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A Study of the Usage of the Area VII Educational Media Center by Elementary Teachers

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A Study of the Usage of the Area VII Educational Media Center by Elementary Teachers

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Abstract

This study was conducted to determine four main things. First, if the materials available from the Area VII Educational Media Center are being used by elementary teachers. Second, what factors either encourage or discourage usage of these materials. Third, specifically which materials are being used and in what numbers. Lastly, this research will try to find out if having a professional media specialist in the building affects the level of usage of materials from the Area VII Educational Media Center.

A STUDY OF THE USAGE OF THE AREA VII EDUCATIONAL
MEDIA CENTER BY ELEMENTARY TEACHERS

A Research Paper
Presented to the
Faculty of the Library Science Department

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

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INTRODUCTION

One of the most important pieces of education-oriented legislation passed by the 89th Congress was the Elementary and Secondary Education Act of 1965. The act provided funds for many aspects of education. Title II of the Elementary and Secondary Education Act of 1965 concerned itself specifically with school library resources in the nation's elementary and secondary schools. This program is now in its ninth fiscal year of operation.

The effects of the ESEA Title II program can be seen all around the country. After the program went into effect, thousands of local elementary and secondary schools assessed the quality and quantity of their school library resources. Together, administrators, teachers and students developed plans for comprehensive programs to meet the needs they found. In the first two years, 89 percent of the nation's school teachers and students participated in the program and 3,637 new public school libraries were set up.¹

The ESEA Title II funds for library resources could be spent or distributed any way that the individual state decided, subject to Federal approval. Under some state plans, funds

¹ Iowa State Department of Public Instruction, Iowa's Regional Educational Media Centers Guidelines, (State of Iowa, 1968), p.1.

have been used to establish model school instructional media centers and programs, and in others, funds have been directly allocated to school districts.

Iowa's state plan for the ESEA Title II funds, as approved in April of 1966 by the United States Office of Education, is unique. The plan provided for the establishment of sixteen regional instructional media centers. All of the ESEA Title II funds for the state of Iowa were allocated to these centers. A county board of education in each of the sixteen areas was selected as the agency to administer the ESEA Title II funds. The county superintendent of schools and his board were given the responsibility of coordinating this program.

The Area VII Educational Media Center is located in Cedar Falls, Iowa. This center services all of Black Hawk County and parts of eight other counties.

THE PROBLEM

Iowa has been divided into sixteen districts, each having a regional educational media center. These centers receive all of the ESEA Title II funds allocated to the state.

The Area VII Educational Media Center, located in Cedar Falls, Iowa has received a total of \$670,824.60 in the period from 1966 to 1973.² This money must be spent on developing a library materials collection. During this time the Area VII Educational Media Center has purchased a collection of 2,217 16mm films and 49,961 library books. In addition, there are collections of sound filmstrips, book sets and slide-tape sets.³

In addition to the ESEA Title II funds, the county school systems provide an operating budget on a per pupil basis. This operating budget, which was spent for salaries, rent, telephone, postage and other operating costs, amounted to \$55,569.00 for the 1972-1973 school year.⁴

Suggestions have been made nationally that the ESEA Title II funds have had a small impact on school libraries.⁵ A study

² Iowa Department of Public Instruction, A Look at Iowa's 16 Regional Educational Media Centers, (Department of Public Instruction Educational Media Section, 1973), p.15.

³ Ibid.

⁴ Ibid.

⁵ "Title II Survey Shows Small Library Impact," Library Journal, 96:1758, May 15, 1971.

of the use of school libraries in 1964 has shown that only 89 percent of a sample of 461 teachers, or nineteen percent, used the media center regularly.⁶ This researcher suggests that while the film collection at the Area VII Educational Media Center may be used extensively, other materials are not being used to as great an extent in the elementary schools. He further hypothesizes that there are definite reasons why the materials are not used in the elementary schools.

This study was conducted to determine four main things. First, if the materials available from the Area VII Educational Media Center are being used by elementary teachers. Second, what factors either encourage or discourage usage of these materials. Third, specifically which materials are being used and in what numbers. Lastly, this research will try to find out if having a professional media specialist in the building affects the level of usage of materials from the Area VII Educational Media Center.

⁶ Fredrick R. Hartz, "High School Library: A Study in Use, Misuse and Nonuse," Clearinghouse, 38:423-28, March, 1964.

IMPORTANCE OF THE STUDY

The Area VII Educational Media Center, like virtually all libraries, can produce figures on numbers of books and other types of materials in their collection. They can produce statistics on total circulation, circulation per capita, and possibly can even divide circulation figures by subject area. Few libraries know very much about what these figures mean.⁷ This study will further break down these figures to usage by individual teachers and will reveal some factors affecting circulation.

The results will be important in three ways. If the teachers show themselves to be users of materials, it will reinforce the program as it is. If, however, all or certain of the materials are not being used by the elementary teachers at a very high level, the reasons given for not using them will point out possible ways of changing the program to increase the level of usage. The third benefit will be in allowing the media center personnel to see the patrons' awareness of the materials available, and their total outlook on the center.

In the statement of the problem, the researcher pointed out that nationally there is some doubt about the impact of

⁷ Maurice F. Tauber (ed.) and Irlene Roemer Stephens (ed.), Library Surveys (New York: Columbia University Press, 1967), p.71.

the ESEA Title II funds upon school libraries.⁸ The Area VII Educational Media Center is a part of a unique plan for spending Iowa's Title II funds. This research proposes to study the usage of the Area VII Educational Media Center materials by elementary teachers.

⁸ "Title II Survey Shows Small Library Impact," Library Journal, 96:1758, May 15, 1971.

ASSUMPTIONS BASIC TO THE STUDY

The researcher assumed that the teachers themselves would be the ones who would have the knowledge of how often they use the Area VII Educational Media Center and which materials they check out. Unfortunately, to sample every elementary teacher included in the boundries of the Area VII Educational Media Center would be impossible.

