

Pittsburg State University

Pittsburg State University Digital Commons

Problems, 1950-1991

College of Education

5-1-1973

Curriculum laboratory libraries in major universities and state colleges across the United States

Ralph J. Zullo Jr.

Kansas State College of Pittsburg

Follow this and additional works at: <https://digitalcommons.pittstate.edu/problems>



Part of the [Education Commons](#)

Recommended Citation

Zullo, Ralph J. Jr., "Curriculum laboratory libraries in major universities and state colleges across the United States" (1973). *Problems, 1950-1991*. 19.

<https://digitalcommons.pittstate.edu/problems/19>

This Graduate Research is brought to you for free and open access by the College of Education at Pittsburg State University Digital Commons. It has been accepted for inclusion in Problems, 1950-1991 by an authorized administrator of Pittsburg State University Digital Commons. For more information, please contact digitalcommons@pittstate.edu.

**CURRICULUM LABORATORY LIBRARIES IN MAJOR UNIVERSITIES
AND STATE COLLEGES ACROSS THE UNITED STATES**

**A Problem Submitted to the Graduate Division in Partial
Fulfillment of the Requirements for the
Degree of Master of Science**

By

Ralph J. Zullo, Jr.

LIBRARY

KANSAS STATE COLLEGE OF PITTSBURG

Pittsburg, Kansas

May, 1973

PREFACE

Curriculum laboratories are relatively a new facility for most colleges and universities. They had their inception when schools of education and departments of education started to request materials which would aid beginning teachers. At this time there were no set plans in developing or organizing a library or center. Most curriculum laboratories were in corners or designated shelves in main libraries on campus. From research conducted on the subject it is evident that no uniform policies have been adopted pertaining to organization and procedures of curriculum libraries. As the need for teachers became greater, the curriculum laboratory also increased in its need, size, and effectiveness.

It is the hope of the present writer to present a true picture of the materials found in the curriculum laboratory library as it exists today in state colleges and major universities of the United States.

Grateful acknowledgement is made to the librarians and Deans of Education whose generous cooperation in furnishing data made this study possible.

An exceptional amount of interest and enthusiasm was expressed by the librarians who answered the questionnaires.

Personal letters and/or pamphlets on the curriculum library were received from approximately one-third of those surveyed; also more than 30 per cent requested results of the study. The researcher felt this indicated curriculum laboratory libraries fill a definite need in education programs. In reviewing a study similar to this one by Sister Mary Francis Joseph Egan entitled "Curriculum Laboratory Libraries in Catholic Colleges and Universities," which was done in 1959; she also noted the amount of enthusiasm which was expressed in her study. Thirteen years later, the enthusiasm still remains.

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND PROCEDURE	1
Introduction.	1
Statement of the Problem.	2
Purpose of the Study.	3
Need for the Study.	3
Delimitations	4
Definition of Terms	5
II. METHOD OF PROCEDURE	7
III. PRESENTATION OF THE DATA.	10
Size of the College and Department of Education Surveyed	10
Location.	10
Curriculum Laboratory Funding	14
Size of Curriculum Laboratories	17
Check-Out Time Periods for Materials.	17
Classification Systems.	21
Curriculum Laboratory Materials	21
IV. CONCLUSIONS AND RECOMMENDATIONS	27
Conclusions	27
Recommendations	29
APPENDIX A. Questionnaire	31
APPENDIX B. List of Major Universities and State Colleges Who Returned Questionnaires.	36
APPENDIX C. Other Materials Held by Some Curriculum Laboratories	40
SELECTED BIBLIOGRAPHY.	43

LIST OF TABLES

TABLE	PAGE
I. Number of Curriculum Laboratories Surveyed Corresponding to the Size of the College and Department	11
II. Location of Curriculum Laboratories Corresponding to the Size of the College	12
III. Location of Curriculum Laboratories Corresponding to the Size of the Department.	14
IV. Funding of Curriculum Laboratories Corresponding to the Size of the College	15
V. Funding of Curriculum Laboratories Corresponding to the Size of the Department.	16
VI. Physical Sizes of Curriculum Laboratories Surveyed Corresponding to the Size of the College	18
VII. Physical Sizes of Curriculum Laboratories Surveyed Corresponding to the Size of the Department. .	19
VIII. Check-Out Time Periods for Materials.	20
IX. Availability of Suggested Material.	23
X. Availability of Other Materials	24
XI. Percentage of Curriculum Materials Held by Curriculum Laboratories.	25

CHAPTER I

THE PROBLEM AND PROCEDURE

Introduction

The Curriculum Laboratory at Kansas State College of Pittsburg is a well-equipped and well-staffed center. This study grew from a question that the researcher asked himself: How equipped is our facility compared to other state colleges and universities? In pondering this question, others came to mind: What do their facilities consist of as compared to those of Kansas State College of Pittsburg? What are the materials that make up their laboratory? Who funds a curriculum laboratory? Where are they located on campus?

