ABSTRACT
        THE AIM OF THIS PROJECT IS TO CONTRIBUTE TO THE
DEVELOPMENT OF QUALITY EDUCATION BY IMPROVING THE SELECTION AND USE
OF EDUCATIONAL MEDIA BY STUDENTS AND EDUCATORS. QUESTIONNAIRES WERE
USED TO SCREEN ALL KNOWN FACILITIES IN THE UNITED STATES. OF THOSE
HAVING ONE OR MORE ASPECTS OF AN EDUCATIONAL MEDIA SELECTION CENTER
PROGRAM, 38 WERE SELECTED FOR ON-SITE EVALUATION BY A TEAM OF
PROFESSIONALS. REPORTS WERE ANALYZED AND TABULATED, AND HALF THE
EVALUATING TEAM MEMBERS ALSO ATTENDED ADDITIONAL GROUP DISCUSSION
SESSIONS. IT WAS FOUND THAT VERY FEW EDUCATIONAL MEDIA SELECTION
CENTERS EXIST AS ORIGINALLY DESCRIBED. IT WAS RECOMMENDED THAT
GUIDELINES FOR SUCH CENTERS BE WRITTEN AND DISSEMINATED AS WIDELY AS
POSSIBLE, AND ALSO THAT SEVERAL MODEL OR DEMONSTRATION CENTERS BE
ESTABLISHED IN A VARIETY OF ADMINISTRATIVE PATTERNS ACROSS THE
COUNTRY. SUPPLEMENTS TO THE REPORT INCLUDE TABLES OF DATA COLLECTED
AND SAMPLES OF THE MATERIAL USED IN THE SURVEY. (JY)

INTERIM REPORT PHASE I

~~FINAL REPORT~~

Project No. 8-0515

THE ORGANIZATION AND OPERATION OF EDUCATIONAL
MEDIA SELECTION CENTERS: IDENTIFICATION AND
ANALYSIS OF CURRENT PRACTICES AND GUIDELINES
FOR MODEL CENTERS

John Rowell, Project Director
M. Ann Heidbreder, Project Coordinator

The National Book Committee, Inc.
One Park Avenue
New York, N. Y.   10016

January 30, 1970

Final Report

Project No. 8-0515
Contract No. OEC-0-080515-4438 (095)

The Organization and Operation of Educational
Media Selection Centers: Identification and
Analysis of Current Practices and Guidelines
for Model Centers

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January 30, 1970

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
National Center for Educational Research and Development
Library and Information Sciences Research Branch

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I. PREFACE AND ACKNOWLEDGMENT

I. PREFACE AND ACKNOWLEDGMENT

A project of this scope requires the talents and teamwork of a great many people and the cooperation and resources of a variety of organizations and agencies. The operation of this study demonstrated the potent reality of the trend to draw on the expertise of both public and private agencies for the common benefit of each sector. Principal among these were the National Book Committee, the U. S. Office of Education, the Center for Documentation and Communication Research of Case Western Reserve University, as well as those institutions represented by the Executive Advisory Council and the organizations represented on the larger Advisory Committee.

It repeatedly impressed me that the educational establishment was eager to break new ground, to help find new patterns of media selection, organization and function, and to share their strengths and question their own limitations. The nearly 2,000 individuals who took the time to answer questionnaires, to reply to letters, and to involve untold others on their staffs and in their agencies have earned the respect and gratitude of all of us responsible for the management of this project. In addition, hundreds of others have willingly served on on-site visit teams, have opened their centers to team visitors, have participated in long sessions of briefing and de-briefing, and have shared their accumulated information and professional judgment with the project's staff and consultants. To these people, we are deeply grateful for the goodwill they have generated for the project, as well as for their professional competence, their willingness to accept and meet short deadlines, to travel long distances, and to write reports.

During the course of the Phase of the project we have seen the concept of the educational media selection center being transformed from one of a physical center orientation to one of a service function orientation. Repeatedly, participants in the project expressed a readiness to learn from each other in the process of discovering; this has been reflected in reports of the constant growth and change in concepts and definitions of progress, service, and of administrative techniques in the centers themselves. Begun as an information-gathering study, Phase I of the project has often been a catalyst for action in the centers themselves.

Beyond this, for me personally the experience of working on this project has afforded a unique opportunity to see the relationships of many aspects of the education and library professions and allied and supporting industries and organizations. Working with a variety of these leaders in a new context, not only as a professor or a librarian or an officer of a professional organization, I have seen the vitality and essentiality of productive interdependence. This year the American Association of School Librarians (ALA) and the Department of Audio Visual Instruction (NEA) jointly published the new national Standards for School Media Programs; this interdependence of concerned groups is imperative if the Standards are to make their guiding impact in the fields of educational excellence. New users of instructional media programs have been identified; new patterns of organization are required; new kinds and new mixes of professional and supportive competence are emerging.

One component in the instructional landscape of the 1970's, and we believe it to be an important one, is the educational media selection center function. We discovered a very great degree of willing flexibility of people to cope with demands and changes in the concept of the selection of center function. Their participation in this project suggests a positive future for the implementation of the Standards.

A number of people in demanding professional positions made exceptional contributions to the development of this study. In addition to the pressures of their other responsibilities, they have sustained directorial and consultative guidance. Chief among them was M. Ann Heidbreder, Staff Associate of the National Book Committee, Inc., and Project Coordinator. It was Miss Heidbreder's foresight and inspiration that designed the project. It was her knowledgeable and indomitable management that coordinated every step of the procedure. There is a single pivot about which the entire project rotated, and we all could and did depend initially and finally on Miss Heidbreder. Future project directors of this project should be blessed with my rare good fortune!

Special appreciation is also extended to Dr. Frances Henne and Mr. A. Edward Miller of the Executive Advisory Council and to those other members of the Advisory Committee who served on visiting teams, tested the sample instruments, and gave frequent and invaluable consultant services. Grateful recognition is also made of the high performance research assistance provided by Miss Mary Virginia Gaver of Rutgers--The State University of New Jersey and by Dr. Milton L. Blum, consulting psychologist.

Finally, we wish to acknowledge what we consider an especially significant opportunity afforded by the Office of Education's Bureau of Research. It is not often that studies funded by a research agency can show immediate results. We have evidence that this one already has done so. We have learned that leadership by people of commitment works where people care to make it work. In a decade when young people are being educated at all times in all places, all kinds of people contribute to their education. We have discovered that these educators--professional and informal--do make use of the materials and functions of media selection centers to improve the quality of the educational process. We have learned that they consider the centers' functions essential to

their own work and that they are pressing for the further development of these services. We have also learned that in some small ways in some districts, the very self-evaluation and inventory of purpose imposed on the resident staffs as a part of this project have resulted in new and closer relationships between librarians and audiovisual specialists and between the centers' staffs and their administrators and users.

Working from the base of experience discovered in Phase I and outlined in this report, the educational media selection center project staff and committees are eager to commence the next steps in Phase II.

- John Rowell, Project Director
  Case Western Reserve University
  Cleveland, Ohio
  January, 1970

II. INTRODUCTORY SECTION

A. <u>Summary</u>

The National Book Committee has completed Phase I (18 months) of this project; its aim has been to contribute to the development of quality education by improving the selection and use of educational media by students and educators. During this phase it has surveyed facilities and examined programs at the state, regional, and local levels, which introduce teachers, librarians, and other concerned professional adults to the wide range of media that exist to support and supplement education. Such facilities and programs were located and identified, the successful components of which were evaluated. Two questionnaires were mailed--the first to all known facilities,--the second to 440 identified centers, and on the basis of the findings, 38 centers were selected for on-site evaluation by teams of at least two, and in most cases three, professionals. These reports were analyzed and tabulated; and, for the purpose of validating the findings, half of the team members attended additional group discussion sessions. Much information of value in the writing of GUIDELINES for educational media selection centers was elicited during Phase I. The Executive Advisory Council and later the Advisory Committee comprised of representatives of more than 40 education and library organizations served as helpful advisers to the Phase I program.

The primary purpose of the first questionnaire was to determine whether or not the respondent offered one or more aspects of an educational media selection center program. Ideally, such a center is a place in which a wide variety of media is housed and in which a full-scale training program is conducted for librarians, teachers, educational supervisory personnel, and other adults in the techniques of selecting and using media. The media in these centers are professionally evaluated and purchased. Various other services (in-service guidance, dynamics of utilization of media in schools, identification of sources of materials and procedures for acquisition) are offered. Although the first mailing (1,995) generated an unusually high percentage of response (79%), only 440 of these places received the second comprehensive questionnaire requesting specific information about nature and size of media and equipment collections, sources of funds, staffing patterns, and services or programs offered. Two hundred and twelve of those responses exhibited valid media selection center components and they were tabulated and analyzed for this report. The major objective of these instruments was to help in determining which centers were to receive on-site evaluations. One research technique introduced in this study and not widely used, if used before at all in literary research, was that of holding group discussion sessions for the team members <u>after</u> their visits for further evaluation and insight.

The findings, based on these questionnaires and team evaluations, are that very few educational media selection centers exist as originally described. There is, however, a pressing need for the establishment

of such centers. Many of the important functions described above are being carried out in local and state school systems primarily, in varying degrees of effectiveness. The differences among such places and programs are much more apparent than the similarities. Perhaps the most optimistic finding is the high degree of support on the part of center staff and users for educational media selection centers. Among the more serious problems are the separation of print and non-print media and services in many places, the lack of capability to conduct continuing, professional in-service training programs, and the limitations on continuous funding for centers. Of great concern is the need to motivate teachers, librarians, administrators, and other concerned adults to learn about the wealth of educational media that is available and about ways to use it in the educational process. The identification of centers in top and bottom thirds was confirmed by the judgment of team evaluations and also by the interviews with "in-groups" and "out-groups".

The first fundamental recommendation is that GUIDELINES for centers be written and disseminated as widely as possible, with recommendations for their implementation.

There is no doubt that educators in general and media specialists/librarians in particular realize the need for upgrading the selection and use of media, and that they consider educational media selection centers to be vital to this process. But help is needed at two levels: to define the philosophy and role of such centers in the total education process; to make specific recommendations about staff, facilities, media collections in centers, education programs, and communication with users of centers, including administrators.

The second recommendation for the project is that several model or demonstration centers be established in a variety of administrative patterns (school system, public library system, college or university) across the country so that interested educators would be able to visit them and to learn how they can be operated for the benefit of all concerned adults and ultimately, of course, the nation's children and young adults.

B. Introduction

1. The Need

Some of the most thoughtful, widely respected, leaders of American education have repeatedly stated that today's major goal of children's education must be to help them learn to use a wide range of educational tools. However, despite accelerated publication and production of a variety of instructional media, print and non-print, and, in recent years, more funds to purchase media, millions of children still do not have access to them. Far too many teachers and other adults who work with children are unaware that materials exist appropriate to curriculum instruction and to childrens' needs and interests. In addition, many educators are both unable to judge media and to use them effectively, in concert with children. The majority of teacher education institutions do not provide adequate (if any) instruction in the selection and use of instructional media. To name just one medium, many educators have expressed bewilderment and helplessness when faced with more than 3,000 children's books, being published each year. Even in schools where materials are provided and properly organized for use, many teachers do not either have the opportunity to know of their availability or to know how to make full use of them.

In the past, the textbook was the primary, and often the sole, teaching tool; today it can be supplemented by a wide variety of media, in many kinds of formats, to motivate children and young adults. Among such media are books, periodicals, documents, pamphlets, photographs, reproductions, pictorial or graphic works, musical scores, maps, charts, globes, sound recordings, (included but not limited to those on discs and tapes), processed slides, transparencies, films, filmstrips, kinescopes, and video tapes. Yet not all teachers and students are benefiting from the various high quality educational media available. Children are being taught how to read (though not with universal effectiveness, as U. S. Commissioner of Education James Allen stressed in his "Right to Read" speech in September, 1969), but too many educational systems are failing to offer them a real range of materials to read after they have mastered the basic skills. Similarly, the visual, auditory, and tactile learning resources have not been exploited to an extent commensurate with their educational importance and potential, largely because those who are in a position to select, purchase, and use media rarely have access to a comprehensive current, collection for examination and comparison.

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A partial and effective solution to this last problem lies in professionally conducted, community-based training programs for in-service teachers, librarians, audiovisual specialists, curriculum supervisors, and other adults (both inside and outside the formal school system). A wide variety and number of appropriate media must support such instruction so that the in-service trainee can examine and evaluate the collections available before he attempts to introduce them in the classroom. For the purposes of this study, such places where this instruction took place were identified as educational media selection centers. The function and responsibility of the center was conceived to be 1) a comprehensive collection of teaching and learning resources which serves as a depository for examination and selection, and 2) a place where in-service training programs are conducted.

Librarians, information scientists, and media specialists have traditionally been responsible for the evaluation and selection of all types of materials, and are now assuming an increasing responsibility for training teachers and other adults to use media with students. This instructional leadership is, however, handicapped by a shortage of library and information science manpower. Given the quantity and range of material that now exists, coupled with this critical shortage of trained specialists, it will be virtually impossible in the future to staff individual schools with highly skilled specialists. Therefore, it is essential that a coordinated effort be made now to establish centralized centers, where highly skilled media specialists can maximize their effectiveness.

The existence of such centers should have a substantive effect on the quality of education for all students, with one specific target population, the educationally disadvantaged child. Many teachers and others who work with these children are unaware of the existence of media that would help them reach and motivate these children, especially those at the preschool and primary levels. In the past five years especially, it has been charged that materials for disadvantaged children could not be found. In reality such children have not had access to existing materials because 1) the schools they attended had inadequate libraries or none at all, or 2) in some states and counties "integrated" materials or materials about ethnic groups were not approved for purchase. Where attempts have been made to create special materials, they too often have been inferior and decidedly "second class" in their flavor and content. For example, a three-year-old black child does not need a specially written A B C book; he does need the very best and most appealing A B C book available. By collecting all appropriate, current materials in media selection centers, the staff can introduce teachers, public and school librarians, para-professionals, day-care and youth workers to the wealth of pre-school material that does exist.

Where it has often been impractical for teachers to be released from their classrooms for extended periods of time for prolonged in-service or other advanced professional courses, the media center would offer convenient and immediate help with specific problems. Full and frequent use of the center's program and resources could provide any teacher with a continuing program of professional development and upgrading, of stimulation, and of new ideas and techniques.

2. The Role of The National Book Committee

The National Book Committee,[1] which has made a number of other studies on the innovative use of books and related media (for example, a survey of "Neighborhood Library Centers and Services" for the Office of Economic Opportunity), undertook the present study with the conviction that it would have far-reaching effects on the learning process, thus encouraging educational excellence.

3. The Purposes for Phase I (18 months)

a. To establish advisory and administrative operations for the project.

b. To develop a questionnaire to identify existing educational media selection centers in the United States.

c. To evaluate the present status study and to select those centers or programs which, in one or more aspects, were performing at a level justifying further research.

d. To develop a second, more comprehensive, questionnaire with which to study those centers or programs selected in "c" (above) for the purpose of identifying components of strengths and weaknesses of these centers as related to their operation and effectiveness.

e. To direct on-site visits by teams to a sample of centers selected from evaluations of items "c" and "d" (above).

f. To gather information from the on-site visiting teams for the final report on Phase I, preparatory to the developing and drafting of GUIDELINES (Phase II).

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1. The National Book Committee was established in 1954 as a non-profit membership corporation of prominent citizens representing education, the arts and sciences, communications, business and the professions. It has been responsible for several conferences, research projects and publications, and public information, reading and library development programs.

4. The Program

The activities of Phase I of the project were divided into four major areas: creation and analysis of the first questionnaire; creation and analysis of the second questionnaire; the visits of on-site visit teams to centers demonstrating elements of the ideal program; analysis and evaluation of these elements in this final report.

To provide expert guidance for the project, the National Book Committee in summer, 1968, invited leaders in the education, library, and information science fields to serve as the Executive Advisory Council. They are named below:

Chairman: Dr. Mason W. Gross, President, Rutgers, The State University, New Jersey

Miss Elenora Alexander, Director of Instructional Materials Services, Houston Independent School District

Mr. Arthur Brody, President and General Manager, Bro-Dart Industries

Dr. O. L. Davis, Jr. Associate Professor, Curriculum and Instruction, University of Texas, Austin

Dr. Robert Gerletti, Director, Division of Educational Media, Los Angeles County Schools

Mr. Alvin Goldwyn, Director, Center for Documentation and Communication Research, Case Western Reserve University

Dr. Frances Henne, Columbia University, School of Library Service, New York City

Mrs. Mary F. K. Johnson, School of Education, University of North Carolina at Greensboro

Dr. Carl L. Marburger, Commissioner of Education, State Department of Education, New Jersey

The Most Reverend John B. McDowell, Auxiliary Bishop of Pittsburgh, Catholic Schools Office

Mr. A. Edward Miller, then President, World Publishing Company, and former president of Alfred Politz Research

Dr. Franklin Patterson, President, Hamshire College, Amherst, Massachusetts

Mr. Harold Tucker, Librarian, Queens Borough Public Library

Mr. Theodore Waller, President, Grolier Educational Corpora-
tion and a member of the executive committee of the
National Book Committee and of the executive committee
of the American Book Publishers Council

To assure further professional guidance in completing Phase I and
to help in the planning and implementing of subsequent phases, a
larger, broadly representative Advisory Committee was formed.
Its first meeting was held in the fall of 1969. This Committee
absorbed the original Executive Advisory Council with Dr. Gross
continuing as chairman of the expanded group. The following
organizations have named representatives to this Advisory Committee:+

Mrs. Dorothy M. McGeoch
        (American Association of Colleges for Teacher Education)

Mr. Roger Yarrington
        (American Association of Junior Colleges)

Mr. Arnold W. Salisbury
        (American Association of School Administrators)

Miss Leila Doyle
        (American Association of School Librarians)

Mr. Sanford Cobb
        (American Book Publishers Council)

Dr. John Caffrey
        (American Council on Education)

Mr. Francis S. Fox
        (American Educational Publishers Institute)

Mr. David Selden
        (American Federation of Teachers)

Miss Mary V. Gaver
        (American Library Association)

Mr. David Shaw
        (American Institute of Architects)

Dr. Merle M. Ohlsen
        (American Personnel & Guidance Association)

Mr. Joseph Becker
        (American Society for Information Science)

Dr. Sue Arbuthnot
        (Association for Childhood Education International)

+   Refer to above Executive Advisory Council list for additional
    members.

Miss Erma R. Schell
  (Association of Classroom Teachers)

Mr. Philip J. McNiff
  (Association of College and Research Libraries)

Dr. Ralph Van Dusseldorp
  (Association for Educational Data Systems)

Dr. Ridgley M. Bogg
  (Association of School Business Officials)

Mr. James S. Cookston
  (Association of State School Library Supervisors)

Dr. Alexander Frazier
  (Association for Supervision and Curriculum Development)

Sister Helen Sheehan
  (Catholic Library Association)

Mr. Robert Verrone
  (Children's Book Council)

Dr. Carl L. Marburger
  (Council of Chief State School Officers)

Mr. Lee E. Campion
  (Department of Audiovisual Instruction)

Dr. Howard Hitchens, Jr.
  (Department of Audiovisual Instruction)

Mr. John D. Greene
  (Department of Elementary-Kindergarten-Nursery Education)

Mr. Andrew J. Mitchell
  (Department of Elementary School Principals)

Mr. Gordon I. Swanson
  (Department of Rural Education)

Dr. Helen Huus
  (International Reading Association)

Mr. William G. Harley
  (National Association of Educational Broadcasters)

Mr. Cary Potter
  (National Association of Independent Schools)

Mr. Curtis Johnson
        (National Association of Secondary School Principals)

Mr. John C. Ellingson
        (National Audio-Visual Association, Inc.)

Rev. C. Albert Koob
        (The National Catholic Education Association)

Mr. Gerald E. Sroufe
        (National Committee for Support of the Public Schools)

Mrs. Irvin E. Hendryson
        (National Congress of Parents and Teachers)

Dr. Ralph W. Cordier
        (National Council for the Social Studies)

Mr. William A. Jenkins
        (National Council of Teachers of English)

Dr. Julius H. Hlavaty
        (The National Council of Teachers of Mathematics)

Serving as Senior Resident Consultants for the Project are
Peter S. Jennison, executive director, and Virginia H. Mathews,
staff associate, of the National Book Committee.

C. **Method**

The method of gathering data was designed not only to obtain information but also to allow for the evolving of an objective manner of interpreting the data gathered. The research design can be broken down into thirteen stages:

1. Initial identification of agencies indicating one or more components of an educational media selection center program derived from eleven public and private sources;

2. A sample first questionnaire, tested in Florida and Pennsylvania;

3. A first questionnaire, revised, and mailed to facilities in the remaining 48 states, and U. S. dependent territories (see Appendix A);

4. An analysis of the first questionnaire from a summary tabulation of the agencies evidencing one or more components of a center (III. A. Mail Questionnaire Surveys);

5. A sample second questionnaire, designed to elicit a more precise profile of the facility to be surveyed, also tested in Florida and Pennsylvania;

6. A revised second questionnaire, mailed to the remaining agencies not eliminated in the analysis of the first questionnaire (see Appendix B);

7. An analysis from the summary tabulation of the returns (III. A. Mail Questionnaire Surveys);

8. Preparation and production of questionnaire interview forms for the use of on-site visit teams (see Appendixes C and D);

9. On-site visits conducted in 38 places in 22 states by 73 interviewers. A film record is being made of facilities and programs in 6 selected centers, chosen from the 38 sites visited. The purpose is to provide visual examples of strong program components (see Appendix E);

10. An analysis from the summary tabulations of the completed interview forms (III. C. The Interviews);

11. An analysis of the team evaluations (III. D. The Team Evaluation);

12. Seven group discussions for team members (in New York, Atlanta, Chicago, and San Francisco) with an analysis and interpretation of their reactions (see both Appendix F and III. E. The Group Discussion);

13. Review of all data and preparation of the final Phase I report by the staff, consultants, and principle advisors to the project.