A random sampling of teachers from the elementary schools involved could have possibly resulted in missing teachers specialized in one area or another. Therefore, the assumption was made that each elementary school is basically alike as far as the general areas of instruction in the school. The questionnaire then was sent to all of the teachers in schools randomly selected from the total number of elementary schools in the Area VII district.

LIMITATIONS OF THE STUDY

The population in this study includes only elementary school teachers. This is because of the basic differences in methods of instruction between the elementary and secondary levels of education in the state of Iowa, which would make any comparison difficult.

The population was limited to the Area VII Educational Media Center district because of the differences in services and materials available at each of the sixteen area media centers.

The schools from which the teachers were surveyed were selected randomly from the population. A survey of all of the elementary teachers in the population would be most accurate, but would not be possible due to a lack of funds necessary. The researcher hoped that all of the teachers given the questionnaire would take time to complete it honestly and return it.

DEFINITION OF TERMS

Certain terms must be clearly understood by the reader of this survey. Below are definitions of terms used by the researcher that might be unclear in the minds of the readers.

INSTRUCTIONAL MATERIALS: Eligible materials are books, periodicals, documents, pamphlets, photographs, reproductions, pictorial or graphic works, musical scores, maps, charts, globes, sound recordings, processed slides, transparencies, films, filmstrips, kinescopes, video tapes, and other printed and published materials of a similar nature.

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (ESEA):
An act of the 89th Congress appropriating funds to elementary and secondary education in the United States.

TITLE II: Section of the Elementary and Secondary Education Act of 1965 which appropriated funds specifically for library materials.

PROFESSIONAL MEDIA PERSONNEL: A person in charge of the Instructional Media Center in the school. This person should have a degree in Library Science or at least certification in Library Science. Sometimes there is also a person with a degree in audio-visual education. The professional media personnel may be called a media specialist or a librarian.

REVIEW OF RELATED LITERATURE

An examination of library literature reveals that one evaluative survey has been conducted and published on the subject of utilization of the Iowa Regional Educational Media Centers. The Iowa State Department of Public Instruction published A Pilot Evaluation of Iowa's ESEA Title II Program in 1969. This study dealt with the entire state program. Four of the sixteen Area Educational Media Centers were chosen at random for study. A questionnaire was sent to all of the county superintendents and district superintendents in the four areas chosen. Another questionnaire was sent to 15% of the teachers selected at random from the schools in the four areas. The questions first determined whether or not the teachers did use the area center materials. One group of questions dealt with teacher familiarity with the center and its materials. Another group of questions considered relevance, quality, and quantity of materials. The rate of usage of various varieties of media was considered by another group of questions. The final section of the questionnaire was addressed to the non-users. While the survey did deal with some of the very important questions which need answering, no real conclusions on usage of area center materials were reached. Five academic years have passed since the issuance of the survey, with no new studies having been published.

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⁹ Iowa Department of Public Instruction, A Pilot Evaluation of Iowa's ESEA Title II Program, (State of Iowa), 1969.

Another survey, A Study of the Operations and Costs of the Instructional Materials Centers in Iowa, was published by the Title II Cooperative Services Committee, of the Department of Public Instruction in 1969. This study was concerned only with finances and did not address itself to usage of materials.¹⁰

Samuel Simon has indicated that there are very few such evaluative surveys for any type of library and a real need for this type of survey exists today.

"A survey of library literature indicates that little has been written about program evaluation. The paucity of literature suggests that while public, college, university, and special libraries carry on an enormous amount of program activity, too little attention has been given to program evaluation."¹¹

The Library Journal supports the need for research into school library utilization. The article indicates that large amounts of money have been made available for library studies until recently. "An examination of the allocations of these Federal funds since 1966 indicates that a large portion of the money which goes into library research involves the applications of new technology and information science with very little being used to support investigation of the less sophisticated problems of the school media center and its concerns."¹²

¹⁰ Iowa State Department of Public Instruction, A Study of the Operations and Costs of the Instructional Materials Centers in Iowa, (State of Iowa), 1969.

¹¹ Wayne S. Yenawine (ed.), Library Evaluation (New York: Syracuse University Press, 1959), pp.31-32.

¹² "Library Research Due for a 3.5 Million Boost," Library Journal, 92:2691, August, 1967.

Shirley Louise Aaron also found a serious lack of studies concerning school libraries. In 1972 she became interested in current studies and researched doctoral dissertations, using Dissertation Abstracts and ERIC. She found only fifty-eight during the period from 1967 to 1971 concerning any aspect of school librarianship.¹³

Though there has been only one evaluative study published directly concerning the usage of the Iowa Regional Educational Media Centers, there are studies which deal with student and teacher usage of materials in the school media center which are pertinent. Gene Lanier in his doctoral study found that teachers who work in a setting which contains an IMC are using a wider variety of materials and teaching approaches.¹⁴ Louis Jensen also concluded that the media center influenced teaching practices by supplying resources and services which helped to meet individual needs of teachers and students in various ways.¹⁵ Elton Fritz Tielke in his dissertation cited three case studies in which he found somewhat different outcomes. Conclusions based on the three case studies indicated that: 1. Classroom teachers generally have not realized the potential of the library

¹³ Shirley Louise Aaron, "A Review of Selected Research Studies in School Librarianship," School Libraries, 21:29-46, Summer, 1972.

¹⁴ Gene Daniel Lanier, "The Transformation of School Libraries into Instructional Media Centers," School Libraries, 21:30-31, Summer, 1972.