Inquiries revealed the fact that little has been written concerning this type of facility. Francis L. Drag, who made a nation-wide survey of curriculum laboratories said, "Reference to curriculum laboratories in the professional educational literature are comparatively few and sketchy."¹ Most of the pamphlets and papers which were referenced concerning this type of facility were general in their description of the organization of the library and the types

¹Francis L. Drag, Curriculum Laboratories in the United States. Education Monograph No. 15. (San Diego: Office of the Superintendent of Schools, San Diego County, 1947.), p. 163.

of materials which should be included. The description of a curriculum laboratory, as stated in the Standards for State Approval of Teacher Education, 1971, was found to be the most adequate.

A materials laboratory or center should be maintained either as part of the library or as one or more separate units. It should be open to students as a laboratory of materials or instruction and should be directed by a faculty member well-informed in the various instructional media and materials at different grade levels. This laboratory should include a wide array of books commonly used in elementary and secondary schools, various types of audio-visual aids such as maps, charts, pictures, filmstrips, and recordings; various types of materials used in evaluating learning; curriculum patterns, courses of study, and teaching units. There should be workshop facilities for preparing new curriculum materials including access to electronic, photographic and other equipment.²

Curriculum laboratory libraries are comparatively new in many colleges and universities. The advantage of having such a collection at the disposal of student teachers is immeasurable.

Statement of the Problem

Curriculum laboratories are a relatively new facility in most major universities and state colleges. There are no

²National Association of State Directors of Teacher Education and Certification, Standards for State Approval of Teacher Education. (Washington, D. C.: National Association of State Directors of Teacher Education and Certification, 1971), p. 15.

set organization plans for such a facility, and there are no references for which any one facility may compare itself or evaluate itself according to other similar laboratories. This study will attempt to provide a basis by which curriculum laboratories in major universities and state colleges throughout the United States may compare and evaluate their facility with that of other colleges that have similar laboratories.

Purpose of the Study

The purpose of the investigation was to survey state colleges and major universities concerning their curriculum laboratories to determine similarities concerning such areas as: (1) physical size of the department or college of education, (2) funding, (3) location, and (4) materials and equipment found in the laboratories. This study will provide criteria which laboratories may use for comparison and by which they may compare themselves with other laboratories.

Need for the Study

The information and evaluation provided in this study will be of great value to the future planning and expansion of facilities in curriculum laboratories. The study will provide: (1) a basis by which colleges initiating or expanding curriculum laboratories may compare their present

or projected facilities, and (2) updated information on the different types of materials found in the laboratory. The importance of a curriculum laboratory is immeasurable to education students. These laboratories provide students ample opportunity to examine, evaluate, and use materials with which they will be expected to work when they enter the teaching field. It is of paramount importance to keep in mind the fact that the curriculum laboratory is both a laboratory and a library. As a laboratory it provides students with the opportunity for:

1. examining the plan and the outline formulated by authors and constructors of school materials;
2. acquiring knowledge and skill in the use of such materials either in accordance with authors' directions, or adaptations that can be employed;
3. practicing selectiveness and discrimination in the choice of materials.³

The laboratory functions as a library because it contains volumes of books and materials which may be used by anyone in the field of education.

Delimitations

This study concerns curriculum laboratories found in major universities and state colleges throughout the United

³Sister Mary Francis Joseph Egan, "Curriculum Laboratory Libraries in Catholic Colleges and Universities in the United States." (unpublished Master's thesis, Catholic University of America, 1959), p. 4.

States. Materials in the laboratories were evaluated by including only those materials which were actually found in the laboratory or the designated area for the curriculum laboratory in the college library. Some of the questions on materials were answered by a notation that the material in question could be found in another area of the library. These materials were not included because they did not lend themselves as being in the curriculum laboratory.

Definition of Terms

Curriculum Laboratory Library. This term refers to a place of study provided by colleges and universities for undergraduate and graduate students in education enrolled in courses preparatory to teaching where such instructional materials as are used in the elementary and secondary schools will be found. The lab functions as a laboratory in that it provides the opportunity for experimentation in the planning for the varied uses of curriculum materials, for the combining of different plans, and for the application of new techniques and methods. The lab functions as a library because it contains volumes of books and materials which may be used by anyone in the field of education. The curriculum

laboratory library will be referred to throughout this study as the lab, the laboratory, or the curriculum laboratory.

College. A college refers to the state colleges and major universities whose curriculum labs were evaluated by this study.

Department. A department refers to the segment of the college curriculum whose purpose is to offer courses in education. This segment may be in the form of a department, School, or College of Education.

CHAPTER II

METHOD OF PROCEDURE

The survey method employing the use of a questionnaire was considered the most efficient method for providing the data in the study. The colleges included in the survey were selected on the basis of having a department, school, or college of education and/or a teacher education course offering teacher certification. The name and location of the colleges along with the above specifications were found in The Annual Guide to Undergraduate Study by Karen C. Hegner.⁴ From this book 157 colleges and universities were randomly selected (Appendix B). A special effort was made to include a university and at least one and in most cases two major state colleges from every state in the United States. This method of selection provides a good representation of curriculum laboratories from each state.

