculty and students, there has been a great increase in the size of the new facilities being designed. The added audio-visual items now housed in the library require that the materials be cataloged for more accessibility to faculty and students. This requires new methods of classifying the materials. Another factor affecting the new libraries is the increase in the use of the study carrel concept of housing students. This is particularly illustrated in selecting different types of materials with Title II funds to achieve individualized instruction.

The responses to the question on the special types of materials now housed in the library clearly indicate that the libraries are moving toward a multi-media, multi-sensory approach to learning. This approach to learning has influenced the design of library facilities to house greater numbers of films, filmstrips, tapes, records, and transparencies.

The responses on whether library facilities will provide for maximum use of materials purchased from Title II funds indicated that only 26 per cent of the librarians
felt that their facilities provided for maximum usage. This represents only 69 respondents having facilities to obtain maximum usage of materials, while 195 of the respondents indicated that their facilities were such that they could not obtain maximum usage. Thus, approximately three-fourths of the E.R.D.C. school library facilities are not designed to provide maximum usage of Title II materials. (See Table 18).

**TABLE 18**

<table>
<thead>
<tr>
<th>ADEQUAC Y OF PRESENT LIBRARY FACILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
</tr>
<tr>
<td>------------------------------------------</td>
</tr>
<tr>
<td>A. Provides maximum use of</td>
</tr>
<tr>
<td>materials</td>
</tr>
<tr>
<td>B. Does not provide maximum use</td>
</tr>
<tr>
<td>of materials</td>
</tr>
<tr>
<td>Totals</td>
</tr>
</tbody>
</table>

*The percentages were calculated to the nearest percent.

The 26 per cent of the respondents whose facilities were providing maximum usage of Title II materials listed the following outstanding features: accessibility of materials to students received 50 per cent of the tabula-
tion, the design of the facility received 40 per cent of the tabulation, and adequate equipment received 10 per cent of the tabulation. (See Table 19).

**TABLE 19**  
OUTSTANDING FEATURES OF PRESENT FACILITIES

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Accessibility of materials collection</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>B. Design</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>C. Equipment</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>10</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*The percentages were calculated to the nearest percent.

The following are the answers to the question, "What is the outstanding feature of your facilities?"

Five of the respondents rated accessibility as the most important feature of their library.

1. All materials are available to the students with necessary machines to use them. Teachers have been able to secure additional materials to implement their teaching.

2. Increased reference materials and social studies books.
3. We have a large room. Classes are regularly scheduled in the library. The reference materials and Title II materials are made available to them. Teachers are encouraged to bring their classes to the library.

4. The idea of students having direct access to the materials is excellent.

5. All materials are completely and easily accessible to all teachers and students.

Four of the respondents rated size as the most important feature of their library.

1. Increase in size is important.

2. Title II funds have helped make teachers aware of materials in the area where Title II funds were used. One school has a new library, built about 1962, with a large reading room and a large workroom. It will house all the audio-visual materials as soon as they are cataloged.

3. Shelving space is most adequate for a school of 300 pupils.

4. It is designed to house all types of media.

One of the respondents regarded equipment as being the outstanding feature of his library.

1. All carrels are "wet" or electronically equipped.
An analysis of the responses clearly shows the importance placed on the accessibility of materials. The idea of students having direct access to materials provides more encouragement for their use. The design factor for improvement of the library is closely related to accessibility because it provides the needed space to house all of the new types of media. The equipment needed is also a factor in the design of a library facility. In summary, the outstanding features of the new facilities reflect the concept of having a large well-equipped library with materials easily accessible to its users.

Summary

The results of the responses to the two questions relating to the effects Title II materials have had on library facilities show that in new school libraries 28 per cent of the respondents felt that Title II funds were an influence in the design of their libraries. The new libraries house a greater percentage of new types of library materials as compared to libraries designed before Title II materials were available, as shown in Table 1. A comparison of Table 1 and Table 17 shows that of all libraries, 15 per cent house films, while 20 per cent of the new libraries affected in design
by Title II funds, house films. A comparison of filmstrips shows that 60 per cent of all the libraries housed them and 67 per cent of the new libraries house them. A comparison of tapes shows that 33 per cent of all libraries house tapes, while 40 per cent of the new libraries house tapes. A comparison of records shows that 66 per cent of all libraries house records, while 80 per cent of the new libraries house records. A comparison of transparencies shows that 51 per cent of all libraries house them, while 53 per cent of the new libraries house transparencies.

The respondents showed that accessibility of Title II materials to faculty and students was the most important aspect in designing a library.
Part II

Findings Based on the Examination of the Official State Department Records

The findings based on the Minnesota State Department of Education, Library Unit, records will be presented in two parts. The first will be the findings as to the types of materials purchased with Title II funds during the first two years of the Minnesota Plan. The second will be the findings as to which types of library materials received the greatest percentage of Title II funds during those same two years.

A careful and full examination of The Reimbursement Claims and Verifications of Expenditures Under Title II, P.L. 89-10, Form Number F248,¹ for each of the E.R.D.C. school districts revealed the following types and percentages of materials purchased: 39, or 89 per cent, of the 41 school districts purchased books; 17, or 39 per cent, of the 41 school districts purchased films; 29, or 66 per cent, of the 41 school districts purchased filmstrips; 10, or 23 per cent, of the 41 school districts purchased tapes; 24, or 55 per cent, of the 41 school districts purchased tapes; 24, or 55 per cent, of the 41 school districts purchased...

districts purchased records; and 23, or 52 per cent, of the 41 school districts purchased transparencies.

An analysis of these findings indicates the extent to which school districts in the E.R.D.C. purchased Title II materials. It is significant that even the items purchased by the least number of school districts still represents 23 per cent of the districts, while four of the six types of materials were purchased by over 50 per cent of the districts. (See Table 20).