All agencies known to have in operation, to be planning, or
even to have closed facilities with at least one relevant feature of
a center were identified from the following sources:

A. ESEA Titles I, II, and III Project Reports as filed with the USOE;
B. Public libraries serving a population of 30,000 or more;
C. State and provincial public library agencies;
D. College and university schools of library science;
E. State school library supervisors;
F. State coordinators of audiovisual programs;
G. State superintendents of public instruction;
H. Superintendents of operating local public school systems with
   10,000 pupils or more;
I. Publishers' mailing lists of review copies of childrens' and
   young adult trade books;
J. Recommendations from the American Association of School Librarians
   (American Library Association), the Department of Audiovisual
   Instruction (National Education Association), and from individuals
   in categories D, E, F, and G (above); and
K. Individual requests by educational agencies

A sample first questionnaire was developed by the project staff with assis-
tance from consultants and the Executive Advisory Council. The prin-
ciple purpose of this questionnaire was to identify, from among the sources
cited, those agencies which gave evidence of one or more components of a
media selection center. It was tested in Florida and Pennsylvania,
states in which the investigators knew media selection center activities
were being carried on. State school library supervisors in these states
cooperated in the initial identification and follow-up processes. Initial
mailings for the sample study totaled 226 and final returns totaled 166,
or 74%.

The revised first questionnaire was mailed to the 1,995 sources identified
(excluding Florida and Pennsylvania). The total returned (after two
follow-up mailings) was 1,583; the per cent of over-all return (including
pre-test) was 79%. The returned questionnaires were analyzed to deter-
mine the agency which demonstrated one or more viable components of a
media selection center as defined in this project. In this way, 1,145
respondents were eliminated. Principal criteria for elimination were:

A. Agency disqualified itself;
B. Agency provided no staffing for center;
C. Center was strictly a materials dissemination outlet with no
   selection services or programs for any instructional medium;
D. Agency was financially unsupported, operating on donations only;
E. Two or more agencies with differing addresses were found to be
   operating a single center, in which instances the duplicating
   citations were eliminated.

An analysis was made from a summary tabulation of the 486 agencies which displayed one or more components of a media selection center (III. A. Mail Questionnaires).

A sample second questionnaire was developed by the project staff with assistance from consultants and the Executive Advisory Council. The principle purpose of this questionnaire was to define a more precise profile of the quantitative aspects of each agency studied with particular reference to instructional media and equipment holdings, personnel, physical plant or facilities, funding, and use made of services. A secondary purpose was to collect data which would serve as the basis for identifying those agencies which would serve as appropriate subjects for on-site qualitative examination. This questionnaire was tested in Florida and Pennsylvania in a small sample of agencies known to have one or more strong media selection center components. In each instance, more than one respondent per agency was requested to complete the questionnaire, and the resulting responses were compared for inconsistencies in interpretation and response.

A revision of the sample questionnaire was made and a second sample of the 46 agencies not eliminated in the analysis of Florida and Pennsylvania responses to the first questionnaire was undertaken. As a result of an analysis of this test sample response, a third and final revision was made.

The revised second questionnaire was mailed to the 440 remaining agencies not eliminated in the analysis of the first questionnaire. Recipients of the second questionnaire included public school systems, district and regional public libraries, state departments of education, and teachers' education institutions. One general follow-up mailing and approximately 50 follow-up telephone calls were made. The total questionnaires returned were 354 (as of December 1, 1969), with per cent of over-all return at 79%.

Analysis of the returned questionnaires was made to determine the extent of quantitative data reflected by the centers' responses in the areas of: Collections (regardless of media mix); Audiovisual equipment; Personnel; Physical plant facilities; Funding; and Free materials and equipment. Those agencies reporting quantitative data which did not reflect one or more components for significant activity as a media selection center (with particular regard to collections, personnel, and use) were eliminated. An additional number eliminated themselves as not applicable. Total deleted: 142. An analysis was made from a summary tabulation of the 212 remaining centers (III. A. Mail Questionnaires).

Three-man survey teams selected by the project director and project coordinator, with recommendations made by the Executive Advisory Council, visited 38 different centers.[2] (The number of centers unwilling or

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2. Nine on-site visits are in progress (January, 1970) as part of Phase I--the evaluative data of which will be presented at a later date.

unable to receive a team visit was negligible.) Each team included a librarian or a media specialist and a teacher, curriculum specialist, or school administrator, one of whom was designated as chairman. Sites were selected to reflect a geographical, administrative, and program variety. Though three surveyors were originally assigned to each visit, the following table shows the actual number of team members per center visit.

Table 1

On-site Visits

Number centers visited	38++
Number team members	73
Number centers visited by 2 team members	10
Number centers visited by 3 team members	32

An interview questionnaire was provided for: center director; center staff; curriculum specialist; classroom teacher; media specialist/librarian; administrator; school principal (see Appendix C). A group evaluation form was also provided for the team's joint evaluation (see Appendix D).

The project staff had intended to conduct a series of advance briefings for the survey teams, but was unable to schedule them; some team members subsequently recommended that everyone be briefed on interviewing techniques including the use of a questionnaire (III. A. The Interview).

The consequent analysis is based upon interviews conducted by the various visiting team members with two categories of respondents: the "in group," consisting of center directors and staff in the 38 centers visited; and the "out group," users of the center and administrators. The 91 "in group" interviews is a total of 42 center directors and 49 center staff members.

In addition, 212 interviews were conducted with various "users" and administrators. The occupational classification of the "user" or "out group" included interviews with: 20 administrators, 46 principals, 59 media specialists/librarians, 45 teachers, and 42 curriculum specialists.

The prime purpose of the interview was to obtain information about the center, its services, and its users. The "in group" questionnaire consisted of 39 questions (see Appendix C). The "out group" questionnaire consisted of 29 questions which were either identical or derivative (see Appendix C). The purpose in using two questionnaires as similar as possible was to establish by comparison the extent of knowledge existing in both groups.

Accordingly, the data reports the results for the total of 303 respondents interviewed including the 91 "in group" and 212 "out group" respondents (Table 2).

++ 42 centers were visited, but only the data for 38 could be tabulated prior to the December 1, 1969 cut-off date.

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Table 2

Interviews Conducted

Total	<u>303</u>
Total In-Group	91
Number center directors interviewed	42
Number center staff interviewed	49
Total Out-Group	212
Administrators	20
Principals	46
Media specialists/librarians	59
Teachers	45
Curriculum specialists	42

In addition, the group evaluation form (see Appendix D) allowed for an arbitrary scoring system that conceivably might separate the better centers from the poorer centers. The top third of the centers that received higher ratings (approaching excellent on the scale) were then compared with the lowest third of the centers (those approaching poor on the scale) (see III. B. The Interviews). It is to be noted that the data reported in the tables are based upon responses rather than respondents. For some questions, multiple responses were reported; for other questions multiple responses were not reported.

All site surveyors were invited to participate in seven group discussions, (content analysis sessions) held in New York, Chicago, Atlanta, and San Francisco. Out of the 38 centers visited, 36 centers were represented by the 49 group discussion participants.

A panel leader's guide (see Appendix F) was prepared to elicit the reactions and attitudes of the 49 participants with respect to the value of the interview forms, the interviewers' responses, shared experiences, and comparisons of the centers visited. The group discussions were tape-recorded and analyzed for recurring themes by a content analyst. Table 3 shows the number of centers visited by each team member participating in the group discussion.

Table 3

Number of Centers Visited by Each
Team Member Participating

Number visiting one center	26
Number visiting two centers	16
Number visiting three centers	5
Number visiting four centers	0
Number visiting five centers	2
Total	49

All of these quantitative and qualitative procedures (used to achieve a combined methodology that was additive rather than discreet) were reported to and reviewed by the Executive Advisory Council at three meetings, the first in Kansas City in June, 1968, immediately following approval of the project by USOE; the others in New York City in September, 1968, and August, 1969. The formal Advisory Committee has met twice--October 2, 1969, and January 25-26, 1970.

Public information activities included distribution of 25,000 copies of an explanatory brochure (Appendix G), a briefing for the education press in September, 1968, and periodic press releases.

III. FINDINGS AND ANALYSIS

A. Mail Questionnaire Surveys

1. First Questionnaire

Since the objective of Phase I was to obtain information about the nature and characteristics of educational media selection centers, the responses from a sampling of 486 questionnaires were analyzed. We found that such centers were located in all of the geographic areas of the United States as presented in Table 4. The data indicate they are more numerously located in the south-Atlantic, the east-north-central, the Pacific, and the middle-Atlantic states. They are least frequently located in the east-south-central and mountain states.

Table 4

Geographic Location of Centers

	100% (486)
East North Central	17
South Atlantic	17
Pacific	15
Middle Atlantic	14
West South Central	10
West North Central	9
New England	7
Mountain	6
East South Central	5

Based upon the 486 centers, the most frequent affiliation of a center is with a public school system. Table 5 indicates the nature of the administrative unit in which the centers function, that is, the kind of educational organization with which they are affiliated.

Table 5

Center Affiliations

	100% (486)
Public School	58
Public Library	12
College and University	11
State Dept. of Education	9
County School District	4
Other	6

18

These centers most frequently serve a local area or a county area.
Table 6 presents the geographic areas served by the various centers.

Table 6

Geographic Areas Served

	100% (486)
Local	38
County	24
Regional	18
State	16
National	2
No Response	2

Almost two-thirds of the centers maintain collections that are intended
for elementary and secondary schools. Adding post-secondary school levels
accounts for almost nine of every ten centers (Table 7).

Table 7

Educational Level of Material in Centers Collection

	100% (486)
Elementary & Secondary combined	63
All 3 levels	23
Elementary only	7
Secondary only	3
Post-Secondary only	2
No response	2

More than half of the centers employ from one to three full-time persons.
and one or two part-time employees. Table 8 presents the distribution
of full and part-time personnel employed by the centers.

Table 8

Full and Part-Time Employees of Centers

No. of Employees	Full/Time 100% (486)	Part/Time 100% (486)
0	20	60
1	26	17
2	18	9
3	12	5
4	6	2
5	4	2
6 - 10	11	3
Over 10	3	2

A considerable variation exists in the funding sources for the operation of various centers. More than half of the centers are funded by a combination of sources; the rest have a single source of funds--most often a local agency. A center funded by more than one source generally results from federal monies added to either state or local support. Table 9 presents the source or sources of funding for centers.

Table 9

Sources of Funding

	100% (486)
Sole source	
Local	19
Federal	10
State	8
Private	3
Combination of sources	
Federal, local, & state	16
Federal & local	13
Local & state	8
Federal & state	8
Private & federal	2
Private, federal, local & state	2
Private & local	1
Private, local, & state	1
Private, federal, & local	1
None	8

20

The hours of operation for the majority of centers extend beyond the usual school hours. Table 10 indicates that 70% of the centers operate during and after school hours.

Table 10

Center Hours of Operation

	100% (486)
School hours & after hours	70
During school hours only	24
No answer	6

A check-list of six types of materials available for use was asked for in the questionnaire. The most frequent types of materials identified were print materials, excluding textbooks, and professional and/or curriculum materials. Table 11 presents the materials available in the centers.

Table 11

Materials Reported Available in Centers

Print materials

Print materials, excluding textbooks	88%
Professional or curriculum media	81
Textbooks	59
Programmed instruction	51

Non-print materials

Other audiovisual media	77
16 mm. films	63

The most frequent source of in-service training is that which is scheduled on request (41%). Regularly scheduled in-service training occurs 15% of the time. It appears from the responses that probably 85% of the 486 centers have some form of in-service training. The center staffs also serve in a consultant capacity, either at the center or in the field.

2. Second Questionnaire

A second questionnaire was mailed to 440 centers and returned by 354 centers. The respondent was asked to furnish estimates with reference to inventories of various types of media. The questionnaire returns indicate a wide variation within each of the media categories so it was decided to merely report the modal frequency of those reporting any of that type of media as a guide for future inquiry and analysis. Table 12 presents, for each of the media types, the modal (i.e. most frequent) frequency as well as the percentages of the centers within that modal frequency.

Table 12

Modal Frequency and Percentage of Centers Reporting Ownership of Specific Media Type

	Modal frequency	%
Hardbound books other than textbooks	under 2000	29
Paperback books of any type	under 300	42
Textbooks (except programmed texts)	1000-4999	20
Professional books	under 300	25
" "	1000-4999	25
Curriculum guides	400-799	26
Periodicals	100-299	26
Programmed instruction	under 50	29
Other printed instructional media	under 100	13
Photographs, pictorial or graphic works	under 100	14
Art prints	under 50	15
Study prints	under 50	18
Maps	under 25	23
Charts	under 25	21
Globes	under 10	30
Filmstrips	1000-4999	25
Slides	1000+	18
"	under 100	18
Disc recordings	under 100	23
Tape recordings	under 100	30
Transparencies	under 300	30
Films-16 mm	1000-4999	28
Films-8 mm	50-199	25
Kinescopes	under 10	6
Video tapes	under 10	10
Microfilm	under 100	10
Realia	under 25	16
Reference books	under 50	24

22

Considering audiovisual equipment, Table 13 similarly presents the modal frequencies and percentages within each category.

Table 13

Modal Frequency and Percentages of Centers
Reporting Ownership of Specific Audiovisual Equipment

	Modal frequency	%
Filmstrip projectors	under 5	38
Slide projectors	under 5	48
Filmstrip viewers	under 5	46
Film projectors--16 mm	under 5	44
Film projectors--8 mm	under 5	52
Disc record players	under 5	43
Tape recorders and players	under 5	35
Television receivers	under 5	36
Videotape recorders	under 5	39
Overhead projectors	under 5	40
Opaque projectors	under 5	45
Micro-reader	under 5	40
Microreader-printer	under 5	28

The questionnaire also sought to obtain leads with reference to existing facilities and the approximate square footage of such facilities. Table 14 presents the findings and will allow for further and more accurate investigation in incorporating these space requirements into the GUIDELINES.

Table 14

Center Facilities Estimated Modal Square Footage

Facility	% of center housing such facility	modal square footage rptd.
Open shelving area(s)	89	200 - 699
Reading room(s)	65	500 - 999
Group viewing & listening area(s)	76	100 - 299
Individual viewing & listening area(s)	57	under 100
Materials production area(s)	66	1000+
In-service training classroom(s)	55	500 -1999
Materials processing area(s)	78	200 - 699

23

Teachers make heaviest use of the center collections, but all three groups (teachers, librarians, and other adults) use the services nearly equally (Table 15).

Table 15

Estimated Use of Collection
& Services by Various User Groups

User group	Use of collections				Use of Services			
	heavy	mod.	light	N/A	heavy	mod.	light	N/A
				100%				100%
Librarians	32%	48%	10%	10%	40%	38%	9%	13%
Teachers	53	32	8	7	39	36	13	12
Other adults	27	49	14	10	35	40	12	13

It is clear that a media center requires both print and audiovisual media and in equal proportions as seen from Table 16.

Table 16

Types of Materials Most in Demand

Print	32%
Audiovisual	33
Both	24
N/A	11

Based upon the four points investigated it would appear that the centers offer individual advice, workshops, and evaluation of current media in about eight out of ten instances (Table 17).

Table 17

Services Offered by Centers

Advice to individual	85%
Workshops	79
Evaluation of current media	78
Retrospective evaluation of media	56

24

B. <u>Rationale for On-Site Visits</u>

The study up to this point has involved only quantitative data gather-
ed in order to identify centers, to determine in some detail the kinds
of materials, number of personnel and other information relating to
the function of media selection and evaluation in these centers. How-
ever, if adequate evidence was to be found for the development of
GUIDELINES (the objective of Phase II), it was essential to take a
closer look at a small sample of centers by means of personal obser-
vation and analysis.

For this purpose, the director selected 38 centers from those res-
ponding to the second questionnaire, for on-site visits by teams of
visitors. The choice was <u>not</u> on a random basis, but rather on the
basis of specific criteria. Factors considered were the following:
agreement to be visited (this question was asked in the second question-
naire); evidence in the second questionnaire that a center possessed
<u>one</u> or more components for potential effectiveness of success; rep-
resentation of geographic areas and types of agencies; assurance of
inclusion of certain special categories, such as Indian schools, pub-
lic library, special education centers, etc; inclusion of different
levels of development or possibilities of useful comparison or contrast.

The purpose of the on-site visits was to confirm, correct, or expand on
(especially on program of services) the data given in the second
questionnaire, in order to determine the attitudes and opinions of the
staff and the users of centers, and to provide cross-reference of the
quantitative findings wherever possible. It was anticipated that
only by on-site visits could the depth of insight and interpretation
be gained necessary for development of GUIDELINES.

The findings of the on-site visits are reported in the following
three sections:

    C. The <u>Interviews</u>--a report on the data gathered during
        interviews with center directors and staff and different
        kinds of adult users.

    D. The <u>Team Evaluation</u>--a summary of the team evaluations of
        each center.

    E. The <u>Group Discussion</u>--A further analysis of the experience
        of the on-site visiting teams secured by face-to-face
        group discussion.

C. The Interviews

This analysis is based upon interviews conducted by the various visiting team members with two categories of respondents: the "in group" and the "out group."[3] The "in group" consists of center directors and their staffs in the 38 centers visited. The 91 in this category consisted of 42 center directors and 49 center staff members.

In addition, 212 interviews were conducted with various users of centers or administrators who were responsible for the activities and funding of centers. The occupational classification of the user or "out group" included interviews with: 20 administrators, 46 principals, 59 media specialists/librarians, 45 teachers, and 42 curriculum specialists.

The prime purpose of the interview was to obtain information about the center, its services, and its users. The "in group" question- naire consisted of 39 questions (see Appendix C). The "out group" form consisted of 29 questions that were either identical to those asked of center personnel or derivative of them.

The purpose in using two such similar questionnaires was to establish by comparison the extent of knowledge existing in both the "in" and "out groups." Accordingly, the data will be presented by reporting the results for the total of 303 respondents interviewed as well as the 91 "in group" and 212 "out group" respondents.

In addition, the team evaluation form (see Appendix D) allowed for an arbitrary scoring system that conceivably might separate the better centers from the poorer centers. The top third of the centers that received higher ratings (approaching excellent on the scale) were then compared with the lowest third of the centers (those approaching poor on the scale).

It is to be noted that the data reported in the tables are based upon responses rather than respondents. For some questions, multiple responses were reported but for other questions, the multiple responses were not reported. For example, the answer to the question "Who are the frequent users of this center?" can be expected to include more than one occupational group-- teachers, media specialists, curriculum specialists, administra- tors, etc.

The following presents the highlights of the findings. For each question and in accordance with the responses, a table has been prepared. The written section that precedes the individual table summarizes the major findings.

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3. The terms "in group" and "out group" are commonly used in opinion research and have no pejorative connotation in this report.

1. Major Findings Based On Interviews

The most frequent users of centers are teachers (45%). Administrators and supervisors (21%) and librarians/audiovisual specialists (18%) are the second most frequent categories of users. The "out group" tends to indicate that teachers use the center somewhat more than the "in group" indicates (47% to 40%). The top third centers and the lowest third are not differentiable according to usage by category. This could mean that all centers serve a useful function or that users have no choice in selecting a better center in preference to a poorer center (Table 18).

Table 18

Frequent Users of Centers

	Responses			Center Rating	
				Top Third	Lower Third
	Total	"In"	"Out"	Third	Third
	100%	100%	100%	100%	100%
Total Responses	(569)	(190)	(379)	(229)	(177)
Teachers	45%	40%	47%	45%	42%
Administrative staff and supervisors	21	22	21	21	19
Librarians/audio-visual specialists	18	17	19	16	21
College classes	5	8	4	7	6
Student teachers	5	5	4	5	6
Center staff	3	4	3	4	3
State Department of Education staff	2	3	1	1	2
All others	1	1	1	1	1

The two major reasons for using a center are evaluation and review of available media (24%) and the fact that these media are not available elsewhere (20%). The "out group" tends to state these two items as reasons somewhat more often than center staff. No meaningful pattern of differentiation exists among the high and low rated centers (Table 19).

Table 19

Reasons for Using Centers

| | Responses | | | Center Rating | |
	Total	"In"	"Out"	Top Third	Lower Third
	100%	100%	100%	100%	100%
Total Responses	(519)	(141)	(378)	(202)	(166)
Evaluation, review of media available	24%	19%	25%	19%	25%
Media available in centers not found in individual schools	20	16	22	22	20
Concentration of media in one location	14	13	14	15	14
To improve teaching materials	11	11	11	12	11
In-service training in media & equipment	9	11	8	8	9
Provides profession materials for planning self improvement	8	12	7	9	6
Borrow to test classroom value	7	8	6	7	6
Convenience	4	6	4	4	7
Research	3	4	3	4	2

An increase in competency of the users is attributed to being better informed about media (25%) and as an aid in establishing criteria for selection (20%). The "out group" tends to indicate these reasons more frequently than the "in group" attributes these reasons to the "out group."

On the other hand, increases in competency of teaching is more often indicated by the "in group" than by the "out group" themselves. This may be a critical issue and one must question whether increasing competency of selection and evaluation is the same thing as increasing teaching effectiveness. It probably is not.

It is also to be noted that more of the "out group" than the "in group" tend not to answer this question, the inference being that users may question that the center increases their competency. Comparing the high and low centers indicates that the top third centers more frequently state "professional materials have stimulated teaching methods" (21% to 11%) and the lower third centers more often indicate a "no answer" (21% to 8%) (Table 20).

Table 20

Way in Which Center Increased Competency of User

	Responses			Center Rating	
	Total 100% (303)	"In" 100% (89)	"Out" 100% (214)	Top Third 100% (116)	Lower Third 100% (100)
Total Responses					
Better informed about media	25%	18%	28%	24%	29%
Helped establish criteria for selection	20	14	23	19	20
Professional materials have stimulated teaching methods	15	21	13	21	11
Integration of media into class instruction	10	17	8	10	8
Selection policy allows better use of school collection	7	13	3	7	3
Teaching assisted by curriculum guides provided	4	6	3	4	3
Increased knowledge of teaching/learning process	2	2	2	3	2
More and better media available due to center's funding	2	4	1	3	1
Confident of selection policy	2	2	2	1	2
No answer	13	3	17	8	21

About 70% of the centers indicate that more than 300 persons visit a center during a typical month (Table 21).

Table 21

Frequency of Center's Usage

	Responses	Center Rating	
		Top	Lower
	"In"	Third	Third
	100%	100%	100%
Total Responses	(65)	(28)	(15)
80 or less	3%	3%	-
81 - 150	12	11	7%
151 - 200	6	4	20
201 - 300	8	11	-
301 and more	71	71	73

About half of the centers are open during the day, whereas the remainder have additional hours, most usually by appointment. The top rated centers more often arrange for additional hours than the lower third (Table 22).

Table 22

Hours Center Is Open

	Responses	Center Rating	
		Top	Lower
	"In"	Third	Third
	100%	100%	100%
Total Responses	(85)	(33)	(24)
Full day	47%	37%	58%
Full day, plus by appointment	24	36	17
Full day, plus evenings	4	3	4
Full day, plus weekends	3	3	4
Full day, plus evenings and weekends	1	-	-
Full day, plus other combination of hours	21	21	17

The "in group" tends to allocate its time to administration quite differently. One fifth indicates it spends about 20% on administration and, at the other extreme, 20% spend 100% on administration. The lower third of the centers have more of the "in group" spending 21% to 30% of their time on administration, whereas the top third more often spends 61% to 70% on administration.