¹⁵ Louis Richard Jensen, "Educational Services Provided by Media Centers in Selected Elementary Schools," School Libraries, 21:33, Summer, 1972.

in the instructional program; 2. Inservice programs for teachers and librarians which stress extensive use of library resources are lacking; 3. Commitments made by school districts to library programs are low; and 4. The library program in a school is developed through the initiative of the librarians with little or no participation by teachers, principals, or other professional personnel.¹⁶ Marie McMahan agreed that most teachers did not use media to their advantage, that they lacked competency in the use of media. She concluded that media competencies in prospective elementary teachers were lacking and that there was a substantial need for improving current methods of developing these competencies.¹⁷

Hilda L. Jay, writing in School Libraries, constructed a survey on usage of the school libraries by teachers and students. She found evidence which supports and carries McMahan's findings further. She found that while many teachers are not competent in media center usage, with inservice training they will change their approaches to media in the classroom. The teachers in her study made increased use of materials they

¹⁶ Elton Fritz Tielke, "A Study of the Relationship of Selected Environmental Factors to the Development of Elementary School Libraries," School Libraries, 21:32-33, Summer, 1972

¹⁷ Marie E. McMahan, "A Study of the Feasibility of a System of Pre-Service Teacher Education in Media," School Libraries, 21:39, Summer, 1972.

had used slightly, and began to use media they had not used before. She also found teachers voluntarily and willingly took advantage of inservice training to overcome their incompetencies.

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Considering, then, the small number of usage studies concerning school libraries and the shortage of published studies of the Iowa Regional Educational Media Centers, it would seem appropriate that a study of the Area VII Educational Media Center be conducted.

18 Hilda L. Jay, "Increasing the Use of School Libraries," School Libraries, 20:23-26, Summer, 1971.

DESIGN OF THE STUDY

The sample population for this survey was the teachers from the elementary schools located in the Area VII Educational Media Center district. A complete listing of these schools was obtained from the director of the Area VII Educational Media Center. The questionnaire format was decided upon to complete the survey.

A questionnaire made up of twenty-one questions was developed. While no formal pilot study was performed, the questionnaire was given to several University of Northern Iowa Library Science students and UNI professors, as well as the director of the Area VII Educational Media Center in order to solicit suggestions to improve the readability and clarity of the questions. In addition, the questionnaire was shown to several elementary teachers from a school not selected as one of the schools to be surveyed. In this manner the questionnaire was revised several times. A sample of the questionnaire is included in Appendix 1.

The most complete information could be obtained by distributing the questionnaire to all of the elementary teachers in the Area VII Educational Media Center district. There are 92 elementary schools in this district. Each of the schools was assigned a number and nine schools were then randomly selected, using a table of random numbers from Conducting Educational Research.¹⁹

¹⁹ Bruce W. Tuckman, Conducting Educational Research, (Chicago: Harcourt, Brace, Jovanovich Co., 1972), pp. 368-369.

In order to reduce cost and improve returns, the questionnaires were distributed to and collected from the teachers of the nine schools through the principal of each school. A sealable envelope was attached to each questionnaire to insure confidentiality of the questionnaire when it was returned to the principal's office. The questionnaires were then gathered after a two-week period and any school not having 100% returns was contacted one week later to collect any additional returns.

The twenty-one questions making up the questionnaire were all designed to be answered through a simple checking process to increase response and facilitate tabulation.

DATA ANALYSIS

Questionnaires were distributed to all of the teachers in nine randomly selected schools in the Area VII Educational Media Center district. A total of 111 questionnaires were distributed to the nine schools. Ninety of them were completed and returned to the principals' offices by the teachers, for an 81% return. Six of the schools in the survey included grades K-6, while three were K-8. Four of the schools were located in the Waterloo-Cedar Falls metropolitan area, while five were in smaller towns outside of the metropolitan area. All of the schools but one were public schools. Table 1 further illustrates the statistics of the nine schools taking part in the survey.

School	Number of Teachers	Questionnaires Returned		Grade Levels	Location		Public	Non-Public
		Number	%		Urban	Rural		
1	11	10	90.9	K-6	X		X	
2	12	12	100	K-6	X		X	
3	16	8	50	K-6	X		X	
4	16	15	93.7	K-6	X		X	
5	7	6	85.7	K-6		X	X	
6	13	13	100	K-6		X	X	
7	9	7	76.6	K-8		X	X	
8	18	11	61.6	K-8		X	X	
9	9	8	88.8	K-8		X		X
Totals	111	90	81%	6 K-6 3 K-8	4	5	8	1

Table 1--Statistics of the Nine Schools Taking Part in the Survey

*Urban--Waterloo-Cedar Falls metropolitan area schools

Rural--All schools outside of the Waterloo-Cedar Falls metropolitan area

Questions one and two dealt specifically with whether or not the individual teachers use the Area VII Educational Media Center materials and how often. In the 1969 Iowa Department of Public Instruction Pilot Evaluation only 69% of the teachers surveyed used materials from the Area Media Centers.²⁰ Almost all of the teachers polled in this survey do use the materials. Only two of the 90 teachers responding answered "no" to question number one. However, 56.1% of those who do use the materials use them only once every two weeks or less, and only 43.9% use the materials on a weekly basis or more often. Table 2 illustrates the level of usage of materials by the teachers answering the questionnaire.

	Number of Teachers	Percentage of Teachers
Less than once every 2 weeks.....	29	32.1
Once every 2 weeks.....	21	24.0
Twice every 2 weeks.....	19	21.8
Three times every 2 weeks.....	8	9.6
Four times every 2 weeks.....	11	12.5
More often than 4 times every 2 weeks...	0	0.0
Totals.....	88	100.0%

Table 2--Frequency of Use of Area VII Educational Media Center materials

Questions three through nine deal with factors which might count for a high or low usage level. The manner in which the two teachers who do not use the materials answered these questions

²⁰ Iowa Department of Public Instruction, A Pilot Evaluation of Iowa's Title II Program (State of Iowa, 1969), p.38.

should be examined separately. Both answered "yes" to question number three. That is, they both feel that the materials collected and available in their building are sufficient to fill their teaching needs without the Area VII Educational Media Center collection. While this was the only answer which could explain the failure of one of the teachers to use the center's materials, the other also checked questions eight and nine. He or she did not feel that the materials fit the specific curriculum and also that the time involved in ordering the materials was prohibitive to their usage.