TABLE 20
OFFICIAL DATA ON TYPES OF MATERIALS PURCHASED WITH TITLE II FUNDS

<table>
<thead>
<tr>
<th>Items</th>
<th>Number</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Books</td>
<td>39</td>
<td>89%</td>
</tr>
<tr>
<td>B. Films</td>
<td>17</td>
<td>39%</td>
</tr>
<tr>
<td>C. Filmstrips</td>
<td>29</td>
<td>66%</td>
</tr>
<tr>
<td>D. Tapes</td>
<td>10</td>
<td>23%</td>
</tr>
<tr>
<td>E. Records</td>
<td>24</td>
<td>55%</td>
</tr>
<tr>
<td>F. Transparencies</td>
<td>23</td>
<td>52%</td>
</tr>
</tbody>
</table>

*The percentages were calculated to the nearest percent.
The second area of research dealt with determining which types of materials received the greatest percentage of Title II funds during the first two years. This was accomplished by the examination of Form Number F248\(^1\) to ascertain which type of material received the greatest percentage of the funds. The tabulation of the forty-one school districts shows that thirty-seven school districts spent the greatest percentage of their funds on books. This represents 84 per cent of the school districts. The type of material which received the second largest percentage of funds was films which were purchased by four school districts and represented 9 per cent of the school districts. The third greatest percentage of Title II funds was spent for filmstrips by three of the school districts representing 7 per cent of the districts. (See Table 21).

**Summary**

The findings in the examination of the Minnesota Department of Education records show that books were purchased by 89 per cent of the school districts and that 84 per cent spent the greatest percentage of their

\(^1\)Ibid.
funds on books. Another factor determined that most of the districts purchased other types of library materials besides books. The range of purchases within the school districts varied from a high of 66 per cent purchasing filmstrips to a low of 23 per cent purchasing tapes.

**TABLE 21**

OFFICIAL PERCENTAGE ANALYSIS ON TYPES OF LIBRARY MATERIALS PURCHASED WITH TITLE II FUNDS

<table>
<thead>
<tr>
<th>Items</th>
<th>Number</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Books</td>
<td>37</td>
<td>84%</td>
</tr>
<tr>
<td>B. Films</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>C. Filmstrips</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>D. Tapes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>E. Records</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>F. Transparencies</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Totals 44 100%

*The percentages were calculated to the nearest percent.

**Part III**

Interviews with Librarians and Audio-Visual Personnel on the Effects of Title II

The following quoted interviews relate to the effects
that the Elementary and Secondary Education Act, 1965, Title II, has had on E.R.D.C. school libraries. The interviews include both librarians and audio-visual personnel in the E.R.D.C. schools. The following are excerpts from their comments:

"[These funds] allowed [us] the opportunity to expand our collection of materials in the area of industrial arts and home economics on a multi-materials level."^1

"[These funds allowed us] to expand opportunities for individualized instruction by making more materials available to students. This was particularly true in the area of filmstrips."^2

"[These funds] helped to bring two new schools up to state standards in books and expanded the audio-visual materials as well."^3

"Title II funds helped us to expand our audio-visual materials and gave us a well balanced collection in the elementary school."^4

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^1 Blonigan, Frank, Librarian, Wayzata Senior High School, Wayzata Public Schools, District 284, Wayzata, Minnesota.

^2 Tripet, Thomas, Audio-Visual Director, Robbinsdale Public Schools, District 281, Robbinsdale, Minnesota.

^3 Miller, Ingrid, School Library Coordinator, Edina Public Schools, District 273, Edina, Minnesota.

^4 Peterson, Violette, Elementary School Librarian, Brooklyn Center Public Schools, District 286, Brooklyn Center, Minnesota.

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"We used our Title II funds to build up our book collection as it was below the minimum standards for our new high school library."\(^1\)

"Title II funds gave us the opportunity to develop a basic filmstrip library in each elementary school."\(^2\)

"I concentrated all the Title II funds on building my book collection in my two elementary schools."\(^3\)

"Since we were going into modular scheduling we used the Title II funds to expand our book collection."\(^4\)

"We expanded our filmstrip collection to meet the needs of our students and teachers with our Title II funds."\(^5\)

"The effect of Title II funds was an expanded book collection which I needed."\(^6\)

\(^1\) Cole, Mrs. Mary, High School Librarian, Eden Prairie Public Schools, District 272, Eden Prairie, Minnesota.

\(^2\) O'Leary, John, Audio-Visual Director, Burnsville Public Schools, District 191, Burnsville, Minnesota.

\(^3\) Spleiss, Mrs. Patricia, Elementary Librarian, Osseo Public Schools, District 279, Osseo, Minnesota.

\(^4\) Nemer, Mrs. Barbara, Cooper High School Librarian, Robbinsdale Public Schools, District 281, Robbinsdale, Minnesota.

\(^5\) Pearson, Dorothy, West Junior High School Librarian, Richfield Public Schools, District 280, Richfield, Minn.

\(^6\) Scheu, James, Hilltop Elementary School Librarian, Mound Public Schools, District 277, Mound, Minnesota.
"Title II funds gave us the opportunity to add books to our book collection for our new senior high school library which we needed."¹

"Title II funds gave us the opportunity to put greater emphasis on our English collection."²

"We needed to expand our book collection in all areas."³

"We ordered books exclusively to expand the collections in all of our schools."⁴

"Title II funds allowed us to expand our film collections and to also purchase other audio-visual materials."⁵

"Title II funds gave us the opportunity to purchase eighty-two additional films for our film library."⁶

¹Louis, Vernon, Osseo High School Librarian, Osseo Public Schools, District 279, Osseo, Minnesota.

²Jones, Darwin, Simley High School Librarian, Inver Grove-Fine Bend Public Schools, District 199, Inver Grove, Minnesota.

³Bocko, Melvin, St. Francis High School Librarian, St. Francis Public Schools, District 15, St. Francis, Minnesota.

⁴Super, Violet, District Librarian, Rosemount Public Schools, District 196, Rosemount, Minnesota.

⁵Schneider, Edward, Audio-Visual Director, North St. Paul-Maplewood Public Schools, District 622, North St. Paul, Minnesota.

⁶Stimmier, Earl, Audio-Visual Director, Anoka Public Schools, District 11, Anoka, Minnesota.
"We used Title II funds to bring our library book collection up to standards."¹

Summary

The librarians and audio-visual directors interviewed felt that the effects of ESEA funds allowed them to expand present programs at a faster rate than normally would have been possible. There was some question as to how much Title II influenced new programs of expanding all types of materials in their libraries, but librarians basically agreed that without the Title II funds their programs would not be at the level of development that they are today. Most librarians interviewed expressed the opinion that Title II funds allowed them to expand their book collections, while the audio-visual personnel saw the funds as a means to purchase more audio-visual materials.

