An Evalution of the Organization and Administration of the Labette County Filmstrip Library

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AN EVALUATION OF THE ORGANIZATION AND ADMINISTRATION

OF THE LABETTE COUNTY FILMSTRIP LIBRARY

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AN EVALUATION OF THE ORGANIZATION AND ADMINISTRATION OF THE LABETTE COUNTY FILMSTRIP LIBRARY

INTRODUCTION

Statement of the Problem

This problem is an evaluation of the organization and administration of the Labette County Filmstrip Library to ascertain how effectively the participating schools in this cooperative enterprise are being served in relation to what constitutes an effectively administered library.

The hypothesis to be tested is that the Labette County Filmstrip Library is efficiently administering to the instructional filmstrip needs of the participating schools. The hypothesis will be tested by: (1) determining what constitutes effective organization and administration of a filmstrip library from existing reference material; (2) comparing the records of service to participating schools in number of filmstrips used; and (3) surveying teacher opinion of the present organization and administration of the filmstrip library, through a questionnaire study.

Purpose of the Study

The Labette County Filmstrip Library was established in 1951. The effectiveness of the organization and its administrative procedures has not been evaluated except for an annual survey of the records to determine the number

of filmstrips used by the various participating schools during the preceding school term.

Remarks of discontent with the library procedures among some of the teachers of Labette County aroused the interest of the writer and prompted a discussion of the library and its procedures with County Superintendent Alma M. DeBolt. This discussion led to the conclusion that an evaluation of the library would bring to light, both the strong and weak points of the library services. Permission was granted for the writer to survey any aspect of the library and its services that he so desired.

The administration and organization of a library are so closely allied that it was decided than an evaluation should include both.

It is hoped that the results of this evaluation will be used as a guide for reorganization of the administrative procedures of the Labette County Filmstrip Library if the need for reorganization is established.

Research Design

The writer has utilized two methods of research in obtaining the desired information for this study: the documentary, or historical method, and the questionnaire method of normative survey.

The Documentary Method. The documentary method of research and the historical method of research are used interchangeably in this report because of their snyonymity.

Documentary research deals with that which has already been done in the past in an effort to interpret trends of attitude, events, and facts. (31:207) It may have been reported without reflective thought, but creditable research is vitally interested in generalizations that can be drawn from facts of the past. It is often stated that history repeats itself. Even though this statement is not entirely true, certain trends of activity, event, fact, and attitude have a definite bearing on the future.

"Historical method, strictly speaking, is a process supplementary to observation, a process by which the historian attempts to test the truthfulness of the reports of observations made by others." (31:196)

Barr, Davis and Johnson (3:222) calls attention to the unique place and function of history in the family of research techniques.

> 1. It should provide, when carefully pursued, a helpful overview of the published researches and previous experiences of other persons and groups of persons with the problem under investigation.

> 2. It should provide a valuable frame of reference for the further evaluation of facts and generalizations whatever their source. Such facts and generalizations may arise from excellent experimental, statistical, and clinical studies, but their full meaning cannot be had except from a very careful scrutiny of their social and historical foundations.

3. It provides a valuable method of research in and of itself, especially when undertaken in conjunction with the comparative methods of research. Everything has a history; students of professional education would profit from a better knowledge of it.

Methods of research have their periods of popularity along with the other things with which humanity deals.

The historical method of research was employed with greater relative frequency in education twenty or more years ago than at present. It was to be expected, with the development of experimental, survey, testing, and statistical procedures in education, that educational history and philosophy would have to surrender a large part of the field which they had monopolized for some time. However, if the use of the historical method has decreased, legal research in education, which resembles historical investigation very closely and may be considered a phase of histor- ical research, has shown a corresponding increase in popularity over the same period of time. (13:246)

Methods of research have certain characteristics which distinguish them from all others. Good, Barr and Scates (13:229) lists those for the historical method as follows:

Source of Data: Direct observation as an eye- witness; indirect observation through documents, remains, and eye-witnesses.

Type of Control: Uncontrolled observation.

Approach: Longitudinal.

Typical Purposes: Accurate record of past events; status of phenomena at given times; interpretation and evaluation of present-day problems and procedures; and determination of causal relationships.

Typical Forms of Stating Results: Verbal exposition and interpretation.

There are certain fundamental procedures in historical investigation which are necessary whether a person is making

a record of the past or seeking a solution to a current problem. Good, Barr and Scates (13:241) lists the three major processes of the historical method as:

1. Collection of data, with consideration of documents and relics, of primary and secondary sources, of bibliographical procedure, and of organization of materials.

2. Criticism of data collected, including the processes of external (or lower) criticism and internal (or higher) criticism.

3. The presentation of the facts in readable form, involving problems of organization, composition, exposition, and interpretation.

These procedures merit discussion so the next few pages will be utilized for this purpose.

1. Collection of Data. After having selected a problem for investigation, the investigator begins his search for sources of information. Barr, Davis and Johnson (3:216) discusses this process and are quoted here.

The Education Index, the library card catalogue, and secondary sources will ordinarily be those first consulted. But the preparation of a scientific report involves much more than even a careful reading of secondary sources. In serious research one will search for documentary evidence and original sources. Among the aids available to the student are bibliographies of various kinds, encyclopedias, source collections, and numerous periodicals. Data may be found in court records, legislative enactments, diaries, newspapers, memoirs, private correspondence, and other contemporary records. Beginning with indexes, bibliographies, and general references one works deeper and deeper into his subject; each source is scanned for evidence of yet other sources until every possible available source of information has been examined. A complete survey of the original materials may require visits to many libraries, public and private files, local, state, national, and international, depending upon the scope and importance of the topic.

Care should be exercised in collecting full biblio-
graphical information to save time when writing is to
be done. "It is not desirable or necessary that the
bibliography be completed before note-taking begins; the
compilation of the bibliography, the study of subject-
matter, and note-taking may well progress simultaneously
throughout the course of the investigation." (13:255)
It is desirable, however, to collect the material system-
atically. A well-arranged plan of note-taking will enhance
the work to be done. Good, Barr and Scates (13:255) quotes
Good's 'Historical Research in Education' in reference to
note-taking and note systems as follows:

> A note-system should be flexible, that is it
> should be possible to add to it at any point without
> disarranging the older material; and it should be
> possible to rearrange the notes at will. This requires
> that the notes be taken on separate sheets, slips, or
> cards. Each piece should as far as possible contain
> a complete item, but when the matter to be noted is
> too extensive it may be continued on successive
> pieces and these numbered in series. Not more than
> one item should ever be placed upon a single piece.
> Each piece should have a subject-heading at the top
> and a margin for indexing, etc., at the left.

> About three different kinds of notes are regularly
> made by historical workers. The first is the biblio-
> graphical note which always contains the standard date,
> author, title, pages, place and date of publication,
> and other formal facts about a document. It should
> usually have in addition a brief analysis of the
> contents and some account indicating the uses and the
> defects of the document. The second kind is the
> subject note which contains one item of information
> about a particular topic, with the source whence it
> was obtained. A third kind may be called the method
> notes. In collecting such material one constantly
> comes across suggestions or thinks of ideas which

seem sueful in interpreting the facts. Such suggestions or interpretative ideas do not fit into either subject or bibliographical entries, but they must be noted or they will be forgotten. Finally, when an extensive body of information is collected a more or less elaborate system of cross references become useful.

2. Criticism of Data. Following the location and classification of the material it becomes necessary to make a critical analysis of the material for accuracy and genuineness. Accuracy of each document is made through a process of external and internal criticism. (3:217) External criticism is a test for genuineness of the document. Internal criticism deals with the meaning and accuracy of the statements within the document. The following questions are helpful in subjecting a document to both external and internal criticism.

1. Who was the author, not merely what was his name but what were his personality, character, position, and so forth?

2. What were his general qualifications as a reporter--alertness, character, bias?

3. What were his special qualifications and disqualifications as a reporter of the matters here treated?

(a) How was he interested in the events related?
(b) How was he situated for observation of the events?
(c) Had he the necessary general and technical knowledge for learning and reporting the events?

4. How soon after the events was the document written? For one purpose the century of composition may be sufficient; for another the very hour may be essential.

5. How was the document written, from memory, after consultation with others, after checking the facts, or by combining earlier trial drafts?

6. How is the document related to other documents?
    (a) Is it an original source; wholly or in part?
    (b) If the latter, what parts are original; what borrowed; whence? How credible are the borrowed materials?
    (c) How and how accurately is the borrowing done?
    (d) How is the borrowed material changed; how used? (13:259)

Documents should be subjected to external criticism first of all. Any document that will not pass the test of genuineness is not worth the effort that is needed to subject it to internal criticism.

3. The Presentation of Facts. The task of collecting and criticizing data complete, it is now time for the presentation of the facts in an organized composition. Good is quoted by Good, Barr and Scates (13:264) as follows:

> Having collected some information upon a subject the student will desire to arrange it and present it in such form that others may get the benefit of his studies. This is partly a mechanical problem, the problem of documentation. It is partly a logical problem also, because it involves the question of the relative importance of the several items and topics. Finally, it is a philosophical and an artistic problem, because every historian, deliberately or in spite of himself, interprets what he presents.

Certain problems are involved in the interpretation of data, such as (1) formulation of hypotheses, (2) constructive reasoning, (3) inference, (4) use of analogy, (5) cause and effect, (6) generalization, and (7) prediction. (13:266)

"Facts are not ends in themselves but the materials for intellectual contemplation." (3:218)

The Questionnaire Method. The questionnaire method of research is probably the most used of any of the methods of research, because it affords an opportunity to reach a large number of people that it would be almost an impossibility to reach otherwise. "The questionnaire has been extensively used as a means of collecting data, especially in the fields of school administration and the curriculum." (21:948)

The questionnaire is a systematically compiled list of questions submitted to a sampling of the population for collection of information that is desired. (3:65) It is usually mailed to individuals, but can be administered by an examiner to groups. "As a technique it is to be distinguished from the interview in which the questioner personally presents the questions one at a time to an individual and consequently can cross-examine the interviewee until he is certain both that the question is understood and that the answer is unambiguous." (21:948) However, the questionnaire has certain advantages which should not be overlooked in considering the selection of a research design to be used.

By its very nature the questionnaire is likely to be a less expensive procedure than the interview. The skills required to administer it are rather negligible compared to those required in interviewing; in fact, questionnaires can, for the most part, be administered to large numbers of individuals simultaneously; an interview, on the other hand, necessitates as a rule that each individual be questioned separately. Questionnaires can be sent through the mail; interviewers cannot. This means that in a survey with a given amount of funds, it is possible to cover a wider area and so obtain information from more people by using questionnaires than by personally interviewing each respondent. (17:156)

1. <u>Classification of Questionnaires</u>. Questionnaires are primarily used for collecting information relating to either fact or opinion. (3:66) Statements of fact are generally considered to be fairly reliable, but statements of opinion or judgment may not be reliable unless special care is exercised in the selection of respondents for the questionnaire. "It is estimated that, for purposes of filling out even simple written questionnaires, at least ten per cent of the adult population of the United States is illiterate." (17:159) Only a small percentage of the population can successfully respond to complicated questionnaires requiring extended written responses.

The reliability of responses varies with the individual, but for most purposes, questions about <u>facts</u> are much more reliable than those about <u>opinions</u>. Jahoda, Deutsch and Cook (17:160-170) list the types of question content found in questionnaires as follows:

1. Content aimed mainly at finding out facts.

2. Content aimed mainly at finding out beliefs.

3. Content aimed mainly at finding out feelings.

4. Content aimed mainly at present or past behavior.

5. Content aimed mainly at conscious reasons for beliefs, feelings, policies, or behavior.

2. <u>Construction of Questionnaires</u>. The classification and analysis of the data from a questionnaire study is facilitated by the construction of the questionnaire.

The following criterion is useful in constructing question-naires:

1. Objectivity in meaning and scoring should be sought.

(a) The questions should be formulated so as to enable the individual to

(1) supply information under discrete catagories

(2) express specific points of view.