When looking at the total group's responses to questions three through nine, four of them were not checked as reasons for not using the Area VII Educational Media Center materials. The four reasons not indicated were: question four, which concerns the level of cooperation by the Area VII Educational Media Center staff; question five, dealing with the cost of mailing and picking up of materials; question six, relating to the content quality of the materials; and question eight, concerning appropriateness of the materials to the curriculum. The response to question five was unexpected by the researcher since five of the nine schools were outside the Waterloo-Cedar Falls metropolitan area. The teachers from these schools could possibly be expected to indicate this as a problem, but did not. Table 3 further illustrates the responses to questions four, five, six and eight.

	Yes		No	
	Number	%	Number	%
3. Do you feel that your building collection fills most of your needs for instructional materials without the Area VII Media Center collection?	26	28.8	64	71.1
4. Have you found a spirit of cooperation when dealing with the Area VII Media Center personnel?	88	97.8	2	2.2
5. Do you find the cost of mailing or pick-up of materials to be prohibitive of frequent use of the Area VII Media Center materials?	12	13.3	78	86.7
6. Have you found the content of materials at the Area VII Media Center to be of high quality?	90	100.0	0	0.0 0
7. Have you found the materials from the Area VII Media Center to be in good physical condition?	70	83.3	64	71.1
8. Do you find that the materials in the Area VII Media Center fit your curriculum?	84	93.3	6	6.7
9. Is the time involved in ordering and obtaining materials from the Area VII Media Center prohibitive of use?	15	17.8	69	82.1

Table 3--Factors Which Might Account for a High or Low Usage Level

The 1969 Iowa Department of Public Instruction Pilot Evaluation asked that content quality be rated on a one-to-five scale. The majority of the teachers in that study also indicated that the quality of content was good.²¹

Of the seven questions designed to determine factors limiting usage of the Area VII Educational Media Center materials, only

²¹ Ibid. p. 43.

three questions received a significant response, to indicate a negative effect. Of the 90 teachers answering question number three, 26 of them felt that the materials collections in their schools were adequate to fill their needs without the supplementary materials of the Area VII Educational Media Center. Fourteen of the 84, or 16.6% of the teachers answering question seven found materials to be in poor physical condition. In the Iowa Title II pilot evaluation, teachers were asked to evaluate physical condition of materials on a one-to-five scale. Of these teachers, 587 of 707 found the materials to be in good condition. Of the 84 teachers answering question nine, fifteen,²² or 17.8% felt that the time involved in ordering and obtaining materials from the Area VII Educational Media Center was prohibitive of use. Table 3, above, further illustrates the responses to questions three, seven, and nine which indicate a negative effect on usage levels by teachers.

A further analysis of the results of these three questions can be made. The answers of only the 46 teachers who, in question two stated that they used the materials once every two weeks or less may be considered separately. It was found that of these 46 teachers, nine, or 19.4% feel that their school collections are adequate; and nine, or 19.4% feel that materials are in poor physical condition. Finally, thirteen, or 28.2% feel that the time involved in ordering materials is prohibitive of use.

²² Ibid, p. 44

These 46 teachers are the ones who are not using the materials regularly, so their negative feelings would be expected to be stronger than those of the teachers using materials more often. When comparing the responses of the 46 teachers using materials once every two weeks or less to the responses of the teachers using the materials more frequently, it was found that 38.6% of the frequent users feel that their building collection fills most of their needs for instructional materials without the Area VII Media Center collection. The negative response to question three is actually stronger by frequent users than the less frequent users. Only 13.2% of the frequent users did not find materials to be in good physical condition, and only 4.6% found the time involved in ordering and obtaining materials from the Area VII Media Center to be prohibitive of use. Table 4 compares the responses to questions three, seven, and nine of those teachers who use the Area VII Educational Media Center materials once every two weeks or less with the more frequent users.

	Once every 2 weeks or less				More frequent users			
	Yes		No		Yes		No	
	<i>Number</i> #	%	#	%	#	%	#	%
3. Building collection adequate without the Area VII materials?	9	19.4	37	80.6	17	38.6	27	61.4
7. Materials in good physical condition?	37	80.6	9	19.4	33	86.8	5	13.2
9. Time involved in ordering prohibitive of use?	13	28.2	33	71.8	2	4.6	36	95.4