¹Benson, Janet, Richfield High School Librarian, Richfield Public Schools, District 280, Richfield, Minnesota.
CHAPTER V

SUMMARY AND IMPLICATIONS

The purpose of this study was to evaluate the effects which ESEA, Title II, Minnesota Plan, had on the school libraries located in the Educational Research and Development Council of the Twin Cities Metropolitan Area. This was done by surveying the school librarians and audio-visual personnel in the forty-four school districts and the University High School having membership in the Educational Research and Development Council. This was accomplished by using a questionnaire designed to cover five basic points concerning each school library. The first part dealt with basic data about the school library. It included information concerning the person filling out the questionnaire, his position, name of his school, the enrollment and school district. The second part summarized the types of materials housed in the library. The third part requested opinions on the selection of different types of library materials. The fourth part sought information on additional staffs as a result of Title II funds. The fifth part asked the respondents opinions on the effect of the design of the library and the use of Title II materials housed in it.
Data were obtained from a study of the official documents of the State of Minnesota, Department of Education, Library Unit, for the forty-four school districts. This information covered the two year expenditures of Title II funds on library materials. This included the percentage of funds each district spent for different types of library materials and shows which type of library materials received the greatest amount of funds for each district.

In addition, interviews regarding the effect which the Elementary and Secondary Education Act, 1965, Title II, Minnesota Plan, have had on the development of school libraries in the E.R.D.C., were conducted with librarians and audio-visual personnel in these schools. The interviewed respondents were asked to state what they felt were the effects of Title II funds on their school library.

Conclusions

The conclusions from this study show that the Elementary and Secondary Education Act, 1965, Title II, Minnesota Plan, has been effective in strengthening the school libraries in the E.R.D.C. schools.

First, there has been a limited increase in the size of library staffs in the E.R.D.C. schools. The
increase is to some extent influenced by the type of personnel added to the library. The number of qualified school librarians added as a result of purchasing Title II materials and the increased services needed because of these new materials shows a 9 per cent increase over the two year period. The greatest growth became evident the second year as the material collections grew in size and as the demand for the utilization of these materials increased. It would seem that the trend will continue in the E.R.D.G. schools as their material collections grow.

The increase in adult clerical staff showed a 15 per cent growth for the two year period (1965-1967). The greatest growth came during the first year which indicates a direct relationship to the needed clerical assistance in processing the additional materials.

The second effect, has been an increase in books, films, filmstrips, tapes, records, and transparencies housed in the library. Eighty-seven per cent of the E.R.D.G. school districts purchased books with Title II funds. Films were purchased by 39 per cent of the E.R.D.G. school districts, filmstrips were purchased by 66 per cent, and tapes by 23 per cent of the E.R.D.G. school districts. Title II funds were used to purchase records
by 55 per cent of the E.R.D.C. schools, and transparencies were purchased by 52 per cent.

These purchases resulted in a general increase in the types of materials housed in the libraries. The percentage of increase for films was from 8 per cent housed in the library before Title II to 15 per cent after Title II funds. Filmstrips increased from 37 per cent housed in the library before Title II to 60 per cent housed in the library after Title II funds. The percentage of increase for tapes was from 15 per cent housed in the library before Title II to 60 per cent after Title II funds. The increase for tapes was from 15 per cent before Title II to 33 per cent after Title II funds. The percentage of increase for records housed in the library was from 42 per cent before Title II funds to 66 per cent after Title II funds. Transparencies housed in the library increased from 21 per cent to 51 per cent.

Therefore, a substantial increase in the types of materials housed in the E.R.D.C. school libraries took place as a result of Title II funds under the Minnesota Plan.

The third effect of Title II materials housed in the school library is that the materials have influenced the design of new school library facilities. The study
revealed that 28 per cent of the new school library facilities were influenced in their design by the addition of Title II materials in the E.R.D.C. schools.

The influence of Title II funds went beyond the purchasing of library materials. These funds also influenced the growth in the library staffs and in the design of new school library facilities in the E.R.D.C. schools.

**Implications**

As a result of this study the following implications can be drawn regarding the effects of ESEA, Title II during the first two years:

1. The use of federal programs with appropriate financial support can influence the development of the public schools. The results can up-grade the poor school's library and can make an impact on the richest of school libraries. All the E.R.D.C. school districts used the Federal funds for building their library programs which shows the scale to which Federal funds can effectively influence education in a metropolitan area.

2. The influence of the State of Minnesota on the development of school libraries with Title II funds was made apparent when the State Department of Education
designated that all the Federal funds be used to purchase library resources. As a result of this decision on the state level, a general strengthening and improvement in the collections of school libraries were accomplished in the E.R.D.C. schools. In the future with Federal funds used in conjunction with effective state planning, school libraries should continue to grow and provide better educational opportunities for the children attending the E.R.D.C. schools, and should expand the teaching performance of the teachers by providing more materials for them, and by providing improved library staffs.

3. Another implication is the active role the classroom teacher is playing in the development of school libraries. The inclusion of teachers on recommending and evaluating committees has made many of them aware of the new teaching opportunities when supplied with quality library programs. This factor should have a long and impressive effect on the quality of education offered in the E.R.D.C. schools.

4. The purchase of books by the E.R.D.C. schools has helped some schools meet the minimum Minnesota standards and has helped them make progress in establishing a total program of printed materials. This is particularly important in this period of rising
book costs and limited budgets. In the future, this established program of printed materials should provide the base for the expansion of a library program which will serve a more active role in the individualization of instruction.

5. Title II funds have contributed to the improvement of the other types of materials being housed in the library. The E.R.D.C. schools have added greatly to their collections of films, filmstrips, tapes, records, and transparencies with Title II funds. This collection of materials should strengthen the resource center concept in many of the E.R.D.C. schools and make it a reality in others.

6. The new types of materials purchased with Title II funds show a direct relationship to new teaching techniques and equipment now being used by classroom teachers. This is particularly true of the great increase in the number of transparencies purchased and housed in the library. The general increase in filmstrips purchased shows the trend to expand the audio-visual materials to an even greater extent as the libraries develop collections of equal strength in both printed and non-printed materials. However, before this situation develops, there will
be a need to increase the training of librarians in the selection of audio-visual materials. There is also a need for more basic lists of collections and sources from which reviews can be obtained. One of the future needs in the E.R.D.C. schools will be the development of basic collections of films, filmstrips, tapes, records, and transparencies.