(b) It should be possible to translate replies into quantitative expressions of absolute or relative values which may be described by statistical techniques.

(c) The plan for quantitative treatment should be sufficiently adequate to permit

(1) question-to-question comparisons

(2) comparison of findings with results of other investigations.

2. The appropriateness of recall and recognition items for eliciting information should be determined.

3. Opportunity should be given the respondent to include supplementary or explanatory information. In some instances the respondent should be encouraged to provide fine distinctions or to include qualifications or reservations.

4. The questionnaire as a research instrument should be sharply focused upon specific purposes and be analytical in nature. (3:67)

Having established a criterion for constructing the questionnaire, the next step is the actual construction. Jahoda, Deutsch and Cook (17:424-430) divides the entire process of questionnaire construction into the following six steps:

1. Deciding what information the study should seek.

2. Deciding what the questionnaire should cover and what type of questionnaire should be used.

3. First draft of the questionnaire.

4. Re-examination and revision of the questionnaire.

5. Pretesting the questionnaire.

6. Editing the questionnaire and specifying procedures for its use.

The preparation of a tenative list of questions including the materials that are being sought will provide opportunity for setting up tables of analysis as to the results that may be expected. These tables of analysis will provide a testing ground for determining the value of each individual question in the questionnaire. Jahoda, Deutsch and Cook (17-431-442) suggests the following questions for making decisions relative to question content:

1. Is this question necessary? Just how will it be useful?

2. Are several questions needed on the subject matter of this question?

3. Do respondents have the information necessary to answer the question?

4. Does the question need to be more concrete, specific, and closely related to the respondent's personal experience?

5. Is the question content sufficiently general and free from spurious concreteness and specificity?

6. Is the question content biased or loaded in one direction--without accompanying questions to balance the emphasis?

7. Will the respondents give the information that is asked for?

An affirmative reply to these questions verifies the desirability of having them in the questionnaire.

How a question is stated has a direct bearing on the response to it. The following list of questions prove invaluable for making decisions regarding question wording.

1. Can the question be misunderstood? Does it contain difficult or unclear phraseology?

2. Does the question adequately express the alternatives in respect to the point asked about?

3. Is the question misleading by reason of unstated assumptions or unseen implications? Is the frame of reference clear and uniform for all respondents?

4. Is the wording biased? Is it emotionally loaded or slanted toward a particular kind of answer?

5. Is the question wording likely to be objectionable to the respondent in any way?

6. Would a more personalized or less personalized wording of the question produce better results?

7. Can the question be better asked in a more direct or more indirect form? (17:443-452)

Another important factor is the place of the question in the sequence. The question should be placed in the sequence of questions so that the response will not be influenced by the preceding question, neither should it influence the following question. (17:460-461) Questions that tend to follow in a natural order usually receive a natural response.

Respondents are usually busy people, therefore, consideration should be given in preparing the questionnaire

so that a minimum of time will be required to answer it.
Check answers of various forms are often used to facilitate
ease in answering and to cut down the amount of time taken
to answer. (17:453-459) Space for free answers is sometimes
provided with the check answer to assist the respondent in
making his answer understood. Long questionnaires that
require detailed responses oftentimes are never answered.
A short, precise, easily answered questionnaire can usually
be relied upon to bring a response, however, this does not
mean to imply that the questionnaire should be constructed
solely to facilitate answering, but that the time element
is one of the factors to be considered in questionnaire
construction.

Questionnaires are like other things that are man-made,
they need to be tested before application is made. "The
pretest provides a means of catching and solving unforeseen
problems in the use of the questionnaire, the phrasing and
sequence of questions, the length of the questionnaire. It
may also indicate the necessity for additional subject
matter or the elimination of certain questions." (17:429)

Research Procedure in This Study. The following
procedure was established by the writer to carry out this
research:

1. The Card Catalogue, the Education Index, and the
Reader's Guide to Periodical Literature were consulted in
Porter Library, Kansas State Teachers College, Pittsburg,

Kansas, in making an investigation for available material related to filmstrip libraries.

2. A search of the Parsons Public Library, Parsons, Kansas, was made for further material.

3. The writer's personal library was consulted.

4. The bibliography on research methods, given by Dr. R. W. Strowig, Associate Professor of Education and Psychology, Kansas State Teachers College, Pittsburg, Kansas, was used to study research methods in determining the method of research best suited for this particular study.

5. Letters were mailed to the Director of Audio-Visual Libraries of the University of Kansas, Lawrence, Kansas, and Kansas State Teachers College, Pittsburg, Kansas, for information on filmstrip libraries.

6. The National Education Association's Division of Research was contacted for information on county-cooperative filmstrip libraries.

7. A questionnaire concerning the organization and administration of the Labette County Filmstrip Library and a cover letter were prepared. (See Appendix)

8. The teachers having access to the use of the Labette County Filmstrip Library numbered sixty-eight, so it was decided to mail questionnaires to the entire group to ascertain their opinions concerning the various functions of the county-cooperative filmstrip library.

9. County Superintendent Alma M. DeBolt, Labette County, Kansas, was contacted for information concerning the organization and administration of the library.

10. Records of the Labette County Filmstrip Library were consulted for data.

11. Temporary tables and charts for analysis of data were devised for use when the information was received from the records and questionnaires.

Scope and Limitations

This study is an evaluation of the organization and administration of the Labette County Filmstrip Library. The study is limited by the following factors:

1. The sampling represents only one-Nth of the universe population of teachers having access to the services of county-cooperative filmstrip libraries. Only those teachers having access to the use of the Labette County Filmstrip Library during the 1956-1957 school term were contacted, making difficult any generalization applicable to all county-cooperative filmstrip libraries.

2. The library of Kansas State Teachers College, Pittsburg, Kansas, is limited in the amount of material concerning the organization and administration of filmstrip libraries and so are the other libraries accessible to the writer.

3. There is no generally accepted criteria for evaluating the organization and administration of filmstrip libraries. (22:1)

4. Only one research study on county-cooperative libraries was available to the author and it was done on Audio-Visual libraries.

5. The questionnaire was inadequately prepared, as it failed to compensate for the personal biases of the individuals responding.

RELATED STUDIES

Research relative to the organization and administration of filmstrip libraries has been very meager, and especially, for county-cooperative filmstrip libraries. Since filmstrips are a definite part of audio-visual instruction, much of the research done in audio-visual library organization and administration will apply equally as well to filmstrip libraries. This being the case, a great deal of the quoted material herein will state audio-visual instead of filmstrip.

> Increased knowledge as to the instructional value of audio-visual materials has compelled teachers and administrators to develop a plan for providing adequate audio-visual services. It is apparent that most school districts will have difficulty in providing the high-cost items and services unless they enter into some cooperative plan of ownership and service. The development of county-cooperatives, serving many schools, has helped solve the problem. A quarter-century of progress has revealed a start toward meeting one of the greatest challenges in modern education. (23:1)

The formation of any library must take into consideration the needs of the area for which it is designed to serve.

"The basic reason for developing a library or center is to provide resources which will enable teachers to cope with their curriculum problems and the individual needs of pupils." (6:77)

The things to take into consideration when contemplating the establishment of a films or filmstrip library are the same for all schools, large or small.

1. What are the educational needs of the pupils for which materials must be provided?

2. What are the curriculum areas for which illustrative materials are needed?

3. What is the repetitive frequency with which materials will be used by teachers? (6:77)

Cypher (6:77) states further in considering the adequacy of a film or filmstrip library for a small school that the library:

1. Provides sufficient variety of subject matter to meet all instructional needs.

2. Makes materials available at the time needed.

3. Provides a system of storage, maintenance, and distribution from a central point.

4. Provides for previewing of materials on hand, and of materials to be purchased or rented.

Once the library is established, care must be exercised to see that the materials which it contains meet the needs of those for whom it was planned in the first place. A library of materials that are never used is not only a financial loss, but is also a waste of the time and effort put forth in accumulating it.

Organization of a Filmstrip Library

A sound organizational structure is the life-blood of
any type of organized effort. It is the base on which the
organization stands. Consequently, all the services and
functions of the organization depend upon the governing
body and the policies under which the organization operates.

There are many systems of organization that may be used
in a county-cooperative program, however, a recent research
by the National Education Association Research Division
(23:9-10) narrows the field somewhat. The following is
quoted from that unpublished research bulletin.

> The study of legal provisions for the establishment
> of county-cooperative centers showed that three general
> systems are used; local contractual agreements, county
> board provisions, and acts of state legislature.
>
> The development of a contractual agreement between
> participating districts has been the most frequently
> used legal method of establishing and governing county-
> cooperative programs. Over fifty per cent of the
> centers studied enter into oral or written agreements
> to give legal status for operation of the program.
>
> Less than one-third of the county-cooperative
> audio-visual programs studied were established by county
> board of education. Only twenty-nine centers out of
> fifty-seven operated by county superintendents were
> established by legal action of the county board of
> education.
>
> There are only a few cases where legal provisions
> have been enacted at the state level for the establish-
> ment of county-cooperative audio-visual programs.

Within the organizational structure of the county-
cooperative library, provision should be made for some type
of governing body. The governing body is legally responsible

for seeing that the organizational policies are carried out,
and that the organizational functions prescribed within the
structure.

> There are two types of governing bodies used
> generally throughout the country; the county board of
> education and a board of school superintendents
> representing the member schools of the county-cooper-
> ative audio-visual service. There are a few centers
> where policy is determined at the state level or by
> college groups.

> The policy making body is important in the growth
> of the program, and it should have a sound legal basis,
> and operate in a democratic manner to carry out a sound
> program. A few centers reported advisory committees,
> executive committees, etc., being composed of teachers,
> principals, supervisors, and lay people. An important
> fact discovered from the study was that little direct
> college influence was found in the area of policy
> making bodies. (23:11)

Financing a Filmstrip Library

A cooperative library needs some means of financial
support to be a successful operation. The sources of finance
and the continued financial support of the library is of
utmost importance to the success of the project. The initial
cost involved in the purchasing of the library stock is no
small item; besides this, there is the cost of administration,
including clerical help, stantionery supplies, distribution
costs, repairs, etc. Another important financial item is
growth and expansion of library supplies and services, plus
the expense of replacing wornout materials.

"The financing of county and cooperative centers has been
almost entirely a local effort; little support being received

from the state." (23:12) The burden of the expense lays
with the schools that are to receive the benefits of the
library services.

> The development of an equitable, continuing system
> of financial support for the county-cooperative audio-
> visual program is one of the keystones of its success.
> The development of an efficient, forward program depends
> on long range planning; long range planning can only
> be built on an insured financial future.

> In the past there were many reports of county-
> cooperative programs failing or being weakened to a
> point of inefficiency. This failure in almost all cases
> can be partly, if not entirely, traced to the lack of
> efficient, equitable, continuing formula of financial
> support.

> The development of a formula of financial support
> that guarantees equality to the participating schools
> and continuing financial support to the county-cooper-
> ative audio-visual centers is necessary. There are
> many formulas in use throughout the country, but the
> one used most frequently is an annual membership fee
> based on the number of students served. This type of
> formula can be determined in several ways: average
> daily attendance, scholastics, school membership, or
> number of teachers in those states where teachers are
> allocated on the basis of the number of students taught.

> There were several other methods used in varying
> degree. Common among the other methods reported were:
> a set annual fee for each school building served, a
> set annual fee for each school district served, and an
> annual fee based on the assessed valuation of the school
> district. (23:15-18)

A filmstrip library will survive, grow and expand its
services, or sink into oblivion, depending upon the financial
support that it is given. "Budgets and appropriations should
be set up only on a tentative basis...to be increased as
expansion demands." (25:44) Only then can the library fulfill
its obligation of service to the community that it is to serve.