Table 4--Responses of Questions 3,7 and 9--Infrequent and Frequent Users

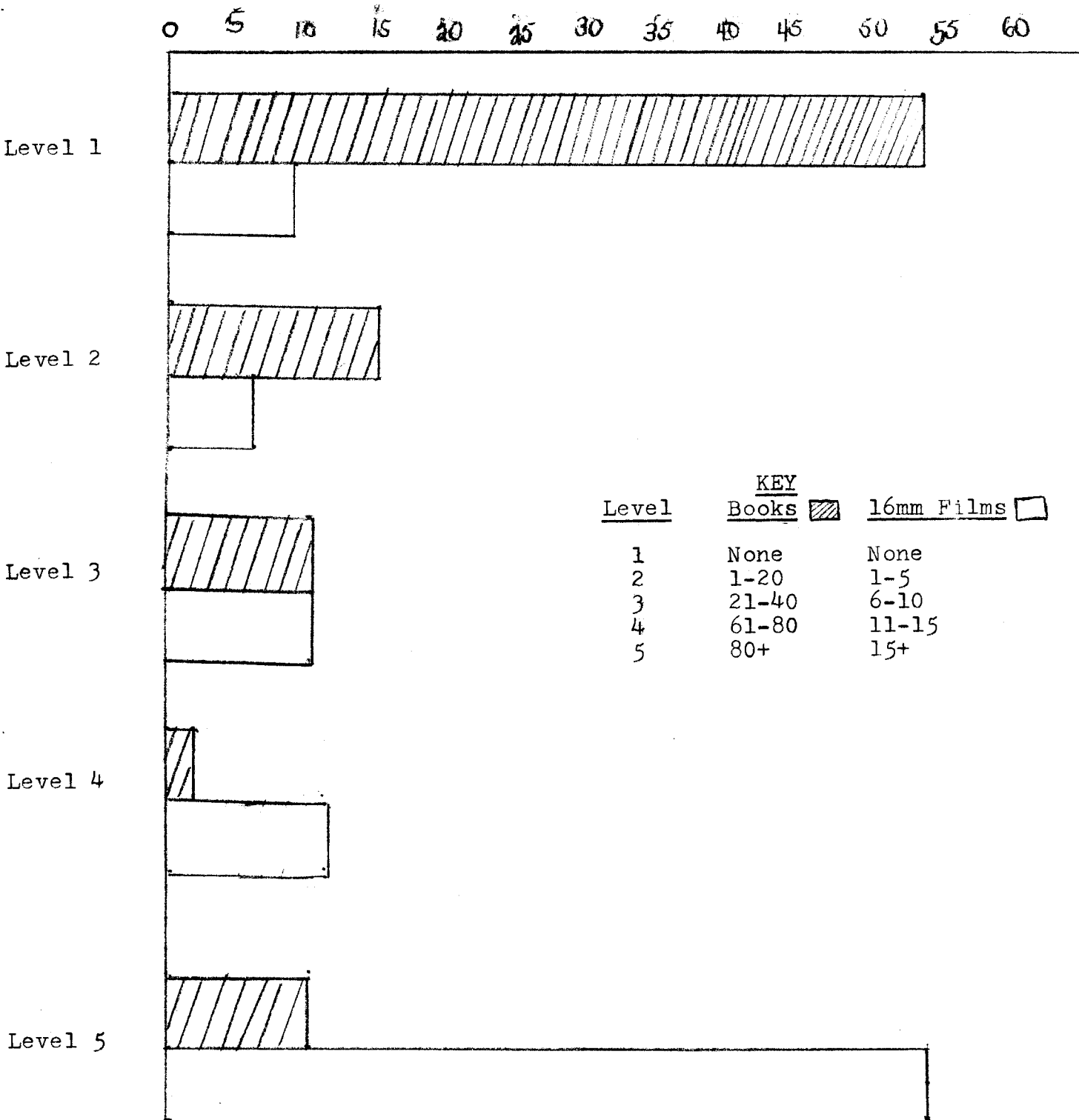
Questions ten through fourteen deal with the various types of materials available from the Area VII Educational Media Center, and the numbers of each type used in the past year by the teachers surveyed. Of the five types of materials, books and 16mm films make up the two largest categories. The Center has smaller and newer collections of sound-filmstrips, slide sets and book sets.

To determine the numbers of materials used by teachers in the past year, five levels of usage were listed for each type of materials. The levels were arrived at in conjunction with the Area VII Educational Media Center director. The director considers teachers checking the highest two categories to be active users of the materials. The levels listed for books were: None, 1-20, 21-40, 41-60, 61-80, and 80+. For the other four types of materials the levels were: None, 1-5, 6-10, 11-15, and 15+.

As stated earlier, the book collection and the 16mm film collection are the largest and most complete of the five varieties of materials, and they also receive the largest amount of money. These two collections will therefore be compared first, apart from the other three varieties. Fifty-three of the 90 teachers who completed the survey reported that they used no books at all, while only eight reported using no 16mm films. Only ten reported using the maximum number of books or more, while 53 reported the maximum level of usage of 16mm films. Figure 1 illustrates the number and percentage of teachers using the various levels of books and 16mm films.

FIGURE 1

Number and Percentage of Teachers Using the 5 Levels of Books and 16mm Films



The levels of usage of sound-filmstrips, slide sets, and book sets were quite low. There were 34 teachers using no sound-filmstrips, and only six using the maximum number of them. Eighty-four used no slide sets, while 69 used no book sets. No teachers used the maximum level of either of these two forms of media. Figure 2 further illustrates the number and percentage of teachers using these three varieties of materials at various levels. This low level of usage was expected because of the small collections available in these three areas.

Like questions three through nine, questions fifteen and seventeen are designed to determine factors which might limit usage of Area VII materials. In addition, these questions will help the Area VII Educational Media Center director know the status of her catalogs and newsletters in the schools. Table 5 illustrates the teachers' responses to questions fifteen and seventeen.