7. The lack of personnel, both qualified librarians and adult clerical assistants, will ultimately affect the use that is made of the new materials added to the E.R.D.C. schools. This should be of vital concern to the school districts concerned if the original intent of the legislation is to be achieved, that of equalizing educational opportunities of children. The inadequacies in staff which now exist, severely limit proper development of library programs designed to provide maximum utilization of the different types of materials added to the library. New and innovative programs will depend on the nature of the interface between the librarians and the administration on the use of staff in relation to the materials available to students.

The overall effect of the Elementary and Secondary Education Act, 1965, Title II, Minnesota Plan, on the E.R.D.C. schools has been a strengthening and improving
of the school library collections and staff, and influencing the design of the new facilities; as a result, the continued use of Title II funds should provide greater educational opportunity for the students attending the E.R.D.C. schools.
APPENDIX A

MINNESOTA STATE PLAN-ANALYSIS

I. State Allotment

Fiscal year 1966: $1,988,186.

II. State Administration

A. Personnel

Acting Title II administrator.

School library supervisor.

Three assistant school library supervisors.

Audio-visual supervisor.

Assistant audio-visual supervisor.

B. Services and programs

1. Functions:

   a. Establishment, with assistance from the advisory committee, of standards and criteria for making determinations of the adequacy, quality, and quantity of school library resources.

   b. Provision of inservice education and leadership assistance.

   c. Dissemination of information to all schools of the State.

2. Administrative review and evaluation: There will
be an annual review of the administrative and supervisory practices associated with the administration of the State plan.

C. Advisory committee

1. Composition: Representatives of the following groups and organizations: Minnesota Association of School Administrators, Minnesota Association of Secondary School Principals, Minnesota Association of Elementary School Principals, Minnesota Association of School Librarians, public librarians, audio-visual coordinators, Minnesota School Board Association, Minnesota Congress of Parents and Teachers, private schools, school business officials.

(Note: In addition, a member of the State Board of Education, and four professional staff members will serve as ex officio consultants to the committee.)

2. Responsibilities: to provide advice and assistance in establishing priorities, preparing standards and guidelines, and any other appropriate matters that will promote the implementation of Title II.

III. Relative Need Formula

A. To provide for relative need, the adjusted assessed
valuation behind each child in a school district, including children in private schools, will be used to determine relative ability of a school district to provide instructional resources.

B. Funds will be made available on a graduated per-pupil basis in five groups, according to the valuation per unit basis.

IV. Special Programs

A. Provisions for handicapped children, State institutions, and so forth

Not mentioned in State plan.

B. Demonstration centers and special purpose grants

1. The plan provides for the establishment of library demonstration centers and pilot schools. The purpose of the centers is to offer professional assistance to librarians and other school personnel in strengthening and expanding school library resources, services, and facilities.

2. The pilot schools will receive supplemental grants to improve the quality and quantity of their library resources in terms of better service to children and teachers.

V. Materials

A. Categories

School library resources - 100 per cent.
B. Standards

The State education agency will take the following steps in regard to standards:

1. Assessment by the State education agency staff of the degree of change in existing quantitative and qualitative standards, made possible by this program;

2. Involvement by the State education agency of a State committee of local school curriculum and school library supervisors as well as school librarians and teachers, in the process of revising standards for materials;

3. Consideration of the needs of the school for school library personnel and facilities for the administration of school library resources.

C. Selection criteria

1. All materials shall be appropriate to the curriculum and education level of pupils.

2. A local committee of administrators, teachers, school librarians, and audio-visual personnel shall make the selection of materials.

3. Representatives of nonpublic schools shall select materials for the needs of children and teachers in their respective schools.

4. All materials to be selected shall be from lists prepared or approved by the State education agency;
exception may be made when completely acceptable justification is provided for materials being requested.

5. All materials to be acquired must be used by or approved for use in the Minnesota public schools.

VI. Acquisition

A. Projects and submittal

Applications for school library resources shall be submitted on forms prepared or approved by the State education agency.

B. Review and approval

Project applications will be reviewed by personnel from the school library and audiovisual units of the State education agency. The local educational agency shall be notified of action by the State education agency, and authorized to purchase approved items.

C. Purchasing

1. Purchasing procedures shall be those normally used by the State education agency.

2. Local expenditures shall be reimbursed by submission to the State education agency of a verified claim form. A statement that the claim is true and just shall appear on each claim sent by the local educational agency for reimbursement.

3. Upon final determination of approved obligations,
a check shall be issued to the local educational agency.

D. Loan procedures

1. On behalf of the children and teachers of the private schools, each private school located within a school district will enter into a written agreement for loan materials by the public school district in which it is located. The agreement shall provide loan of materials for any reasonable period of time subject to recall by the local educational agency after reasonable notice.

2. The public school shall retain a record of all materials loaned to private schoolchildren and teachers, and the private school shall maintain an inventory of materials and shall report to the public school on the status of materials loaned.

3. In instances where the public school does not choose to participate in the program, the public library or other authorized local agency will loan materials to the private school children and teachers.

E. Public control and inventory

1. Title-holding agencies:

   a. Public school districts legally established to educate the children of the State under a
compulsory attendance law and employing
certified teachers to perform this function;
b. Public libraries authorized and regulated
by the State to serve all children and teach­
ers if the public school district chooses
not to participate.

2. Recall and replacement conditions: The public
agency retaining title shall reserve the right
to recall or replace any item made available
for the use of children and teachers in the
private schools in the district.

3. Inventory methods:
   a. The local educational agency will maintain
      a current inventory of all school library
      resources procured under Title II. The
      inventory records will include inventory
      cards and shelf list cards, especially desig­
      nated for this purpose.
   b. These inventories will be open to inspection
      by the State agency.
   c. Items, lost, obsolete, or worn beyond the
      point of usefulness, as well as items still
      in circulation, will be reported to the State
      educational agency annually.

F. Processing and cataloging
   1. The costs of cataloging, processing, and delivery
to the initial place they are to be made available must be verified by the local educational agency in the reimbursement claim.

2. Such costs shall not be in excess of 12 per cent of the maximum allocation available to the local educational agency for acquisition.