However, in the 20% or less or 80% or more time spent on administration, no differences between the top and lower third of the centers are found (Table 23).

Table 23

Percent of Time Spent on Administration

	Responses	Center Rating	
	"In"	Top Third	Lower Third
	100%	100%	100%
Total Responses	(89)	(35)	(25)
0 - 10%	15%	0%	13%
11 - 20	7	14	4
21 - 30	13	6	29
31 - 40	7	6	8
41 - 60	8	11	8
61 - 70	11	20	0
71 - 80	15	17	13
81 - 90	4	3	4
91 - 100	20	23	21

Apparently, spending more time with users is important since the top third of the centers much more often spends 41% to 90% of their time with users compared to the lower third (11% to 30%) (Table 24).

Table 24

Percent of Time Spent With Users

	Responses	Center Rating	
	"In"	Top Third	Lower Third
	100%	100%	100%
Total Responses	(68)	(28)	(18)
0 - 10%	16%	14%	23%
11 - 20	18	21	12
21 - 30	21	21	23
31 - 40	16	10	23
41 - 60	12	17	6
61 - 70	9	10	6
71 - 80	1	4	0
81 - 90	6	0	0
90 - 100	1	0	6

To gain an idea of the specific activities considered as major on any one day, the respondents were asked, "Talking about yesterday, what was your major activity?" Quite a long list was compiled. It is reproduced to give an intimate idea of the way time is occupied on any one day.

Preparing budget for new programs
Preparing educational television services
Answering telephone queries
Preparing talk and presentation on education
Arranging to have center operating if threatened teacher strike occurs
At state meeting for educational supervisors
Drawing up and discussing policy statements
Planning series of in-service workshops
Cataloging
Conferences
Reviewed materials for center collection
Consulted with planners for new schools
At regional curriculum meeting
Met with sales representatives
Planning insurance program
Paper work
Reviewing new computer printout of catalog
Reference service
Working on delivery problems, scheduling
Planning information exchange data bank
Supervisory, administrative duties
Reviewing payroll
Arranging new catalog format
Staff meeting
Meeting with new teachers
Planning new special programs

Planning librarians meeting
Worked with committee to develop state-wide services
Planning internship program
Worked with evaluation committee
Preparing orders for materials
Student visited a school to view materials
Conference with bindery representative
Consult with reviewers of films being considered
Demonstrated audiovisual equipment
Materials production
Sent audiovisual directory out to schools
Book mending
Writing report for state education department
In-service training classes or workshop
Constructing audiovisual maintenance program
Processing materials
Physical housekeeping tasks
Consulted with principals and teachers
Putting on television courses
Planning for addition to building
Assigned materials to schools

The "in group" reports they have a written job specification in about two-thirds of the instances, but no differences occur between the top and lower third centers in this respect (Table 25).

Table 25

Existence of Written Job Specification

	Responses	Center Rating	
		Top	Lower
	"In"	Third	Third
	100%	100%	100%
Total Responses	(86)	(34)	(25)
Does Written Job Specification Exist:			
Yes	70%	65%	68%
No	30	35	32

33

Coordination/planning of programs and administration of services account for 45% of the major responsibilities of the "in group." These activities are similar for the high and low centers. However, differences occur since supervisory duties more often occupy the top center staffs (23% to 10%) and the lower third centers more often assist and instruct by telephone (12% to 4%), or serve as consultant to users in the field (23% to 11%) (Table 26).

Table 26

Major Job Responsibilities

	Responses	Center Rating	
	"In"	Top Third	Lower Third
	100%	100%	100%
Total Responses	(133)	(53)	(0)
Coordination, planning of programs	23%	23%	18%
Administration of services	22	21	23
Supervisory duties	17	23	10
Consultant to users in field	16	11	23
Media reviewing, selection	10	11	8
Assisting, instructing users at center, by phone	6	4	12
Purchase of media	4	5	2
Liason between center staff and administration	1	2	2
Materials design	1	-	2

Both groups in the top and lower third of the centers tend to have equivalent percentages when M.A. and M.A. plus categories are combined. More center staff in the top third of the centers fall in the M.A. plus category (Table 27).

Table 27

Degrees Or Professional Training

	Responses			Center Rating	
				Top	Lower
	Total	"In"	"Out"	Third	Third
	100%	100%	100%	100%	100%
Total Responses	(291)	(86)	(205)	(115)	(98)
M.A.	62%	52%	67%	57%	68%
M.A. plus	14	27	9	18	8
B.A.	11	11	11	12	11
B.A. postgraduate courses	7	6	8	9	5
Ph.D.	5	3	5	4	8
Less than B.A.	1	1	-	-	-

The center staffs indicate that library experience (20%), knowledge of curriculum planning (20%), along with audiovisual and media training (17%) and business administration or personnel training (16%), are the four kinds of additional professional training that would be most beneficial.

The staffs at the top third centers are more desirous of knowledge of curriculum planning; whereas the staffs in the lower third centers would want more library experience and audiovisual retraining (Table 28).

Table 28

Beneficial Additional Education

	Responses	Center Rating	
		Top	Lower
	"In"	Third	Third
	100%	100%	100%
Total Responses	(115)	(47)	(32)
Library experience	20%	11%	25%
Knowledge of curriculum planning	20	26	9
Audiovisual and other media training	17	19	22
Business administration, personnel management	16	19	13
Automation, mechanization	12	15	12
Audiovisual and other media retraining	10	4	16
Children and young adult literature courses	3	4	3
Photography, graphic arts	2	2	-

The "in group" tends to place greater emphasis on "make teachers
aware of wide variety of media to enrich teaching" as a major goal
than does the "out group" (38% to 26%). There do not seem to be
any clear-cut differences between the top and lower third centers
with respect to major goals (Table 29).

Table 29

Major Goals of Center

	Responses			Center Rating	
				Top	Lower
	Total	"In"	"Out"	Third	Third
	100%	100%	100%	100%	100%
Total Responses	(4ö4)	(128)	(356)	(191)	(152)
Make teachers aware of wide variety of media to enrich teaching	29%	38%	26%	29%	27%
Make samples available for review, evaluation	14	9	16	12	17
Provide information for proposed curriculum changes	10	9	11	11	9
Support work of curriculum consultants	9	12	8	12	7
Distribute media to schools	8	6	9	5	9
Training in use of media	7	5	7	6	9
Media available for classroom use	6	5	7	7	6
Provide, stimulate professional leadership among users	6	4	7	8	5
Centralized processing services provided	3	2	3	2	3
Provide resources for advanced training, research	3	5	2	3	3
Answer requests of users	3	3	2	2	3
Philosophical or attitudinal changes	2	2	2	3	2

It appears that the centers are involved in five major activities, namely: distribution of media; evaluation; consulting; training; and exhibiting materials. No differences are found between the "in group" and "out gro.n" in their statements of the centers' major activities. Further, no appreciable differences are found between the top and lowest third centers with the possible exception that the lower third more often assists in reviewing and evaluating media (25% to 17%) (Table 30).

Table 30

Major Activities of Center

	Responses			Center Rating	
				Top	Lower
	Total	"In"	"Out"	Third	Third
	100%	100%	100%	100%	100%
Total Responses	(613)	(196)	(417)	(247)	(188)
Circulate, distribute media	21%	20%	21%	19%	16%
Review and evaluate media	19	18	20	17	25
Consultant to schools	16	14	17	18	15
Training in use of media	15	13	15	16	14
Provide exhibits, displays of materials	13	11	14	13	13
Materials design, production	8	12	6	8	6
Acquainting student teachers with media	4	6	4	6	5
Obtain items requested by users	2	3	2	2	4
Maintain equipment	2	3	1	1	2

The one service offering the center's greatest contribution is considered to be the distribution of media. However, the "in group" and "out group" are in disagreement. The "out group" ranks such distribution first with 28% whereas the "in group" ranks this fourth with 16%. The "in group" gives higher ranking to "reviews, evaluation, criteria for selection," "keeping teachers informed," and "training in the use of media."

Considering the top and lowest third centers, the top centers rank training higher than the lowest third (17% to 10%). Conversely, the lower third centers tend to rank media distribution and evaluation higher (Table 31).

Table 31

The One Service Offering the Greatest Contribution To Advancing the Center's Educational Service

	Responses			Center Rating	
	Total	"In"	"Out"	Top Third	Lower Third
	100%	100%	100%	100%	100%
	(273)	(79)	(194)	(106)	(89)
Total Responses					
Circulate, distribute media	25%	16%	28%	18%	23%
Review and evaluation criteria for selection	16	20	14	15	24
Keeping teachers informed	15	19	14	17	15
Exposure via displays	14	8	16	12	13
Training in use of media	13	23	9	17	10
Availability of material to support curriculum	8	6	9	11	6
Selection process to acquaint users with good media	5	4	5	4	6
Obtain items requested	2	3	3	3	3
Materials design	2	1	2	3	1

The specific services to be offered in the coming year primarily are continuations of existing programs (26%). However, the "in group" more often refers to special workshops (22%) while the "out group" most frequently refers to program continuation (31%) or does not answer (21%). Comparing the top and low third centers indicates that the top third more often plans special workshops (21% to 14%), while the lower third more often plans distribution of lists of evaluated materials (14% to 6%) (Table 32).

Table 32

Specific Service Offered

	Responses			Center Rating	
	Total	"In"	"Out"	Top Third	Lower Third
	100%	100%	100%	100%	100%
Total Responses	(288)	(89)	(199)	(114)	(93)
Continue current programs	26%	16%	31%	25%	24%
Special workshops to introduce media	18	22	16	21	14
Distribution of lists of evaluated media	9	14	7	6	14
Training users through workshops, classes, etc.	8	13	5	12	4
New media introduced in a specific subject	7	5	8	9	5
Media production	6	8	5	4	4
Delivery service to schools	5	8	3	3	7
More and improved publicity, information services	4	5	3	4	5
No answer	17	9	21	16	23

The major new service being planned is "increased evaluation of media and programs" (33%). The next three add up to another 36%--new exhibits, cooperative programs with colleges, and closed circuit television. The new services differentiating the top and lowest third centers are cooperative programs with colleges which are planned more often by the top third centers (18% to 0%), and "expand use of computer" and "produce catalog," which are planned more often by the lowest third (Table 33).

Table 33

New Services Planned within Coming Year

	Responses	Center Rating	
		Top	Lower
	"In"	Third	Third
	100%	100%	100%
Total Responses	(73)	(28)	(21)
Increased evaluation of media and programs	33%	39%	38%
New displays, exhibits	14	11	10
Cooperative program with colleges	12	18	-
Closed circuit television	10	4	10
Expand use of computer	5	.4	14
Subject assistance offered to user in selection processes	5	-	5
Initiate new reading education program	6	11	5
Produce catalog of holdings	6	4	14
Increase, improve in-service training	4	3	4
Extend availability by regions in mobile components	4	3	-
No answer	1	3	-

About 50% of the respondents indicate that their role in the decisions to offer new services is "to make recommendations to the supervisor" (Table 34).

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Table 34

Role in The Decision To Offer New Services

	Responses			Center Rating	
	Total	"In"	"Out"	Top Third	Lower Third
	100%	100%	100%	100%	100%
Total Responses	(252)	(81)	(171)	(101)	(82)
Make recommendations to supervisor	53%	51%	54%	52%	49
Advisor or consultant to user, staff	24	11	30	24	29
Design, develop new programs	11	21	6	13	9
Accept, reject proposals from staff, users	5	7	4	5	5
Coordinate planning for new programs	5	6	4	5	6
Assign money, personnel to carry out plans	2	4	2	1	2

The "out group" tends to be rather unfamiliar with services that were offered and discarded. For example, one third of the "in group" responses in contrast to 71% of the "out group" responses indicate that no services have been discarded, and one third of the "in group" responses in contrast to 14% of the "out group" responses indicate that lending filmstrips has been discontinued since schools have their own.

The lowest third of the centers tend not to have discarded services slightly more (74% to 65%), while the top third tends to have discarded lending filmstrips slightly more (22% to 13%) (Table 35).

Table 35

Services Offered and Discarded

	Responses			Center Rating	
	Total	"In"	"Out"	Top Third	Lower Third
	100%	100%	100%	100%	100%
Total Responses	(236)	(73)	(163)	(86)	(76)
None	60%	36%	71%	65%	74%
Lending audiovisual filmstrips (school has own)	21	36	14	22	13
Reduced display of media (loss of space)	6	3	7	5	3
Regular evening courses	3	8	1	1	1
In-service courses with credit	3	7	2	1	4
State approved book list, catalog (no freedom of choice)	3	4	3	3	-
Meetings, conferences (lack of space)	2	4	1	1	2
Educational television (funding cut)	1	-	1	-	3
Civil rights work (lack of funds)	1	2	-	2	-

Released time for users occurs in about 60% of the instances and the top third of the centers tends to report released time somewhat more frequently (60% to 52%) (Table 36).

Table 36

Amount of Released Time for Center Use

| | Responses | | | Center Rating | |
	Total	"In"	"Out"	Top Third	Lower Third
	100%	100%	100%	100%	100%
Total Responses	(275)	(79)	(196)	(109)	(75)
No Time	41%	36%	44%	40%	48%
Time	59%	64%	56%	60%	52%
Not specified	21	24	19	24	14
During the day	14	15	13	12	12
Less than one day	8	10	7	6	12
Only for special workshops, classes	7	6	8	10	3
Two days	5	5	5	5	6
One day	3	1	3	3	2
More than one day	1	3	1	-	3

User suggestion or request is the most frequently occuring reason for
offering in-service training (36%). This occurs as the reason twice as
frequently in the top third centers (33% to 16%). Among the lowest third
of the centers, "requested by center staff" or "initiated by supervision"
are more frequently stated (Table 37).

Table 37

Factors Involved in Decision To Offer In-Service Education Programs in Center

| | Responses | Center Rating | |
	"In"	Top Third	Lower Third
	100%	100%	100%
Total Responses	(77)	(33)	(19)
User suggestion, request	36%	33%	16%
Observed user needs	20	21	21
Requested by center's staff	21	22	32
Survey of needs taken	10	9	16
Recommended by center director	9	15	5
Program initiated by supervisors	4	-	10

The top third centers differ from the lowest third centers in the evaluation of new media. The top third more often uses a combination of staff and users (58% to 35%) whereas the lower third more often has the users involved (52% to 24%).

Table 38

Evaluation Procedure of New Media

	Responses	Center Rating	
		Top	Lower
	"In"	Third	Third
	100%	100%	100%
Total Responses	(80)	(33)	(23)
Staff	20	18	13
Users	40	24	52
Combination of staff and users	40	58	35

The two most frequently used selection procedures for new media are "requests from users and staff" and "approved by staff and specialists." The "in group" indicates the second method with greatest frequency (34%); whereas the "out group," probably not as informed, believes that the first method "requests from users" is the most frequently used method (33%).

No appreciable differences appear between the top and lowest third centers (Table 39).

Table 39

Selection Procedure for New Media

	Responses			Center Rating	
	Total	"In"	"Out"	Top Third	Lower Third
	100%	100%	100%	100%	100%
Total Responses	(322)	(98)	(224)	(136)	(100)
Requests from users and staff	31%	25%	33%	33%	27%
Approved by staff and specialists	27	34	24	27	23
After examination of samples at center	17	11	19	18	15
Chosen from bibliographies by those reviewing for center	8	7	8	7	10
Chosen from bibliographies in reviewing media	6	8	5	5	10
Final decision by center director	5	7	5	3	10
Selection policy sets criteria	3	4	3	4	1
After examination of samples on display at conferences	2	1	2	2	2
Chosen from bibliographies in textbooks	1	2	1	1	2

The user role in selection of new media is mainly one of making
recommendations (42%). However, the "out group" believes that they
more often make requests (32% to 16%), and the "in group" more often
indicates that they encourage user reactions and comments (18% to 9%).
No differences in the high and low centers were found (Table 40).

Table 40

Role of Users in Selection of New Media for Center

	Responses			Center Rating	
				Top	Lower
	Total	"In"	"Out"	Third	Third
	100%	100%	100%	100%	100%
Total Responses	(253)	(83)	(170)	(104)	(82)
Recommendations for specific subject or type of material to be added	42%	44%	40%	37%	37%
Requests that specific items be added to collection	27	16	32	28	24
Serve on evaluation and selection committees	16	16	17	17	19
Center encourages user reaction, comment	12	18	9	13	8
Users assigned reviews by center staff member	2	5	1	3	2
Solicited through survey of schools in area served	1	1	1	2	-

When special requests are made by users the overwhelming method used is to be assisted by staff members (87%). Both "in" and "out groups" and high and low centers offer the same response (Table 41).

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Table 41

Handling of User Special Requests

| | Responses | | | Center Rating | |
	Total	"In"	"Out"	Top Third	Lower Third
	100%	100%	100%	100%	100%
Total Responses	(270)	(86)	(184)	(109)	(87)
Assisted by staff member (specialist at center)	87%	87%	87%	84%	84%
Staff member goes to school to work with user	6	5	7	8	6
Referred to another source, if unable to help	3	4	3	4	3
Staff member works through subject supervisors to help user	2	2	2	2	5
Staff member directs material to user in his school	2	2	2	2	2

The best way to organize the various media is considered to be integrated classification of all media (58%). The "out group" feels more strongly about this method than the "in group" (65 to 47%). The "in group" prefers to shelve by type of media (36% to 12%). The lower third of the centers more often prefer shelving by grade level (13% to 2%) (Table 42).

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Table 43

Distribution of Type of Printed Material

| | Responses | | | Center Rating | |
	Total	"In"	"Out"	Top Third	Lower Third
Total Responses	100% (377)	100% (107)	100% (270)	100% (154)	100% (111)
Newsletter, bulletin, memos	37%	30%	39%	38%	31%
Acquisitions list	18	11	20	17	18
Catalogs and supplements	14	13	14	13	16
Booklets, pamphlets, brochures	13	24	9	11	15
Announcements of special events, workshops	8	7	9	9	9
Manuals about equipment, handbooks	3	6	2	5	1
Bibliographies of recommended media	3	6	3	5	5
Calendar of events	3	2	3	2	1
Place announcements in teachers' union paper	1	1	1	-	4

The most frequent sponsor of the center in this study was the city (35%). Oddly enough the "in group" states this is so in 42% of the cases, whereas the "out group" states this to a lesser degree (33%).

Clear-cut differences in the top and lowest third of the centers occur. The top third is more frequently sponsored by the city (42% to 28%). When the state is the sponsor, there are higher percentages of centers in the lower third (37% to 13%) (Table 44).

Table 44

Sponsor of Center

| | Responses | | | Center Rating | |
	Total	"In"	"Out"	Top Third	Lower Third
Total Responses	100% (273)	100% (85)	100% (188)	100% (111)	100% (83)
City	35%	42%	33%	42%	28%
County	27	24	28	25	15
State	22	19	23	13	37
Elementary and Secondary Education Act funds	11	6	13	13	6
Other specific group	5	9	3	7	4

The most frequent immediate space growth plans relate to doubling floor space (23%). The second most frequent item is "plans not formulated because of funding problems" (19%) (Table 45).

Table 45

Growth Plans Regarding Space during Next Year

	Responses	Center Rating	
		Top	Lower
	"In"	Third	Third
	100%	100%	100%
Total responses	(43)	(26)	(5)
Floor space doubled	23%	27%	-
Plans not formulated because of funding problems	19	8	(2)
One new room	12	12	-
Two new rooms	9	8	-
Three new rooms	12	12	(1)
Warehouse added	9	12	(1)
Conference rooms added	7	7	(1)
Auditorium added	4	7	-
Television studio added	5	7	-

Longer term growth plans for space are also most frequently stated as doubling space (38%) (Table 46).

Table 46

Growth Plans Regarding Space during Next Five Years

	Responses	Center Rating	
		Top	Lower
	"In"	Third	Third
	100%	100%	100%
Total Responses	(34)	(16)	(10)
Floor space doubled	38%	25%	50%
Plans not formulated because of funding problems	18	19	10
Three new rooms	12	19	10
Television studio added	12	19	-
Warehouse added	6	6	20
Conference rooms added	6	12	-
One new room	3	-	10
Two new rooms	3	-	-
Auditorium added	2	-	-

The most frequent response to the question, "What would happen if this center were abolished" was that individual schools would suffer (52%). The "out group" stated this answer more frequently than the "in group" (58% to 37%).

The "in group" stated more frequently that the schools would be forced to establish individual collections (20% to 9%). No differences in the high and low third centers were found (Table 47).

Table 47

Effects If Center Were Abolished

	Responses			Center Rating	
				Top	Lower
	Total	"In"	"Out"	Third	Third
	100%	100%	100%	100%	100%
Total Responses	(267)	(81)	(186)	(105)	(83)
Individual schools would suffer loss of subject enrichment	52%	37%	58%	52%	54%
Schools forced to establish individual collections	12	20	9	9	11
Traditional teaching methods would return	9	9	10	9	11
Communication between schools would end	7	9	6	9	5
Center collection would be scattered	6	1	9	6	7
Collection would remain static, services not available	6	10	4	6	6
Relieve staff; no additional purchases	3	6	2	5	-
Other educational department would carry on	3	6	1	4	2
Only book collection would remain	2	2	1	-	4

Newspapers most frequently gave publicity to the centers (53%) followed by television and radio (30%). The "in group" is somewhat more aware of the radio publicity than the "out group," but it is about the same in both groups for the other two media. A result is that the top third centers obtain appreciably more publicity in all three communications media than the lowest third of the centers (Table 48).

Table 48

Existence of Publicity for Center by Local
Radio, Television, Newspapers

	Responses			Center Rating	
				Top	Lower
	Total	"In"	"Out"	Third	Third
	100%	100%	100%	100%	100%
Total Responses	(278)	(86)	(192)	(105)	(94)
Local Radio					
Yes	30%	37%	27%	42%	19%
No	70	63	73	57	81
Local Television					
Yes	31%	30%	31%	47%	22%
No	69	70	69	53	78
Newspaper					
Yes	53%	56%	52%	76%	31%
No	47	44	48	24	69

Most of the centers were rated as either excellent (47%) or good (43%). The "out group" tends to rate higher than the "in group" (49% to 36% excellent ratings). Sixty-one percent of the top third centers were rated excellent whereas the lower third had 36% rated excellent. These findings offer evidence of the validity and internal consistency of the visiting team ratings (which established the top and lower third centers) in comparison to the ratings of the respondents (Table 49).