Another financial consideration is the location of the
library. The National Education Association Research Division
(23:12) found that the housing for county cooperative centers
is usually a part of the county superintendent's office, if
there is sufficient space available. Some people argue that
filmstrips should not be a part of a central library, because
of the small cost of filmstrips and the desirability of having
them accessible. This argument has some merit in the schools
of several classrooms, but very little consideration is given
to the financial status of the very small school. "Those
arguing for a central library of these aids say that with a
good distribution system, teachers can get the filmstrips
easily, and with the same amount of money a larger number
of titles can be provided." (8:19)

Administration of a Filmstrip Library

The cooperative filmstrip library requires a competent
staff of people to administer the services to meet the needs
of the various schools belonging to the organization.
Efficient operation requires a large enough staff to do the
job that is to be done. The size of the library and the
services rendered will govern the size of the staff needed.
The leadership of the administrator and his policies of
administration affect the entire program of services to the
organization membership and have a direct bearing on the
growth and development of the organization.

Henry states (15:181) that:

> ...schools are using more audio-visual instructional
> materials, but too often in a haphazard, undirected way.
> At some point in the increasing use of these materials,
> every superintendent will need to study his situation
> to determine whether he will: (a) adopt a laissez-
> faire attitude, (b) give the program order, direction,
> and leadership, or (c) stop further use and development.

"Effective use of the audio-visual materials necessitates

good administration." (7:470) Dale states further, that

all teachers must participate in administration if they are

to take their rightful place in curriculum planning; other-

wise, a curriculum will be <u>handed</u> <u>down</u> to them from above.

The job of getting the right material to fit the individual

instructional problem is not necessarily a difficult task,

but it does require good administration.

Dale (7:471) lists the problems involved in skillful

administration of audio-visual materials; ten of these

apply equally as well to the administration of a filmstrip

library.

> 1. Selecting a director, supervisor, or chairman.
>
> 2. Obtaining funds.
>
> 3. Obtaining equipment.
>
> 4. Selecting teaching materials.
>
> 5. Developing an In-Service Program.
>
> 6. Cataloging materials.
>
> 7. Repairing and up-keep of materials.
>
> 8. Arranging for use of materials.
>
> 9. Reviewing and evaluating materials.

10. Informing the public.

The administrator of a filmstrip library must be a person of diversified abilities to be able to carry out the organizational policies and attend to all the administrative and supervisory duties. (30:293) A cooperative library can be successful only in so far as the administrator puts forth the effort to make the organization a progressive one.

An administrator cannot do all the tasks alone. "Clerks and secretaries are needed for classifying and cataloging materials, and for keeping records of requisitions and incoming and outgoing materials." (18:543) The number of clerks and secretaries would depend upon the size of the library and the amount of materials that are checked, packaged, and distributed.

The administrative staff is judged primarily by the services it performs and how well those services meet the needs of those who are being served. The following listed items are the principal activities and services to be rendered by an audio-visual department staff that would apply to a filmstrip library:

1. Evaluation of Instructional Materials

    a. All materials of instruction should be evaluated in terms of their effectiveness in furthering educational objectives.

    b. Evaluation committees should include representatives from the grade levels and subject areas in which materials will be used.

     c. Operation of evaluation program should be well planned and continuous.

     d. A simple, concise evaluation form should be completed and signed by all evaluators. This form should be filed for reference.

     e. Look critically at materials which do not circulate, even though they may be comparatively new. Low circulation figures for certain materials may be caused by lack of advertising in catalogs, lists, etc.

     f. Weed out old, obsolete materials with a firm hand.

2. Procurement and Purchasing

     a. Maintain an up-to-date file of current sources of materials and equipment.

     b. Purchase should be governed by the recommendations of the evaluation committees, by the needs of the educational program, other available materials on the same subject, or equipment of a similar kind, and the cost.

     c. Watch the relationship between the numbers of additional copies of titles that are needed to meet requests on schedule and the numbers of new titles necessary to keep the library up-to-date and adequate.

3. Preparation for Distribution

     a. Consider how the materials will be delivered— by truck to the school, or called for and returned by teacher. This may make a difference in the way materials must be packaged.

     b. Provide durable, easy-to-use packaging. Make it attractive if possible.

     c. Use a simple, efficient cataloging and classifying system.

4. Cataloging

     a. Maintain a current card catalog of all materials in the audio-visual collection.

b. Compile each catalog so that it is easy to use, implements the course of study through its organization, and is up-to-date.

c. Supply enough copies of the catalogs to each school to meet the teachers' needs.

5. Ordering

a. Devise an ordering or booking system which is simple and consistent.

b. Eliminate needless red tape; let teachers order material with a minimum of effort.

c. Try to supply materials when they are needed.

d. When booking films, send schools a confirmation notice listing when and what titles may be expected.

6. Storage

a. Study the facilities you have and make the most use of them.

b. Try to provide adequate space and facilities.

c. Plan for systematic flow of materials in relation to work to be done.

d. Label concisely, clearly, and informatively.

e. Keep organization simple and flexible.

f. Practice good housekeeping.

7. Distribution

a. Work out a prompt, frequent, and systematic delivery service.

b. Proportion all materials and equipment to schools on an equitable basis.

c. Keep exact records of delivery and return of all materials and equipment.

d. Work out system for notifying teachers when material is overdue, or pieces are missing.

8. Inspection

a. Keep materials in good condition.

b. Inspect and repair all items after each period of circulation.

c. Encourage teachers to report specific needs for repair.

9. Informing the 'Customers'

a. Make readily available complete sets of catalogs for teachers' use.

b. Revise catalogs annually if practicable. Monthly or bi-monthly newsletters, bulletins, or lists can be used to inform teachers of new materials acquired between catalog revisions.

c. Persuade leaders of in-service education meetings and institutes to inform participants concerning audio-visual materials and methods of use appropriate to their grade levels and subject fields.

d. Integrate audio-visual information into courses of study and other curricular publications.

e. Assist supervisors and others who make regular school visits to inform teachers concerning the available materials and their use.

f. Interest supervisors and others in using audio-visual materials at meetings.

10. In-Service Education

a. Encourage teachers to request the assistance they need.

b. Provide opportunities to hear inspirational and informative discussions on audio-visual education.

c. Provide workshops in philosophy and methods of use, in production techniques, in operation, and use of equipment.

d. Arrange to hold previews of available materials in some easy-to-reach location.

e. Give special assistance to new teachers. (26:37-42)

In addition to the activities and services listed above, the Audio-Visual Education Association of California lists: (1) "collect, organize, and classify materials; and (2) prepare a proposed budget for new materials." (2:6)

"Effective selection, utilization, and evaluation constitute the heart of the audio-visual program, but the processes of efficient administration and supervision are its life's blood." (25:36)

1. Distribution of Filmstrips. Every Library deals with the problem of distribution of materials, but before there is a problem of distribution, the teachers must know what materials are available. An up-to-date catalog of the filmstrips should be readily accessible to all teachers. "Effective steps should be taken to see that the catalogs are in the hands of the teachers and used by them." (26:207) After the catalogs are distributed, the major problem is filling the teachers' requests on time.

> Whether materials are booked well in advance or on short notice, efficient booking procedures are essential. Good procedures provide: (a) a method by which the teacher may make known the materials wanted and the time needed, (b) a method of prompt confirmation or indication to the teacher that the materials are or are not available, (c) a record of the delivery and return date, (d) a record on the physical condition of the materials if received or returned in other than good condition, and (e) a record of the effectiveness of the materials for the purpose used. (26:193)

It is most essential that the records be kept systematically to avoid confusion, delay, or unsatisfactory service in any way. (30:298)

The administrator deals with many problems in providing efficient service to the schools demanding service.

Directors of film libraries meet with few difficulties in setting up systems of booking and shipping, but they meet with a great many difficulties in scheduling particular films when individual teachers want them, and in getting films returned on time for successive users. In order to supply needed films, some libraries substitute other titles than those selected, if they have others that deal with the same subject.

In spite of the systematic distribution, teachers find it difficult to get films they need when they want them. One approach to the problem is that of anticipating film needs for a semester or year in advance and requesting and booking of titles on dates they are likely to be needed.

Another approach is that of scheduling all requests for films through a coordinator, who will inform teachers in advance of the dates on which their films are finally booked.

Many teachers may be forced to use films that are not needed on the dates they are used, and some may decide not to use any films at all. (16:90)

Tools of instruction are of little use after the particular lesson is completed, so it is imperative that the filmstrips be delivered "...in time for use at the 'psychological moment' in the unit of instruction." (11:29) There are two basic criteria which will apply to all instructional situations according to Schuller: (26:185)

1. Does the distribution system provide adequate materials for meeting the educational needs of children?

2. Does it make materials available <u>when</u> and
<u>where</u> they are needed for best educational use?

Various methods of delivery are employed by schools
throughout the country, but "...county libraries use United
States mail, pick-up by school coordinators and teachers,
and delivery by supervisors or other staff members." (26:200)
Schuller remarks further that it is not sound administrative
policy to use teachers for messenger service, as their time
is too valuable to be used in this way.

2. <u>Selection</u> of <u>Filmstrips</u>. The selection of filmstrips
offered by the filmstrip library must meet the needs of the
schools using the facility. Some one person or group of
persons is usually held responsible for the selection of
filmstrips. To whom should this responsibility be delegated?

Administrators are usually in contact with distributors
of the items, therefore, it is sometimes the case that the
administrator takes full responsibility for selection of all
filmstrips for the library. It is not the job of the admin-
istrator to make the curriculum; therefore, he should not be
permitted to choose the teaching materials. (7:474)

> Selection of all materials should be made only after
> consultation with the classroom teachers who will use
> them. Both the classroom teacher and the audio-visual
> co-ordinator should be guided by specific curriculum and
> individual pupil needs. These needs should serve as the
> guide to what is adequate in terms of quality of subject
> matter. The amount of material needed is determined by
> the extent to which materials, of a quality which
> justifies their being made a part of a program, can be
> made available by the school's budget. If purchases are
> made in terms of their immediate importance, they will
> be more nearly adequate than if based on hasty judgment.
> (6:77)

Schuller's (26:44-45) discussion of the Los Angeles County

Schools Audio-Visual Library states that:

> Very careful screening procedures have been devel-
> oped to spend the district's money wisely, to meet the
> needs of the schools, and to provide a variety of the
> best teaching materials. Several years of experience
> have proved that group evaluation by representatives
> of curriculum and audio-visual departments from the
> districts and from the county office is the most
> effective way to select films.
>
> The participation of administrators, teachers,
> and curriculum supervisors in the selection of films
> provides background and experience for sound judgments
> and builds greater understanding and interest in the
> total audio-visual program.

The procedure stated above is equally applicable to a library

of filmstrips only.

The selection committee evaluates each filmstrip as to

its relation to the curriculum and the specific need for the

filmstrip. The selection cannot be based solely on the

number of potential applications to the curriculum, but must

take into account the importance of the educational purpose

served to justify the filmstrip's place in the library. (19:63)

Other duties of the selection committee would be determining

the need for replacement of worn-out materials, and multiple

copies of much-used materials, as well as the discarding of

obsolete materials that may no longer be applicable.

The committee has a grave responsibility to perform in

previewing, evaluating and selecting the materials for the

entire group of schools to use, therefore, it seems imperative

that this committee be representative of the various school

districts and be composed of mostly teachers. A few persons
in administrative or supervisory capacity would help to round
out the group.