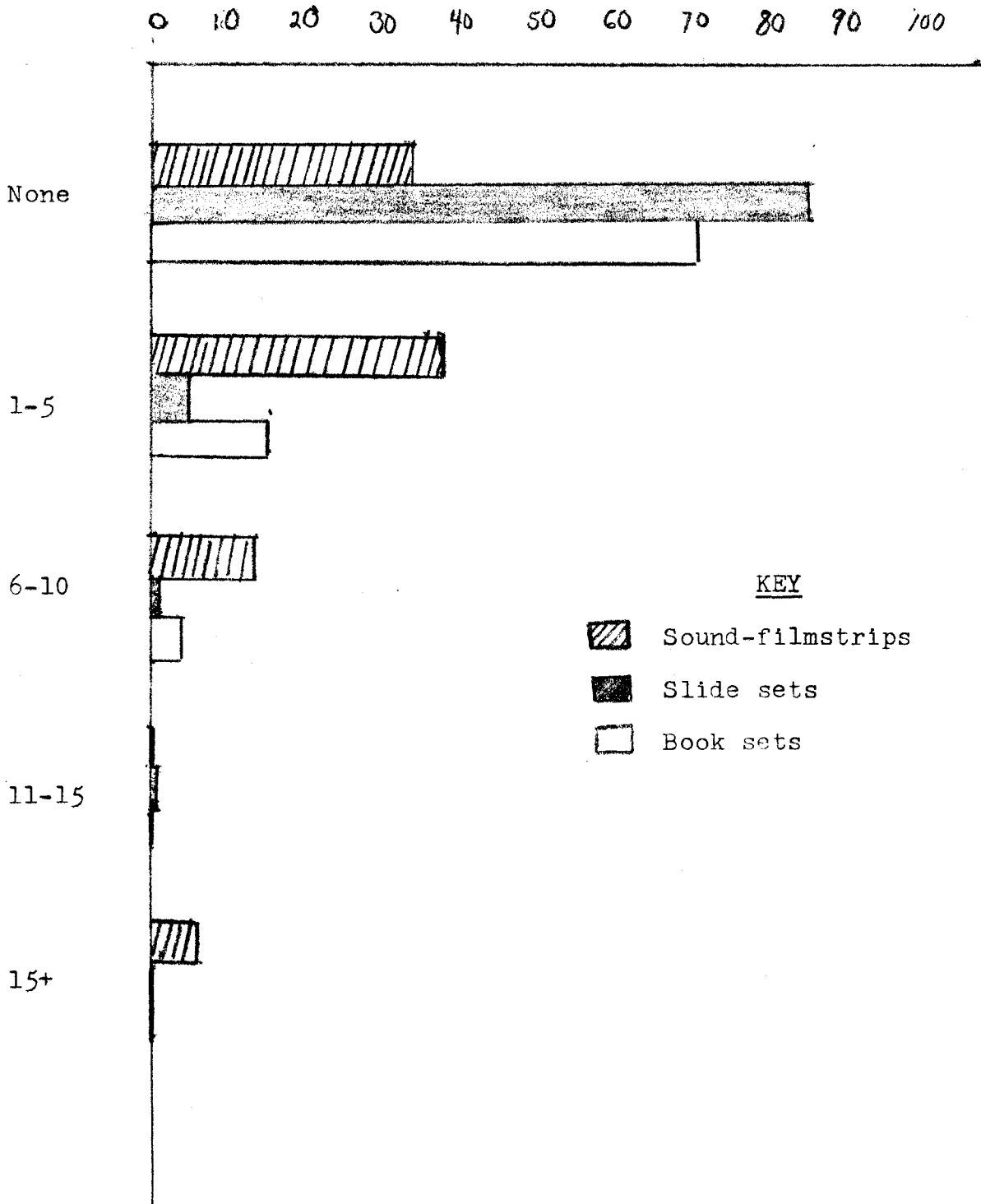
	Yes		No	
	Number	%	Number	%
15. Are the three Area VII Media Center catalogs conveniently available in your school for your use?	83	94.3	5	5.7
17. Are copies of the Area VII Media Center Newsletter distributed to you?	87	98.9	1	1.1

Table 5--Teachers' Responses to Questions 15 and 17.

The two questions received almost unanimous responses. Only five teachers did not feel that the catalogs were conveniently

FIGURE 2

Number and Percentage of Teachers Using Sound-filmstrip Sets, Slide Sets, and Book Sets.



located and only one teacher did not receive a copy of the Area VII Newsletter. The 1969 Iowa Title II pilot evaluation asked two questions similar to question fifteen. That survey received similar results, with almost everyone having access to the catalogs.²³ The results of these two surveys suggests a successful means of communication with the teachers which could probably be further developed.

The professional media specialist in a building should coordinate and stimulate usage of all media services, both those from the school's media center as well as those from sources outside of the school, such as the Area VII Educational Media Center. Questions sixteen, eighteen and nineteen were designed to determine what percentage of the elementary teachers surveyed have full-time or part-time media personnel in their building. In addition, the questions were intended to determine if the Area VII Educational Media Center materials are ordered through the media specialist and if the media specialist aids the teachers in the selection of materials. If the media specialist is to coordinate all media in the building and advise teachers on how and when to use various types of media, then it is imperative that all materials coming into the building are channeled through the professional media specialist.

The response to question eighteen indicates that only 21, or 23.3% of the teachers surveyed have a full-time media specialist or librarian in their building, and only 34, or 37.7% have some type of part-time media specialist or librarian. The remaining

²³ Ibid. p.40.

39% have no professional media personnel. Table 6 illustrates the responses to question 18.

	Number	%
Full-time Media Specialist.....	21	23.3
Part-time Media Specialist.....	34	37.7
None.....	35	39.0

Table 6--Number and Percentage of Elementary Teachers with Full-time, Part-time, and no Media Specialist in Their Building.

Of those teachers responding to question sixteen, only 43 of the 90, or 47.7% order their materials through the professional media personnel. This may indicate that only these teachers could be receiving some of the wide variety of services that a media specialist should provide. Figure 3 illustrates the ways in which teachers order materials from the Area VII Educational Media Center.