On October 5, 1972, a questionnaire was sent to the heads of curriculum libraries in each of the 157 colleges and universities in the 50 states of the United States. A total of 121 usable questionnaires (77.1 per cent) were returned

⁴Hegner, Karen C., The Annual Guide to Undergraduate Study. (Princeton, New Jersey: Peterson's Guides Incorporated, 1972.)

and served as the population for this study. The purpose of the questionnaire was to gather information on the types of materials found in curriculum laboratories, and to answer questions pertaining to the size of the lab, location, and other questions peculiar to the lab itself and its contents.

Of the 121 returned questionnaires, 8 reported that they either had no curriculum lab at all or that they were in the process of planning one. All colleges were researched prior to sending the questionnaire to determine if they had a department, School, or College of Education. The colleges which reported having no curriculum labs were Eastern Wyoming College, Georgetown University, Ohio State University, and the University of Wisconsin at Madison. The others which reported that they were in the process of creating a curriculum laboratory were Valdosta State College, Southern Colorado State College, Illinois Wesleyan University, and the University of Rhode Island. The data from the remaining 113 questionnaires were then tabulated as to the question being asked and the type of answer received.

The size of the college was based on the total 1972-73 enrollment of the college receiving and answering the questionnaire. The size of the education department was

based on its current enrollment of students in education. These two factors will determine the background for all the labs included in this study. Any comparison of the labs to each other will be based on the above two criteria.

The colleges were divided into five groups according to the size of their total enrollment. The five groups are: (1) 1-5,000; (2) 5,000-10,000; (3) 10,000-15,000; (4) 15,000-20,000; and (5) over 20,000. Departments of education were divided into smaller groups. They are: (1) 1-500; (2) 500-1,000; (3) 1,000-1,500; (4) 1,500-2,000; (5) 2,000-2,500; (6) 2,500-3,000; (7) 3,000-3,500; and (8) over 3,500. The data on the lab was presented in relation to both the size of the college and the department in which the lab is located. Using this type of analysis, the curriculum lab was evaluated on two scales--the size of the college and the size of the department from smallest to largest. With this type of analysis, a lab was not considered to be at a disadvantage when compared to labs in larger or smaller colleges or larger or smaller departments.

CHAPTER III

PRESENTATION OF THE DATA

The following is a presentation of the data grouped by the various questions asked in the questionnaire (Appendix A), and then categorized by the responses to the questions.

Size of the College and Department of Education Surveyed

Data in Table I show a frequency distribution of curriculum laboratories by the size of the college and the size of the department of education.

An analysis of the data in Table I shows that the majority of laboratories reporting are located in smaller colleges. Over one-half of the labs from which data were received were located in colleges with a total enrollment of less than 10,000, and had a department of education of between 500 to 2,500 students. There is also a strong concentration of labs in departments with a size of over 3,500.

Location

Curriculum labs have very little organization defined for them. Where they are located and how they are set up and run are largely dependent upon the consideration given

TABLE I

NUMBER OF CURRICULUM LABORATORIES SURVEYED CORRESPONDING
TO THE SIZE OF THE COLLEGE AND DEPARTMENT

Size of College	Size of Departments of Education					Total
	1-5,000	5,000- 10,000	10,000- 15,000	15,000- 20,000	Over 20,000	
1- 500	5	2	2	-	-	9
500-1,000	7	6	3	1	1	18
1,000-1,500	4	8	3	1	3	19
1,500-2,000	2	5	2	2	1	12
2,000-2,500	2	7	4	3	-	16
2,500-3,000	1	3	2	1	1	8
3,000-3,500	-	-	2	1	3	6
Over 3,500	-	9	6	1	9	25
Total	21	40	24	10	18	113

to them by the administrators and the librarians who control them.

The lab may be located in the main college library, the department of education library or building, or in another building on the campus. When the questionnaire was designed, it

also included as one of the choices on location a building which housed only the laboratory itself. The survey revealed that none of the labs were located in their own buildings.

The data in Table II disclose the location of the curriculum labs for each size of college. The actual number of labs found in each type of location and the percentage of this number in relation to the total number of labs in each college size is also presented. Although 65.5 per cent of the

TABLE II

LOCATION OF CURRICULUM LABORATORIES CORRESPONDING
TO THE SIZE OF THE COLLEGE

Size of College	Main Library		Dept. of Education		Other	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
1- 5,000	16	76.2	3	14.3	2	9.5
5,000-10,000	27	67.5	12	30.0	1	2.5
10,000-15,000	16	66.7	8	33.3	-	0.0
15,000-20,000	5	50.0	3	30.0	2	20.0
Over 20,000	10	55.6	7	38.9	1	5.5
	—	—	—	—	—	—
Total	74	65.5	33	29.2	6	5.3

labs were located in the main library, a decisive trend was for the labs to locate in departments of education as the size of the college increased. A tendency was noted for the labs to be located in other buildings on campuses where the enrollment reached 15,000 or over.