3. In-Service Training in the Use of Filmstrips. The
administrator of the filmstrip library has the added respon-
sibility of assuring that the filmstrips are used to the best
advantage in meeting the needs of the pupils that are viewing
them. Teachers have often had no training, or very little,
in the application of instructional materials. The adminis-
trator should know the extent of the teacher's training and
institute some type of program to absolve this inadequacy.
Filmstrips can be viewed as pretty pictures, or made an
integral part of the instruction, depending upon how and when
they are presented. B. F. Holland (16:84) stated that, of a
group of Texas School Administrators surveyed concerning the
lack of teacher training as a serious hindrance to audio-
visual programs, eighty-nine per cent stated that there was
a definite hindrance. This same group favored requiring
short in-service courses over extension courses and courses
in teacher training institutions for their teachers. Local
policy of in-service education should be adopted and made
clear to all teachers. (4:60-61)

The following in-service education program is carried
on continuously in the San Diego County Audio-Visual Program:

    1. Consultations regarding range and selection of
materials available.

2. Preplanning and help in using materials effectively.

3. Workshops for development of teacher-made materials.

4. Demonstrations in the psychology underlying the use of varied instructional materials.

5. Technical assistance in the care and use of audio-visual equipment.

6. Classroom planning for the use of screens, shadow boxes, shades, drapes, projector stands, and school work. (9:41)

All aspects of the administration of a filmstrip library lead to the same conclusion. "No library is either complete or adequate unless it can be used and unless what it contains meets the needs of those for whom it is planned." (6:77)

Following is a list of general recommendations made by McClusky in his unpublished National Survey of Audio-Visual Administration as quoted by Schuller: (26:267)

1. A clearing-house for audio-visual administrative information.

2. Adequate financial support.

3. Experimentation and research in methods of using audio-visual materials in the classroom.

4. Adequate teacher education in the use of audio-visual materials.

5. Clarification of the status of audio-visual directors in their school systems.

6. Uniform record-keeping and reporting.

7. Participation of educators in the creation of materials of instruction.

8. Use of materials where they will implement the curriculum and contribute to the mental development of the individual student.

9. Avoidance of reliance upon free and sponsored films.

10. Frequent evaluation of administrative practices and equipment.

11. Development of scientific procedures for selection of materials so that they correlate with courses of study.

12. Study guides to accompany materials.

13. Systematic studying of materials in circulation in terms of their use.

14. Provision for adequate housing, storage, and transportation facilities.

The foregoing recommendations of McClusky may be summed up in the '4 R's of Audio-Visual Education'.

To get the Right material
at the Right time
to use it in the Right place
the Right way. (2:32)

ANALYSIS AND INTERPRETATION OF DATA

Statistical Information of the
Labette County Filmstrip Library

An interview with Alma M. DeBolt, County Superintendent of Labette County, Kansas, helped to establish some important facts concerning the organization and administration of the Labette County Filmstrip Library.

The Labette County Filmstrip Library was organized in 1951 by twenty-eight school districts of the county joining in verbal agreement to establish a filmstrip library to be situated in the County Superintendent's Office. The purpose of this cooperative venture was to make instructional film-strips available to the participating schools. Each school with less than four classrooms contributed $20.00; the larger schools contributed proportionately. The initial contributions totaled $590.00, and was used for the express purpose of purchasing filmstrips; each school district was to provide individual equipment for viewing the filmstrips. Additional contributions were to be made, when needed, for additional filmstrip purchases. Three assessments of $15.00 per school district have been made to date.

The organization has no official governing body or policy-making body. When it was organized, the governing, the making of policies, and the administration of the library were left entirely in the hands of the County Superintendent, and has remained unchanged to date.

According to the records of the organization, the film-
strips of the library have been used quite extensively;
however, the last couple of years seem to have brought a lag
in the use of filmstrips by some of the school districts.

Table I presents a breakdown of the number of filmstrips
used by the various schools that had access to the services
of the filmstrip library during the 1956-1957 school term.
Six schools, representing 30.4 per cent of the total students
attending the participating schools, made absolutely no use
of the services offered by the library. Various reasons
were given by the teachers for not taking advantage of the
library facilities. One school of eight classrooms had
established a filmstrip library within the school. The
other teachers gave such reasons as: student's lack of
interest; didn't know the library facilities were available;
and, impossible to get the filmstrips when needed. Fifteen
schools, representing 52.9 per cent of the total students,
used less than forty filmstrips during the school term. Only
two schools took the opportunity of using more than one
hundred filmstrips; one school used one hundred thirty-two
and the other used one hundred seventy-three.

A total of one thousand ten filmstrips were checked
from the library during the 1956-1957 school term, making
an average of forty-seven and one-half filmstrips for each
of the thirty-six schools belonging to the organization.

TABLE I

FILMSTRIPS CHECKED FROM THE LABETTE COUNTY FILMSTRIP LIBRARY
DURING 1956-1957 SCHOOL TERM BY THE PARTICIPATING SCHOOLS

No. of Filmstrips Used	No. of Schools	No. of Class-rooms	No. of Pupils	Percentage of Total Students
0	6	19	378	30.4
1-20	2	2	35	2.8
21-40	7	14	244	19.7
41-60	10	15	231	18.6
61-80	5	5	77	6.2
81-100	4	9	193	15.5
101-120	0	0	0	0.0
121-140	1	2	50	4.0
141-160	0	0	0	0.0
161-180	1	2	35	2.8
TOTAL	36	68	1243	100.0

The thirty-six schools range in size from one to eight
classrooms, making a total of sixty-eight classrooms. The
average number of filmstrips per classroom is twenty-five,
however, this survey did not delve into the use made of the
filmstrips, nor how many of the classrooms used all the
filmstrips that were sent to the school, as this information
was taken from the library records.

Teacher Opinions Concerning the Organization and Administration of the Labette County Filmstrip Library

Questionnaires were mailed to the sixty-eight teachers that were employed in the schools that belong to the Labette County Filmstrip Library. Sixty-five of the questionnaires were returned, representing a response of 95.6 per cent of the total number of questionnaires mailed.

Sixty-four teachers, 98.5 per cent of the returned questionnaires, stated that the county cooperative organization was a successful venture. However, forty teachers commented that they knew nothing about the organizational structure of the organization, but that the general idea was good and seemed to be operating satisfactorily.

The teacher's opinions concerning the adequacy of the present means of financing the Labette County Filmstrip Library are presented in Figure 1. Thirty-seven, representing 56.9 per cent of the teachers, stated that the financing seemed to be adequate, but many of them stated that they knew very little concerning the question. 15.4 per cent stated that the means of financing was very definitely inadequate. The other 27.7 per cent stated that they knew absolutely nothing about the financing of the library.

According to Miss DeBolt, there is no set method by which the various teachers obtain filmstrips from the library. The teachers close to the library pick up the filmstrips they want at the library; the teachers that are farther away
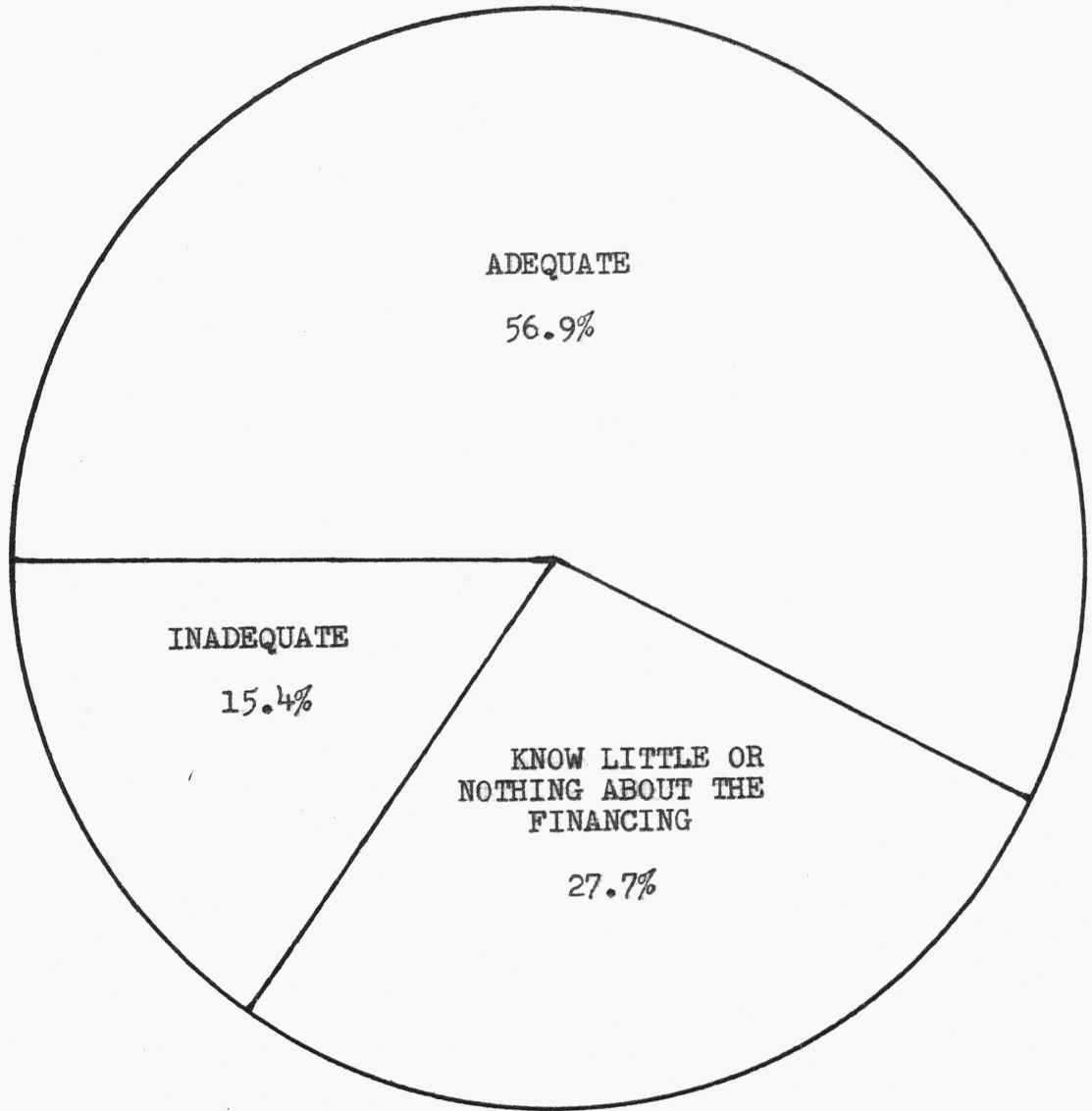
FIGURE 1