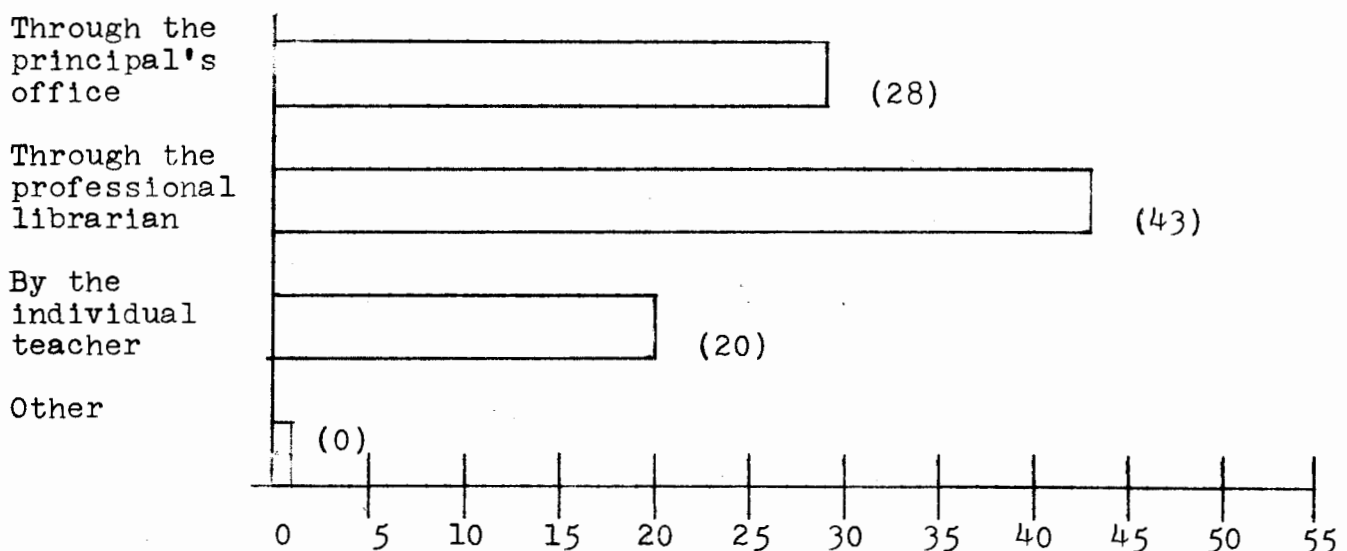


Figure 3--Ways in Which Teachers Order Materials From the Area VII Educational media Center.

While 55 teachers have full or part-time media personnel in their buildings, only 30 are receiving advice in selecting materials from the Area VII Educational Media Center. Table 7 portrays the number of teachers with part-time and full-time media personnel who are receiving advice on the selection of materials from the Area VII Educational Media Center.

	Yes		No	
	Number	%	Number	%
Part-time professional media personnel	13	39.2	21	60.8
Full-time professional media personnel	13	61.9	8	38.1

Table 7--Number and Percentage of Teachers with Part-time and Full-time Media Personnel Who are Receiving Advice on the Selection of Materials from the Area VII Educational Media Center.

Upon examining the levels of usage of the five types of media from questions ten through fourteen, it was found that the presence of a media specialist in the school did not raise usage levels. When comparing these teachers' responses by 1) Those with no professional media specialist, 2) Those with a part-time media specialist, and 3) Those with a full-time media specialist, those with a full-time media specialist actually had the lowest percentage of teachers in the maximum usage categories. Table 8 fully compares the usage levels of the teachers with no professional media specialist, with part-time media specialists, and with full-time media specialists.

Table 8a--Books

	No M.S.		Part-time		Full-time	
	#	%	#	%	#	%
None	18	50.2	17	51.5	16	76.2
1-20	9	26.4	4	12.2	3	14.2
21-40	2	5.8	8	24.2	1	4.8
61-80	0	0.0	2	6.0	0	0.0
80+	6	17.6	2	6.0	1	4.8

Table 8b--16mm Films

	No M.S.		Part-time		Full-time	
	#	%	#	%	#	%
None	3	8.8	2	6.4	3	14.2
1-5	4	11.7	1	3.2	3	14.2
6-10	1	2.9	2	6.4	7	33.3
11-15	5	14.7	4	12.8	0	0.0
15+	21	61.7	22	70.6	8	38.3

Table 8c--Sound-filmstrips

	No M.S.		Part-time		Full-time	
	#	%	#	%	#	%
None	12	36.4	14	42.4	8	38.3
1-5	16	48.6	13	39.4	8	38.3
6-10	3	9.0	4	12.2	5	23.4
11-15	0	0.0	0	0.0	0	0.0
15+	2	6.0	2	6.0	0	0.0

(continued)

Table 8d--Slide sets

	No M.S.		Part-time		Full-time	
	#	%	#	%	#	%
None	32	93.7	30	93.9	18	85.7
1-5	2	6.3	2	6.1	2	9.5
6-10	0	0.0	0	0.0	1	4.8
11-15	0	0.0	0	0.0	0	0.0
15+	0	0.0	0	0.0	0	0.0

Table 8e--Book sets

	No M.S.		Part-time		Full-time	
	#	%	#	%	#	%
None	30	90.6	23	69.6	15	71.8
1-5	2	6.3	7	21.2	5	23.4
6-10	1	3.1	2	6.1	1	4.8
11-15	0	0.0	1	3.1	0	0.0
15+	0	0.0	0	0.0	0	0.0

Table 8--Usage Levels of Teachers with No Professional Media Specialist, with Part-time Media Specialists, and with Full-time Media Specialists in Their Building.

The last two questions on the questionnaire were designed to survey the teachers' familiarity with the Area VII Educational Media Center. Even though there are catalogs of all materials of the center, which question fifteen indicates are conveniently located for the teachers' use, question twenty asks if the teachers have actually visited the center to examine any of the materials this year. The results indicate that only 29.2% have

made such visits. The Iowa Title II pilot evaluation asked a similar question, however, did not limit the time period to the past year. In comparison, 56% answered that they had visited the Area Media Center.²⁴ The final question simply asked teachers if they felt sufficiently acquainted with the Area VII Educational Media Center and its materials. Well over half, 52 of 86 answering the question answered that they were sufficiently acquainted with the center and its materials. Table 9 illustrates the responses to questions twenty and twenty-one.

	Yes		No	
	Number	%	Number	%
20. Have you visited the Area VII Media Center this year?	26	29.2	63	70.8
21. Do you feel that you are sufficiently acquainted with the Area VII Media Center and its materials?	52	60.5	34	39.5

Table 9--Responses to Questions 20 and 21.

²⁴ Ibid. p.39.