Table 49

Respondent Center Ratings

	Responses			Center Rating	
	Total	"In"	"Out"	Top Third	Lower Third
	100%	100%	100%	100%	100%
Total Responses	(303)	(87)	(202)	(116)	(100)
Excellent	47%	36%	49%	61%	36%
Good	43	54	40	32	47
Fair	6	6	6	3	13
Poor	1	-	2	1	3
No rating	3	4	3	3	1

2. Recapitulation of Differences

The interview allows for an analysis of the information as well as the perceptions of the "in group" (center personnel) and "out group" (users in various occupational categories). As a result of the comparisons, it is possible to indicate where communications have broken down or are in need of improvement.

Similarly, the attempt made to compare the better and the poorer centers, as determined by a combined judgment of visiting teams, furnishes leads which can offer suggestions on how to improve existing centers or work toward setting up model centers.

a. Differences Found Between "In Group" and "Out Group"

- The "out group" report the use of centers by teachers more than the "in group" (47% to 40%).*

- The "out group" more often states as reasons for using the center "evaluation and review of available media (25% to 19%), and "media not available elsewhere" (22% to 16%).

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* Indicates significance of difference between percentages not due to chance.

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- The "out group" indicates "better informed about media" as a reason for increased competency more often than the "in group" (28% to 18%).* The "out group" also considers "helped establish criteria for selection" as more important (23% to 14%).* On the other hand, the "in group" attributes "professional materials have stimulated teaching methods" (21% to 13%)* and "integration of media into class instruction" (17% to 8%)* as more important. More frequently, the "out group" does not answer this question (17% to 3%),* which may be an indication of not having their competency increased.

- The "in group" in considering major center goals more often indicates "make teachers aware of wide variety of media to enrich teaching" than the "out group" (38% to 26%).*

- The "out group" considers the one service offering the greatest contribution to advancing the centers' educational service to be the distribution of media (28% to 16%).* The "in group" ranks this service as fourth. They rank training in use of media first (23% to 9%),* then "reviews and evaluation criteria for selection" (20% to 14%), and then "keeping teachers informed" (19% to 14%).

- The "in group" more often reports "approved by staff and specialists" as a selection procedure for new media (34% to 24%).

- The "out group" more often believes that their requests for specific items play a role in selection (32% to 16%).* The "in group" believes they more often "encourage user reactions and comments" (18% to 9%).

- Rather clear-cut differences exist between the "in group" and "out group" as to the best way to organize various media in the center. The "out group" prefers "media integrated" (65% to 47%).* The "in group" prefers to shelve by type of media (36% to 12%).*

- The "in group" indicates a distribution of "books, pamphlets, and brochures" more often than the "out group" (24% to 9%).* The "out group" is more aware of acquisition lists (20% to 11%).

- The "out group" is less aware of sponsorship than is the fact (33% to 42%).*

- If the center were abolished, the "out group" more often indicates that individual schools would suffer (58% to 37%).* The "in group" more often states that schools would be forced to establish individual collections (20% to 9%).*

b. Differences Found Between Top Third and Lowest Third Centers

- "Professional materials have stimulated teaching methods" is more often stated as a reason for increased competency of users by the top third centers (21% to 11%).* The lower third more often state no answer (21% to 8%).*

- The top third centers more often are open additional hours (63% to 42%).*

- The top third centers spend 61% to 70% of their time on administration more often than the lower third (20% to 0%).* The lower third more often spend (21% to 30%) on administration (29% to 6%).*

- The top third spends 41% to 90% of their time with users more often than the lower third (11% to 30%).*

- The top third spends more time on supervisory functions as a major job responsibility than the lower third (23% to 10%).* The lower third more often assists and instructs by telephone (12% to 4%),* or serves as consultants to users (23% to 11%).*

- The top third more often considers beneficial additional education to be "knowledge of curriculum planning" (26% to 9%)* and "business administration or personnel management" (19% to 13%). The lower third considers library experience (25% to 11%)* and audiovisual and other media re-training (16% to 4%)* as beneficial additional education.

- The top third considers the one service offering the greatest contribution, and as more important than the lower third, to be training in the use of media (17% to 10%). The lower third rank distribution of media (23% to 18%) and "review evaluation, criteria for selection" (24% to 15%)* as more important.

- The top third more often plans as a new service "cooperative program with colleges" (18% to 0%).* The lower third is more often planning "expand use of computer" (14% to 4%)* and "produce catalog of holdings" (11% to 30%).

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- The lower third of the center more often have not discarded any services (74% to 65%), while the top third have more often discarded lending filmstrips (22% to 13%).

- The top third centers tend more often to report released time for users (60% to 52%).

- With reference to the decisions to offer in-service programs, the top third more often reports "user suggestion, request" (33% to 16%).* The lower third more often reports "requested by center staff" (32% to 22%), and "program initiated by supervisors" (10% to 0%).*

- The top third in the evaluation procedure of new media more often uses a combination of staff and users (58% to 35%).*

- The lower third prefer "shelve by grade level of curriculum is the best way to organize media" (13% to 2%).*

- More top third centers are city sponsored (42% to 28%)* and more low third centers are state sponsored (37% to 13%).*

- The top third centers tend to get much more publicity in all three communications media. For radio it is 42% to 19%,* for television it is 47% to 22%,* and for newspapers it is 76% to 31%.*

D. The Team Evaluation

More than 73 professionals--media specialists, curriculum special-
ists, classroom teachers, college teachers, administrators--conducted
interviews with center personnel and users of the centers. These
findings are reported in the preceding section of this report. When
the individual team members had concluded their individual reviews,
the chairman of the team convened the members of his group to
discuss their findings and compile the team evaluation report (see
Appendix D). These questionnaires were tabulated and coded and
the findings are reported in this section.

Sixteen millimeter films are rated as the most effective audiovisual
media in the collections (Table 50).

Table 50

Most Effective Audiovisual Media

Total	100% (38)
16 mm films	42%
Filmstrips	16
Transparencies	8
Combination of curriculum-oriented media	5
Tapes-Cassettes	3
Media kits	3
Models, realia	2
No answer	21

The main reason for poor ratings of audiovisual materials relates to
limited quantity in the center (Table 51).

Table 51

Reasons for Poor Ratings of Audiovisual Material

		Quantity	Quality
Total			100%
Both limited quantity and quality			30%
Filmstrips, microfilm		5%	5%
Film loops		8%	
Transparencies, slides		8%	
16 mm films		8%	3%
Media kits		3%	
Pictures, charts, maps		3%	3%
8 mm films		3%	
Audio equipment		3%	
No answer		18%	

The degree to which the collection of media is classified and catalogued is rated as "good" in 42% of the centers. However, another 40% can stand improvement since these centers are rated either fair or poor. A review of the centers rated excellent (13%) probably will furnish definite leads for future GUIDELINES (Table 52).

Table 52

Rating of Classified and Catalogued Collection at Centers

Total	100%
	(38)
Excellent	13%
Good	42
Fair	24
Poor	16
No answer	5

When center catalogued collections are rated good or excellent, it is because they are organized for ease of use. When they are rated fair or poor it is for either inconsistent or incomplete cataloging, need of improvement in cataloging, or need of better organization (Table 53).

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Table 53

Reasons for Rating of Classified and Catalogued
Collections at Centers

Center's Rating

	Excellent 100% (5)	Good 100% (16)	Fair 100% (9)	Poor 100% (6)
Total				
Non-standard catalog works well	2	3	-	1
Well related to curriculum terminology	1	1	1	-
Cataloging of non-print media in process	1	1	-	-
Organized for ease of use	1	5	-	-
Media could be better organized	-	-	2	1
Cataloging inconsistent, incomplete	-	-	3	1
Needs catalog or improved one	-	1	1	1
Need integrated catalog for all media	-	1	1	1
Only a portion of collection cataloged	-	3	1	1
No reason for rating	-	1	-	-

(Note: Two centers were not rated on this question.)

Almost two thirds of the centers display of recently acquired media
were rated fair or poor (Table 54).

Table 54

Rating of Center Display of Recently
Acquired Media

Total	100% (38)
Excellent	26%
Good	11
Fair	24
Poor	37
No rating	2

60

Differences in center display rating indicate that the better center exhibits are well organized and updated and the poorer center exhibits are not usually previewed, current, or well organized (Table 55).

Table 55

Reasons for Rating of Center Display of Recently Acquired Media

	Center's Rating			
Total	Excellent 100% (10)	Good 100% (4)	Fair 100% (9)	Poor 100% (14)
Well organized displays with acquisitions updated	5	1	-	1
Had opportunity to observe, examine displays to determine quality	3	-	-	-
Well done although limited space	2	1	3	-
Quality of display dependent upon selection of media in display	-	2	2	-
Not displayed for evaluation, preview	-	-	1	5
Latest, new additions not displayed	-	-	-	3
Displays set up irregularly	-	-	-	2
Only part of collection displayed	-	-	1	1
Crowded conditions result in few displays	-	-	1	-
Displays not maintained, updated	-	-	-	1
Displays poorly organized, inaccesible	-	-	1	1

(Note: One center was not rated on this question.)

About two thirds of the centers maintain an evaluation file; the rest do not. Of these who do, only slightly more than half had such files rated as excellent or good. In other words, almost half of the centers with evaluation files were rated either fair or poor (Tables 56 and 57).

Table 56

Existence of Evaluation File for
Media Added to Collection

Total	100%
	(38)
Do maintain evaluation file	68%
Do not maintain evaluation file	32

Table 57

Rating of Evaluation File

Total	100%
	(26)
Excellent	23%
Good	31
Fair	19
Poor	27

(Note: Twelve centers do not maintain file.)

The more persons, especially users, involved in contributing to the evaluation file, the better it is judged to be. This supports the qualitative research finding that committees of users and staff, rather than only center directors and staff, should conduct the evaluation (Table 58).

Table 58

Reason for Rating of Evaluation File

| | Center's Rating | | | |
	Excellent 100% (6)	Good 100% (8)	Fair 100% (5)	Poor 100% (7)
Total				
Both groups and individuals have opportunity to evaluate and recommend	3	3	-	-
File kept only on some materials	1	2	1	3
Users contribute heavily to evaluation file	1	2	-	-
Full access to all materials in permanent evaluation file	1	-	-	-
Unaccessible	-	-	-	2
Few established criteria for evaluation; uneven quality	-	1	1	1
No file; evaluation attached to item	-	-	-	1
File kept for limited amount of time	-	-	1	-
New evaluation form being initiated for all media; new file will be maintained	-	-	2	-

(Note: Twelve centers do not maintain evaluation file.)

Education programs in centers were rated as excellent or good in almost two-thirds of the instances. When so rated, the major reason is "wide variety and quality of workshops." The reasons for poor ratings relate to need for improvement, expansion, or better planning (Tables 59 and 60).

Table 59

Rating of Center Education Programs

Total	100% (38)
Excellent	29%
Good	34
Fair	16
Poor	13
No rating	8

63

Table 60

Reason for Rating of Center Education Programs

	Center's Rating			
	Excellent	Good	Fair	Poor
Total	100%	100%	100%	100%
	(11)	(13)	(6)	(5)
Wide variety, quality of workshops	4	4	-	-
Description of programs, reactions of staff and users indicate the relative quality	2	2	-	-
Tries to involve, serve every teacher in system	1	1	-	-
Programs based on study of needs, then followed up	1	2	-	1
Group or individual classes offered throughout year	1	-	-	-
No training done at center; no orientation	1	-	1	2
Needs to be expanded, improved; planned better	-	4	4	2
No (or poor) training for users in evaluation, selection of media	-	-	1	-
No answer	1	-	-	-

(Note: Three centers were not rated on this question.)

The print and non-print collections tended to be rated rather similarly insofar as about 40% of the centers were rated excellent or good. The remaining centers were rated fair or poor (Table 61).

Table 61

Rating of Print and Non-Print Collections

	Print Collection	Non-Print Collection
Total	100%	100%
	(38)	(38)
Excellent	10%	3%
Good	32	37
Fair	32	37
Poor	21	21
No rating	5	2

The print collection was rated lower when it was considered primarily a professional collection, textbook collection, or inaccessible (Table 62).

Table 62

Reason for Rating Print Collection

	Center's Rating			
	Excellent 100% (4)	Good 100% (12)	Fair 100% (12)	Poor 100% (8)
Total				
Small collection, limited kinds of media, good quality	2	3	4	1
Establish strong selection criteria	1	-	-	-
Broad representation of current titles; retrospective collection limited	1	-	1	-
Out-dated; few current titles; needs weeding	-	4	1	-
Lack of balance in subject matter; not selective	-	2	2	1
Restricted selection to list of recommended titles (state approved)	-	1	1	1
Collection favors particular age group	-	1	-	-
Primarily a professional, textbook collection	-	1	2	4
Inaccessible	-	-	1	1

(Note: Two centers were not rated on this question.)

The non-print collection was rated lower when the collection was small with limited kinds of media (Table 63).

Table 63

Reasons for Rating of Non-Print Collection

	Center's Rating			
	Excellent	Good	Fair	Poor
Total	100%	100%	100%	100%
	(1)	(14)	(14)	(8)
Large collection; wide variety; strong reviewing program	1	1	-	-
Not wide enough range of kinds of media	-	3	9	4
Evaluation, selection not stable; uneven quality	-	2	-	1
Lack of balance in subject matter	-	2	-	1
Good circulation; hence fewer items available at center	-	2	-	-
Out-dated; needs weeding	-	1	1	-
Small collection; limited kinds of media	-	1	4	1
Wide range of materials in most subject areas	-	1	-	-
No non-print collection	-	-	-	1
No answer	-	1	-	-

(Note: One center was not rated on this question)

The attitude of the "out group" or users toward the center tended to be rated either excellent or good in about 75% to 80% of the cases. There was not much range within occupational classifications. Administrators ranked highest with 87% while media specialists/librarians had 74% in these categories. Both center staff and directors had 87% in the categories of excellent or good. The qualitative results were similar (Table 64).

Table 64

Attitude of Users Toward Center

	Administrator	Principal	Curriculum Specialist	Media Specialist/Librarian	Teacher	Center Staff	Director of Center
Total	100% (38)	100% (38)	100% (38)	100% (38)	100% (38)	100% (38)	100% (38)
Excellent	42%	45%	58%	58%	47%	53%	55%
Good	45	34	26	16	34	34	32
Fair	3	11	8	13	3	3	8
Poor	5	-	-	5	3	-	3
No report	5	10	8	8	13	10	2

Although the center overall rating is reported to have caused some confusion, the ratings tend to be quite high. Thirty-two percent were judged as excellent and 50% were judged as good (Table 65).

Table 65

Overall Rating of Center

Total	100% (38)
Excellent	32%
Good	50
Fair	8
Poor	5
No rating	5

Reasons for high center ratings are staff, services, and user participation. Centers with limited media and in need of integrating their collections could be improved (Table 66).

Table 66

Reasons for Overall Rating of Center

	Overall Rating			
	Excellent 100% (12)	Good 100% (19)	Fair 100% (3)	Poor 100% (2)
Total				
Cooperative, enthusiastic, capable staff	8	4	-	
Services being offered are wanted, needed, but should be improved	1	5	-	-
User participation, support and enthusiasm is strong	1	2	-	-
Strong program of in-service courses and consultation	1	1	-	-
Would be better if collection were integrated	-	3	1	-
Weak communications within organization	-	1	1	-
Collection composed of materials from state approved lists only	-	1	-	-
Limited media and subjects covered	-	-	-	2
No answer	1	2	1	-

(Note: Two centers did not receive an overall rating.)

The centers, as judged by the teams were reported to focus more on collections of media than on training, by a two to one margin.

The greatest strengths of a center were considered to be staff enthusiasm and ability--32%--and good relations with users--13% (Table 67).

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Table 67

Greatest Strength of Center

Total	100% (38)
Staff enthusiasm, ability	32%
Good relations with user	13
Provides service on request	8
In-service training	8
Film collection, circulation	8
Media available for evaluation, selection	5
Processing of materials	5
Media correlate well with curriculum, professional needs of users	5
Well supported, large budget; administrative backing and cooperation	3
Functional quarters	3
Leadership of director	3
Training of media aids, evaluation committees	3
Published listing of recommended materials	2
No answer	2

The greatest weaknesses of a center were considered to be uneven, unbalanced collection (18%) and a lack of or poor use of space (18%) (Table 68).

Table 68

Greatest Weakness of Center

Total	100% (38)
Uneven, imbalanced collection	18%
Lack of space; or poor arrangement of existing space	18
Lack of funds; or unreliable support	11
Collection not integrated	10
Shortage of professional staff	10
Poor, small, non-print collection	8
No audiovisual collection	5
Collection not displayed	3
Limited quantity, quality, variety of print media	3
Few media specialists in schools	3
Materials not provided quickly enough	3
Little planning or development program for center	3
No answer	5

For almost 60% of the centers there was either limited or no work with community groups. However, about 20% of the centers reported extensive community involvement (Table 69).

Table 69

Extent Center Staff Works with Community Groups

Total	100% (38)
Limited assistance	37%
None	22
Extensive community involvement	18
Upon request from community groups	15
Center makes effort to involve community groups	8

Nine of every ten centers have plans for improvement and change. The majority of these plans are for more space (Table 70) and were likely to be achieved in relation to budgetary conditions (Table 71).

Table 70

Plans for Change and Improvement

Total	100% (38)
Have no plans	13%
Have plans	87
More space (additions, new building)	53
Computer-assisted instruction	8
Integrate print and non-print collection; cooperative programs	5
Establish preview area with listening carrels, displays, and viewing area for audiovisual media	5
Employ more media specialists	5
Automated access to collection	3
Enlarge training program, additional workshops	3
Graphics production service	3
In-service training for use of audiovisual equipment	2

Table 71

Judged Reality of Plans for Change and Improvement

Total	100% (38)
Good support	34%
Center needs improvement, but no plans or funding	15
Subject to provisions of funds	13
In planning stages; no approval or funding yet	11
Space available, plans underway	8
Building under construction	3
Funding approved; awaiting bids	3
Center needs improvements; limited budget hinders	3
No answer	10

The teams judged the most important improvement needed by the centers to be increased space (39%). Other improvements needed were better organization of collection (18%), integrating print and non-print collections (13%), and better funding support (11%) (Table 72).

Table 72

Most Important Improvements Needed by Center

Total	100% (38)
Increased space	39%
Better organization of existing collection	18
Integrate print and non-print collections	13
Better funding, support	11
Enlarged staff, better guidance needed to meet demands of programs offered	8
Evaluation procedures, criteria	5
More types of media	3
No answer	3

Future financial support seems more secure when it is on the local level rather than when it is on the state level. For example, financial support projected as uncertain and poor is mentioned 24% of the time on the local level but 61% of the time on the state level (Table 73).

Table 73

Indication of Future Financial Support
from Local and State Levels

	Local	State
Total	100% (38)	100% (38)
Good	32%	21%
Funds appropriated	5	-
Pending approval of funds	3	5
Support will be maintained, possibly expanded	5	-
Uncertain	3	16
Poor	21	45
Subject to review by new superintendent	-	3
No support	11	-
No answer	20	10

The information obtained from the previous mail questionnaires was judged as accurate (71%). Reasons for inaccurate reflections were primarily attributed to changes that had taken place since the center had returned the questionnaires (Table 74).

Table 74

Accuracy of Information on Media

Total	100% (38)
Was accurate	71%
Was not accurate	29
Recent weeding	8
Only approximations	5
New material has been added	5
Collection scattered; difficult to obtain	4
Not enough information given on questionnaire	7

Almost 60% of the centers were judged to have inadequate collections of media to support existing programs. The primary limitation relates to weakness and imbalance of collections (Tables 75 and 76).

Table 75

Adequacy of Media Collection to Support Center Programs

Total	100% (38)
Adequate	42%
Not adequate	58

Table 76

Reason for Adequacy/Inadequacy of Media Collection to Support Center Program

	Adequate 100% (16)	Not Adequate 100% (22)
Total		
No answer	69%	14%
Too many weak areas, limited unbalanced collection	-	27
Collection not strong enough to support existing or planned training programs	-	23
Collection does not allow center to function as selection center	-	13
Stronger in print area	6	9
Relates well with curriculum and its development	13	9
Poor financial support	-	5
Better use can be made of a particular type of media	6	-
Good reviewing, selection standards	6	-

The audiovisual media equipment is judged as being conveniently located and accessible (74%). (Table 77).

Table 77

Convenience and Accessibility of Audiovisual Equipment

Total	100% (38)
Audiovisual equipment is:	
Conveniently located and accessible	74%
Not conveniently located and accessible	21
No answer	5

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The effectiveness of the collection for student needs is judged as fair or poor in 45% of the centers. The reasons for the different ratings however are not clear, at least as far as the codes are concerned (Table 78).

Table 78

Effectiveness of Collection for Student Needs

Total	100%
	(38)
Excellent	21%
Good	18
Fair	40
Poor	5
No rating	16

The center staff was judged as being familiar with the media collection (84%). They are also dedicated and enthusiastic, as well as knowledgeable (Tables 79 and 80).

Table 79

Center Staff Familiarity with
Media Collection

Total	100%
	(38)
Familiar	84%
Not familiar with media collection	11
No answer	5

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Table 80

Reason for Center Staff Familiarity
with Media Collection

	Familiar 100% (32)	Not Familiar 100% (4)
Total		
No answer	15	1
Dedicated, enthusiastic, knowledgeable	9	-
Familiar with collection; little acquaintance with outside sources new materials	5	1
Indications are that staff is reasonably familiar with collection	1	1
Lack of integration of audiovisual and print media	-	1
Other	2	-

Only one-quarter of the centers were judged as having a balanced collection. These data point to the schism in the centers of print versus audiovisual media which also was detected in the group discussion portion of this study (Tables 81 and 82). (see III. D. The Group Discussion).

Table 81

Collection Balance

Total	100% (38)
Balanced	24%
Not balanced	71
No answer	5

Table 82

Reason for Balance/Unbalance of Collection

	Balanced 100% (9)	Not Balanced 100% (27)
Total		
Non-print collection superior to print	-	9
Book collection strong, extensive	5	7
Film collection strong, extensive	-	4
Both areas inadequate	-	3
Non-print collection unbalanced	-	2
More print than non-print	-	1
Collection favors particular age group	1	-
Book collection unbalanced	-	1
No answer	3	-

Many teams took the opportunity to offer spontaneous additional comments about the centers. The following list illustrates the variety of comments made. Those items with a double asterisk indicate that the item was mentioned three or more times.