TEACHER'S OPINIONS CONCERNING THE ADEQUACY OF THE PRESENT
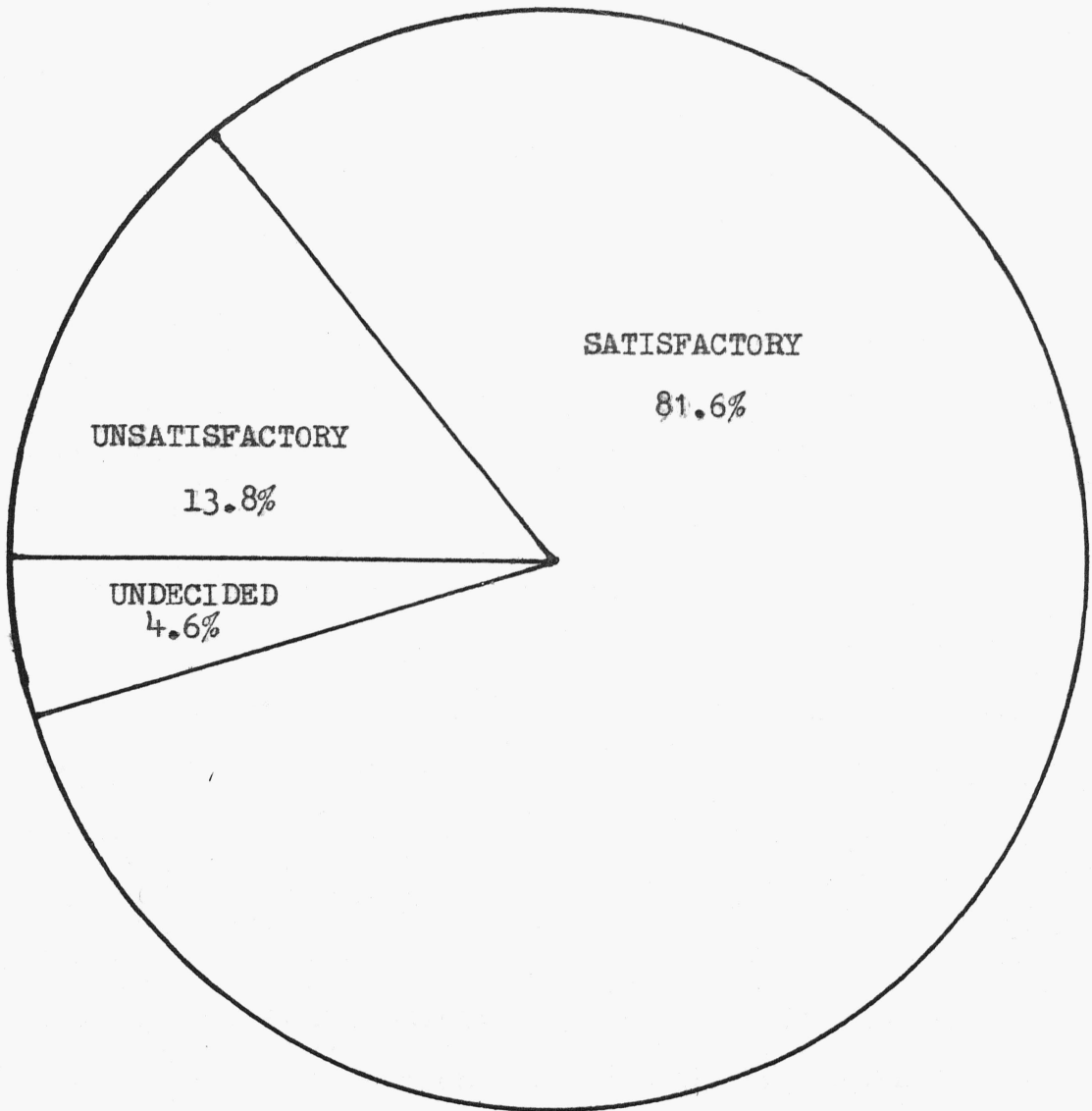MEANS OF FINANCING THE LABETTE COUNTY FILMSTRIP LIBRARY

FIGURE 2

DISTRIBUTION OF TEACHER'S OPINIONS AS TO THE PRESENT
METHOD OF OBTAINING FILMSTRIPS FROM THE
LABETTE COUNTY FILMSTRIP LIBRARY

receive filmstrips by mail. Some of the teachers request the filmstrips needed for the next week and the clerk fills the order if the filmstrips are available, or substitutes related material. The teachers that do not request particular titles are sent filmstrips that have not been used at their school during the year.

The teachers seem to favor this haphazard way of obtaining filmstrips. Their opinions concerning the present method of obtaining filmstrips from the library are presented in Figure 2, page 41. Fifty-three teachers, representing 81.6 per cent of the questionnaire responses, considered the present method to be satisfactory; only 13.8 per cent considered it to be unsatisfactory, while the remaining 4.6 per cent failed to offer an opinion. There were no records available to check the exact number of teachers that sent requests for particular filmstrips, but the library clerk estimated that about half of the teachers sent requests regularly and a few sent requests once in a while.

The information presented in Figure 3 and Figure 4 represents questions four and five of the questionnaire (see Appendix), which were designed specifically to check the consistency of the teacher's opinions. Figure 3, page 43, shows the distribution of the teacher's opinions as to the filmstrips being delivered in time for advantageous use in instruction; Figure 4, page 44, shows the distribution of the teacher's opinions as to the filmstrips being delivered when

IN TIME
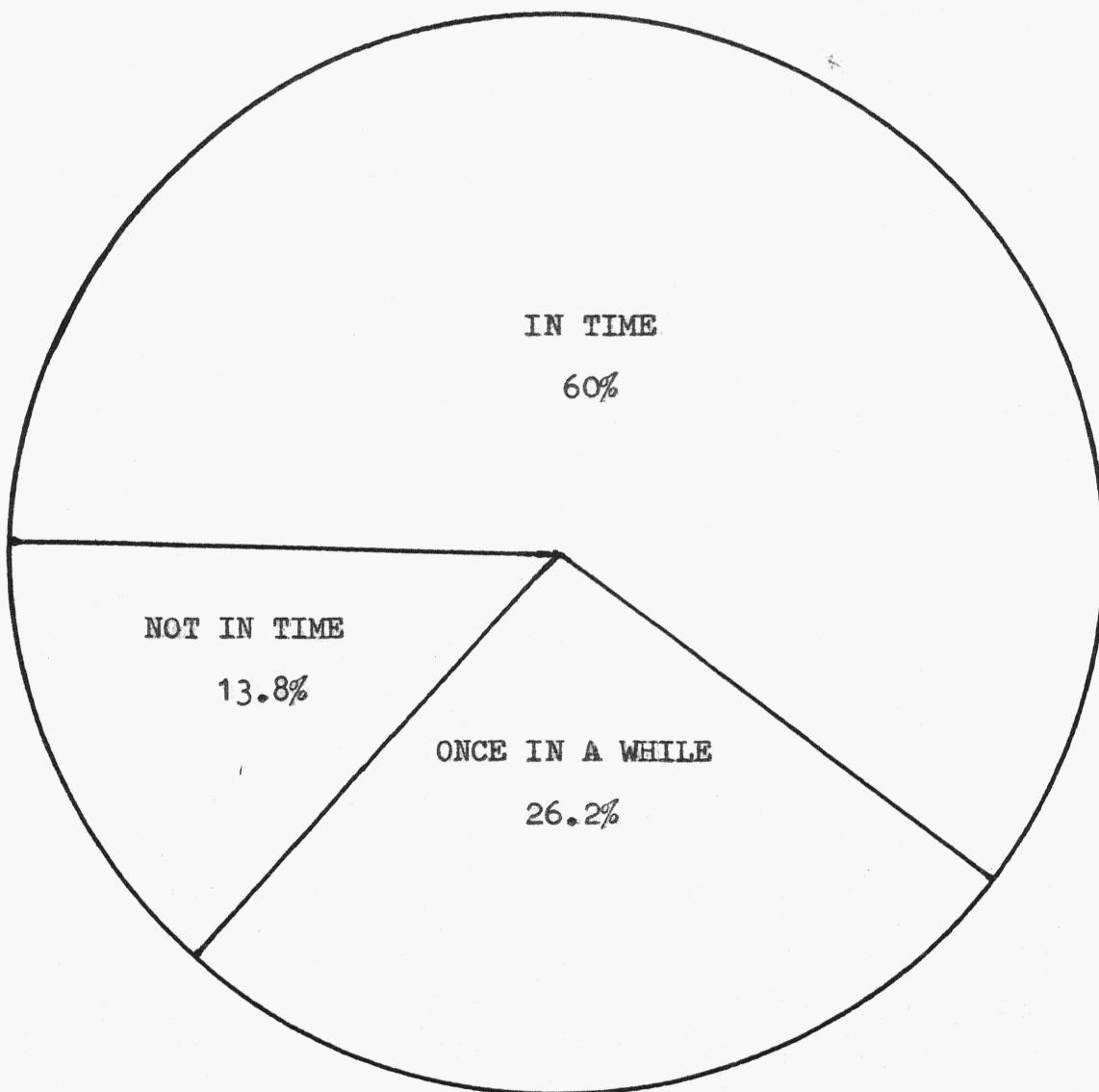60%

NOT IN TIME
13.8%

ONCE IN A WHILE
26.2%

FIGURE 3

DISTRIBUTION OF TEACHER'S OPINIONS AS TO FILMSTRIPS BEING
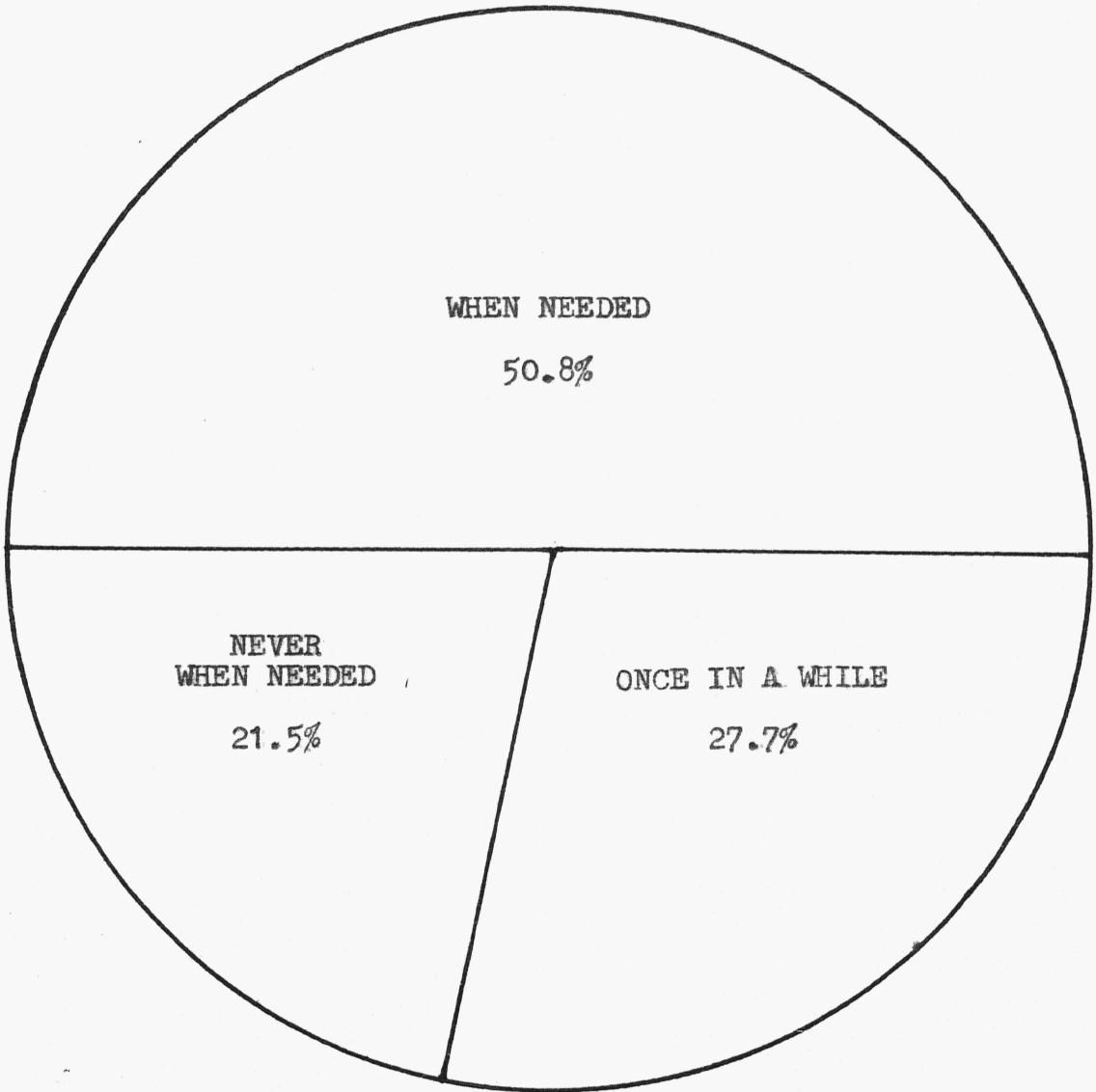DELIVERED IN TIME FOR ADVANTAGEOUS USE IN INSTRUCTION

FIGURE 4

DISTRIBUTION OF TEACHER'S OPINIONS AS TO FILMSTRIPS BEING
DELIVERED WHEN NEEDED FOR INSTRUCTION

needed for instruction. Sixty per cent of the teachers stated that the filmstrips were delivered in time for advantageous use in instruction (Figure 3), yet only 50.8 per cent stated that the filmstrips were delivered when needed for instruction (Figure 4). The 26.2 per cent of teachers receiving filmstrips in time for advantageous use part of the time (Figure 3) is fairly consistent with the 27.7 per cent shown in the corresponding part of the graphic illustration in Figure 4. A check of the questionnaires revealed that, in most cases, teachers stating that filmstrips were received only once in a while in time for advantageous use in instruction, stated likewise to the question concerning receiving the filmstrips when needed. The inconsistency seems to be among those teachers receiving the filmstrips in time for advantageous use, or when needed, and those not receiving the materials in time or when needed.