VII. Maintenance of Effort

A. The local educational agency receiving a grant will provide satisfactory assurance through the instrument of application that the agency will expend during the fiscal year for which the grant is requested for resources an amount not less than the annual amount it has expended per capita for such resources during the most recent fiscal year for which such information is available, with the necessary adjustment to discount extraordinary nonrecurring expenses during the base period.

B. The private schools located in the district served by the public schools will provide similar assurances to the public school agency.

VIII. Coordination With Other Federal Programs

Not mentioned in State plan.\(^1\)

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\(^1\)Subcommittee on Education of the Committee on Labor and Public Welfare, United States Senate, op. cit., pp. 187-190.
Dear Librarians, Audio-Visual Directors, and Principals:

Attached is a research proposal to evaluate the effect the Elementary and Secondary Act of 1965, Title II (Minnesota Plan) has had on the development of school libraries. The Board of Directors of the E.R.D.C., in accordance with the procedures of the Council, gave this proposal its endorsement on January 18, 1968.

The project is designed to attempt to answer two questions: (1) To what extent have library staffs been increased as a result of this Act? (2) To what extent have new materials been added to the library resource centers?

The researcher, Mr. Rolland G. Billings, Librarian, Minnetonka Senior High School, is interested in the data which you can provide by completing the enclosed questionnaire. It is hoped that you feel the project is worthy of your participation; that you will be willing to take a few minutes to complete the questionnaire; and that you will return it to the E.R.D.C. in the return envelope no later than February 21, 1968.

Sincerely,

Van D. Mueller
Executive Secretary

Enc.
APPENDIX C

QUESTIONNAIRE ON THE RESULTS OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, TITLE II, MINNESOTA PLAN IN THE EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL OF THE TWIN CITIES METROPOLITAN AREA SCHOOLS

Name____________________________________ Date____________________

Position__________________________________________________________________________________________

School District_______________________________________________________________________________________

School Name________________________________ Enrollment__________________________

Please read each statement and give the appropriate response. Feel free to add any additional comments on the reverse side of the sheet.

1. Which of the following are housed in the library?
   A. Books ______
   B. Films ______
   C. Filmstrips ______
   D. Tapes ______
   E. Records ______
   F. Transparencies ______

2. Which of the following were housed in the library before Title II funds were available?
   A. Books ______
   B. Films ______
   C. Filmstrips ______
   D. Tapes ______
   E. Records ______
   F. Transparencies ______

3. What types of materials were added to the library with Title II funds?
   A. Books ______
   B. Films ______
   C. Filmstrips ______
   D. Tapes ______
   E. Records ______
   F. Transparencies ______
4. Rank the following types of materials which were easiest to select and order with Title II funds, using the numbers 1 through 6 to indicate the easiest to the hardest.
   A. Books
   B. Films
   C. Filmstrips
   D. Tapes
   E. Records
   F. Transparencies

5. Did the cost of materials influence the selection?
   A. Yes
   B. No
   C. If Yes, in what way?

6. Was an advisory committee used for the selection of Title II materials as recommended in the Minnesota Plan?
   A. Yes
   B. No
   C. If Yes, what was the make up of the committee and its responsibility?

7. Which type of library materials received the greatest percentage of Title II funds?
   A. Books
   B. Films
   C. Filmstrips
   D. Tapes
   E. Records
   F. Transparencies
   G. Why?
8. Have additional qualified librarians been added to your staff as a result of the increased materials added to the library from Title II funds? (A qualified librarian is one who holds a teachers certificate endorsed for library service. Such certification is based on a degree from a college accredited for the preparation of teachers and on either a master's degree in library science or a minor, as determined by the college offering an approved library program.)

   A. Yes __________________________
   B. No __________________________
   C. If Yes, how many? __________________________
   D. What are the major responsibilities of the new librarians?
      1. __________________________
      2. __________________________
      3. __________________________
      4. __________________________

9. Has the adult clerical staff been increased as a result of Title II materials being added to the library?

   A. Yes __________________________
   B. No __________________________
   C. If Yes, how many? __________________________
   D. What are the major responsibilities of the new clerical staff?
      1. __________________________
      2. __________________________
      3. __________________________
      4. __________________________
10. Was the library newly built or remodeled within
the last two years?
A. Yes
B. No
C. If Yes, did Title II materials housed in the
library affect its design?
1. Yes
2. No
3. If Yes, please check the ones that pertain
to your library.
a. Increased size
b. New type of classification
   of materials
c. Title II audio-visual mate­
   rials housed in the library
d. Title II books housed in the
   library
e. Study carrels
f. Special housing for the
   following types of materials:
   1) Films
   2) Filmstrips
   3) Tapes
   4) Records
   5) Transparencies
g. Other
   1) Please describe

11. Do you feel that your present library facilities
provide for maximum use of materials purchased from
Title II funds?
A. Yes
B. No
C. If Yes, what is the outstanding feature
of your facilities?

RETURN TO: Rolland Billings
Educational Research & Development Council
University of Minnesota
211 Burton Hall
Minneapolis, Minnesota 55455

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APPENDIX D

RESPONSES CONCERNING THE SELECTION OF THE LEAST EXPENSIVE ITEMS

1. 16 mm. films are too expensive.
2. The cost of audio-visual items selected is more expensive, so we selected only limited items.
3. We selected the cheapest to get the most materials for the money.
4. We tried to get the most for the money.
5. Doesn't it always, when there is a limit?
6. Thus, more materials could be ordered.
7. We tried to get the largest amount of materials for the money we had to spend.
8. More items per dollar seemed more appropriate.
9. When choosing filmstrips, if two sets would suit our purposes equally well, the more reasonably priced was chosen, allowing funds for additional filmstrips.
10. More expensive items were not ordered.
11. Film cost is prohibitive.
12. We weighed cost against possible use. If it was too expensive for the amount of use we would get, we tried to substitute.
13. No films were purchased because we believed
that funds for audio-visual were insufficient for this purpose.

14. Yes. In a few cases if two similar materials of comparable quality were considered, it was usually purchased at the lower price, although quantity was not a consideration over quality.

15. When expensive items were ordered, naturally less of the others could be.

16. The cost of materials always influences selections - other things being equal, we choose the less expensive title.

17. Given equal quality we selected the least expensive (Yeech!!).

18. We are anxious to spend the funds in a way to better the library.

19. Expensive items were not included if less expensive items could be used or the number of expensive items was limited.