An analysis of data in Table III represents the three types of locations, as well as the tendencies of location compared to the size of the department of education with which they are either directly or indirectly linked. Department sizes 1-500 and 3,000-3,500 reported the largest concentrations of labs located in the main library with percentages of 77.8 and 83.3 respectively. Department sizes 500-1,000 and 1,500-2,000 reported the largest concentrations of labs in the department of education building or library with percentages of 44.4 and 33.3 respectively. From the data in Table III it is clear that there are no general tendencies of location of labs according to the size of the department. The data indicated that 29.2 per cent of the labs reporting were located in the department of education library or building; the rest were segregated portions of the main library or other buildings, which may be known as learning resource centers or media centers.

TABLE III

LOCATION OF CURRICULUM LABORATORIES CORRESPONDING
TO THE SIZE OF THE DEPARTMENT

Size of Department	Main Library		Dept. of Education		Other	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
1- 500	7	77.8	1	11.1	1	11.1
500-1,000	10	55.6	8	44.4	-	0.0
1,000-1,500	13	68.4	6	31.6	-	0.0
1,500-2,000	7	58.3	4	33.3	1	8.3
2,000-2,500	12	75.0	3	18.8	1	6.2
2,500-3,000	6	75.0	2	25.0	-	0.0
3,000-3,500	5	83.3	1	16.7	-	0.0
Over 3,500	14	56.0	8	32.0	3	12.0
Total	74	65.5	33	29.2	6	5.3

Curriculum Laboratory Funding

Funds must be provided for the facilities in a curriculum laboratory, and the quality of the laboratory largely depends on funds. Therefore, an important aspect of curriculum labs is the source of funds for the curriculum laboratories.

TABLE IV

FUNDING OF CURRICULUM LABORATORIES CORRESPONDING
TO THE SIZE OF THE COLLEGE

Size of College	Main Library		Dept. of Education Library or Building		Other Sources	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
1- 5,000	12	60.0	4	20.0	4	20.0
5,000-10,000	22	64.7	12	35.3	4	11.8
10,000-15,000	15	71.4	6	28.6	0	0
15,000-20,000	5	55.6	4	44.4	0	0
Over 20,000	13	72.0	5	27.8	0	0
Total	67	63.3	31	29.1	8	7.6

The source of lab funding was divided into three groups: the Main Library, the Department of Education, and Others. The "Others" group consisted of the business office of the college, other departments, i. e., media services, or both the department of education and the main library. Of the 113 colleges responding, 6 did not respond to this question and one was not funded at all. Therefore, the results are to be based on 106 questionnaires returned. Data revealed in Tables IV and V show who funded the curriculum labs in the survey.

TABLE V

FUNDING OF CURRICULUM LABORATORIES CORRESPONDING
TO THE SIZE OF THE DEPARTMENT OF EDUCATION

Size of Department	Main Library		Dept. of Education Library or Building		Other Sources	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
1- 500	6	75.0	0	0.0	2	25.0
500-1,000	7	43.8	8	50.0	1	6.3
1,000-1,500	11	57.9	4	21.1	4	21.1
1,500-2,000	6	54.5	5	45.5	0	0.0
2,000-2,500	9	64.3	4	28.6	1	7.1
2,500-3,000	7	87.5	1	12.5	0	0.0
3,000-3,500	5	100.0	0	0.0	0	0.0
Over 3,500	16	64.0	9	36.0	0	0.0
Total	67	63.3	31	29.1	8	7.6

The answers to the funding question fell into the three categories listed above and are presented by the lab's corresponding college and department size.

Sixty-three per cent of the curriculum labs were funded through the main library. The majority of those labs funded through the library were also located in a part of the main

library. The same situation was also true for those labs funded through the department of education. There were instances when the above was not true, but they could be attributed to the peculiarities of funding and administration found in most colleges.

Size of Curriculum Laboratories

The size of the laboratory can be crucial if it is to function properly. The interest of the college in the curriculum laboratory would reflect itself in relation to the size allotted for the lab. The data in Tables VI and VII show the actual physical area in square feet allotted to the curriculum labs in the colleges surveyed.

Two of the labs' areas are in excess of 14,000 square feet in a college of less than 5,000 enrollment. The majority of lab sizes ranged from 500 square feet to 4,000 square feet.

Check-Out Time Periods for Materials

Curriculum labs differ greatly in the amount of time they allowed their materials to be checked out by students. Some labs reported that they did not allow their students to check out any materials, while others had no definite time limit.