> **Book selection program is strong
> Poor planning
> Poor services
> No provision for examination of media
> Collection favors particular age group or subject
> **Poor media evaluation, selection criteria
> **Staff willing, eager, enthusiastic, cooperative
> Center lacks direction, leadership, coordination
> Written policy needed for staff personnel
> **Policy for center programs needed
> **Services and programs should be integrated
> **Center should work more closely with curriculum
>   development and the established instructional program
> **Service well used
> More, improved program for training needed
> **Center has support and good relationships with the
>   administration, board of education, and other
>   supervisory groups
> Well-developed plans for future
> Hours should be extended
> Released time for teachers and librarians should be
>   allowed
> All media should be catalogued with standard headings
>   appropriate to multi-media collections

Staff should offer better reference and consultant
    services
**Collection needs more subject coverage
**More kinds, types of media needed
**Need for increased funding
    Publicity, information on services needed
    Should have mobile unit to reach outlying schools
        in area served by centers
**Effective communication with users
    Effective reference and consultant services
    Collection of media should be current and chosen
        to support curriculum
**Need to evaluate effective use of center and follow-up
        on user needs
**More effective, efficient use of space needed
    Collection of media dated; needs weeding
**Circulating review collection should be considered
**No collection set aside particularly for evaluation and
        selection
**Attractive, functional building, rooms
    Center's full potential not being utilized by users
    Needs more clerical, support staff
**Needs more professional personnel, specialists
    Center emphasizes film circulation
    Should evaluate all kinds of media
    Needs budget planning

Table 83 presents seven items that have been rated by the visiting
teams on a four point scale (excellent, good, fair, and poor).
Considering only excellent ratings, the centers were rated best on
educational programs (29%), recently acquired media, and evaluation
files. The combined fair-poor ratings, which indicate that the centers
are doing a relatively poor job, occur in recently acquired media, non-
print media, and print media.

Table 83

Summary of Ratings

Item Rated	Combined Excellent & Good	Excellent	Good	Fair/ Poor
Media collection that is classified/catalogued	65%	13%	42%	40%
Recently acquired media	37	26	11	61
Evaluation file	54	23	31	46
Education program	63	29	34	29
Print media	42	10	32	53
Non-print media	40	3	37	58
Effectiveness of collection for student needs	39	21	18	45

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E. The Group Discussion

1. Purpose

Recognizing that the human interest and insight aspects of the field visits and interviews are often missed if only questionnaire data are gathered, it was decided to find out what the team participants really thought. The method selected to obtain these views was the group discussion technique.

The group discussions served two major purposes. First, to obtain on a face-to-face basis experiences of the team participants at various centers. Second, to serve as a de-briefing session where each participant shared experiences with other participants. A side effect was also achieved; for some it was a de-fusing session.

2. Procedure

A panel leader's guide (see Appendix F) was prepared to obtain the reactions and attitudes of team members. It covered such areas as briefing, attitude toward forms, value of interviews, attitude of respondents and, most importantly, reactions to the various centers visited. In addition it also prepares the way for transition to Phase II in which GUIDELINES will be written based in part upon the information gathered in Phase I. Seven tape-recorded group discussions of about two hours duration were held in New York (2), San Francisco (2), Atlanta (1) and Chicago (2). All 73 team participants were invited to one of the sessions and based upon time, availability, and work schedules, 49 persons were able to attend.

3. Findings

The following material is reported as findings rather than results. This is deliberate to emphasize the qualitative nature of the information obtained which should not be underestimated. Very often these findings lead to a most meaningful understanding of the dynamics involved in the research process as has happened in these group discussions. Here attitudes as well as changes in attitudes were gauged and often a catharsis effect was obtained. Such group interaction also often leads to hypotheses that make future quantitative research more economical and valuable. Specifically, the findings can help in planning the methods and steps to be evolved for Phase II of this project.

A content analysis was made where themes expressed were studied for repetition or variation from session to session. When similar themes were independently arrived at, even though the different

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sessions had been removed in space and time and had included different people, they were interpreted objectively as having significance.

It was found that group discussions had considerable value when run by a leader who only asked the planned questions and parried the participants' questions which would reveal information rather than obtain it. He had to establish rapport, conduct a balanced discussion of opinion differences, recognize and yet not cater to the talkative, disruptive, or excessively critical participant. He also had to get the unduly silent one to talk. In brief, he conducted a true group discussion.

In general, the combination of methods used in visits to centers and the personalities and variations in the centers, as well as experiences of the participants in gathering information, or lack thereof, created group discussions which can be described as rich in catharsis, attitude revelation, and learning experiences.

a. Team Briefings

Forty-one of the 49 panel participants reported receiving some form of briefing. These briefing sessions varied in length and substance, and were most frequently limited to interview assignments. In only a few instances did the team chairman actually review the specific questions in each of the questionnaires that formed the basis of the data gathering. It was found that the experience of a previous center visit was most conducive to a better understanding of the procedures involved.

Interestingly enough, not a single participant indicated that the team chairman referred to the Guide that had been prepared to serve as the briefing outline (see Appendix F). There was also some confusion as to who the team chairman was.

In a very few instances, the briefing session took place the night before the scheduled visit; in those cases the briefing seems to have been satisfactory.

The aspect of the briefing session concerned with interview assignments tended to be a function of the advance planning and preparation on the part of the center director. In some cases he was fully prepared and provided the team chairman with lists of names. In other cases, lists were not provided and appointments had to be arranged on the spot. Center directors, therefore, tended to have different views about the team visitors.

Most team chairmen, provided they knew of their assignments in advance, functioned effectively. Only in one instance did a team chairman arrive about one-half day late and leave one-half day early.

b. Suggestions for Improving On-site Visits

A number of suggestions were made by the participants as to ways in which their on-site visits could have been better planned to give more

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meaningful results. Some of these suggestions were: a group dis-
cussion should be scheduled in advance of the visits; the printed
directions should be clearer, the materials should have been mailed
earlier.

Many participants did not understand why questions they considered
inappropriate were asked of certain groups such as teachers or admini-
strators. Other suggestions related to the better selection of cen-
ters--some seemed to be totally inadequate or 'not centers.' Some of
the participants felt restricted with the questionnaire and would
like to have been given more freedom in their "evaluation."

Although the goal was to have three persons comprise a team, because
of the pressures of scheduling this did not always occur. Two-man
teams readily reported that their contributions were not as good as
three-man teams. The recommendation for any future visits was that
there be a minimum of three persons on a team.

Despite the above comments, many participants reported that the visits
served the purpose of identifying the center's characteristics. A few
were sufficiently sophisticated to recognize the various purposes of
the study, such as to establish that educational media selection centers
vary in quality, purpose, functions, etc. Others even recognized that
the study was trying to establish the degree of knowledge that various
users have about such centers.

c. Selecting the Respondents

It is not clear whether or not the respondents were randomly selected.
Twenty-two interviewers indicated that the respondents were selected
at random; twenty-four indicated that they were not. (Three demurred.)

Generally, visiting teams used the procedure that was outlined in the
Team Chairman Guide; that is, they interviewed the name on the list
corresponding to the number assigned to the team. This procedure was
followed more when the center director provided the lists in advance.
As previously reported, some directors did not have such lists ready.
Some directors made telephone calls for interviews after the teams had
arrived; others arranged for users to come to the center. Sometimes
center directors arranged for released time, thus enabling the interview
to be conducted. In other instances interviews were conducted during
free periods or after school hours.

A few sophisticated participants preferred to make their own appoint-
ments; in rare cases, though they actually avoided the names on the list,
they, nevertheless, managed to obtain appropriate interviews in the
designated categories by their own selection devices. These team mem-
bers recognized that even when lists were provided, such users had to be
considered "friendly." The inference is that the responses of users may
have been more favorable or informed than in actuality.

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Problems of interviewing, especially of members of the "out group," centered around geographic location, accessibility of transportation, and time pressures. Accordingly, it would appear that most interviews conducted with the "out group" were selected for geographic convenience. In a few instances, the option was given to conduct telephone interviews. In every case, with one exception, the telephone interview was judged to be equally informative and as valid as the face-to-face interview. A few participants believed that interviewing members of the "out group" away from the center resulted in better or more valid interviews. They assumed that the interviewee felt freer to talk. Some exceptions to this view were voiced, as for example, interviewing a librarian while on duty or interviewing a teacher in the presence of the class.

d. Attitudes toward the Questionnaire

Obviously, the opportunity to criticize was building. The first question in the group discussions on briefing apparently did not encourage the participants to freely criticize their peers in terms of the ineffectual briefing.

The question "How satisfied were you with the questionnaires that formed the basis of your interviews in terms of the answers obtained?" primarily served as a safety valve, even though it was not intended in that fashion. It offered the opportunity to allow many participants to register a variety of complaints and criticisms of both a real and imagined nature.

Many criticisms were offered in terms of the inappropriateness of certain questions. Whether the questions were really inappropriate or the respondents simply did not have the information to answer the questions must be pondered. It appears that what the critics were saying was that, whenever a respondent could not answer a question, the question was inappropriate. This conclusion, of course, is not necessarily justified.

Only a very few sophisticated participants were able to understand that the purpose of the research was to ascertain the kinds of information about various educational media selection centers known by the "in group," (center directors and staff) in comparison with the "out group" (users of the centers or administrators). If these two groups had different levels of information, was it the fault of the questions or the lack of communication between the groups?

Another criticism of the questionnaire was that the same question was asked of all members of the "in group" as well as members of the "out group." Many commented that this was useless repetition, as well as further evidence of inappropriate questioning. Interviews with administrators or principals were especially faulted. Because administrators of the "out group" were not as familiar with the educational media selection centers as they might have been, the interviewers chose to interpret this as caused by inappropriate questions.

Once again, a few participants were able to recognize that the purpose of asking the same questions of the "in group" was to determine the extent of successful communication between staff and users. For example, if users are not familiar with the goals, functions and services of the center to the extent that the center personnel are, then it is obvious that the centers must more effectively communicate their purposes, functions, and services to the users.

The lack of definition and the confusion of terms used in the question-naire was also criticized. Once again, a few participants did recognize that by keeping the concepts unstructured and undefined, the researchers could use the concepts that emerged to conduct a more meaningful type of research.

Just as questions were considered inappropriate, so did some consider the selection of centers as inappropriate. This is probably true, but at this early phase in the research it is essential to have a sampling of the wide varieties of centers that now exist, for only at a later stage in the research can it be defined that a center is functional or operational.

Observing the unfolding group discussions, the discussion leader often noted that the participants were more occupied with their role as evaluators rather than as information gatherers. For example, a few would have preferred to write narrative descriptions of the centers they visited, so as not to be hindered by the need for uniformity of data which allowed for comparisons among various occupational groups of respondents.

e. Attitude of Respondents

The participants generally agreed that the attitude of the respondents toward the interview, as reflected by their answers, was either excellent (22) or good (25). In more than one instance, the favorable attitudes of respondents were regarded as a most rewarding aspect of the visit.

Apparently the inability of respondents to answer some of the questions did not deter the establishing of rapport or the gathering of information. Some respondents were so eager and enthusiastic that they volunteered additional information.

In a few cases, an initially poor attitude prevailed but ultimately changed. For example, an interviewer with a library background inter-viewed an audiovisual person, and vice versa. When interviewers demonstrated their familiarity with both types of material, and when they indicated no bias, they were able to overcome resistance and establish rapport. When a center director regarded the team visit as a threat, establishing a favorable attitude, initially, was more difficult.

f. Judged Interview Value

The value of the interview was judged by the participants to be good (27). Ten additional participants rated the interview value

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as excellent whereas 12 rated it fair. In other words, a consens s
rated the value of the interview as good, even though the questionnaire
as a basis of obtaining answers was rated as only fair.

Illustrations of the value of the interview are indicated by the follow-
ing statements: "Seeing centers, seeing the concept of different persons
interviewed toward what the center is supposed to be doing, was great."
Another indicated, "The message or role of the center is not getting
through to all the people as one moves down the line." Another stated
that "The interview allowed you to get an opinion of what the center is
doing pretty fast."

There were a number of comments indicating that the interview allowed
one to estimate the degree to which the center was personal or impersonal,
effective or ineffective.

The interview was also valuable as a learning experience for the team
visitor. They said they learned what to do, but also what not to do.
For example, the participants felt that there should be more communi-
cation with people on lower levels. In many instances teachers were
not aware of the advantages of the centers; in some cases both the people
interviewed and the interviewers reported that they broadened or changed
their points of view. These successful interviews undoubtedly resulted
from the give and take in a good interview situation.

g. Personal Benefits or Learning Experiences that Resulted from
    Visits to Centers

Most team members indicated, with a high degree of sincerity, a valuable
learning experience as a result of visiting centers. They now felt better
able to evaluate and improve their own centers because of the different
and better methods of operation which they had learned. A few experienced
reinforced feelings about the value of the work in which they are presently
engaged.

It was repeatedly reported by several participants that many efforts from
center to center within even the same state are highly duplicated and the
value of this excessive duplication was questioned.

It was observed that large and small centers have problems that require
different solutions.

Differences were noted in attitude as well as behavior of persons who by
training, experience, and background have either a predilection for audio-
visual media or an identification with print. The implication is quite
clear, a media center must do more than recognize both print and audio-
visual materials. Those few centers that have evolved to the point where
they have for all practical purposes two directors--one for audiovisual
and one for print--are demonstrating unequivocally that a "house divided
shall fall." The schism, whether it is present or potential, should be
faced and solved. Avoiding serious future conflicts requires a beneficent
and benign view toward these differences.

With reference to other personal learning experiences, some comments would indicate that a few centers may have already become so specialized as to prevent their potential growth into comprehensive educational media selection centers. Some demonstrate over-organization, others under-organization. Some are over-cataloguing and over-indexing. One center is cataloguing without the benefit of the books; one center had all their media not purchased, but solicited free.

Discussions indicated that there is no standard method of evaluating media. In some centers the director does the evaluation; in others it is done by the staff. Some questioned whether center directors should usurp the function of evaluation. It is suggested that directors be involved more in the function of service and administration than in evaluation. In only a very few situations is the evaluation of media done by committees of users. Apparently the participants believe evaluation should be conducted by committees of users comprising the broadest base. It should always be kept in mind that evaluation should ultimately serve the purpose of advancing and improving the education of students.

h. The Group Evaluation

Both the qualitative comments as well as the questionnaire tallies indicate the high degree of acceptance of the group evaluation questionnaire form. In fact it is at this point in the group discussion that many of the team members began to gain insights related to the planned visitation. Twenty-three of the participants rated the group evaluation as excellent. Nineteen rated it as good, and only seven rated it as fair. Overwhelmingly, the discussions required to complete the group evaluation were considered extremely valuable. Only a few people considered it restrictive. The vast majority recognized that the group evaluation form encouraged the integration of the previous interviews conducted by the various team members. As a rule the participants were not involved in a general judgment or "halo" situation. They apparently independently noted each specific question and registered differences in their ratings from question to question.

The group evaluation may best be summarized by one comment: "It made for a more cohesive picture." There was general agreement that each team member, regardless of his background and interviews, made a contribution to the views of others. When there was agreement, there was no problem, but when there were differences of opinion, the opportunity for full and complete discussion generally resulted in "good consensus." In a minority of instances, a few persons expressed concern that the group evaluation might result in ratings higher than warranted. The view was expressed that, either because of the "politics of the situation" or a friendship between one of the team members and the center director, there might have been a tendency or unwillingness to rate a center too severely.

Probably the high point of the team visit in terms of both value and personal acceptance was the group evaluation. All evidence points to thorough, lengthy, and involved discussions prior to completing the form. It is here that we see a fusion of views and differences of opinion in spite of different backgrounds, differences in interviewing skills, and different persons being interviewed. In only one instance was the group evaluation not a team participation. Generally, the group evaluation resulted in a strong team consensus. When asked if the group evaluation involved team participation, the immediate and enthusiastic response was generally "very definitely a team effort." It appears that most teams spent a considerable amount of time in discussing information necessary to evolve the group evaluation.

Another by-product of the group evaluation is the emerging awareness of the really different points-of-view of librarians and audiovisual people. It was generally recognized that teams having both types reflected a more comprehensive evaluation. It should be noted that, at least for the present, a schism based on background and training does exist, even though most team members would deny that their own views are biased in this regard. The future success of educational media selection centers will require strong directors who embrace both print and audiovisual concepts. Centers that are represented by two different people, i.e., print and non-print, or centers whose directors heavily lean toward one of the two lines of media are likely to have difficulties.

i. <u>Team Comparisons</u>

The participants tended to be un-critical of the characteristics of the various teams at the various centers. Although they felt that the teams were equally good, they also indicated a preference for teams consisting of at least three members: an expert in print, an expert in audiovisual media, and either an administrator or college teacher, so that the expertise would be balanced. The value of a third person on a team was that he not only contributed to the opportunity to obtain more data and presented an additional point of view, but probably and most importantly aided in obtaining a majority opinion whenever disagreement among two people occurred.

j. <u>Center Comparisons</u>

Among the participants who visited two or more centers, it was quite clear that there were differences among centers in relation to philosophy, function, attitudes toward the center, etc. Some of the centers functioned within a very narrow scope, such as providing film deliveries to schools. Others were highly diversified in function. It was at this point in the group discussion that quite a few came to the stark realization that an educational media selection center as an entity does not exist either by definition or by practice. The variations are so great that a generalization about a comprehensive program is impossible. Some centers function primarily in service, some in selection, some in their particular form of evaluation, and a few function primarily as training centers.

It is impossible at this time to discuss the similarities of educational media selection centers. The generalization is that the differences are greater than the similarities. In the future, hopefully, the reverse will be true.

One further point--some centers are presently judged to have potential and others are totally inadequate. In the future, plans should be made to concentrate on the development of various centers with potential and to correct the inadequacies of the existing centers.

k. The Training Function

It was noticed after conducting the first two group discussions, that very little information was volunteered on the training function of educational media selection centers. As a result, the panel leader's guide was modified in the remaining cities to ask a direct question about the training function at the media centers visited. Not too surprisingly, it was found that educational media selection centers varied in their training functions as in their services, evaluations, facilities, etc. The group discussions did yield leads and suggestions as to what to look for. For example:

> "The training programs in all three centers I visited were excellent, and they did involve adults from the neighborhood, but mostly teachers and administrators."

> "This unit is specifically set up for in-service training of every kind and variety from one day stands to weeks and months, with a program which is ongoing and planned for years in advance."

> ". . . had some courses in evaluation and a number of sessions in terms of equipment and materials, and they are doing some in-service training with teachers and administrators on portable video tape systems."

> ". . . had effective workshops on selection of materials and operation of equipment for the elementary schools that were setting up instructional materials centers. However there was little being done at the secondary level."

l. Suggested Major Divisions for GUIDELINES

To familiarize the participants with Phase II of the project and to obtain their ideas, each was asked to suggest independently a number of major parts of divisions that would comprise a set of GUIDELINES to improve existing centers or help those planning to establish new centers. Although variations on the theme occurred, a goodly number of divisions were similar from person to person and group to group. It was possible to categorize the various suggestions, and the following might be considered a crude outline of GUIDELINES.

Suggested Major Divisions of GUIDELINES

Purposes, Objectives, and Philosophy (Definition)

Organization and Structure
    Administration
    Relations with other institutions

Program

Policies

Users
    Needs
    Types
    Maximum use
    Group
    Community

Levels or types
    State department
    School system
    Regional centers
    Professional libraries

Center (physical)
    Accessibility, location
    Size
    Space
    Equipment and furnishings
    Hours of operation
    Types of rooms

Selection and Evaluation
    Criteria
    Methods
    By whom
    How frequent
    Committees
    Policy
    Procedures for new acquisitions

Media (Print and Non-print)
    Kinds
    Balance
    Quantity
    Organization

Material Production and/or Reproduction

Staff and Personnel
    Selection
    Qualifications and standards
    Pattern
    Number
    Job specifications
    Internships

Storage and Retrieval System
    File
    Catalog
    Computer

Budget and Funding
    Assurance

Services
    Types
    To whom
    Degree of emphasis

Training Programs
    In-service
    Workshops
    Courses

Growth Planning

Center Evaluation and Research
    By whom

Relations with Suppliers

Communications and Public Relations

m.   <u>GUIDELINES</u> Items

Following the discussion of guideline divisions, each participant was
asked to select one such division and list five of the most important
items in that division. The nature of the responses indicates quite
clearly that there is very little agreement on what a guideline is. Some-
times it was a general statement such as "ways of involving system per-
sonnel in evaluation procedures" or "provision for periodic evaluation
of program especially in relation to its value to teachers and librarians."
Sometimes it resembled a division or a sub-division heading such as
"organization of media for effective evaluation." Sometimes it was a
directive such as "begin with giving services teachers feel they need--
expand" or "achieving <u>real</u> and <u>complete</u> integration of media." At times
the item was stated in the form of a question, i.e., "are new materials
procured, evaluated, and made available when they are released?" Other
times it was a brief statement elaborating a division suggested, i.e.,
"short term internships for intensive training."

Further illustrations would only indicate that these experienced participants generally do not know or agree on the style of a GUIDELINE item. If this is true, then it would be appropriate to have a "committee of wise men" convene to define GUIDELINE characteristics which can be standarized and established. From the written statements, as well as the tapes, one must infer that writing a set of GUIDELINES will be a most difficult assignment.

4. Summary

1. The group discussions successfully served three purposes: information gathering; de-briefing; and de-fusing.

2. Team chairmen did conduct briefings for the members, but generally they were not as comprehensive or meaningful as they might have been.

3. The respondents generally were selected from lists provided by center directors and this method may have produced "friendly" respondents. Since the research objective was to obtain information from users leading to GUIDELINES, the method used was deemed appropriate.

4. The interview as a basis for obtaining information was, on the average, judged as "fair."

5. Quite a few team members were critical of having been sent to a specific center, of the assumed inappropriateness of the questions and the repetition of questions from one interviewing category to the next.

6. A few team members did recognize that a purpose of the research was to obtain comparative information between a center staff and users, and therefore the criticism of inappropriateness or repetitive questions may not have been justified.

7. Attitude of respondents toward the interview was judged as halfway between "excellent" and "good."

8. The respondents, both center staff and users, tended to be enthusiastic about the value of educational media selection centers in the educational process.

9. The interviewers judged the value of the average interview to be "good."

10. Many personal values and learning experiences accrued to the team members. Included are such things as: how to plan for improvements in one's own center; what is wrong with some centers; the need for more effective communication with users and potential users; a more objective

comparison of their center with others; and a feeling of the usefulness of their work at educational media selection centers.