20. We tried to get as much for our money as possible.

21. To round out our collection, we had to choose in more than one field so we selected less expensive items.

22. Because several areas needed building, some items were eliminated because of cost, but quality was not sacrificed.
23. If [they were] costly, [we] didn't purchase.
24. [We tried to get] the most for our money.
APPENDIX E

RESPONSES CONCERNING THE SELECTION OF
THE MOST EXPENSIVE ITEMS

1. [It] gave [us the] opportunity to purchase more expensive books.

2. Because of the money allotment in addition to our budget allotment, we were able to have "frosting on our cake."

3. Time pressures made it necessary to buy more of the more expensive audio-visual items than I would otherwise.

4. [I] purchased some materials I would have felt I could not afford without these funds.

5. The more costly items [were] purchased with Title II funds [less red tape that way].

6. More costly reference books were purchased which otherwise would not be purchased.

7. I feel that I have more to spend on reference type materials and illustrative materials, although cost is always a consideration in relation to the value of the book.

8. Films are a high cost item. We eliminated a great deal of the red tape by concentrating on fewer items.
APPENDIX F

OTHER REASONS WHICH INFLUENCED THE SELECTION OF TITLE II MATERIALS

1. [We wanted the] most money for books; teachers [are] not using other materials.
2. [We needed] to select materials to fill several areas in the curriculum with [the] amount allowed under Title II.
3. [We] limited the number of selections that could be made.
4. [It affects us] only as to the number that can be bought with [the] money available.
5. [It] limits the total amount spent for books.
6. What we usually did was to order books first, because we felt that this was our greatest need and then we ordered the audio-visual materials, this depending on how much money was left after the book order.
7. Because of our small enrollment we do not have films on hand; it is easier to rent them.
8. There is such a need to get a variety of audio-visual materials especially.
9. [We] wanted to select materials which would find the greatest amount of use.
10. [The] cost of a single item is one of several factors considered in selection.

11. Requests by departments far exceeded budget.

12. That way we might receive the best and most desired materials.

13. [We have] a small school - small budget.

14. Our budget was very low because our enrollment is small. Some sets would have taken the entire allotment set aside for all departments.

15. Because the need for materials is so great, every penny has to be carefully spent.

16. [We bought] less films than filmstrips, etc.

17. We wanted to get a good selection, and yet we did not want to order materials that would not be used.

18. [We had to] set priorities on purchases and eliminate "sets" of materials.

19. Films [are] too expensive.

20. [We weighed the] cost in relationship to importance and need of materials.

21. With a limited amount to spend, careful consideration of cost was nearly as important as the usefulness of the materials.

22. [The] total number of titles selected was influenced by [the] total budget [we were] allowed to spend.

23. [We took into consideration] the value of films and non-book materials which could be purchased.
APPENDIX G

RESPONSES CONCERNING THE MAKE-UP OF THE ADVISORY COMMITTEE

1. A small group was selected from the teaching staff - volunteers - for suggestions.
2. General teachers in the interest area made recommendations.
3. Librarian had a special meeting to discuss the selection of materials. Selection tools were made available to teachers and principals.
4. Entire faculty who were involved in that area of instruction was consulted. Many selected easy books.
5. A committee made up of the audio-visual director, librarian and teachers was consulted for suggestions.
6. Teachers from departments in which the selection was to be made during a respective year, and audio-visual coordinator and librarian made up the committee.
7. It consisted of faculty members in each area who made recommendations.
8. Advisory personnel, made up of department members, made suggestions.
9. Teachers informed the librarian on needed audio-visual materials.
10. We used suggestions of all teachers who offered them.

11. The committee was made up of teachers, administrators and the librarians. The librarians headed up the committee with responsibility to make suggestions.

12. Teachers recommended needed materials.

13. Recommendations came from the teachers.

14. No formal committee was organized. All teachers were asked to work in their departments in determining a suggested list of materials to be purchased.

15. The head of each department consulted his department. Each department made a list and presented it to the librarian. Then the librarian made the necessary adjustment and made the final order.

16. The committee varied each year, but we chose the people most involved in teaching the subject under consideration. In some cases, only certain teachers were sufficiently interested to serve.

17. Department heads examined resources and recommended purchases.

18. Only in the area of sex did we have a committee.

19. Teachers suggested weak areas to be strengthened.

20. Teachers, librarians, and principal gave suggestions, but didn't meet as a committee.

21. All librarians met with their teachers and principals
on an individual basis; librarians met and discussed questions.

22. Library-faculty committee advised on general subject areas.

23. I do have [an] advisory committee made up of one primary teacher and one teacher at the intermediate level. Their recommendations were more general than specific.

24. Departmental chairmen, grade level and subject area personnel made suggestions.

25. The department chairman and 2 or 3 teachers from the department recommended needed materials.

26. Departmental heads met with their teachers and then with the librarian.

27. Two representatives were appointed by each building principal to form the original committee. It was decided that the greatest need was to strengthen the library book collections. In this building the teachers of the subject areas to be considered each year formed the selection committee for that year. After members made the basic selections, the librarians expanded the list for recreational and leisure reading beyond the needs of the curriculum.

28. [The] committee is made up of principal, librarian, and some teachers. [The] committee's responsibility
was to recommend types of books to be purchased with Title II funds.

29. The department in which materials are selected had the responsibility to select items from approved list and to offer specific titles, regardless of list.

30. Department members - especially the department head - worked with the librarian, closely, most particularly in establishing priority items.

31. Faculty made recommendations.

32. Several teachers were selected to give suggestions, but they preferred that the librarians have final decisions in the selections as they felt the librarians knew the books better than they did.

33. Staff members, all teachers, were asked to make requests for materials; final decisions were made by the librarian.

34. Each department was represented by its chairman and was responsible for a list of materials felt needed by its department.

35. Recommendations came from all teachers, plus we made selections with the help of a grade representative. The teacher and representative response wasn't always there to use.

36. The chairman of each department interviewed
teachers and sent selections to librarians. The orders were screened and the librarian chose selections needed and useful in the library.

37. We worked with the department heads for suggestions.

38. Teachers recommended book titles and subject areas for purchase.

39. The committee was made up of teachers who taught subjects in the areas the funds were used for in each particular year. The librarians headed the committee.