TABLE VI

PHYSICAL SIZES OF CURRICULUM LABORATORIES SURVEYED
CORRESPONDING TO THE SIZE OF THE COLLEGE

Sq. Ft.	Size of the College				
	1-5,000	5,000-10,000	10,000-15,000	15,000-20,000	Over 20,000
500	5	4	-	2	-
1,000	3	4	4	-	3
1,500	2	6	1	1	-
2,000	2	2	2	-	-
2,500	3	-	1	1	1
3,000	-	1	4	-	1
3,500	1	3	1	-	2
4,000	1	1	2	1	1
4,500	-	-	-	-	-
5,000	-	5	-	-	1
5,500	-	-	-	-	-
6,000	-	2	2	1	2
6,500-10,000	-	2	1	1	2
10,500-16,000	2	4	-	1	-
Total	19	34	18	8	13

TABLE VII

PHYSICAL SIZES OF CURRICULUM LABORATORIES SURVEYED
CORRESPONDING TO THE SIZE OF THE DEPARTMENT

Sq. Ft.	Size of the Department							
	1-500	500-1,000	1,000-1,500	1,500-2,000	2,000-2,500	2,500-3,000	3,000-3,500	Over 3,500
500	1	3	2	-	3	1	-	1
1,000	2	2	4	-	1	1	-	4
1,500	2	2	2	-	3	-	-	1
2,000	-	2	1	1	-	1	-	1
2,500	-	2	1	1	1	-	1	-
3,000	-	1	1	-	2	-	1	1
3,500	-	-	2	1	-	1	-	3
4,000	-	1	2	-	1	-	1	1
4,500	-	-	-	-	-	-	-	-
5,000	-	1	1	2	-	1	-	1
5,500	-	-	-	-	-	-	-	-
6,000	1	1	1	1	1	-	1	1
6,500-10,000	-	-	-	-	1	-	-	5
10,500-16,000	1	1	1	3	1	-	-	-
	-	-	-	-	-	-	-	-
Total	7	16	18	9	14	5	4	19

TABLE VIII

CHECK-OUT TIME PERIODS FOR MATERIALS

Time Period	No. of Curriculum Labs
Overnight only	7
One day	1
Two days	1
Three days	5
One week	33
Two weeks	32
Three weeks	5
Four weeks	4
Quarter system	1
Semester	1
Variable (suiting individual needs)	12

Of the 113 colleges reporting, 11 did not allow the materials to be checked out at all. The rest ranged from overnight to an entire semester. The statistics were not broken down by the size of the college or the size of the education department because of the varied answers which were received. Of the 102 colleges reporting that curriculum

laboratory materials could be checked out, 65 colleges indicated that materials could be checked out for one or two weeks, while 12 colleges arranged time periods to suit the needs of the individual.

Classification Systems

In evaluating the answers to the type of classification system used by curriculum labs, a large number of respondents indicated they used what could be described as "home-made" classification systems. In a noticeable amount of the responses, either the Dewey Decimal or the Library of Congress classification was used with a notation added that they had been simplified. Of the 113 colleges surveyed, the following classification systems were used:

<u>Classification System</u>	<u>No. of Curriculum Labs</u>
Dewey Decimal	57
Library of Congress	16
U. S. Office H. E. W.	4
*Other	36

*This classification system was represented by almost as many different systems as users.

Curriculum Laboratory Materials

As a basis for the kinds of materials that should be located in a curriculum laboratory, the definition found in

the Standards for State Approval of Teacher Education was used.⁵

The questionnaire provided a checklist of materials found in curriculum laboratories. (Appendix A) The respondent was to check those materials which were in the curriculum lab. These checklists were then evaluated.

The Standards for State Approval of Teacher Education listed, in general, the following materials as being necessary contents of curriculum laboratories. Percentages of these materials as they were found in the curriculum labs were calculated. The data in Table IX show the materials and the percentage of labs surveyed having these materials. Curriculum Guides were found in the highest percentage of colleges, 97.3, and Elementary and Secondary Texts were found in 96.4 and 91.9 per cent of the colleges respectively. The majority of materials showed a high percentage of availability in the curriculum labs.

In addition to these materials, Table X discloses other suggested materials included in the questionnaire checklist. These materials are found in the curriculum laboratory at

⁵ National Association of State Directors of Teacher Education and Certification, op. cit., p. 15.

Kansas State College of Pittsburg, in addition to those listed in Table IX. Conservation and Environment Material were found to be in 86.6 per cent of the labs reporting.