11. The team evaluation was rated excellent by almost 50% of team members.

12. Educational media selection centers were found to have great differences in such fundamental areas as function, service, evaluation methods, training, media emphasis, facilities, etc. To conclude that an educational media selection center does not exist as either a prototype or a model would not be an exaggeration.

13. Probably the most serious problem that could prevent educational media selection centers from reaching their potential is the schism between audiovisual and print people. This is to say that differences in background, training, and experience produce different emphases on kinds of media collections and the ways they are handled. Few evidences exist that an attempt is being made to solve the problem other than to split the centers into print or audiovisual parts. In the long run, this will not be a solution at all.

14. Team members expressed a preference for teams of three persons, each with a different background such as library, audiovisual, administrative, or other experience.

15. The research method used allows for identifying centers with potential.

16. A number of major divisions for the GUIDELINES were suggested that allowed for categorization; the results can serve as a preliminary basis for refinements, re-ordering, and improvements.

17. Writing GUIDELINE items will be a difficult assignment. At present there seems to be little agreement or understanding of what the style of an item should be.

5. Recommendations

1. Educators and others familiar with educational media selection centers should be briefed and trained generally in interviewing, and specifically in the use of a questionnaire prior to conducting interviews, if these personnel are to be used in this capacity in this project.

2. The schism between audiovisual and print media should be recognized as existing. People have bias as a result of their training and background which reflects their beliefs. The future of educational media selection centers will depend in large part on leaders in the field who completely and fairly embrace both media.

3. Since a prototype or model educational media selection center does not exist and the differences among centers are so vast, the urgent need is to work toward an operational definition and to take steps to establish model centers.

4. Because of lack of agreement on the characteristics of a GUIDELINE item, further work in this area will demand most careful planning and experimentation.

IV.   CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

Very few if any educational materials selection centers, as originally envisioned in the proposal for this study, were found to be actually in existence. There is, in fact, no such thing at present as any one model that approximates the ideal. Further, it has been determined that this originally conceived ideal "center" may not, indeed, be the most desirable kind of resource in all situations. The function of selection and evaluation of media is, however, being performed in many of the centers identified by the study, at a wide variety of levels and effectiveness. The failure to identify even a small number of centers fully performing this function, which was the central purpose of the study, may thus indicate the need to develop GUIDELINES for a variety of models, rather than a single model.

Related to these findings is the need for an accepted definition of a center, with implications for this to be considered as one of the early priorities of Phase II in the long-term study.

Perhaps the most significant finding of the investigation is that the differences among the centers are greater than the similarities. These differences are evident in the quantitative data revealed by examination of the tables that report the findings of the first two questionnaires, as well as by the team evaluations at the close of each on-site visit. As we have seen, variety is evident in analysis of the data on selection procedures, facilities, services, functions of the centers, nature of the media collections, and the numbers of personnel.

When the centers are categorized as top third and lower third, there are differences between these two levels of effectiveness as corroborated by the staff and user interviews and by the team evaluations. The top centers, for example, are much more oriented to user needs, whereas the lower third are oriented toward collections of media. There was evidence of closer identification of the staff of the top-third centers with their users than was reflected by the staff of the lower-third centers. This finding has been, interestingly enough, identified by managment studies of effective administrators, as well as by analyses of the effectiveness of media centers serving _students_ in elementary school buildings.

Since the combined judgment of peers is capable of differentiating the quality levels of "centers," it is possible to determine the factors that contribute to effective performance. These are outlined in some detail in the report on the interviews (see Section C. The Interview). As further corroboration of this finding, the group discussion of the team visits was able to produce a tentative outline of GUIDELINES for centers, in spite of the fact that the members were not able to agree on what a guideline is!

To put this finding in different terms, the study has identified a number of areas of program and policy which have high potentiality for effectiveness and has also identified a few centers which currently possess a high degree of potentiality in these areas of program and policy.

Programs with high potentiality appear to be mostly characterized by flexibility and fluidity of services, a greater readiness to respond to user needs (and, conversely, to drop ineffective services), as well as by administrative provisions for longer hours open and for released time for educators to use the centers. Greater accessibility is thus corroborated as an important component of effective services, as were many other aspects of librarianship.

Obstacles to effective center programs were identified as a lack of communications with potential user groups--or weak programs of communications; lack of an adequate financial base (for example, over-reliance on free deposit of media); the great diversity of needs to be met; and the efforts of centers to adapt to this great diversity of needs when no strong base for development existed. It should be pointed out, again, however, that real needs do exist and that efforts to meet these needs are being carried out.

Another important obstacle to effective programs is the evidence of a continuing schism between audiovisual interests and print-oriented interests, evident in such aspects as insights and understanding of center directors, responsibilities of directors and the divided collections or collections limited to either print or non-print media. It is a matter of serious concern that general inflexibility and slowness to adapt to new concepts is a very perceptible obstacle at the present level of development of effective programs.

There is indication in the data that a general area of considerable weakness is attention to policies for building collections and the need for balance, representation of all types of media, and the development of retrospective as well as current collections. The team evaluations rated 60% of the collections as either fair or poor. The accumulation of media rather than the building of a collections, appears to have been the general policy. In the development of GUIDELINES serious attention will thus need to be given to the matters of financial support and building of collections.

Another finding of particular significance is the real difference in perception of the centers, between the "in-group" and the "out-group," the center staff and the adult users. The need for improved communications is obvious; equally obvious is the need for consideration of the opinions of the user group in determining functions and services and in setting priorities. The "out-group" perceives a center as primarily a specific information source, whereas the "in-group" perceives it as a do-good kind of thing, a resource provided primarily for the purpose of helping the teacher to improve his competency. In one sense, the teachers (and other adult users) are saying "you help me to find and use the materials and let me do my job." Furthermore, the "out-group" appears to want more integration of media, rather than organization by kind of media. It is not clear from the data whether respondents thought "integration of media" would be achieved by means of shelving, classification systems, or cataloging, (and this may not matter to the user), but the necessity for organization and servicing of media for the convenience of the user, for easy accessibility of "everything on my subject," are clear. Another confirmation of the importance of this factor is the finding that the lower third of the centers are more conservative and less flexible in adapting to user needs than are the top third centers.

There appears to be an excessive duplication of effort among the centers, especially in the function of evaluating and selection of media. This high degree of duplication has serious implications for planning and development of such centers, as well as for the writing of GUIDELINES. The need for the following come to mind:

1) management training sessions, especially for adminis-trators responsible for centers, center directors, and other staff;
2) planning for more effective use of published review and selection aids;
3) the development of selection policies in building media collections for centers.

Related to this duplication of effort in selection and evaluation of media is the finding that one-third of the centers do not maintain evaluation files of media. Half of the center media evaluation files are in need of improvement. Such files were rated higher when users shared in the process of evaluation and selection. Greater consideration of student needs is also characteristic of the top third centers.

Center programs sponsored by cities were rated in general as more effective than those sponsored by states. (There were, however, two states whose agencies did receive a rating in the top third by the interviewers). Apparently city-sponsored centers are closer to their users and better serve needs; in other words, center policies and programs are more effectively realized at the local level than the state level, according to users. In the process of writing

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GUIDELINES, it will be necessary to examine more closely the
differences between city-sponsored and state-sponsored centers--
what each kind of center is intended to do, and what it actually
does.

An insignificant number of centers sponsored by public libraries
were identified in this study; the number of such facilities is
too small to provide any specialized findings. This situation is
a marked contrast to the general findings of the informal survey
of examination facilities for new trade books conducted in the
late 1950's by the Publishers Library Promotion Group. It is very
likely that the tremendous growth of center facilities serving
teachers and other school personnel, rather than public librarians
serving children and young adults, is a response to two factors:

1) increased use of media with students in classrooms,
   libraries, and other places in school buildings, which
   has meant that teachers, librarians, and other adults
   working with youth needed training in the use of media;
2) increase in the kinds of media thought to be appropriate
   and effective in educational use, and in the amount of
   media published and produced in the several subject areas
   of the elementary, secondary, and post-secondary curricula.

Finally, there was genuine recognition of the value of these centers
by the "out-group," the users. Though the nature of this value was
stated hypothetically, there is dependable evidence that the centers
are of benefit to the users.

B. Recommendations

The conclusions above include many general recommendations to teachers, librarians, professional organizations, the U. S. Office of Education, and other agencies concerned about the improved use of media with adults and students.

The recommendations that appear below are quite specific and are confined to the work to be done in this project. They are not directed to all professionals--educators, librarians, administrators, and others--who are concerned about the evaluation and use of media but rather to those who will be involved in this project in some way-- as staff, as field and research people, as members of advisory groups or as staff in centers in the model or demonstration phase.

1. It seems clear that GUIDELINES for education media selection centers should be written and published as soon as possible. Prior to writing the first draft of the GUIDELINES it will be necessary to elicit additional information from various media specialists and other educators so that full and accurate information appears in the manuscript. Later it will be necessary to "try on" portions of the GUIDELINES in specific centers to determine where changes have to be made. Suggested procedures for Phase II are described in our proposal, which has been submitted to the National Center for Educational Research and Development, Library and Information Sciences Research Branch.

2. As soon as the GUIDELINES are published they need to be implemented--within the scope of this project--in the model or demonstration phase (III) and in other communities in which there is a need for such services, and staff and funds to offer them. In some instances, programs will be built from the ground up; in others, some steps will have been taken and the facilities and programs will have to be enriched, expanded, and improved in other ways. It is anticipated that the places selected for the model phase of the project will reveal a geographic spread and will be in a variety of administrative patterns: public school system; public library system; college or university; and, hopefully, at least one that is sponsored by a combination of these. Regional and state-level models also will be considered.

3. It is important that information about these model or demonstration centers be disseminated as widely as possible. In addition to the usual periodic reports, a book about such centers is anticipated, as well as a film. The book would incorporate the GUIDELINES and offer case histories about the centers participating in the model portion of this project. It would include specific information about their activities, staffing, funding and would describe the similarities and differences in these and other areas. The film would be made in the model centers, but would incorporate portions of the visual record or documentary made at the end of Phase I.

C. Areas for Further Study

The primary plan and work of Phase I was to collect information.
During these eighteen months it has become evident to the staff,
Advisory Committee, and other professional personnel working on the
project that additional information is needed before final, effective
GUIDELINES can be developed (Phase II). The following general areas
need to be probed:

1. Budget

There is probably a relationship existing between the size of the
budget to operate a center and its effectiveness. This is not to imply
that larger budgets necessarily mean greater effectiveness, but rather
that the number of functions a center can adequately provide are re-
lated to the budget. For example, if the functions of a center are
primarily to be a combination of evaluating and selection services,
media acquisition and use, and training programs, then the question
to be decided, based on budget, is whether all functions should be
partially performed, or rather that some functions should be selected
and be more thoroughly performed than others.

Another aspect of the budget relates to the extent to which federal,
state and local funds are utilized. Probably a combination of funds,
and in some recommended proportion, could result in maximum fulfill-
ment of the center's total function. A total commitment to the con-
cept of effective educational media selection center programs is
costly and necessitates long-range expansion and growth plans. These
programs or functions have a vital relationship to the use of media
in quality education in general. Various responsibilities for edu-
cation rest at all three levels--local, state, and federal--which
means that they must be involved in all major decisions, including
those about funding. At present the greatest immediate need is to
establish the necessary budget requirements for efficient operation.

Further, centers seem to be afflicted with the lack of assurance of
continuing funds over a period of time. An area for investigation
would relate to determining the effectiveness of a center in re-
lation to its assurance that budgetary appropriations might continue
for more than a single fiscal year.

2. Content and Balance of Media

The information obtained in Phase I indicates a wide divergence of
balance in kinds of media materials, and range of subject coverage
in all media. It is probably advisable to investigate the relation-
ship that exists between 1) the media content and balance within a
center and 2) services to users. It appears that staff and director,
as a result of their background and experience, tend to favor one

type of media over the other rather than consider the needs of the users. Like school libraries or instructional media centers themselves, educational media selection centers reveal that work needs to be done in many areas in the educational system to encourage the use of all appropriate media with students and other patrons. What is needed in this project is more data about the effectiveness of multi-media programs so that implications can be drawn for efficient center programs.

3. Purchased and Free Media in Centers

Center collections vary in the amounts and kinds of media 1) accepted free of charge from publishers, producers, and suppliers, and 2) purchased. One should avoid the trap of assuming that purchased media per se are in some way better than free materials. What may be the case, however, is that media purchased for a center collection are subjected to a more careful professional selection procedure.

It is necessary to consider the quality and quantity of media in the center collection in terms of purchased versus free and relate these findings to the evaluation/selection efforts of the center. In this way information could be gathered about the importance of the selection function--to the center program as a whole, and to the quality of education in the community served by the center. It would be necessary to recommend a policy that included a standard proportion of free to purchased media in a center collection.

4. The Display and/or Cataloguing of Materials

Phase I suggested that the users prefer all kinds of media to be integrated and organized by subject matter and that center staffs prefer to catalogue and shelve according to types of media. It appears that resolution of the issue of the cataloguing and classification of media in all the areas of the curriculum is required. The ultimate criteria should be the effectiveness for the enrichment of the user of the center.

5. The Audiovisual versus Print Schism

Based upon background and experience, there seems to be a bias which not only separates print and non-print media, but also affects the behavior and attitudes of the center director. Regardless of whether separate media collections are maintained, center directors and staff must be trained to recognize the virtues, advantages, and disadvantages of both print and non-print material. More and more quality educational materials are being produced each day about which many educators and librarians are ignorant. Training programs in centers in the use of all media, in concert with students, will help

to inform the adults. More effective selection and training programs can be achieved if the center collection itself reflects the pattern to be repeated in the school building.

6. Identifying Potential Areas for Development

Phase I established aspects of center programs for potential development and identified centers with these potentials. Future efforts and concentration are required to identify clearly and describe these aspects or components--training, evaluation and selection, organization of collection, distribution of aids in the use of media in the classroom, and other present and potential functions.

7. Diversity of Educational Media Selection Centers

Phase I established the wide variety and range of such centers. The findings indicate that it may not be possible to establish a single model or prototype kind of center. Rather it might be wise to establish a grid that would enable a center to develop in accordance with certain needs and objectives as a function of budget, size, staff, and the like. The unresolved question is whether to promote diversity or uniformity. It appears that some diversity is worth preserving and would have value provided that the center exercise the option which would characterize its most effective operation.

8. A Rose Is Not A Rose Is Not A Rose

Phase I investigated educational media selection centers. The findings clearly indicate that few if any centers exist. Further, the findings indicate that the name which essentially suggests a function may be unfortunate. In all probability, the center should serve more functions than just the selection and evaluation of media. In all likelihood it should serve the major needs of the users regardless of whether that user is in the school system or community-at-large. Since a name serves as a label, the inappropriate or premature title designation might restrict and confine the most appropriate future functions of the center.

Educational Media Selection Centers Project

NATIONAL BOOK COMMITTEE, INC. ONE PARK AVENUE, NEW YORK, N.Y. 10016 (212) 689-8620

SENT TO:

January 9, 1969

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M. ANN HEIDBREDER
Staff Associate
National Book Committee

The National Book Committee, Inc., under a grant from the U.S. Office of Education, is conducting a nationwide study of educational media selection centers.

Ideally, such a center makes available to educators and other adults a wide variety of instructional materials—print and audiovisual—for examination and review prior to selection and purchase for use with children and young people.

1. A center is administered by media specialists who assist *adult* patrons in evaluating materials, and who conduct or arrange in-service training programs for professional educational personnel in the selection and use of instructional materials.

2. A center does *not* sell or take orders for the materials in its collection, and circulation of any part of the collection is normally limited to short-term evaluation and demonstration purposes.

3. A center may be attached to or administered by a local school district, a combination of school districts, a state department of education, a public library, a college or university, or a non-profit education-related agency or organization.

The purposes of this first phase of the study include the identification of agencies and programs which offer one or more of the facilities and services described on page four.

Future analysis of the collections, procedures, administration, expectations, limitations, and problems of these agencies will provide information which, in turn, will offer viable blueprints to the agencies themselves in improving and extending their services and for others who may wish to establish educational media selection centers.

We are contacting you in this preliminary location-identification survey on the basis of information received from the U.S. Office of Education or your state department of education which indicated that through local, state, or federal programs you may be offering *one or more components* of a selection center. We would appreciate your cooperation in completing this brief form and returning it in the enclosed, stamped and addressed envelope by January 27, 1969. A second copy is included for your files. All correspondence and requests for additional copies of this questionnaire should be directed to the project at One Park Avenue, New York, N.Y. 10016

Thank you for your cooperation.

John Rowell
M. Ann Heidbreder

Note: Please read the descriptions on page 4 before answering the questions on pages 2 and 3.

I. Name of director of selection center _____

   Name of selection center _____

   _____

   Address of selection center _____

   _____

   Telephone number: Area Code _____ / _____ / _____

II. Name of respondent (if different from director) _____

   Title _____

   Name and address of organization or agency sponsoring selection center _____

   _____   _____

   _____

   Telephone number: Area Code _____ / _____ / _____

III. Check categories which most accurately describe your organization:

   A. Type: ☐ public school   ☐ non public school   ☐ college/university   ☐ public library

   ☐ other (please specify) _____

   B. Description of area served: ☐ state   ☐ regional or intermediate

   ☐ county   ☐ local

   C. Number of schools: _____ OR size of populations served: _____

IV. Check grade level of materials which is most nearly inclusive of your selection center's collection (check all applicable):

   ☐ elementary   ☐ secondary   ☐ post-secondary

   Number of professional media personnel assigned to selection center (audiovisual specialist, curriculum specialist, librarian, media specialist):

   A. full time _____

   B. part time _____

2

V. Checklist of characteristics (check all that apply):

A. Administration of selection center:

1. Source of funds by approximate percentage (for last reported fiscal year):

___local district ____ state ____ federal ____ private (e.g. foundation) ____ none

2. Availability of access: ☐ during school day ☐ in addition to school hours

☐ by appointment ☐ no appointment needed

B. Materials in selection center for inspection (check those categories of media available in your center):

1. ☐ Print materials, except for textbooks

2. ☐ Textbooks

3. ☐ Audiovisual materials (except for 16mm film)

4. ☐ 16mm film

5. ☐ Programmed instruction of any sort

6. ☐ Professional and/or curriculum materials

7. ☐ Other (please specify) _____

C. Services offered to adults by selection center:

1. In-service training: ☐ regularly scheduled ☐ not scheduled ☐ scheduled on request

2. Consultant services by selection center staff: ☐ in-center ☐ field

3. Use of materials collection:

☐ in-center *only* ☐ limited circulation ☐ unlimited circulation

4. Other services (please specify) _____

VI. Check here ☐ if within your administrative unit there is no selection center, or component thereof, of the kind described in this survey.

VII. Comments (use additional sheets if necessary): _____

Please return this form to:

Educational Media Selection Centers Project
The National Book Committee, Inc.
One Park Avenue, 18th Floor
New York, New York 10016

3

1. THE EDUCATIONAL MEDIA SELECTION CENTER

For the purposes of this study, educational media selection centers are those agencies which provide *one or more* (not necessarily all) of the following services relating to the examination and review, selection and/or use of printed and/or audiovisual materials *by educators and other adults (not students):*

a. Non-profit local, regional, or state level collections of instructional materials made available to teachers, curriculum specialists, school and public librarians, audiovisual specialists, media specialists and others interested in previewing educational media appropriate to elementary and secondary schools.

b. In-service training or consultative programs conducted by a professional staff in the qualitative criteria for selection of suitable instructional materials.

c. In-service training or consultative programs administered or conducted by the educational media selection center staff in the use of instructional materials with students.

This is *not* a study of school libraries, instructional materials centers, learning resource centers and the like, which are established and administered for use by *students.*

2. THE NATIONAL BOOK COMMITTEE, INC.

Founded in 1954, the Committee is a private, non-profit, tax-exempt organization concerning itself with research and development projects involving multi-media communications utilization and the dissemination of public information regarding these projects.

In addition to administering the annual National Book Awards and sponsoring the National Library Week Program, the Committee has conducted projects and studies for the following agencies: Office of Economic Opportunity (The VISTA Book Kit Project); the Community Action Program (Neighborhood Library Centers and Services report); the Agency for International Development; the National Advisory Commission on Libraries; the National Association of Educational Broadcasters; the National Foundation on the Arts and Humanities; The Fund for the Advancement of Education; and the Council on Library Resources, among others.

The Committee is governed by a 200-member National Board and an Executive Committee whose officers are: Mason W. Gross, President, Rutgers, The State University (New Jersey); Frederick B. Adams, Jr., Director, Morgan Library; William Bernbach, Chairman and Chief Executive Officer, Doyle Dane Bernbach, Inc.; William I. Nichols, Senior Consultant, *This Week* magazine; and Bernard Barnes, retired Vice-President, *Time,* Inc.

Educational
Media
Selection Centers
Project

NATIONAL BOOK COMMITTEE, INC. ONE PARK AVENUE, NEW YORK, N.Y. 10016 (212) 689-8620

May 29, 1969

	If information in the address label is incorrect, please give corrected address below:
	_____
	_____
	_____
	_____
	_____

I. This is the second part of a two-part written survey being conducted by the Educational Media Selection Centers Project of the National Book Committee, Inc., under a grant from the U.S. Office of Education.

For the purposes of this study, educational media selection centers are those agencies which provide *one or more* (not necessarily all) of the following services relating to the examination and review, selection and/or use of printed and/or audiovisual materials *by educators and other adults (not students):*
   a. Non-profit local, regional, or state level collections of instructional materials made available to teachers, curriculum specialists, school and public librarians, audio-visual specialists, media specialists and others interested in previewing educational media appropriate to elementary and secondary schools.
   b. In-service training or consultative programs conducted by a professional staff in the qualitative criteria for selection of suitable instructional materials.
   c. In-service training or consultative programs administered or conducted by the educational media selection center staff in the use of instructional materials with students.

This is *not* a study of school libraries, instructional materials centers, resource centers and the like, which are established and administered for use by students.

On the basis of an analysis of your response to this Project's first survey, your agency tentatively has been identified as qualifying in one or more of the component areas as an educational media selection center. To enable us to define a more precise profile of your agency, we are requesting additional information in this questionnaire.

Some of the questions asked here are not applicable to every agency being surveyed. It is important, however, that we develop a complete description of the centers included in this study. For this reason, we ask that you respond to every question, and that you note NA (not applicable) in any section which is not relevant to your situation.

We appreciate your continued cooperation by completing this form and returning it in the enclosed stamped addressed envelope by June 18, 1969. A second copy is included for your files. All correspondence and requests for additional copies of this questionnaire should be directed to the Project at One Park Avenue, New York, N.Y. 10016.