40. Advisory committee was made up of teachers from each grade level who had previously met to discuss needs.

41. Librarians and the secondary curriculum coordinator met to discuss changes in curriculum for the coming year. A meeting of department heads and other interested teachers and principals was held in the library to discuss needs of our library; they gave them recommendations.

42. Recommendations were submitted to the librarian by grade level chairmen after conferring with the other teachers at their level.

43. There is not an advisory committee as such. Teachers and department heads were consulted.

44. There is a representative from each grade level,
the music instructor and audio-visual director making up the committee. These people were consulted as to the areas which needed strengthening, and materials were recommended by them.

45. The plan was to involve all teachers.

46. Teachers were used, but very little in consultive role.

47. To a certain extent I consulted teachers preparing the materials for their units, and teachers suggested areas to choose from.

48. Heads of departments made recommendations for their departments.

49. The faculty from the department involved made recommendations. Last year one of the Title II areas was Home Economics - Family Living - and the home economics teachers were consulted in selecting the materials.

50. Heads of departments came to the library to receive aids to selection. Discussions with the librarian of items wanted were encouraged. The Librarian also suggested items for consideration.

51. One person from each department was chosen and the meeting was also open to any other teacher to select materials needed.

52. The department heads along with the teachers in
the designated areas were asked to make recommendations and suggestions.

53. The administrators from both schools, the librarians, and the audio-visual administrator served as advisory committee.

54. Librarians, administrators, and faculty suggested areas to be strengthened.

55. Classroom teachers, i.e. English or social science teachers, most likely to be involved were on the committee if emphasis was in that area.

56. Department heads, all district personnel in instructional materials and subsequently all teachers [were consulted]. No formal committee existed.

57. Because our building is small - 15 teachers - each teacher can be contacted individually and asked to make suggestions where she feels the collection is weak.

58. The faculty in the different subject areas helped select materials they wanted to use or add to the existing collection.

59. Teachers met and offered their suggestions for most needed materials.

60. Heads of departments contacted other members of their departments and conferred with librarians.
61. Teachers in the department for which we were adding the books, evaluated the collection and recommended areas needing strengthening and in certain instances recommended titles.

62. All teachers [were consulted] for building up weak areas and [making] recommendations by grade level.

63. A member of each department met to discuss guidelines. They aided in selection of materials from those in Title II Guideline. Primary selection responsibility remained with librarians, although there were no selection disagreements.

64. General recommendations [came] from all departments.

65. Teachers, by grade level, with librarian and principal made suggestions.

66. Department heads were informed, and each department had a meeting with teachers for suggested titles or subjects needed. We did not formally call them a committee.

67. Curriculum coordinators, curriculum chairmen and building representatives [made up the committee].
APPENDIX H

RESPONSES DESCRIBING RESPONSIBILITIES OF THE ADVISORY COMMITTEE

1. Principals and teachers on the advisory committee were responsible for selecting materials to implement curriculum.

2. Librarian and principal, with suggestions from teachers, set up the proportion spent for books and audio-visual materials within the guidelines for the city.

3. The committee used state list for ordering books with federal funds.

4. Teachers made selection of some books and also requested materials for subject matter.

5. The librarian who headed the committee met with teachers in groups to talk about the needs as far as subject and grade level was concerned. Principal handled the ordering of records and filmstrips. Catalogs were used.

6. Department chairmen asked for suggestions from department. These suggestions were sent back to me. Lists - approved - were given to departments in subject areas to use as a guide in selection of materials.
7. All teachers of a particular grade met, looked over buying catalogs and arrived at a consensus as to what to order.

8. Teachers who were members of the advisory committee were given the opportunity to select materials from approved sources which they would use in their classrooms.

9. Librarian, audio-visual coordinator, principal, and teachers [made up the committee]. For books, they suggested areas or units where books were needed. Audio-visual materials were brought in for previewing. Librarians furnished book reviews and were responsible for preparation of order.

10. Informally, the librarian met with the entire faculty at a meeting called for that purpose. Written suggestions were made and tabulated, and the whole matter discussed; so the faculty decided the general areas to be strengthened, but the librarian did the final selection of titles.

11. At least one teacher from each grade level was directly involved in the initial selection. The principal and librarian made the final selection with regard for balance per grade levels and subjects.

12. Teachers from various departments chose titles and audio-visual materials.
13. A committee of librarians selected books that were reviewed favorably in the desired selection tools. We concentrated on one or two areas that needed additional titles.

14. [They met] to compile a list of recommended books to be ordered.

15. [They met] to examine approved sources from accepted fields of study and draw up a recommended list of books to choose from.

16. Many teachers were involved in selection, but not on a formal committee basis; librarians consulted them concerning their needs.

17. Committees composed of department chairmen and librarians selected the subject areas to be strengthened and the year in which this was to be accomplished for each area. One important initial decision of this group was to spend Title II funds on the book collection. Each year the members of the subject area to be strengthened are directly involved in selection of book titles.

18. [The committee is] made up of teachers, administrators, audio-visual director and myself. We selected the materials and ordered them.

19. Committee was composed of curriculum chairman and head librarian. Librarians were informed by cur-
riculum chairman where to use funds and how much each school would have.

20. Each department head consulted with me as to the selection of all materials as to the needs within their departments.

21. The committee was made up of department heads, principal, audio-visual teacher and librarian. Each one selected materials for his department after consulting with other teachers. Lists were turned in to librarian, and she and the principal made the final decision.

22. All school librarians, business manager, elementary and secondary coordinators, audio-visual directors [made up the committee]. Group decided what areas could and needed to be built up and types of materials - individual schools could decide whether to build library materials, audio-visual or both.

23. Three librarians from district compiled a list from which we could choose.

24. Librarian, audio-visual director, and classroom teachers [were] the group [who] determined curricu- lum areas of need and selected materials in these areas.

25. Librarian, department heads and grade level chair- men [were the committee] for book selection and audio-visual selection.
26. Librarian, audio-visual specialist, elementary teacher's committee, elementary director, and high school department heads made up the committee. Committee was to determine the need for Title II materials in the curriculum and to establish priority for purchase.

27. Librarian, department heads, and senior high principal had the responsibility to pick materials that complemented our curriculum and to add new materials to replace old or outdated materials.