TABLE IX

AVAILABILITY OF SUGGESTED MATERIAL

Suggested Material	Curriculum Labs With Material	
	Per Cent	No.
Curriculum Guides	97.3	109
Elementary Texts	96.4	108
Secondary Texts	91.9	103
Reading and Language Arts Teaching Aids	89.3	100
Social Studies Teaching Aids	88.4	99
Free Materials Catalog	87.5	98
Programmed Instruction Materials	86.6	97
Math Teaching Aids	85.7	96
Science Books	85.7	96
Elementary Children's Books	81.3	91
Special Education Materials	80.4	90
Science Teaching Aids	79.5	89
Children's Records and Filmstrips	75.9	85
Poster or Picture Film	71.4	80
Audio-Visual Equipment and Materials	71.4	80
References for Children's Literature	71.4	80
Professional Books	60.7	68

TABLE X

AVAILABILITY OF OTHER MATERIALS

Other Materials	Curriculum Labs With Material	
	Per Cent	No.
Conservation and Environment Material	86.6	97
Elementary Short Story and Non-Fiction	64.3	72
Elementary Biography	63.4	71
Secondary Short Story and Non-Fiction	59.8	67
Secondary Biography	56.3	63
Elementary Teachers' Magazines	53.6	60
Secondary Teachers' Magazines	50.0	56
Psychology Books	44.6	50
College Catalogs	41.9	47

The following evaluation of curriculum materials was based upon both the size of the college and the size of the department of education. Percentages are based only on the materials that are necessary for curriculum laboratories. The percentages listed were calculated in the following way.

A calculation was made to determine what percentage of materials necessary for curriculum labs were held by the labs surveyed. An average of the labs for each size of department was calculated under each college size, giving one percentage for each department size as well. The average percentages are presented in Table XI along with the actual labs used for each

TABLE XI

PERCENTAGE OF CURRICULUM MATERIALS HELD BY CURRICULUM LABORATORIES

Size of Department	Size of the College											
	1-5,000		5,000-10,000		10,000-15,000		15,000-20,000		Over 20,000		Average for Size of Dept.	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1- 500	5	95.3	2	73.5	2	91.2	0	0	0	0	9	89.5
500-1,000	7	58.8	6	84.3	3	80.4	1	94.1	1	52.9	18	75.5
1,000-1,500	4	63.2	8	94.1	3	90.2	1	70.6	3	76.5	19	83.0
1,500-2,000	2	79.4	5	88.2	2	70.6	2	94.1	1	100.0	12	85.8
2,000-2,500	2	61.8	7	83.2	4	94.1	3	92.1	0	0	16	85.0
2,500-3,000	1	88.2	3	62.7	2	35.3	1	35.3	1	100.0	8	53.6
3,000-3,500	0	0	0	0	2	67.7	1	88.2	3	94.1	6	84.3
Over 3,500	0	0	9	87.6	6	92.1	1	100.0	9	86.3	25	84.7
Average for Size of College	21	74.5	40	82.6	24	79.7	10	85.3	18	85.6	113	81.1

average percentage. The total availability of materials in each college size ranged from 74.5 per cent to 85.6 per cent and indicated a tendency to increase with the size of the college. When looking at the availability of materials according to the size of the department, no general tendency existed.

Because every lab had additional materials which were acquired through the efforts of the librarian, a list of these materials (Appendix C) might be of some interest as to what materials curriculum librarians considered to be helpful to students who use the laboratory.

Although the questionnaire provided for some statistics on who directs and supervises the lab, the answers could not be incorporated into the evaluation scheme of this paper. Labs were either supervised directly or indirectly by faculty or librarian.

All the labs had some part-time help as well as full-time help; but because the majority of them were in part of the library, it was impossible to measure how much of their time was spent actually working in the lab.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Curriculum laboratories have no set organization plans, and there are no references for which any one facility may compare or evaluate itself according to other similar labs.

The purpose of this investigation was to provide a basis by which labs could evaluate themselves concerning such areas as: (1) physical size, (2) funding, (3) location, and (4) materials and equipment found in the laboratories. The survey method of using a questionnaire was employed. Colleges having departments of education were chosen randomly.

The purpose of curriculum laboratories is to provide the student with a wide spectrum of information in which an immeasurable understanding of texts and materials can be gained. Evidence is quite clear from the response that an increasing interest exists in this facility. Curriculum laboratories can be described today as suffering from growing pains. There was a sizable amount of irregularity of answers in every question to prove this.

Conclusions

The following list of conclusions was deducted from the study:

1. Most of the labs were in a college size of less than 15,000 students and were located in part of the main college library.
2. Data concerning the size of curriculum labs showed a variety of sizes, but in the majority of cases they were given a significant amount of room. Many answers to the question concerning materials revealed that some materials were not kept in the curriculum labs but were located in other parts of the library.
3. The majority of labs funded through the main library were also located in the main library. Those labs funded through the department of education were located in the department of education area.
4. The Dewey Decimal System was the one most widely used. A large number of respondents also reported that they made their own classification system.
5. The materials which were recommended for curriculum labs in the Standards for State Approval of Teacher Education were found to be in the majority of the labs. Curriculum guides, elementary texts, and secondary texts were found most frequently.