An effort was made to determine the opinions of the teachers concerning certain administrative procedures that are utilized by some existing libraries, but are not a part of the administrative procedure of the Labette County Film-strip Library at the present time. Table II, page 46, indicates that 87.7 per cent of the teachers favor having a committee of teachers select the filmstrips for the library; 70.8 per cent favor having uniform requisition forms; 87.7 per cent favor the provision of duplicate copies of much used filmstrips; and 69.2 per cent favor having a workshop

TABLE II

TEACHER'S OPINIONS RELATIVE TO CHANGES IN LIBRARY PROCEDURES

Proposed Library Procedure	Per cent Favoring	Per cent not Favoring	Per cent not Responding
A Filmstrip Selection Committee of Teachers	87.7	10.8	1.5
Uniform Requisition Forms	70.8	21.5	7.7
Duplicate Copies of Much Used Filmstrips	87.7	10.8	1.5
Workshop or Training Program in Filmstrip Use	69.2	26.2	4.6

or some type of training program in filmstrip usage for the teachers. A goodly number of the teachers suggested making the training program a part of the County Institute.

The teacher's responses to the question, "Are there areas of instruction for which you would like to have film-strips available that are not now offered by the library?", is presented in graphic form in Figure 5, page 47. Twenty-four teachers saw a need for additional areas; twenty-eight saw no need for additional areas; the remaining thirteen failed to respond to the question. Only fifteen of the twenty-four responding in the affirmative made suggestions of additional areas. These suggestions were for expanding
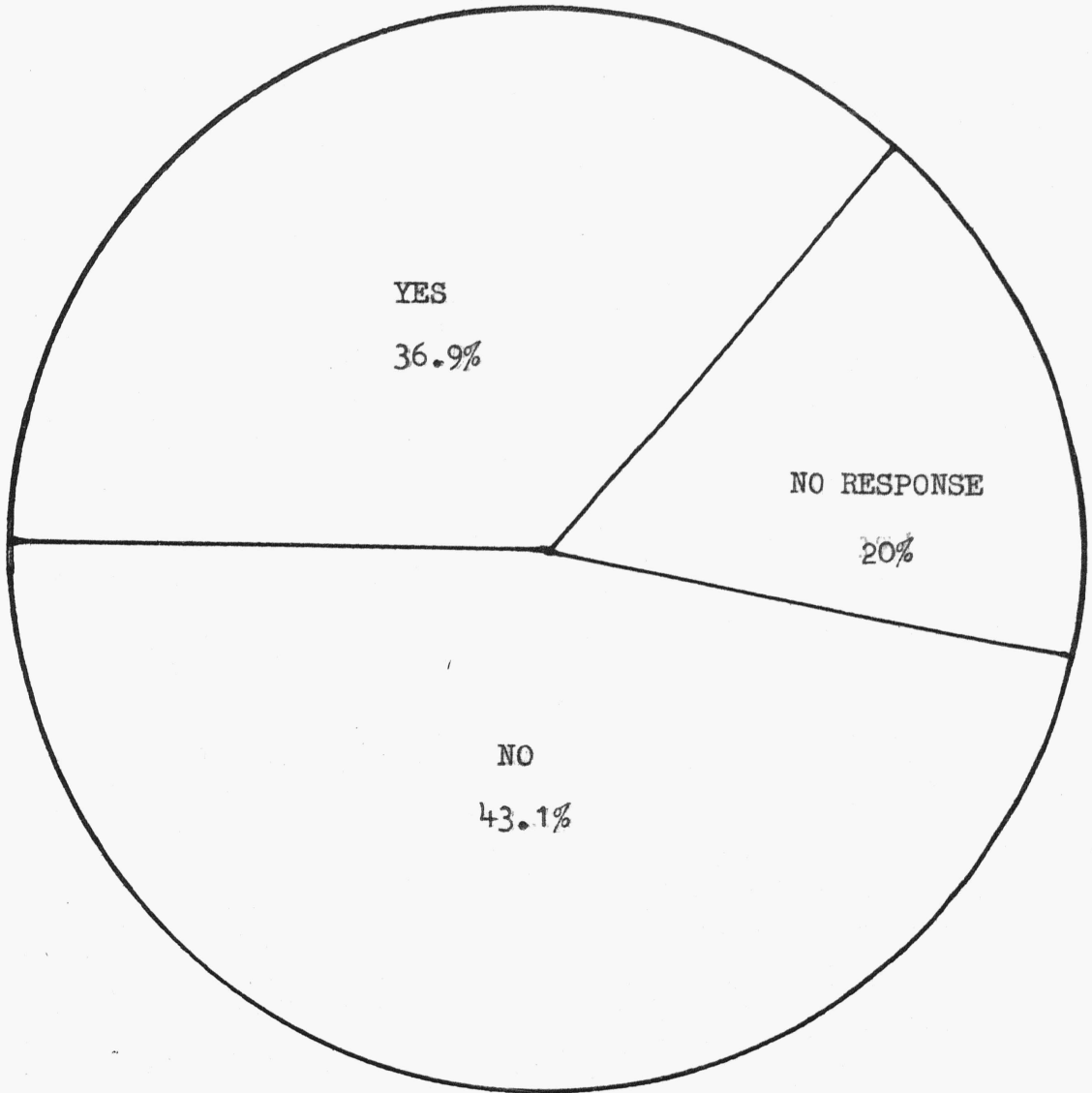
FIGURE 5

DISTRIBUTION OF TEACHER'S OPINIONS AS TO THE NEED FOR
FILMSTRIPS IN AREAS NOT NOW OFFERED BY THE
LABETTE COUNTY FILMSTRIP LIBRARY

the existing areas of instruction rather than initiating
new areas, a fact which was verified by a careful check of
the current filmstrip catalogue for the library. Table III
lists these suggested areas and the number of teachers
suggesting each specific area.

TABLE III

AREAS OF INSTRUCTION NEEDING TO BE EXPANDED
IN THE LABETTE COUNTY FILMSTRIP LIBRARY

Areas	No. Teachers Making Suggestions
Spelling	1
Social Studies	10
Science	6
English	7
Literature	4
Mathematics	3
Phonics	2

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

These conclusions are based on the survey of the Labette County Filmstrip Library and the reference material available to the writer. The survey of only one of the many county cooperative filmstrip libraries throughout the country, and the shortage of reference material on such libraries, makes it difficult to draw generalizations relative to all county cooperative filmstrip libraries. However, the following conclusions are made:

1. The hypothesis that the Labette County Filmstrip Library is efficiently administering to the instructional filmstrip needs of the participating schools is not substantiated by the findings of this research.

2. There is no established criterion for evaluating the organization and administration of a filmstrip library of any type; however, there is evidence that the following are important factors and have a direct bearing on the effective operation of a county cooperative filmstrip library. These factors are divided into two groups, and are submitted here as necessary requirements for an effective county cooperative filmstrip library.

A. Organizational.

(1) A written contractual agreement among the participating school districts to assure legal

status for the organization.

(2) A governing body elected by the represent-atives of the participating school districts.

(3) A policy-making committee made up of school administrators, teachers, and laymen.

(4) An equitable, continuing system of financial support.

(5) Adequate storage facilities.

B. Administration.

(1) A competent administrator to carry out the policies of the organization and provide the services for the participating schools.

(2) A staff large enough to handle the job to be done.

(3) A systematic plan for requisitioning filmstrips.

(4) A play of distribution assuring delivery on time.

(5) A selection and evaluation committee made up of teachers, curriculum supervisors, and any other persons using the filmstrips.

(6) An in-service program for teachers in the use of filmstrips for instructional purposes.

(7) A yearly catalog of filmstrips available made accessible to all the participating teachers.

3. The Labette County Filmstrip Library meets none of
the assumed requirements of organization listed above. The
library was formed by mutual agreement of the district
representatives to submit an initial fee to provide funds
for establishing the library, and to respond with additional
funds to assessments, if and when, the county superintendent
deemed it necessary for the purchase of more filmstrips.
The governing and policy-making is left entirely in the hands
of the county superintendent, fortunately for the organization,
that person has proved to be a trustworthy individual and has
remained in the political office throughout the years that
the library has been in operation.

The group of assumed requirements of administration
fare but little better. The county superintendent and her
stenographer are the administrator and staff for the library;
there is no set plan for requisitioning filmstrips; the
administrator does most of the selecting of filmstrips; and
there is no in-service program. The teachers of the various
participating schools receive a catalog of the filmstrips
annually and listings of titles purchased during the school
term are made available. The plan of distribution seems to
be handled as well as can be expected under the circumstances.

4. By their own admission, many of the teachers of the
schools participating in the Labette County Filmstrip Library
are not well-enough informed concerning the organization and
administration of the library to make intelligent replies

concerning the library, therefore, some of the opinions
stated on the questionnaires are biased by personal feelings,
rather than being based on factual background.

5. Over ninety per cent of the teachers considered
the present method of obtaining filmstrips from the library
as satisfactory, yet, only fifty to sixty per cent received
the filmstrips at an advantageous time, or when needed for
instructional purposes. This would seem to indicate that
the present method of obtaining filmstrips is not adequately
meeting the needs of the schools.

6. The present administrative procedures are not
adequately meeting the needs of the participating schools,
as evidenced by the high percentage (nearly three-fourths)
of the teachers contacted stating a desire for institution
of the following: (1) a filmstrip selection committee of
teachers, (2) uniform requisition forms, (3) duplicate copies
of much used filmstrips, and (4) a workshop, or training
program, in filmstrip usage.

7. County cooperative filmstrip libraries are helping
to provide instructional filmstrips to many schools that
have not used filmstrips in the past, However, there is a
great need for research concerning such libraries. The
research would be of assistance in the establishment of new
libraries, and would be of value to the libraries in existence
as a means of checking on the efficiency of operation.

Recommendations

This research study indicates that the following recommendations would be beneficial in making the Labette County Filmstrip Library an organization that can efficiently provide filmstrips to the participating schools.

1. That the library be reorganized under a written contractual agreement.

2. That a governing body be elected by the representatives of the participating school districts.

3. That a policy-making committee be established, composed of school administrators, teachers, and laymen.

4. That an equitable, continuing system of financial support be established. This could be based on the number of pupils served.

5. That an evaluation and selection committee of teachers and supervisors be established to evaluate the filmstrips that are in the library and select new filmstrips to be procured.

6. That an in-service program of teacher training and study in filmstrip usage be made a part of the administrative program.

7. That a simple form for requisitioning filmstrips be devised and used.

8. That the teachers of the participating schools be informed concerning the organization, the administration, and the policies of the library.

9. That bulletins be prepared periodically and mailed to all teachers, encouraging the use of filmstrips, listing new purchases, and other pertinent information.

10. That the nine recommendations listed above be put into effect and an experimental research, based on the before-after technique, be carried out, using the 1956-1957 and the 1957-1958 school terms to determine the effectiveness of the administration of the library. The results of this experiment could be determined by the number of filmstrips used during the two terms as a supplement to the teaching of the units of work in the various schools.

Additional recommendations pertaining to county cooperative filmstrip libraries in general:

1. That a normative survey of the organization and administration of existing county cooperative filmstrip libraries be made to establish a criterion for evaluation.

2. That extensive research be conducted in all areas of filmstrip usage and library services.

PART II

PLANS FOR FURTHER RESEARCH

A PROPOSED CASE STUDY

Statement of the Problem

This case study is an evaluation of the organization
and administration of the Labette County Filmstrip Library
to ascertain the effectiveness of the library in providing
instructional filmstrips to the schools participating in
this cooperative enterprise, and to initiate a program to
correct any deficiencies found.