John Rowell
M. Ann Heidbreder

II. COLLECTION. Please estimate total holdings (purchases, gifts, and/or loans) in each type of instructional media and equipment and place number in appropriate blank.

A. Current inventory of *instructional materials*:

1. Hardbound books other than textbooks, professional books, or curriculum guides _____   A. 9-13

2. Paperback books of any type _____   14-18

3. Textbooks (except programmed texts) _____   19-23

4. Professional books _____   24-28

5. Curriculum guides _____   29-33

6. Periodicals _____   34-37

7. Programmed instruction (any format) _____   38-41

8. Other printed instructional materials (e.g., documents, musical scores, etc.) _____   42-46

9. Photographs, pictorial or graphic works _____   47-51

10. Art prints _____   52-56

11. Study prints _____   57-61

12. Maps (not transparencies) _____   62-65

13. Charts _____   66-70

14. Globes _____   71-73

15. Filmstrips (sound and silent) _____   74-78

16. Slides _____   B. 9-13

17. Disc recordings _____   14-17

18. Tape recordings _____   18-21

19. Transparencies _____   22-26

20. Films–16mm _____   27-31

21. Films–8mm _____   32-36

22. Kinescopes _____   37-40

23. Video tapes _____   41-44

24. Microfilm _____   45-49

25. Realia _____   50-53

26. Reference books (encyclopedias, dictionaries)

27. Others (please specify)

_____ _____   54-55

_____ _____   56-57

_____ _____   58-59

B. Current inventory of units of audiovisual equipment:

1. Filmstrip (or combination film-strip-slide) projectors _____   60-62

2. Slide projectors   63-65

3. Filmstrip viewers   _____

4. Film projectors–16mm   _____

5. Film projectors–8mm   _____

6. Disc record players   _____

7. Tape recorders and players   _____

8. Television receivers   _____

9. Videotape recorders   _____

10. Overhead projectors   _____

11. Opaque projectors   _____

12. Microprojectors   _____

13. Micro-readers   _____

14. Micro reader-printers   _____

15. Others (please specify)

_____   _____

_____   _____

_____   _____

III. PERSONNEL. Please give current number of employees in the appropriate blank.

	Full-time	Part-time equivalent	
A. Librarians			
B. Audiovisual specialists			
C. Media specialists (combined librarian and audiovisual specialist)			
D. Clerks			
E. Audiovisual technicians			

B. Audiovisual specialists

C. Media specialists (combined librarian
   and audiovisual specialist)

D. Clerks

E. Audiovisual technicians

F. Volunteer assistants

G. Other media selection center personnel, e.g.,
   curriculum specialists, classroom teachers, etc.
   (Please specify)

H. Other (please specify)

_____

_____

_____

44-47

48-51

52-55

56-59

60-63

64-67

68-71

72-75

IV. FACILITIES. Please indicate (X) in the columns below whether or not your media
selection center's facilities provide space for the functions and activities listed.
Where possible, please estimate the size of each area.

	Yes	No	Approx. no. of square feet of floor space
A. Open shelving area(s)			
B. Reading room(s)			

D.

9 10-14

15 16-20

3

4

	Yes	No	Approx. no. of square feet of floor space

C. Group viewing and listening area(s)

D. Individual viewing and listening area(s)

E. Materials production area(s)

F. In-service training classroom(s)

G. Materials processing area(s)

H. Others (please specify)

_____

_____

_____

V. FUNDING. Please estimate your expenditures to the nearest dollar *for instructional materials and audiovisual equipment* (combined) for the indicated fiscal years according to the sources of funds. Your Fiscal Year runs from _____ (month) to _____ (month). Please indicate (x) in the following box if you wish to have this information kept confidential. ☐

	Local	State	ESEA II	ESEA III	NDEA III	Other (Specify source)
FY 1965	$	$	$	$	$	$

FY 1966 $	$	$	$	$	$

FY 1967 $	$	$	$	$	$

VI. FREE MATERIALS AND EQUIPMENT.

If your center receives gifts or loans of instructional materials and/or audiovisual equipment from publishers, producers, manufacturers, dealers, etc., what is the proportion of these gifts or loans to the *total collection of each item* listed below? Please indicate (X) in the column that most closely approximates the proportion. If you receive no gifts or loans of a particular item, leave all columns for that item blank.

	Less than half	Approx. half	More than half
A. Instructional Materials			
1. Hardbound books (exclusive of textbooks and reference books)			
2. Textbooks			
3. Reference books			

45-50

51-56

57-62

63-68

69-74

75-80

F. 9-14

15-20

21-26

27-32

33

34

35

36

	Less than half	Approx. half	More than half	Do not write in this space
4. Paperback books				37 ☐
5. 8mm films				38 ☐
6. Filmstrips				39 ☐
7. Slides				40 ☐
8. Recordings (all types)				41 ☐
9. Transparencies				42 ☐
10. Maps (not transparencies				43 ☐
11. Charts				44 ☐
12. Globes				45 ☐
13. Microforms				46 ☐
14. Art prints				47 ☐
15. Study prints				48 ☐
16. Others (please specify)				
_____				49 ☐
_____				50 ☐
_____				51 ☐

B. Equipment

	Less than half	Approx. half	More than half	Do not write in this space
1. Filmstrip (or combination film-strip-slide) projectors				52 ☐
2. Slide projectors				53 ☐
3. Filmstrip viewers				54 ☐
4. Film projectors—16mm				55 ☐
5. Film projectors—8mm				56 ☐
6. Disc record players				57 ☐
7. Tape recorders and players				58 ☐
8. Videotape recorder systems				59 ☐
9. Television cameras				60 ☐
10. Television receivers				61 ☐
11. Overhead projectors				62 ☐
12. Opaque projectors				63 ☐
13. Microprojectors				64 ☐
14. Micro-readers				65 ☐

	Less than half	Approx. half	More than half
15. micro-reader-printers			
16. others (please specify)			
_____			
_____			
_____			
_____			

VII. USE MADE OF CENTER.

A. Please give the approximate number of people in each of the groups identified below who, during a one month period, use (a) your collections of instructional materials and audiovisual equipment and, (b) your advisory services and programs.

	(a) Collections			(b) Services		
	Little or no use	Moder-ate use	Heavy use	Little or no use	Moder-ate use	Heavy use
1. By librarians, audiovisual specialists, or other media personnel:						
2. By classroom teachers:						
3. By curriculum specialists, school admin-istrators, or other adults:						

B. In general, what type of instructional media seems to be most in demand for pre-selection examination by your adult patrons? Select one of the four items below which most nearly describes your situation and place an X in the box next to it.

1. Printed materials ☐

2. Audiovisual materials ☐

3. About the same for 1 & 2 ☐

4. Not possible to determine ☐

C. Please indicate (X) in the box the approximate number of formal in-service training programs for teachers, librarians, audiovisual specialists, or other adults conducted *annually* by your center (either in the center or elsewhere):

none	1-9	10-24	25-50	50+
☐	☐	☐	☐	☐

D. Please indicate (X) in the boxes below the nature of your services to teachers, librarians, audiovisual specialists, or other adults (either in the center or elsewhere):

1. Advice to individuals ☐   27
                                                                  ☐

2. Workshops for special groups (e.g., subject specialists, grade level   28
   specialists, etc.) ☐   ☐
                                                                  29
3. Evaluation of current media ☐   ☐
                                                                  30
4. Retrospectice evaluation of media ☐   ☐

5. Other (please specify) ☐
                                                                  31
_____   ☐
                                                                  32
_____   ☐
                                                                  33
_____   ☐

VIII. SITE VISIT.

A. Would you be willing to receive a visiting team of two or three educators   34
   to observe your center in action? Please indicate (X) in the box below.   ☐

   1. Yes ☐   2. No. ☐

B. If you are willing to receive a visiting team, please indicate in the box   35
   below which time of the year such a visit would be most convenient   ☐
   for you.

   1. Summer 1969 ☐   2. early Fall 1969 ☐

IX. Please add any additional information which will contribute to this profile of your media selection center. Attach additional sheets if necessary.

Name of Interviewer: _____ Date: _____

Name of individual interviewed: _____ Title: _____

Address: _____

A. Center Director Interview

1. Who are the frequent users of this center?

   _____

   _____

   _____

2. Why do they use this center?

   _____

   _____

   _____

3. Has the center increased the competency of the user? (P) How?   Y   N

   _____

   _____

   _____

4. How many persons use this center in a typical month?   _____

   a) Is this answer an estimate? ☐   or

   b) A count based on attendance records? ☐

5. Describe the kind and extent of contacts with adults last week who
   were involved in:

   a) Pre-school _____

   b) Boy Scouts _____

   c) Social Service Agencies _____

   d) Other (specify) _____

6. Hours center is open:

   M From _____ To _____
   T From _____ To _____
   W From _____ To _____
   Th From _____ To _____
   F From _____ To _____
   S From _____ To _____
   S From _____ To _____

7. Estimate percent of time you spent:

    a) On administration   _____ %

    b) Working with users   _____ %

8. Talking about yesterday (last working day), what was your major
   activity?

   _____

   _____

   _____

9. Do you have a written job spec?   If yes, obtain a copy.   [Y]   [N]

10. What would you say are your major job responsibilities?

    _____

    _____

    _____

11. List your degree(s) or other professional training.

    _____

    _____

    _____

12. What additional professional training would you say would be beneficial
    to a person in your position?

    _____

    _____

    _____

13. What are the major goals of this center?   (P)   Any others?

    _____

    _____

    _____

14. What are the 2 or 3 major activities of this center?

    _____

    _____

    _____

15. Which one service offers the greatest contribution to advancing this center's educational service? Why?

_____

_____

_____

16. What specific services will be offered this fall at this center?

_____

_____

_____

For each of the services mentioned, tell me why they are offered.

_____

_____

17. What new services are being planned within the coming year?

_____

_____

_____

18. What new services would you like to see introduced?

_____

_____

_____

19. What is your role in the decision to offer new services?

_____

_____

_____

20. What services have been offered and discarded? Why have they been discarded?

_____

_____

_____

21. Do you have an orientation program for users? $\boxed{Y}$ $\boxed{N}$
    If yes, when offered? Describe program.

    _____

    _____

    _____

22. Is there released time for use of the center? $\boxed{Y}$ $\boxed{N}$

    If yes, how many hours per month? ____hrs.

23. Does center have workshops on selection and use of media? $\boxed{Y}$ $\boxed{N}$
    If yes, describe the last one offered (or the next one planned).

    _____

    _____

    _____

24. Does center have workshops on use of equipment? $\boxed{Y}$ $\boxed{N}$
    If yes, describe the last one offered (or the next one planned).

    _____

    _____

    _____

25. How is the decision made to offer in-service education programs in
    the center?

    _____

    _____

    _____

26. How are new materials evaluated for the center?

    _____

    _____

    _____

27. How are new materials selected for the center?

    _____

    _____

    _____

28. What roles do users have in selection of new materials for center?

_____

_____

_____

29. When a user asks for special or individual instruction, what happens?

_____

_____

_____

30. Does center operate a mobile unit? If yes, describe.   [Y]   [N]

_____

_____

_____

31. What would you say is the best way to organize the various media in the center?

_____

_____

_____

32. Do you distribute any printed material about the center and its ser-   [Y]   [N]
    vices? If yes, what? Please furnish samples if possible.

_____

_____

_____

33. Who sponsors this center?

_____

_____

_____

34. What growth plans re space exist for the center?
    Next year?_____

_____

    Next 5 years?_____

_____

35. What would happen if this center were abolished?

_____

_____

_____

36. Is the center given any publicity by local radio stations?   [Y]   [N]
    If yes, describe.

_____

_____

_____

37. Is the center given any publicity by local TV stations?   [Y]   [N]
    If yes, describe.

_____

_____

_____

38. Is the center given any publicity by local newspapers?   [Y]   [N]
    If yes, describe.

_____

_____

_____

39. Considering the goals and activities of this center in relation to its
    achievements how would you (as director/staff) rate this center:

    Excellent [ ]   Good [ ]   Fair [ ]   Poor [ ]

    What are the reasons for this rating?

Name of Interviewer: _____ Date: _____

Name of individual interviewed: _____ Title: _____

Address: _____

B. <u>Center Staff Interview</u>

1. Who are the frequent users of this center?

   _____

   _____

   _____

2. Why do they use this center?

   _____

   _____

   _____

3. Has the center increased the competency of the user? (P) How? [Y] [N]

   _____

   _____

   _____

4. How many persons use this center in a typical month? _____

   a) Is this answer an estimate? ☐   or

   b) A count based on attendance records? ☐

5. Describe the kind and extent of contacts with adults last week who
   were involved in:

   a) Pre-school _____

   b) Boy Scouts _____

   c) Social Service Agencies _____

   d) Other (specify) _____

6. Hours center is open:

   M From _____ To _____
   T From _____ To _____
   W From _____ To _____
   Th From _____ To _____
   F From _____ To _____
   S From _____ To _____
   S From _____ To _____

7. Estimate percent of time you spent:

   a) On administration _____%

   b) Working with users _____%

8. Talking about yesterday (last working day), what was your major activity?

   _____

   _____

   _____

9. Do you have a written job spec? If yes, obtain a copy.   [Y] [N]

10. What would you say are your major job responsibilities?

    _____

    _____

    _____

11. List your degree(s) or other professional training.

    _____

    _____

    _____

12. What additional professional training would you say would be beneficial to a person in your position?

    _____

    _____

    _____

13. What are the major goals of this center? (P) Any others?

    _____

    _____

    _____

14. What are the 2 or 3 major activities of this center?

    _____

    _____

    _____

15. Which one service offers the greatest contribution to advancing this center's educational service? Why?

_____

_____

_____

16. What specific services will be offered this fall at this center?

_____

_____

_____

For each of the services mentioned, tell me why they are offered.

_____

_____

_____

17. What new services are being planned within the coming year?

_____

_____

_____

18. What new services would you like to see introduced?

_____

_____

_____

19. What is your role in the decision to offer new services?

_____

_____

_____

20. What services have been offered and discarded? Why have they been discarded?

_____

_____

_____

21. Do you have an orientation program for users? $\boxed{Y}$ $\boxed{N}$
    If yes, when offered? Describe program.

    _____

    _____

    _____

22. Is there released time for use of the center? $\boxed{Y}$ $\boxed{N}$

    If yes, how many hours per month?   ____hrs.

23. Does center have workshops on selection and use of media? $\boxed{Y}$ $\boxed{N}$
    If yes, describe the last one offered (or the next one planned).

    _____

    _____

    _____

24. Does center have workshops on use of equipment? $\boxed{Y}$ $\boxed{N}$
    If yes, describe the last one offered (or the next one planned).

    _____

    _____

    _____

25. How is the decision made to offer in-service education programs in
    the center?

    _____

    _____

    _____

26. How are new materials evaluated for the center?

    _____

    _____

    _____

27. How are new materials selected for the center?

    _____

    _____

    _____

28. What roles do users have in selection of new materials for center?

_____

_____

_____

29. When a user asks for special or individual instruction, what happens?

_____

_____

_____

30. Does center operate a mobile unit? If yes, describe.   [Y]   [N]

_____

_____

_____

31. What would you say is the best way to organize the various media in the center?

_____

_____

_____

32. Do you distribute any printed material about the center and its ser-   [Y]   [N]
    vices? If yes, what? Please furnish samples if possible.

_____

_____

_____

33. Who sponsors this center?

_____

_____

_____

34. What growth plans re space exist for the center?
    Next year?_____

    _____

    Next 5 years?_____

    _____

35. What would happen if this center were abolished?

_____

_____

_____

36. Is the center given any publicity by local radio stations?   [Y]   [N]
    If yes, describe.

_____

_____

_____

37. Is the center given any publicity by local TV stations?   [Y]   [N]
    If yes, describe.

_____

_____

_____

38. Is the center given any publicity by local newspapers?   [Y]   [N]
    If yes, describe.

_____

_____

_____

39. Considering the goals and activities of this center in relation to its
    achievements how would you (as director/staff) rate this center:

    Excellent [ ]   Good [ ]   Fair [ ]   Poor [ ]

    What are the reasons for this rating?

Name of Interviewer: _____ Date _____

Name of individual interviewed: _____ Title _____

Address: _____

C. Curriculum Specialist Interview

1. Who are the frequent users of this center?

   _____

   _____

   _____

2. Why do they use this center?

   _____

   _____

   _____

3. Has the center increased your competency? (P) How?   ⊡ Y   ⊡ N

   _____

   _____

   _____

4. Describe the kind and extent of contacts you had with adults last week
   who were involved in:

   a) Pre-school _____

   b) Boy Scouts _____

   c) Social Service agencies _____

   d) Other (specify) _____

5. What are the major goals of this center? (P) Any others?

   _____

   _____

   _____

   _____

6. What are the 2 or 3 major activities of this center?

_____

_____

_____

7. Which one service offers the greatest contribution to advancing this center's service? Why?

_____

_____

_____

8. What specific services will be offered this fall at this center?

_____

_____

_____

9. For each of the services mentioned, tell me why they are offered.

_____

_____

_____

10. What new services would you like to see introduced?

_____

_____

_____

11. What is your role in the decision to offer new services?

_____

_____

_____

12. What services have been offered and discarded? Why have they been discarded?

_____

_____

_____

13. Did you ever attend an orientation program at the center?
    If yes, describe.   ☐Y ☐N

    _____

    _____

    _____

14. Is there released time for use of the center? If yes, how many hours
    per month?   _____ hrs.

15. Does center have workshops on selection and use of media? If yes,
    describe last one attended.   ☐Y ☐N

    _____

    _____

    _____

16. Does center have workshops on use of equipment? If yes, describe
    last one attended.   ☐Y ☐N

    _____

    _____

    _____

17. How are new materials selected for the center?

    _____

    _____

    _____

18. What role do users have in selection of new materials for center?

    _____

    _____

    _____

19. When a user asks for special or individual instruction at the
    center what happens?

    _____

    _____

    _____

20. What would you say is the best way to organize the various media in the center?

_____

_____

_____

21. Have you received any printed material about the center and its services? If yes, describe.   [Y]   [N]

_____

_____

_____

22. What would happen if this center were abolished?

_____

_____

_____

23. Who sponsors this center?

_____

_____

_____

24. Is the center given any publicity by local radio stations? If yes, describe.   [Y]   [N]

_____

_____

_____

25. Is the center given any publicity by local TV stations? If yes, describe.   [Y]   [N]

_____

_____

_____

26. Is the center given any publicity by local newspapers? If yes, describe.   [Y]   [N]

_____

_____

_____

27. What other direct communications do you receive from the center concerning its activities?

_____

_____

_____

28. Considering the goals and activities of this center in relation to its achievements, how would you as an educator rate this **center**?

Excellent ☐   Good ☐   Fair ☐   Poor ☐

What are the reasons for this rating?

_____

_____

_____

29. List your degree (s) or other professional training.

_____

_____

_____

Name of Interviewer _____ Date _____

Name of individual interviewed: _____ Title _____

Address: _____ ___ _____

D. <u>Classroom Teacher Interview</u>

1. Who are the frequent users of this center?

_____

_____

_____

2. Why do they use this center?

_____

_____

_____

3. Has the center increased your competency? (P) How?   Y   N

_____

_____

_____

4. Describe the kind and extent of contacts you had with adults last week
who were involved in:

a) Pre-school _____

b) Boy Scouts _____

c) Social Service agencies _____

d) Other (specify) _____

5. What are the major goals of this center? (P) Any others?

_____

_____

_____

_____

6. What are the 2 or 3 major activities of this center?

_____

_____

_____

7. Which one service offers the greatest contribution to advancing this center's service? Why?

_____

_____

_____

8. What specific services will be offered this fall at this center?

_____

_____

_____

9. For each of the services mentioned, tell me why they are offered.

_____

_____

_____

10. What new services would you like to see introduced?

_____

_____

_____

11. What is your role in the decision to offer new services?

_____

_____

_____

12. What services have been offered and discarded? Why have they been discarded?

_____

_____

_____

13. Did you ever attend an orientation program at the center? If yes, describe.

    ☐Y   ☐N

_____

_____

_____

14. Is there released time for use of the center? If yes, how many hours per month?

     _____hrs.

15. Does center have workshops on selection and use of media? If yes, describe last one attended.

    ☐Y   ☐N

_____

_____

_____

16. Does center have workshops on use of equipment? If yes, describe last one attended.

    ☐Y   ☐N

_____

_____

_____

17. How are new materials selected for the center?

_____

_____

_____

18. What role do users have in selection of new materials for center?

_____

_____

_____

19. When a user asks for special or individual instruction at the center what happens?

_____

_____

_____

27. What other direct communications do you receive from the center concerning its activities?

_____

_____

_____

28. Considering the goals and activities of this center in relation to its achievements, how would you as an educator rate this center?

Excellent ☐   Good ☐   Fair ☐   Poor ☐

What are the reasons for this rating?

_____

_____

_____

29. List your degree (s) or other professional training.

_____

_____

_____

Name of Interviewer:_____ Date _____

Name of individual interviewed: _____ Title _____

Address:_____

E.   Media Specialist/Librarian Interview

1. Who are the frequent users of this center?

_____

_____

_____

2. Why do they use this center?

_____

_____

_____

3. Has the center increased your competency? (P) How?   [Y]   [N]

_____

_____

_____

4. Describe the kind and extent of contacts you had with adults last week who were involved in:

a) Pre-school _____

b) Boy Scouts _____

c) Social Service agencies _____

d) Other (specify) _____

5. What are the major goals of this center? (P) Any others?

_____

_____

_____

_____

6. What are the 2 or 3 major activities of this center?

_____

_____

_____

7. Which one service offers the greatest contribution to advancing this center's service? Why?

_____

_____

_____

8. What specific services will be offered this fall at this center?

_____

_____

_____

9. For each of the services mentioned, tell me why they are offered.

_____

_____

_____

10. What new services would you like to see introduced?

_____

_____

_____

11. What is your role in the decision to offer new services?

_____

_____

_____

12. What services have been offered and discarded? Why have they been discarded?

_____

_____

_____

13. Did you ever attend an orientation program at the center? If yes, describe.

[Y] [N]

_____

_____

_____

14. Is there released time for use of the center? If yes, how many hours per month?

_____hrs.

15. Does center have workshops on selection and use of media? If yes, describe last one attended.

[Y] [N]

_____

_____

_____

16. Does center have workshops on use of equipment? If yes, describe last one attended.

[Y] [N]

_____

_____

_____

17. How are new materials selected for the center?

_____

_____

_____

18. What role do users have in selection of new materials for center?

_____

_____

_____

19. When a user asks for special or individual instruction at the center what happens?

_____

_____

_____

20. What would you say is the best way to organize the various media in the center?

_____

_____

_____

21. Have you received any printed material about the center and its services? If yes, describe. [Y] [N]

_____

_____

_____

22. What would happen if this center were abolished?

_____

_____

_____

23. Who sponsors this center?

_____

_____

_____

24. Is the center given any publicity by local radio stations? If yes, describe. [Y] [N]

_____

_____

_____

25. Is the center given any publicity by local TV stations? If yes, describe. [Y] [N]

_____

_____

_____

26. Is the center given any publicity by local newspapers? If yes, describe. [Y] [N]

_____

_____

_____

27. What other direct communications do you receive from the center concerning its activities?

_____

_____

_____

28. Considering the goals and activities of this center in relation to its achievements, how would you as an educator rate this **center**?