Recommendations

The following recommendations pertain to this study and are made by the researcher:

1. In location and funding of curriculum labs, departments of education and main libraries should re-evaluate the purpose of the laboratory. The place to start is to place the lab under the financial responsibility of the education department. This would serve a dual purpose: (1) the lab would be under the supervision of the education department whose care and management will better serve the education student; and (2) the budgetary needs of the lab would have more significance to the department of education administration.
2. The size of the labs is no immediate problem but it is clear from the responses that consolidation is needed. As mentioned in the conclusions, many labs reported having materials elsewhere in the library. This needs to be changed if an effective lab is to be realized. All designated curriculum materials should be placed together using some type of classification system.

3. The curriculum laboratory should be supervised by a librarian or a member of the education faculty who understands the types of materials in the lab.

APPENDIX A

Mr. [Name]
[Address]
[City, State, Zip]

KANSAS STATE COLLEGE OF PITTSBURG

October 5, 1972

Dear Sir:

The enclosed questionnaire pertains to a study of Curriculum Material Centers in 157 major universities and state colleges across the United States. The questionnaire's purpose is to gather information on the types of materials that are found in these centers. Your institution was pre-researched as to having a department of education before the mailing of this form took place, and we feel that you should be counted among the others in our evaluation process. We would very much appreciate your cooperation in this matter, and request that you place this questionnaire in the hands of someone that may fill it out properly. It is general enough so that a part-time student employee of the center may complete the entire questionnaire in ten minutes.

If you have any comments on the study, or are interested in the results of it, please indicate so on the back of the returned form. Thank you very much for your sincere cooperation.

Cordially yours,

Ralph J. Zullo, Jr.
Curriculum Library
Graduate Assistant

CURRICULUM MATERIALS CENTER QUESTIONNAIRE

1. What is the approximate total enrollment of your college or university? (Check one)

1-5,000 _____, 5,000-10,000 _____, 10,000-15,000 _____,

15,000-20,000 _____, Over 20,000 _____.

2. What is the approximate total enrollment of your Department, School, or College of Education? (Check one)

1-500 _____, 500-1,000 _____, 1,000-1,500 _____, 1,500-

2,000 _____, 2,000-2,500 _____, 2,500-3,000 _____, 3,000-

3,500 _____, Over 3,500 _____.

3. In your Curriculum Materials Center, do you have the following materials. Please check yes for those that apply.

	YES	NO
References for Children's Literature- - - - -	_____	_____
Curriculum Guides - - - - -	_____	_____
Special Education Materials - - - - -	_____	_____
Social Studies Teaching Aids- - - - -	_____	_____
Programmed Instruction Materials- - - - -	_____	_____
Elementary Children's Books - - - - -	_____	_____
Psychology Books- - - - -	_____	_____
Free Materials Catalog- - - - -	_____	_____
Conservation and Environmental Materials- - - - -	_____	_____
Children's Records and/or Filmstrips- - - - -	_____	_____
Professional Textbooks- - - - -	_____	_____
Reading and Language Arts Teaching Aids - - - - -	_____	_____
Audio-Visual Equipment and Materials- - - - -	_____	_____
Science Teaching Aids - - - - -	_____	_____
Science Books - - - - -	_____	_____
Poster or Picture Files - - - - -	_____	_____
Math Teaching Aids- - - - -	_____	_____
Elementary Teachers' Magazines- - - - -	_____	_____
Secondary Teachers' Magazines - - - - -	_____	_____
Elementary Textbooks- - - - -	_____	_____

YES NO

Secondary Textbooks - - - - -
 College Catalogs- - - - -
 Elementary Short Story and Non-Fiction- - - - -
 Secondary Short Story and Non-Fiction - - - - -
 Elementary Biographies- - - - -
 Secondary Biographies - - - - -

Other (Please specify) _____

4. Where is your Curriculum Materials Center located? (Check one)

In its own building
 Part of the main library
 Department, school or college of
 education building
 Part of another building
 Name of the building _____

5. What is the approximate size of the Curriculum Materials Center in square feet? (This information may be obtained from your Physical Plant.)

_____ sq. ft.

6. How many floors are there in your Curriculum Materials Center?

_____ floor/floors

7. What is the general amount of time that your materials may be checked out? (Do not include special collections or reserve listings.)

Not at all
 One week
 Two weeks
 Other (Explain) _____

8. Which of the following cataloging systems are in use in your Center? (Check one)

Dewey Decimal
 Library of Congress
 Other (Explain briefly) _____

9. Under which department is the Curriculum Materials Center funded and directed?

Funded by _____ Directed by _____

10. Do you have a full-time director or librarian? Yes _____,
No _____.

What is his/her name? _____

11. How many full-time employees do you have? _____

What is the average number of hours per week? _____

12. How many part-time employees do you have? _____

What is the average number of hours per week? _____

APPENDIX B

LIST OF MAJOR UNIVERSITIES AND STATE COLLEGES
WHO RETURNED QUESTIONNAIRES

<u>State</u>	<u>College or University</u>
Alabama	University of Alabama
Alaska	University of Alaska
Arkansas	Arkansas State University
Arizona	Arizona State University University of Arizona Northern Arizona State University
California	Sacramento State College Stanford University San Francisco State College California State College, Hayward California State College, Fullerton Fresno College California State College, Long Beach
Colorado	University of Northern Colorado University of Denver Southern Colorado State College
Connecticut	Central Connecticut State College
Florida	University of Miami University of West Florida Florida Atlantic University
Georgia	University of Georgia Valdosta State College Fort Valley State College Georgia Southern College
Hawaii	University of Hawaii
Idaho	Idaho State University University of Idaho Boise State College