The hypothesis to be tested is that the Labette County
Filmstrip Library is so organized and administered that it
is not effectively administering to the instructional
filmstrip needs of the participating schools. The hypothesis
will be tested by making a thorough case study of the organ-
izational and administrative structure and policies of the
library.

Purpose of the Study

An evaluation of the organization and administration of
the Labette County Filmstrip Library through an examination
of existing records and a questionnaire survey of the
teachers of the participating schools revealed evidence of
the ineffectiveness of the present library organization and
administration in providing instructional filmstrips to the

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participating schools, leading to the conclusion that there was need for further research. This case study is proposed to make a thorough study of the organization, in an effort to determine the cause, or causes, of the ineffectiveness, and to institute a remedial program of reorganization of the library so that it can better serve the needs of the county schools of Labette County, Kansas.

Research Design

The Case Study Method. The case study technique was first employed about 4000 B. C. and has been used occasionally since that time, although it was not until the latter part of the nineteenth century that the case study procedure was being used on a well-organized basis in law, psychology, and psychiatry. "Schools did not begin to adopt case study practices until they had been tried out extensively by several of the professions." (28:284) Educators are coming to realize the importance of this technique in studying the problems facing the schools, that is, the process of redirecting education toward understanding individual differences of the pupils and the interrelationship of the school and society.

The term "case study" has been employed in two types of investigations. A study in which real or assumed situations are presented for discussion as a means of arriving at basic principles in a given field has been called a case study. Law case studies are of this type. A detailed study of an individual, conducted for the purpose of bringing about better adjustment of

a person who is a subject of investigation, is also known as a case study. (28:285)

"The case study is potentially the most valuable method known for obtaining a true and comprehensive picture of individuality." (3:188) The study may be of one individual, an eqisode in the life of an individual, a nation, a race of people, or an historical period. (13:567) There is no end to the possibilities in the use of the case study as it is used by doctors, lawyers, businessmen, psychiatrists, psychologists, social workers, historians, educators, and various others as a method of research for gathering information of all types.

> Case studies are made for many purposes, two of which have been emphasized: (1) to assess the status of the many factors and their interrelationships that pertain to the well-being of the individual per se as employed in guidance and diagnostic work; and (2) to collect individually and personally orientated data useful in the development of generalizations about groups of individuals alike in some vital respect. (3:201)

Educators have made more use of the case study in working with individuals for guidance and diagnostic work than for developing generalizations about groups of individuals, however, the case study is being used quite extensively in the study of modern day educational problems. The school psychologist, the school nurse, the social worker, and the guidance director have used the case study for quite some time now, but "The preparation of case studies by classroom teachers is relatively a new educational

procedure and there is need for further investigation of what can be done in this field." (28:305)

The case history is often confused with the case study.

> A case history presents the story of an individual in as complete and as objective form as possible. It does not interpret the data, and it does not in itself, bring to a focus the information on the present problems faced by the individual. (28:285)

The case study, on the other hand, utilizes the case history data, along with other pertinent data relative to the case, in an evaluation of the individual or situation being studied to formulate a prognosis, and to make recommendations for treatment. The beginning of a case study is to get the facts which will be useful in diagnosis, the case history is objective facts, therefore, the assumption is made, that the case history is an integral part of the case study, providing that a case study is being made.

> Some case studies end with the diagnosis; others report extended treatment and the success that attended the treatment. Notwithstanding the fact that treatment is not included in some case studies, it should be clearly understood that every case study implies treatment; otherwise there would be no point in making the study. After the facts have been analyzed and a tentative diagnosis formulated, treatment should follow and, if possible, should become a part of the case-study record. (28:285-286)

Barr, Davis and Johnson (3:193) outlines the following steps as being generally used in making case studies:

> 1. Establishes the fact that the phenomenon under investigation, frequently an individual, is inadequate in some vital respect.
>
> a. Collects what appears to be relevant data,

observes behavior, administers tests, examines products.

b. Evaluates the data collected, compares data with past experience and norms.

c. Reaches a decision that not all is well; that the conditions leading to or accompanying the inadequacy must be sought and remediation applied.

2. Selects from among the circumstances leading to or accompanying the observed inadequacy a supposed cause or causes.

a. Reviews his own past experience, consults with others, and re-examines the scientific literature relative to similar situations.

b. Looks for symptoms that might indicate the presence of some disabling deficiency.

c. Formulates hypotheses about the probable causes of the deficiency observed.

d. Checks for the presence or absence of the supposed cause, through systematic investigation when such appear necessary.

3. Institutes a remedial, corrective, or improvement program.

a. Re-examines his own past experience and scientific investigations for ideas relating to a course of action.

b. Chooses from several alternate courses of action those that appear to be appropriate to the immediate situation.

c. Institutes a treatment program.

4. Rechecks to determine adequacy of behavior, performance, or output.

The above outline is only one of the many outlines for conducting a case study. There seems to be general agreement among the several authors of the publications read by the

writer, that there is no particular for, or series of steps, that must be followed in conducting a case study, However, there is general agreement that the following are always important: (1) collection of information, (2) diagnosis of case, (3) treatment of case, and (4) a follow-up, or checking of the case. The work on the case may be going on more or less simultaneously on more than one aspect of the situation; therefore, it is impossible to set up a specific outline that must be followed in conducting case study research. (3:193)

Although case studies do not always follow a set pattern, there are certain desirable characteristics of a satisfactory case study as listed by Good, Barr, and Scates, (13:566) they are: (1) completeness of data, (2) validity of data, (3) continuity, (4) confidential recording, and (4) scientific synthesis. A carefully conducted case study may be considered a laboratory experimentation. (31:218)

Research Procedure in This Study. The writer proposes the following procedure to carry out this case study:

1. Become acquainted with the case study research method through study of references listed by Dr. R. W. Strowig, Associate Professor of Education and Psychology, Kansas State Teachers College, Pittsburg, Kansas.

2. Utilize information and findings of research in Part I of this paper.

3. Compile a case history of the Labette County Filmstrip
Library through a survey of existing records, interviewing
the administrator and personnel of the library, and inter-
viewing those teachers that have had opportunity to use the
library every year since it was organized in 1951. All of
the teachers will be interviewed as there are only twenty
that fall within the limitations.

4. A normative-survey of county-cooperative filmstrip
libraries of the United States will be made, relative to
organizational and administrative structure and policies,
and the effectiveness of each organization. The Department
of Education of each state will be contacted for a list of
the county cooperative filmstrip libraries of the state.
These lists will be alphabetized and every Nth one of each
list will be selected for the sampling to assure covering
all geographic sections of the country. A questionnaire
will be mailed to the administrator of each library that
is selected.

5. Analyze the data from all the sources listed above
to determine any deficiencies in the organization and
administration of the Labette County Filmstrip Library.

6. Diagnose the case and formulate hypotheses of the
cause, or causes, of any deficiencies found and institute
improvement procedures.

7. Check and recheck periodically on the progress
being made to institute any changes deemed necessary.

Scope and Limitations

This is a case study of the organization and administration of the Labette County Filmstrip Library of Labette County, Kansas. The study is limited by the following factors:

1. The sampling represents only one-Nth of the many county cooperative filmstrip libraries, making difficult any generalizations applicable to all county cooperative filmstrip libraries.

2. The library of Kansas State Teachers College, Pittsburg, Kansas, is limited in the amount of material concerning the organization and administration of county cooperative filmstrip libraries.

3. Criteria for evaluating county cooperative filmstrip libraries is not available; therefore, a normative-survey of the county cooperative filmstrip libraries of the country is proposed. This survey will be time consuming.

4. Contacting and interviewing twenty teachers would be time consuming and travel expenses would be no little amount.

5. The records of the Labette County Filmstrip Library contain very little information vital to this study.

6. The time and expense involved in this study would make it prohibitative for a student's research problem.

A PROPOSED EXPERIMENT

Statement of the Problem

This problem is an experiment to determine the value derived from using filmstrips in conjunction with the instruction of a social studies unit as opposed to using filmstrips following the instruction, measured in pupil achievement.

The hypothesis to be tested is that pupil achievement is not affected by the time that filmstrips are used during the study of a social studies unit, whether the filmstrips be used concurrently with instruction, or utilized at the close of each week of study. The hypothesis will be tested by teaching equated groups in a controlled experiment with the variable being the time in which the filmstrips are viewed.

Purpose of the Study

Several of the teachers of Labette County, Kansas set aside one period during the week for viewing all the film-strips received for that particular week. This experiment is proposed to provide evidence as to whether filmstrips viewed in conjunction with instruction are more valuable to pupil learning and achievement than when viewed at the close of the week.

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Filmstrips have been established as an important visual aid in supplementing instruction, However, there has been little research done in the area of the opportune time for using filmstrips. This experiment is designed to help remedy this situation.

Research Design

The Experimental Method. The experimental method of research was used centuries ago to solve thought questions in education by means of trial and observation of results, However, the results were impeded by the inadequate control of the educative factors involved and by the inadequacy or lack of measuring instruments in pupil capacity and achievement. (13:484-485) The development of mental testing, educational testing, and statistical formula of various types have made it possible for experimental research methods in the field of education. Instruction, curriculum, administration and supervision have all been subjects of experiments designed for improvement of education in general. Educational research has developed to the point that every school room is a potential experimental laboratory.

"In its broadest meaning, an experiment may be considered as a way of organizaing the collection of evidence so as to permit one to make inferences about the tenability of a hypothesis." (17:58) The objective of experimental designs is to estimate the effects of differential treatments of a

specific population. "Only by means of an experiment can we establish with the certainty possible in science the magnitude in the causal sense of any given factor." (3:159)

Every aspect of education can be subjected to experimentation of one type or another. Experiments vary from the classical model to the modern model.

> The classical model for the ideal experiment was built upon the concept of varying only one factor at a time, the other conditions being kept as uniform and constant as laboratory conditions would permit. The tradition of this model of experimental design has been handed down from its famous origin in physics as Galileo's investigation of the basic laws of falling bodies. Galileo's model was accepted as appropriate by workers in the biological field until R. A. Fisher and others designed the modern model of experimentation. Instead of isolating single factors for investigation, the basic intent of this model was to give full play to the factors which arise in practice in order to study what takes place in "natural" situations. Accordingly, modern experiments are frequently complex in that a number of factors are introduced simultaneously into the same inquiry. The effects of each factor are determined as well as the effects of the interactions of the several combinations of factors. (3:246-247)

There is still controversy concerning the use of the classical and modern models of experiments, but "No longer can the laboratory be regarded as a necessary condition for controlled experiment." (3:249)

> Many persons maintain that reliable data must be obtained under the conditions of actual service or use. They insist that information must be obtained under the most general conditions in which the theory under test is expected to apply. On the other side, some technologists believe that service conditions are in many instances as highly specialized as those of the laboratory and that the only distinction lies in the fact that the conditions in the service test are not known. However, modern experimental designs, including the

corresponding appropriate methods of statistical
analysis, have shown how to resolve this conflict
between the laboratory tests and the "natural"
conditions. (3:250)

Jahoda, Deutsch and Cook (17:59) states that natural
situations may provide the desired experimental contrasts
needed, but that created situations are usually superior
to natural situations for experimental purposes. Created
situations are able to produce more variety of contrasting
circumstances than nature is ready to provide.

Whitney (31:215) considers experimental research in
two general types: (1) that which deals with individual
situations, and (2) that which uses groups of subjects.
Educators deal mostly with the use of groups of subjects
listed as follows:

    1. A one-group experiment has been conducted
where one thing, individual, or group has had applied
to it or subtracted from it some experimental factor
or factors and the resulting change or changes have
been estimated or measured. (31:223)

    2. The equivalent-groups method of experimentation
is used when the purpose of the experiment is to
determine the superiority of one experimental factor
over another and when the operation of these variables
is observed in identical situations or in equivalent
groups or subjects. (31:230)

    3. In the rotation method of experimentation,
either groups or experimental factors or both are
changed or rotated. This actually involves the two
preceding methods. It combines two or more one-group
methods, except when the groups used are identical.
Then, it is a combination of the one-group and the
equivalent-groups method. This procedure is very
useful when small groups are used and there is serious
difficulty in providing actual equivalence. (31:232)

The grouping used will depend upon the situation involved
and the particular choice of the person controlling the
experiment. An experiment with a small group of individuals
would probably necessitate the use of the one-group method
or rotation method, while a larger group of individuals
would provide opportunity for using the equivalent-groups
method.