28. Senior teachers at grade level in consultation with the teachers at their respective grade level were responsible for selection and numbering for priority, then submitting request to the audio-visual director.

29. Librarian, reading consultant, principal, teachers, health committee, music teachers, advisory to librarian made requests. Final decisions were made by the principal and librarian.

30. The committee consisted of the teachers directly involved with the subject areas or units as outlined in the Plan. They were directly responsible for the selection of audio-visual materials and suggested some areas they wished to be strengthened.

31. Each department served as an advisory committee. 51 per cent of available funds was used for books.
and the remainder for audio-visual materials. Department heads were asked to list materials according to first, second, third choice, and materials were ordered in this manner.

32. Audio-visual director, and chairmen of subject areas, were to submit request for all types of material for screening by librarians, previewing materials whenever possible.

33. Librarian and teacher in whose area we were concentrating recommended and selected.

34. Audio-visual director, librarians, and teachers got suggestions from teachers for materials in the area selected, and reviewed suggestions to order materials.

35. A committee of librarians was selected to make a list of books available for 5th grade and for easy books, the two areas of consideration.

36. Departmental committee reviewed needs and then made up lists of desired materials. This was done particularly in the selection of audio-visual materials.

37. The committee was made up of the librarians, principal, and the teachers. They decided upon the greatest need area-wise. The teachers then made
specific suggestions which were evaluated by the librarian as to whether or not they fell into categories, or lists found in the recommended bibliographies or book selection tools. If so, they were ordered.

38. The teachers previewed and evaluated materials, and librarians and audio-visual personnel made the selections which met curriculum trends.
APPENDIX I

RESPONSES INDICATING REASONS FOR PURCHASING BOOKS WITH TITLE II FUNDS

1. We have a need to bring library totals up to standards in anticipation of North Central Association evaluation.

2. There is a need for much weeding and necessity for building a basic collection.

3. The greatest need was books.

4. Greatest need at present was books.

5. After surveying the requests from teachers and the materials available, it was felt that books were in greater demand than other media; so we spent our allotment accordingly.

6. Books were needed.

7. One-half was spent for books and one-half was spent for audio-visual materials.

8. We needed supplementary materials, and the number of volumes needed to be increased.

9. We did not have a full basic collection in 1966, and I feel that gives printed materials priority.

10. Title II recommends using 50 per cent of the funds for library books if the collection is not up to standards.
11. Faculty arranged the priorities. We were instructed that schools having book collections below standards must order at least 50 per cent of their allotment in books.

12. The book collection needed as much fresh material as could be purchased.

13. As a new library this one needed books (only 1,000 books budgeted by school district).

14. Greater immediate need for books.

15. Our libraries are not yet up to minimum standards in number of volumes.

16. Because the book collection is not up to standards, at least half of money is to go for books.

17. Review of inventories of materials eligible under Title II revealed that the book collections deserved more emphasis than audio-visual materials at the time this program began. The senior high school library had fewer than 6,000 books at that point.

18. Books were the greatest need in our library.

19. Since our library does not meet the state requirements for book collection, we spent half of our allotment on books.

20. In our district the funds were allocated to books only. That is the money the librarians were given to spend.

22. Books were the need at the time, but with setting up complete materials in each building, much will be on the audio-visual list in the future.

23. All of Title II monies is given to library; none is allocated to audio-visual.

24. Book collection needs it.

25. As a librarian I felt that books were needed because of the great increase in enrollment. We were able to strengthen some of our weaker sections. Title II plus our weak budget has greatly improved our library.

26. All areas in poor condition so we concentrated on books.

27. Schools do not, as yet, have a basic collection of 6,000 books according to 1961 A.L.A. Standards, so all money was spent on books.

28. Books are greatest need.

29. Book collection was below minimum standards.

30. Our book volume was not up to minimum standards. Audio-visual materials were purchased under other funds.

31. No other materials except books were ordered.

32. There is more variety in books. There are more reliable sources of evaluation. We have a good start in filmstrips, but are not up to standards in our book collection.
APPENDIX J

RESPONSES INDICATING TITLE II DUTIES OF ADDITIONAL CLERICAL STAFF

1. They are concerned with processing Title II materials; these are part time people.
2. They are on a temporary basis to process Title II books.
3. They do typing, filing, and physical processing of books.
4. Their duties include filing catalog cards, typing filmstrip, record, and transparency catalog cards; assisting in typing orders for books, records, and filmstrips.
5. They are mainly processing books.
6. They do the processing of new materials.
7. One temporary clerk for two months in 1966-1967 was used for processing Title II materials.
8. They do the mechanical preparation of materials.
9. Their duties include general clerical, and Title II processing.
10. They were added to process Title II materials.
11. They process books, and type orders and check invoices for Title II funds.
12. They were added for processing books ordered under Title II.
13. They were added for processing new materials, preparing list of instructional materials and typing orders and forms for new materials.

14. They were added to help process Title II materials.

15. I have 40 hours of clerical assistance; before Title II I had twenty-five hours.

16. They have a variety of duties, mainly audio-visual and book processing.

17. They were added for processing materials purchased with Title II funds.

18. Adult clerk types and takes care of financial records for Title II.

19. Their duties include processing new books, typing.

20. They were added for writing orders and typing requisitions for Title II, and preparing lists for staff members.
APPENDIX K

RESPONSES INDICATING ADULT CLERICAL STAFF PERFORMS REGULAR LIBRARY ACTIVITIES

1. [They do] record keeping.
2. [They do] correspondence.
3. P.T.A. mothers help with clerical work.
4. One teacher aide puts in 25 hours a week; she does much of the typing.
5. [They do the] typing necessary for cataloging materials.
6. [They do] correspondence and scheduling.
7. [Their duties include] circulation and assistance to teachers and students.
9. One more clerical assistant [was added] for senior high library.
10. [They do] typing, pasting, covering books with plastic covers, and stamping.
11. [Their duties include] typing, filing of catalog cards, typing orders, processing books, and general correspondence.
12. [They] assist with material center, type title cards, orders, etc.
13. [The duties include] checking in materials, books, etc., typing cards, orders, and processing books, and helping with inventory and filing.

14. [They are concerned with] helping in the processing and organization of books and materials, and general clerical duties.
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