CONCLUSIONS

The Area VII Educational Media Center came into existence under the Iowa plan for using funds from Title II of the Elementary and Secondary Education Act of 1965. The purpose of this survey was to determine the effect of the Area VII Educational Media Center by answering four basic questions. First, if the materials available from the Area VII Educational Media Center are being used by elementary teachers. Second, what factors either encourage or discourage usage of these materials. Third, specifically which materials are being used and in what numbers. Lastly, if having a professional media specialist in the building affects the level of usage of materials from the Area VII Educational Media Center.

The responses to the questionnaire determined that most of the teachers surveyed do use the materials of the Area VII Educational Media Center at least occasionally. A major weakness was indicated when only 43.9% of the teachers responded that they used the materials on a weekly basis or more often.

Questions were included to determine any factors which might encourage or discourage usage of materials from the Area VII Educational Media Center. None of these questions received a large negative response, which would have indicated areas which could be changed in order to increase the number of teachers using materials on a regular basis or increase the level of usage.

The third basic question which the survey attempted to answer concerned the levels of teacher usage for each of the several varieties of materials available from the Area VII Educational Media Center. Books and 16mm films make up the two largest collections of materials in the center. The very low usage levels of books when compared to the high level of usage of 16mm films suggests that possibly the teachers are not using books or are getting them from another source, while making good use of the Area VII 16mm film collection. In this situation, possibly the spending priorities of the Area VII Educational Media Center should be examined and more funds appropriated to 16mm films and less to books. The levels of usage for sound-filmstrip sets, slide sets and book sets were quite low, probably due mainly to the small number of items available. The possible expansion of these collections should also be the subject of examination when spending priorities are considered.

The fourth basic concern of the survey was if having a professional media specialist in the building affects the usage of materials from the Area VII Educational Media Center. From the responses to the questionnaire, the researcher concluded that those teachers from buildings with full-time media specialists have lower usage levels than those from buildings with no professional media specialist. The media specialist may not stress usage of the Area Center materials or may provide such good services from the building media center that the teachers do not use Area Center materials often. From these results, however,

the researcher must conclude that for whatever reason, the media specialists are failing to motivate teachers to use the Area VII Educational Media Center materials.

While the researcher did not deal specifically with budgeting or teacher motivation to use materials, the results of this survey seem to indicate that they may have a possible effect, and could be subjects of further research.

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APPENDIX 1
Questionnaire

6732 LaPorte Road
Waterloo, Iowa 50702

Dear Classroom Teacher:

This questionnaire is part of a survey being conducted as my research project for the University of Northern Iowa Department of Library Science, in cooperation with the Area VII Media Center. I would appreciate your cooperation in completing it and returning it to your building principal as soon as possible. The results of the study will be of interest to the researcher, the Library Science Department, and the Area VII Media Center.

Sixteen Regional Educational Media Centers were established in Iowa under Title II of the Elementary and Secondary Education Act of 1965. The survey being conducted will attempt to determine the usage by elementary teachers of one of the sixteen centers, the Area VII Media Center in Cedar Falls, Iowa.

Thank you for your cooperation in this survey. The information you can supply will definitely be of use. It is being gathered for statistical purposes only, and at no time in this research will schools be named.

Yours, truly,

Thomas R. Youngblut
Graduate Student, UNI Department of Library Science

1. Do you use the Area VII Media Center materials?
 Yes
 No
2. If yes, how often do you use the Area VII Media Center materials?
 Less than once every 2 weeks
 Once every 2 weeks
 Twice every 2 weeks
 Three times every 2 weeks
 Four times every 2 weeks
 More often (Specify frequency) _____
3. Do you feel that your building collection fills most of your needs for instructional materials without the Area VII Media Center collection?
 Yes
 No
4. Have you found a spirit of cooperation when dealing with the Area VII Media Center personnel?
 Yes
 No
5. Do you find the cost of mailing or pick-up of materials to be prohibitive to frequent use of the Area VII Media Center materials?
 Yes
 No
6. Have you found the content of materials at the Area VII Media Center to be of high quality?
 Yes
 No
7. Have you found the materials from the Area VII Media Center to be in good physical condition?
 Yes
 No
8. Do you find that the materials from the Area VII Media Center fit your curriculum?
 Yes
 No
9. Is the time involved in ordering and obtaining materials from the Area VII Media Center prohibitive of use?
 Yes
 No
10. How many books have you used from the Area VII Media Center collection this year?
 None 61-80
 1-20 80+
 21-40

11. How many 16mm films have you used from the Area VII Media Center collection this year?
 _____ None _____ 11-15
 _____ 1-5 _____ 15+
 _____ 6-10
12. How many sound filmstrip sets have you used from the Area VII Media Center collection this year?
 _____ None _____ 11-15
 _____ 1-5 _____ 15+
 _____ 6-10
13. How many slide sets have you used from the Area VII Media Center collection this year?
 _____ None _____ 11-15
 _____ 1-5 _____ 15+
 _____ 6-10
14. How many book sets have you used from the Area VII Media Center collection this year?
 _____ None _____ 11-15
 _____ 1-5 _____ 15+
 _____ 6-10
15. Are the three Area VII Media Center catalogs conveniently available in your school for your use?
 _____ Yes
 _____ No
16. From where in your school are materials ordered from the Area VII Media Center collection?
 _____ Through the principal's office
 _____ Through the professional librarian
 _____ By the individual teacher
 _____ Other (Please specify) _____
17. Are copies of the Area VII Media Center Newsletter distributed to you?
 _____ Yes
 _____ No
18. What professional media personnel do you have in your building?
 _____ None
 _____ Part-time media specialist (librarian)
 _____ Full-time media specialist (librarian)
19. If you have part-time or full-time media personnel in your building, do they advise you in the selection of materials from the Area VII Media Center?
 _____ Yes
 _____ No
20. Have you visited the Area VII Media Center this year?
 _____ Yes
 _____ No
21. Do you feel that you are sufficiently acquainted with the Area VII Media Center and its materials?
 _____ Yes
 _____ No