Excellent ☐   Good ☐   Fair ☐   Poor ☐

What are the reasons for this rating?

_____

_____

_____

29. List your degree (s) or other professional training.

_____

_____

_____

Name of Interviewer: _____ Date _____

Name of individual interviewed: _____ Title:__ _____

Address: _____

F. Administrator Interview

1. Who are the frequent users of this center?

   _____

   _____

   _____

2. Why do they use this center?

   _____

   _____

   _____

3. Has the center increased your competency? (P) How?   [Y] [N]

   _____

   _____

   _____

4. Describe the kind and extent of contacts you had with adults last week
   who were involved in:

   a) Pre-school _____

   b) Boy Scouts _____

   c) Social Service agencies _____

   d) Other (specify) _____

5. What are the major goals of this center? (P) Any others?

   _____

   _____

   _____

   _____

- 41 -

6. What are the 2 or 3 major activities of this center?

_____

_____

_____

7. Which one service offers the greatest contribution to advancing this center's service? Why?

_____

_____

_____

8. What specific services will be offered this fall at this center?

_____

_____

_____

9. For each of the services mentioned, tell me why they are offered.

_____

_____

_____

10. What new services would you like to see introduced?

_____

_____

_____

11. What is your role in the decision to offer new services?

_____

_____

_____

12. What services have been offered and discarded? Why have they been discarded?

_____

_____

_____

13. Did you ever attend an orientation program at the center? If yes, describe.   [Y] [N]

_____

_____

_____

14. Is there released time for use of the center? If yes, how many hours per month?

_____ hrs.

15. Does center have workshops on selection and use of media? If yes, describe last one attended.   [Y] [N]

_____

_____

_____

16. Does center have workshops on use of equipment? If yes, describe last one attended.   [Y] [N]

_____

_____

_____

17. How are new materials selected for the center?

_____

_____

_____

18. What role do users have in selection of new materials for center?

_____

_____

_____

19. When a user asks for special or individual instruction at the center what happens?

_____

_____

_____

20. What would you say is the best way to organize the various media in the center?

_____

_____

_____

21. Have you received any printed material about the center and its services? If yes, describe.   **[Y]**   **[N]**

_____

_____

_____

22. What would happen if this center were abolished?

_____

_____

_____

23. Who sponsors this center?

_____

_____

_____

24. Is the center given any publicity by local radio stations? If yes, describe.   **[Y]**   **[N]**

_____

_____

_____

25. Is the center given any publicity by local TV stations? If yes, describe.   **[Y]**   **[N]**

_____

_____

_____

26. Is the center given any publicity by local newspapers? If yes, describe.   **[Y]**   **[N]**

_____

_____

_____

27. What other direct communications do you receive from the center concerning its activities?

_____

_____

_____

28. Considering the goals and activities of this center in relation to its achievements, how would you as an educator rate this **center**?

Excellent ☐   Good ☐   Fair ☐   Poor ☐

What are the reasons for this rating?

_____

_____

_____

29. List your degree (s) or other professional training.

_____

_____

_____

Name of Interviewer: _____ Date _____

Name of individual interviewed: _____ Title _____

Address: _____

G. Principal Interview

1. Who are the frequent users of this center?

    _____

    _____

    _____

2. Why do they use this center?

    _____

    _____

    _____

3. Has the center increased your competency? (P) How?   [Y] [N]

    _____

    _____

    _____

4. Describe the kind and extent of contacts you had with adults last week
    who were involved in:

    a) Pre-school _____

    b) Boy Scouts _____

    c) Social Service agencies _____

    d) Other (specify) _____

5. What are the major goals of this center? (P) Any others?

    _____

    _____

    _____

    _____

6. What are the 2 or 3 major activities of this center?

_____

_____

_____

7. Which one service offers the greatest contribution to advancing this center's service? Why?

_____

_____

_____

8. What specific services will be offered this fall at this center?

_____

_____

_____

9. For each of the services mentioned, tell me why they are offered.

_____

_____

_____

10. What new services would you like to see introduced?

_____

_____

_____

11. What is your role in the decision to offer new services?

_____

_____

_____

12. What services have been offered and discarded? Why have they been discarded?

_____

_____

_____

13. Did you ever attend an orientation program at the center? If yes, describe.   Y   N

_____

_____

_____

14. Is there released time for use of the center? If yes, how many hours per month?   _____hrs.

15. Does center have workshops on selection and use of media? If yes, describe last one attended.   Y   N

_____

_____

_____

16. Does center have workshops on use of equipment? If yes, describe last one attended.   Y   N

_____

_____

_____

17. How are new materials selected for the center?

_____

_____

_____

18. What role do users have in selection of new materials for center?

_____

_____

_____

19. When a user asks for special or individual instruction at the center what happens?

_____

_____

_____

20. What would you say is the best way to organize the various media in the center?

_____

_____

_____

21. Have you received any printed material about the center and its services? If yes, describe.   Y   N

_____

_____

_____

22. What would happen if this center were abolished?

_____

_____

_____

23. Who sponsors this center?

_____

_____

_____

24. Is the center given any publicity by local radio stations? If yes, describe.   Y   N

_____

_____

_____

25. Is the center given any publicity by local TV stations? If yes, describe.   Y   N

_____

_____

_____

26. Is the center given any publicity by local newspapers? If yes, describe.   Y   N

_____

_____

_____

27. What other direct communications do you receive from the center concerning its activities?

_____

_____

_____

28. Considering the goals and activities of this center in relation to its achievements, how would you as an educator rate this **center**?

Excellent ☐   Good ☐   Fair ☐   Poor ☐

What are the reasons for this rating?

_____

_____

_____

29. List your degree (s) or other professional training.

_____

_____

_____

V.   GROUP EVALUATION

Note: The questions in this Section
are intended to elicit the impressions
of the team as a whole about the center,
but especially about its program. The
team should attempt to evaluate the
effectiveness of the activities and
personnel about which more specific
data have been collected on the printed
questionnaires and during the indivi-
dual interviews.

Center _____   Team Chairman _____

Team Members _____

_____

V. GROUP EVALUATION

The chairman will record the answer as agreed by the group but it will be his prime responsibility to obtain information from the Center Director.

1. a) What audiovisual material is most effective?

_____

_____

_____

b) What audiovisual material is poor and reason(s) why?

_____

_____

_____

2. Degree to which collection is classified and catalogued?

a) Excellent ☐   Good ☐   Fair ☐   Poor ☐

b) Reason for group rating

_____

_____

_____

3. Display of recently acquired materials?

a) Excellent ☐   Good ☐   Fair ☐   Poor ☐

b) Reason for group rating

_____

_____

_____

4. a) Does center maintain an evaluation file for items
        added to the collection?   Yes ☐   No ☐

    _____

    _____

    _____

    b) How would you rate the evaluation file?

        Excellent ☐   Good ☐   Fair ☐   Poor ☐

    c) Reason for group rating

    _____

    _____

    _____

5. a) How would you rate the education programs offered
        by the center?

        Excellent ☐   Good ☐   Fair ☐   Poor ☐

    b) Reason for group rating

    _____

    _____

    _____

6. Rating of collection of: Print media and non-print
                             media

	Excellent	Good	Fair	Poor
a) Print media	☐	☐	☐	☐
b) Non-print media	☐	☐	☐	☐

    c) Reason for print media rating

    _____

    _____

    _____

    d) Reason for non-print media rating

    _____

    _____

    _____

7. Attitude of specific person interviewed toward this Center

	Excellent	Good	Fair	Poor
Administrator	☐	☐	☐	☐
Principal	☐	☐	☐	☐
Curriculum Specialist	☐	☐	☐	☐
Media Specialist/ Librarian	☐	☐	☐	☐
Teacher	☐	☐	☐	☐
Center Staff	☐	☐	☐	☐
Director of Center	☐	☐	☐	☐
TOTAL OVERALL RATING OF CENTER	☐	☐	☐	☐

State reason(s) for overall rating.

_____

_____

_____

_____

8. Is this center more media or training centered? Cite evidence for answer

_____

_____

_____

9. What is this center's greatest strength? Why?

_____

_____

_____

10. What is this center's greatest weakness? Why?

_____

_____

_____

_____

11. To what extent does the center staff work with
     community groups? Cite examples to support answer.

     _____

     _____

     _____

12. Does this center have plans for improvement and
     change? What are they?

     _____

     _____

     _____

13. How realistic are they?

     _____

     _____

     _____

14. How realistic are indications of future financial
     support?

     a) On local level?

         _____

         _____

         _____

     b) On State level?

         _____

         _____

         _____

15. Among all persons interviewed, whom would you suggest
     we contact for further information because of the
     person's interest in and understanding of Center?

     Name _____ Title _____

     Address _____

             _____

16. What are the most important improvements needed by this center?

_____

_____

_____

17. Is the information about kinds and quantity of media contained on the second questionnaire reasonably accurate?

[Y]   [N]

   If no, state why

   _____

   _____

   _____

18. Is the media collection at the center adequate to support the programs being conducted?

_____

_____

_____

_____

19. Is the necessary equipment for audiovisual media conveniently located and accessible?

_____

_____

_____

_____

20. How would you evaluate the effectiveness of the collection in meeting the needs of the student population, i.e., is the collection relevant to their needs?

_____

_____

_____

_____

21. Is the center staff familiar and knowledgeable
    with the media collection?   ⎡Y⎤   ⎡N⎤

    _____

    _____

    _____

    _____

22. Is the collection balanced, i.e. are both the   balanced   ⬠
    print and non-print collections good, or is one
    far superior to the other?   not balanced   ⬠

    _____

    _____

    _____

    _____

23. Please make additional comments about the center
    and its collection so that we can better recommend
    standards for future centers.

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

Film Description

A visual report on film is in the process of being made at six
selected center sites where strong components were found by
team visitors. This visual report will support and illustrate
the findings of Phase I and document some highlights of centers
in existence during the first eighteen months of the project.

This documentation of the printed report shows facilities, collec-
tions, and program practices that were rated as good or excellent
and which could serve as future models.or parts of models. The sites
also have been selected, from among the 42 actually visited, in
terms of geographic spread, size, and type of community served.
An effort is being made to show and compare aspects of the center
program in terms of affiliation or kind of administrative unit.
The combinations of strengths and weaknesses found in the best
of the centers show up with great clarity in the visual medium.

The visual aspect of this report is being made on black and white
16mm. film by Mr. Justin M. Purchin. Mr. Purchin is well quali-
fied as a film maker for he has spent seventeen years in research,
development, and production of audiovisual products--including
filmstrips, study prints, 8mm. silent loops, 16mm. sound motion
pictures, records, scripts, simulation games, and multi-media
kits for education and industry. He has been Production Manager
for Bailey Films, Inc. and Director of Product Development
during the past three years of CBS ownership of Bailey. He holds
his B. A. in Political Science, his M. A. in Motion Picture Pro-
duction from the University of California at Los Angeles, and
has completed twenty one graduate units in Educational Technology
toward his Ph.D. at the University of Southern California.

The centers to be examined in the visual report are among the
following:

    Los Angeles City Schools, Los Angeles, California
    Broward County Schools, Fort Lauderdale, Florida
    Red Oak, Iowa
    Montgomery County, Maryland
    State of North Carolina at Raleigh, North Carolina
    Oklahoma City, Oklahoma
    Pittsburgh, Pennsylvania
    Brigham City, Utah, Bureau of Indian Affairs
    High Line, Washington

This documentary report helps to define visually what an educa-
tional media selection center is. It will be used in the second
phase of this project, GUIDELINES, to orient personnel who will be

advising the staff and soliciting additional information in the
field. During the planning for the model or demonstration phase
it can be used to inform school boards, administrators, and other
education personnel in systems that might participate in the model
program. Throughout the project and especially in Phase IV--
evaluation of the entire project and dissemination of the findings--
the film will be used as an instructional tool when the staff and
others familiar with the project are speaking about publishing,
producing and use of educational media at education and library
conferences. It is anticipated that portions of it will be
incorporated in the film about the entire project.

PANEL LEADER'S GUIDE

TEAM VISITS

PART 1

We are having this group discussion to enrich, through your personal experiences, the data reported in the various questionnaires completed as a result of the team visits.

(Review rules 1. e. , talk one at a time, feel free to disagree, etc.)

Many of you visited more than one Center, but as you are aware our letter to you designated a Center that you are to represent or talk about for the purposes of this discussion. The first six questions should therefore be discussed by each of you primarily in relation to the Center we designated you to represent.

1a. Did your chairman brief the team by reviewing the various questionnaires before interviewing started? On your questionnaire please indicate next to 1a, yes or no. (If you were a team chairman did you review with your team the various questionnaires? If team chairman, next to 1b on the questionnaire indicate yes or no.) Tell me about the briefing.

2a. How satisfied were you with the questionnaires that formed the basis of your interview in terms of the answers obtained? On the questionnaire next to 2a indicate your rating of the questionnaire as a basis of obtaining information

2b. What would you say was the attitude of the respondent toward the interview as reflected by the answers? Next to 2b indicate your rating of his attitude.

2c. What would you say is the value of the interview you conducted? On the questionnaire next to 2c indicate your rating.

3a. Talking about your respondents, were they randomly selected by you? On the questionnaire indicate yes or no.

3b. How did you get your appointments and where were they conducted?

4a. How valuable and valid would you say was your team group evaluation? On the questionnaire next to 4a indicate your rating.

4b. Would you say the group evaluation was a team participation or primarily the role of one individual? On the questionnaire indicate whether it was team or individual.

5. Considering your background and experience, what would you say that you personally learned as a result of your visit?

6. How could this team visit have been planned to give better and more meaningful results?

The following questions relate to those of you who visited 2 or more different centers.

7. Considering the centers you visited, would you indicate the relative similarities or differences in the teams at the various centers.

8a. Considering the various centers you personally visited, will you tell me whether in your opinion these centers differed, and also the reasons for the differences if they exist.

8b. If you were forced to make a value judgment, and considering the centers you visited, which center in your opinion was better than the other center or centers.

8c. Talking about the training function of a Media Center, what types of training take place at the Center(s) you visited ?

PART 2

9. Phase 2 will concentrate on developing guide lines for improving existing centers and helping those who wish to set up new centers. Assuming a set of guidelines might best be organized by having a number of major parts or divisions, if you were to organize a set of guidelines what major divisions would you suggest? Before discussing, would you list, next to 9 on your questionnaire, the major divisions you suggest.

10. Would you select one major division that should be included in the guidelines and for it list five of the most important guideline items for that division. Before discussing enter next to number 10 on your questionnaire.

QUESTIONNAIRE

1a.   Yes ☐   No ☐

1b.   Yes ☐   No ☐

2a.   Excellent ☐   Good ☐   Fair ☐   Poor ☐

2b.   Excellent ☐   Good ☐   Fair ☐   Poor ☐

2c.   Excellent ☐   Good ☐   Fair ☐   Poor ☐

3a.   Yes ☐   No ☐

4a.   Excellent ☐   Good ☐   Fair ☐   Poor ☐

4b.   Team ☐   Individual ☐

9.
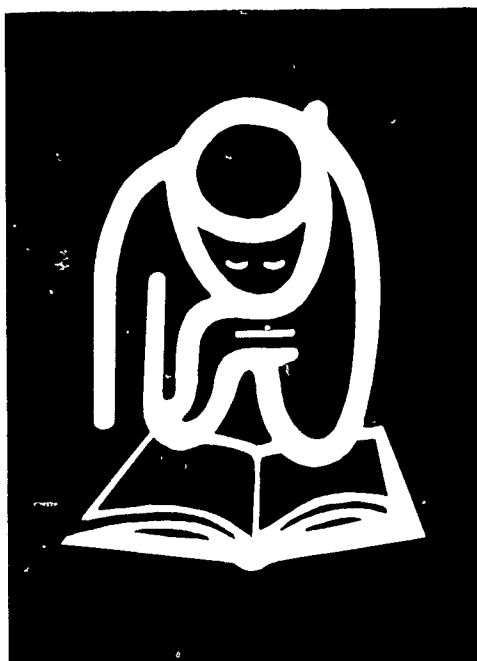
_____

_____

_____

_____

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_____

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_____

_____

_____

10. _____

_____

_____

_____

_____

_____

_____

Name _____ Affiliation _____

Team Member ☐   Team Chairman ☐

Center Represented   _____

Additional Centers   _____
  Visited
     _____

EM
SC

Educational
Media
Selection
Centers
Project

A nationwide survey and demonstration project in four phases to help develop facilities, procedures, and programs for the integrated and effective use of all media resources by educators and other adults.

Executive Advisory Council

Chairman: Dr. Mason W. Gross, President, Rutgers, The State University of New Jersey; Chairman, National Book Committee; Chairman, American Council on Education.

Elenora Alexander, Director, Instructional Materials Services, Houston (Texas) Independent School District;

Arthur Brody, President, Bro-Dart Industries (Newark, N.J.);

Dr. O. L. Davis, Jr., Associate Professor, Curriculum and Instruction, University of Texas at Austin;

Dr. Robert C. Gerletti, Director, Division of Educational Media, Los Angeles County (Calif.) Schools;

Alvin J. Goldwyn, Executive Director, Center for Documentation and Communication Research, Case Western Reserve University (Cleveland, Ohio), and Data Processing Coordinator of the Project;

Dr. Frances Henne, Professor, School of Library Service, Columbia University (New York);

Dr. Carl L. Marburger, Commissioner, New Jersey State Department of Education (Trenton);

The Most Reverend John B. McDowell, D.D., Auxiliary Bishop and Superintendent of Schools, Diocese of Pittsburgh (Pa.);

A. Edward Miller, President, World Publishing Co. (New York) and former president of Alfred Politz Research Inc.;

Dr. Franklin Patterson, President, Hampshire College (Amherst, Mass.);

Harold W. Tucker, Director, Queens Borough (New York) Public Library;

Theodore Waller, President, Grolier Educational Corp. (New York).

Staff

Project Director

John Rowell, Director, School Library Programs, Center for Documentation and Communication Research, Case Western Reserve University, and President (1969-70), American Association of School Librarians.

Project Coordinator

M. Ann Heidbreder, Staff Associate, National Book Committee Inc.

Administrative Assistant

Wanda R. Koskinen

Consultants

Peter S. Jennison, Executive Director,
National Book Committee, Inc.

Virginia H. Mathews, Staff Associate,
National Book Committee, Inc.

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SCOPE OF PROJECT

Critical examination of instructional materials in order to improve the selection process is imperative.

Ideally, an educational media selection center serves adults: teachers, librarians, and others who work with youth. It provides a wide range of materials—both print and audiovisual—for examination and preview prior to selection and purchase for use with children and young people. The center should be staffed by professional media specialists who assist in the selection and evaluation of materials and who train others to select and evaluate materials. It should have the capability to serve as the site of continuing and ongoing inservice training programs in the use of media in education.

Fostering such centers is the aim of the Educational Media Selection Centers Project, which is being administered by the National Book Committee with a grant from the Bureau of Research, U.S. Office of Education.

The project encompasses a seven-year study divided into four successive phases. The results of this project should encourage a high degree of integrated media services in all instructional programs.

Phase I

Funded in 1968 and now underway, Phase I is an 18-month survey and study of the centers already in operation. Questionnaires have been sent to all identifiable centers, and, on the basis of the information obtained, selected centers will receive an in-depth questionnaire. After analysis, those centers which seem to offer components of an effective program will be studied further through on-site visits by about 40 professionally qualified surveyors in teams. The information collected by the survey teams will be evaluated and assembled into an analytical report, with a summary of the findings. This report will be reviewed by an Advisory Committee, representing more than 40 education and other youth-serving organizations, and submitted to the U.S. Office of Education.

Phase II

On the basis of materials gathered in Phase I, Phase II (12 months) will cover the preparation and publication of guidelines for media selection centers. The development of these guidelines will provide blueprints for those educational

agencies that plan to upgrade and extend their services and to those administrators who are planning new centers.

Phase III

A variety of models—or demonstration educational media selection centers —reflecting different types of administrative patterns and service programs will be established, based on the guidelines.

Some existing facilities will be expanded into comprehensive educational media selection centers. The establishment of new centers would be called for only when absolutely necessary. All centers would be fully functional while serving as models. The duration of Phase III will be 3 years.

Phase IV

A comprehensive evaluation of the model centers established in Phase III, as well as the guidelines published in Phase II, will be used as the basis for a book to be written and published during Phase IV. A full program of information dissemination about the project will be carried out during this phase. It is also expected that a film about the programs and services of educational media selection centers will be produced, accompanied by a discussion and study guide. The duration of Phase IV will be 2 years.

Further information about the project may be requested from:

Educational Media Selection Centers Project
National Book Committee, Inc.
One Park Avenue
New York, N. Y. 10016

"Because of the staggering amounts of instructional materials (books, films, filmstrips, and other instructional aids), teachers, school librarians, curriculum analysts, and media specialists today find it difficult to select new materials from catalogs.

"These educators need central locations where they can examine and get information about available materials. Fostering such centers is the aim of a project of the National Book Committee. The step into multiple kinds of media marks a departure from its previous exclusive focus on books."

Scholastic Teacher, October 18, 1968

"The project's purpose is to make available (knowledge of) the finest educational resources, ideas, and innovations for students, teachers, and librarians."

Audiovisual Instruction, November, 1968

"In a September 24 briefing on the project, Dr. Mason Gross . . . said: 'Our educational community is confronted by a complicated problem of epidemic proportions: a vast and varied student body . . . and a rapidly increasing tide of interdisciplinary materials in all media, new subject matter and techniques. . . . Learning and teaching are such individual processes, involving delicate balances of experience, selection, and response. If through this project we can demonstrate a variety of ways to put the best educational resources, ideas, and innovations within reach of students, their teachers, and librarians, we will have made a valid contribution toward solving some of the most urgent problems of education.' "

School Library Journal, October 15, 1968