Illinois	Southern Illinois University, Carbondale Northern Illinois University Illinois Wesleyan University
Indiana	Indiana State University Ball State University
Iowa	University of Northern Iowa Iowa State University
Kansas	Kansas State Teachers College Kansas State College of Pittsburg Fort Hays Kansas State College University of Kansas Kansas State University
Kentucky	University of Kentucky Western Kentucky University University of Louisville Kentucky State College Murray State University Eastern Kentucky University
Louisiana	Louisiana State University McNeese State College Southeastern Louisiana University
Maine	University of Maine
Maryland	Western Maryland College University of Maryland Towson State College, Baltimore Coppin State College
Massachusetts	Boston College
Michigan	Michigan State University University of Michigan Central Michigan University Winona State College Ferris State College Northern Michigan University
Minnesota	Mankato State College St. Cloud State College

	University of Minnesota Moorhead State College
Mississippi	University of Southern Mississippi
Missouri	Northwest Missouri State Northeast Missouri State Missouri Southern State College University of Missouri
Montana	Montana State University Western Montana College Eastern Montana College
Nebraska	Kearney State College University of Nebraska Concordia Teachers College
New Hampshire	Plymouth State College
New Jersey	Paterson State College Montclair State College
New Mexico	New Mexico State University
North Carolina	Appalachian State University University of North Carolina Jayner Library North Carolina State University
New York	S. U. N. Y. at Fredonia S. U. N. Y. at Potsdam S. U. N. Y. at Oswego S. U. N. Y. at Brockport S. U. N. Y. at Albany
North Dakota	Dickinson State College University of North Dakota
Ohio	Ohio State University Youngstown State University
Oklahoma	University of Oklahoma Oklahoma State University Northeastern State College

Oregon	Oregon State University University of Oregon
Pennsylvania	Slippery Rock State College East Stroudsburg State College Shippensburg State College
Rhode Island	University of Rhode Island
South Dakota	University of South Dakota Northern State College
Tennessee	Tennessee Technological University
Texas	Stephen F. Austin University Northern Texas State University
Utah	Utah State University
Vermont	University of Vermont
Virginia	Virginia Commonwealth University Radford College
Washington	Washington State University
Wisconsin	Wisconsin State University, Whitewater Wisconsin State University, Stevens Point Wisconsin State University, River Falls Wisconsin State University, Platteville Wisconsin State University, Oshkosh Wisconsin State University, Eau Claire University of Wisconsin, Milwaukee University of Wisconsin, Madison
Wyoming	University of Wyoming Central Wyoming College Eastern Wyoming College
District of Columbia	Georgetown University George Washington University

APPENDIX C

OTHER MATERIALS HELD BY SOME CURRICULUM LABORATORIES

Films on professional education
Children's magazines
Educational directories for various states
Educational television programs
State-adopted textbook lists
Courses of Study
Vertical file material
Audio-visual services and catalogs
Games and toys
Teaching machines
Free "give away" table
Standardized tests
Textbook publishers' catalogs
Historical collection of textbooks
ERIC microfilm collection and research in education
Career file
Encyclopedias, childrens' and adult
Globes and maps
Dictionaries
World Atlas
Film loops and filmstrips
Realia
Transparencies on all subjects
Slides
Multi-media kits
Elementary periodicals
Educational newsletters
Juvenile book jackets
Mental measurement tests
Art prints
Instructional materials for student teachers
Special library collections donated to the labs

SELECTED BIBLIOGRAPHY

SELECTED BIBLIOGRAPHY

Books

- American Association of School Librarians National Commission for Teacher Education and Professional Standards. The Teachers' Library. Washington, D. C.: National Education Association, 1966.
- Drag, Francis L. Curriculum Laboratories in the United States. Education Monograph Number Fifteen. San Diego: Office of the Superintendent of Schools, San Diego County, 1947.
- Hegner, Karen C. The Annual Guide to Undergraduate Study. Princeton, New Jersey: Peterson's Guides Incorporated, 1972.

Pamphlet

- National Association of State Directors of Teacher Education and Certification. Standards for State Approval of Teacher Education. Washington, D. C.: National Association of State Directors of Teacher Education and Certification, 1971.

Unpublished Material

- Egan, Sister Mary Francis Joseph. "Curriculum Laboratory Libraries in Catholic Colleges and Universities in the United States." Unpublished Master's thesis, Catholic University of America, 1959.