The one-group experimentation is the simplest of all
experimental procedures and is probably best suited for
classroom use, however, it is probably the least valid.
(13:492) The factors of pupils, teacher, and school setting
are constant, leaving only the experimental procedure as the
variable. Of course, there is the maturation factor of the
pupils to consider. Good, Barr and Scates (13:493) lists
the following as essentials of the one-group method:

1. An initial test, the application of an exper-
imental factor, and a check on results.

2. A second preliminary test, the application of
another experimental factor, and a check on results.

3. As many other cycles of preliminary testing,
experimental procedure, and end testing as are desired.

The equivalent-groups technique is an attempt to overcome
the limitations of the one-group method by utilizing two or
more equivalent, or nearly equivalent, groups at the same
time. (13:493) One group serves as a control for comparative
purposes, while the other group is carefully controlled with
only a single variable. Indiscriminate use of the control-

group may impede real progress in education. Good, Barr and Scates quotes the following suggestions for safeguarding this type of experimentation from an article by W. A. Brownell in the _Journal of Educational Research_, October, 1933: (13:494-495)

    1. Exercise care in organizing the investigation so as to give the control group a fair chance so far as the experimental factor is concerned.

    2. Be certain that the type of training given the experimental and control groups constitutes an important factor experimentally.

    3. Note various types of change and improvement which take place in the control group during the experimental period.

    4. Examine critically the function and place of standard tests in the measurement of results.

    5. Make the measurement complete and comprehensive.

    6. Use sagacity and insight in the interpretation of measures.

The rotation-group technique is used when it is impossible to get equivalent groups or when there is doubt concerning the equivalence of groups due to factors which may be either difficult or impossible to control, such as, initiative, industry, or study habits. (13:495) The investigator may reverse the groups as often as desired. "The major possible limitation of the rotation method is the ...carry-over effect from one experimental procedure to another...." (13:496)

"There are four methods commonly used to equate groups: (1) precision control, (2) frequency distribution control,

(3) randomization, (4) analysis of convariance." (17:77)

The equating of groups by precision control involves matching the individuals in groups, case by case. ...a large number of cases must be at hand to select from in order to achieve an adequate pairing. All of these cases have to be measured in the relevant factors, but only a few will be used. The more precise the matching, and the greater the number of factors on which matching is to take place, the greater the shrinkage of cases for possible pairing. Matching on more than two or three factors with any degree of precision is rarely possible. Fortunately, however, the relationship among relevant factors is often sufficiently high that a matching on one factor brings with it a partial matching of other factors. (17:77)

As the name implies, frequency distribution control attempts to match an experimental and control group in terms of the over-all distribution of a given factor or factors within the two groups rather than individual by individual. (17:79)

Groups may be badly mismatched although the distributions on

single factors are equated. The two most common errors in

using the frequency distribution method are: (1) to assume

that the distributions in the two groups are similar if the

averages are similar, and (2) to interpret the statistical

finding that the two distributions could have been drawn

from the same population by chance as meaning that the two

are equivalent. (17:79)

Random assignment of individuals to experimental and control groups entail the use of procedures which give each individual an equal chance of being assigned to any given group. The procedures are such that any selection based—either consciously or unconsciously—on the investigator's judgment is ruled out. (17:80)

The difficulties and limitations of the first three

mentioned methods of equating groups has led to an increase

in the use of the technique of analysis by convariance.

(3:233) Through application of this technique,

> ...the necessity of matching individuals disappears
> and hence all individuals can be used. The process
> results in adjustment in the means of the contrasted
> groups for whatever inequalities exist in the basic
> characters of matching. Thus the evidence provided
> by the data themselves is the source of corrections
> for inequalities. (3:234)

The validity and reliability of experimental evidence

depends on the control exercised in developing the experiment.

> Any controlled experiment designed to test a
> hypothesis of a causal relationship between a particular
> factor and a particular phenomenon has the following
> essential elements: (1) two situations (an experimental
> and a control group) are observed which are identical
> in all relevant respects or whose differences are
> known; (2) the factor assumed to be causal is found in
> or is introduced into the experimental situation and
> is absent or is withheld from the control group; and
> (3) the presence or absence of the predicted phenomenon
> is observed in both the experimental and the control
> groups. (17:63)

Two distinct types of controlled experiments are: (1)

the after-only experiment, and (2) the before-after experiment;

each has weaknesses and strong points.

The after-only experiment involves the selection of the

experimental and control groups before the introduction of

the experimental variable. (17:64) The variable is introduced

either specifically for the purpose of the experiment or at a

specified time and manner known in advance to the experimenter.

The procedure assumes that the control and experimental groups

were identical in all relevant respects prior to the intro-

duction of the experimental factor. A modification of the

after-only experiment is often referred to as the ex post
facto experiment. The only difference in carrying out the
experiment is that the equating of groups is done after the
introduction of the experimental variable in the ex post
facto experiment in an effort to avoid the artificiality of
a carefully controlled laboratory experiment. (17:82)

The before-after experiment usually employs the same
individuals for the experimental and control group to over-
come the problem of establishing equated groups. The group
is observed, the experimental factor is introduced, and then
the group is observed again to determine the change that has
taken place. (17:65)

Jahoda, Deutsch and Cook (17:68-71) emphasized the
following points concerning the advantages and disadvantages
of after-only and before-after experiments.

> 1. The effects of the measurement process on the
> characteristic being measured constitute a problem in
> all social research.

> 2. In any social experiment which runs over a
> period of time, there is always the possibility that
> unplanned events may occur which will affect the
> experimental outcome.

> 3. A distinct advantage of the before-after design
> is that it permits a more thoroughgoing analysis of the
> process of change than does the after-only design.

> 4. Given the same number of subjects, the before-
> after design is usually more reliable than the after-
> only design.

Since the assets of one type of controlled experiment
tends to coincide with the liabilities of the other, Jahoda,

Deutsch and Cook (17:72) suggests a design to capture the advantages of each. The design suggested would be a before-after study using both a control group and an experimental group.

> In such a study, both the experimental and the control group are measured at the beginning and at the end of the experimental period. The experimental variable, of course, is introduced in the experimental group and is not introduced in the control group. This design enables one to eliminate to some extent the distorting effect introduced by the measurement process and by uncontrolled events. (17:72)

The mechanics of experimentation may be varied in many ways to fit the situation at hand, but, in general,

> The process of adding to scientific knowledge by experiment consists of the following sequence of events: (1) critical examination of theories on the basis of available evidence; (2) the formulation of hypotheses that are testable or appropriate for testing by experimentation; and (3) the carrying out or execution of experiments. (3:255)

Research Procedure in This Study. The writer proposes the following procedure to carry out this experiment:

1. Become acquainted with the experimental research method through study of references listed by Dr. R. W. Strowig, Associate Professor of Education and Psychology, Kansas State Teachers College, Pittsburg, Kansas.

2. The Card Catalogue, the Education Index, and the Reader's Guide to Periodical Literature will be consulted for information concerning the usage of filmstrips for instructional purposes.

3. Other libraries available to the writer will be

searched for additional material.

4. Four social studies units, appropriate for sixth grade, with a time element of about three to four weeks for each will be prepared.

5. Selection of two sixth grade social studies classes to be taught by the experimenter will be made.

6. The groups will be equated by matching as many individuals as possible from the two classes by the following factors:

        a. Sex.
        b. Chronological age.
        c. Mental age.
        d. Health.
        e. Previous success in school.
        f. Emotional and social adjustment.

The information will be taken from the various school records and supplemented by observation, testing, and physical examinations as needed.

7. The units will be divided into specific materials to be covered each week. Both groups will receive like instruction during each week, with one exception, the film-strips accompanying the instruction of the control group during the week will be viewed only at the close of the week by the experimental group.

8. The procedure to be followed in the experiment is:

        a. Pretest of unit to be studied.
        b. Teach the unit as prescribed above.
        c. Test again over the unit studied.
        d. Analyze by contrasting pupil achievement of the control and experimental groups, as well as the matched

pairs of the two groups to draw conclusions from the experiment.

9. Switch the groups and follow the same procedure for the next unit. Switch again for the third unit, and again for the fourth, combining the equivalent-groups and the rotation-group techniques to take care of such factors as initiative, industry, and study habits of the students.

10. Compile the data derived from the four units of the experiment to draw conclusions as to the importance of the time factor in the use of instructional filmstrips.

Scope and Limitations

This experiment is designed to determine the value of using filmstrips with the instruction, as opposed to using filmstrips at the close of each week's instruction, in a sixth grade social studies class. The experiment will be limited by the following factors:

1. The sampling will be small, as only sixty to seventy students will be involved, and the number of matched pairs in the two groups will be even smaller, making generalization difficult.

2. The units of study must be designed so that the available filmstrips will supplement the material being taught.

3. The reliability of the teacher-made tests used in the experiment will be doubtful.

4. The possibility of the two groups receiving like instruction is small because of the human element involved.

5. The conclusions drawn from the experiment with sixth grade social studies would not necessarily be applicable to another type of subject, or to children of a different age.

6. The twelve to sixteen weeks needed for the experiment would probably make it prohibitive for a student's research problem.

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APPENDIX

(Cover Letter)

<div align="right">

Dennis, Kansas
April 20, 1957

</div>

Dear _____:

    I am conducting a survey of the participating schools
in the Labette County Filmstrip Library with the permission
of County Superintendent Alma M. DeBolt.

    The Labette County Filmstrip Library has been in
operation about six years and no unified effort has been
made to get the teacher's opinions relative to the
organization and administration of the library. This
survey gives you the opportunity to express your opinions
on the subject.

    Your individual responses to the questionnaire will
be kept confidential and will be used only for compiling
data for the report.

    Please answer promptly so the survey can be completed
as soon as possible.

    If you would like a summary of the findings, please
check on the attached sheet.

<div align="right">

Yours truly,

Lester W. Carson

</div>

Encl:
    1 questionnaire

Questionnaire

Your Name_____

Please indicate your opinion relative to the organization
and administration of the Labette County Filmstrip Library
by checking your answer or writing it on the blank space
provided. Please feel free to modify your answer of yes
or no.

1. Do you consider this cooperative organization to be a
   successful venture?

   Yes___ No___ _____

   _____

2. Is the present means of financing adequate?

   Yes___ No___ _____

   _____

3. Is the present method of obtaining filmstrips satisfactory
   for the participating schools?

   Yes___ No___ _____

   _____

4. Are the filmstrips delivered in time for advantageous use
   for instructional purposes?

   Yes___ No___ _____

   _____

5. Do you get the filmstrips you need (or order) when they
   are needed for instruction?

   Yes___ No___ _____

   _____

6. Would you recommend the addition of duplicate copies of
   filmstrips that are in great demand?

   Yes___ No___ _____

   _____

7. Are there areas of instruction for which you would like to have filmstrips available that are not now offered by the library?

Yes___ No___ (List) _____

_____

8. Would you favor the use of requisition forms for ordering filmstrips from the library?

Yes___ No___ _____

_____

9. Would you favor a workshop in the use of instructional filmstrips for the participating teachers?

Yes___ No___ _____

_____

10. Should a teacher committee assist in the selection of new filmstrips for purchase?

Yes___ No___ _____

_____

11. Do you desire a summary of my findings?

Yes___ No___

13. Please list any recommendations that you may have concerning the administration or organization of the library.

_____

_____

_____

_____

_____

_____

_____