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THE LEADERSHIP ROLE OF THE PRINCIPAL
IN THE DEVELOPMENT
OF
THE ELEMENTARY SCHOOL LIBRARY
OR LIBRARY MEDIA CENTER

A Research Plan
Presented in
Partial Fulfillment
of the Requirements for
the
Education Specialist Degree

LIBRARY

SEP 19 '75

by
Dorothy J. Sutton
April 1975

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The cooperation of the elementary principals of Southeast Kansas who participated in this study is gratefully acknowledged.

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ABSTRACT

THE LEADERSHIP ROLE OF THE PRINCIPAL IN THE DEVELOPMENT OF THE ELEMENTARY SCHOOL LIBRARY OR LIBRARY MEDIA CENTER

The purpose of this study was to discover the extent and nature of the leadership role of the elementary school principal in the development of school library programs.

A review of the literature revealed general agreement that the principal should assume a leadership role in the development of the school library, and is in a strategic position to do so.

Questionnaires were sent to ninety-one elementary principals in the following counties of Southeast Kansas: Allen, Bourbon, Cherokee, Crawford, Labette, Montgomery, Neosho, Wilson, and Woodson; seventy-three were returned.

According to answers received on the questionnaire, elementary principals in Southeast Kansas do manifest a leadership role in the development of school libraries, so the writer had only two suggestions to make:

1. All principals should arrange for in-service activities to help teachers use the library more efficiently.
2. All principals should insist that a professional library collection for teachers be kept in the library.

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CHAPTER I

INTRODUCTION

In this twentieth century world, knowledge has expanded so rapidly and so extensively that no one person could possibly learn or retain all there is to know about every subject, or even about one subject. Partly, this is due to the expertise and sophistication of educated, intelligent human beings, but it could not have happened without the invention and development of printing. The high-speed printing of today has made possible the recording of extensive knowledge, which is precisely the reason that now libraries, especially school libraries, are so important.

Teaching students every fact of a particular discipline is not as important as teaching them to find, assemble, and evaluate facts on which to base their own conclusions.¹ The best education we can provide for our young people is to motivate and direct them to the materials that allow them to educate themselves. Therefore, school libraries are essential to good education.

Inasmuch as the education a student receives in any school depends upon the education offered in that school,

¹George O. Eisenberg, "Dear Principal: Dear Librarian: a dialogue on the heart of the matter," Wilson Library Bulletin, Vol. 48, No. 1, September 1973, p. 57.

and the education offered in any school depends upon the curriculum formulated, principally, by the principal of that school, it seems safe to assume that the education a student receives depends greatly upon the ability and foresight of the school principal. And inasmuch as the school principal is directly charged with the improvement of instruction, and school libraries are essential to good education, it seems obvious that a good principal would assume a leadership role in the development of the school library.

STATEMENT OF THE PROBLEM

This study was an attempt to determine the nature and extent of the leadership role of the elementary principal in the development of the elementary library, or library media center, in nine counties of Southeast Kansas. It was, also, an attempt to determine the effect of such a leadership role on the elementary libraries, or media centers, in Southeast Kansas.

PURPOSE(S) AND SIGNIFICANCE OF THE STUDY

Purpose of the Study

The purpose of this study was an attempt to discover the nature and extent of the leadership role the principal assumes in the development of the elementary school library

or library media center. Another purpose was to attempt to find the effect such a leadership role has on the elementary school library or media center.

Significance of the Study

As chief executive officer of an attendance center, the school principal is charged with administering the educational opportunities of the attendance center.² In other words, the principal is responsible for the curriculum of the school. The principal is also responsible for the management of resources used in the attainment of the educational objectives, fiscal as well as material. The principal must provide leadership in establishing a cooperative structure of human relationships and material resources facilitating the educational opportunities of the school. A leadership role establishing and developing a school library or library media center should be of prime importance to a principal.

ASSUMPTIONS, DELIMITATIONS, LIMITATIONS, DEFINITION OF TERMS

Assumptions

The writer made the following assumptions:

1. The majority of the principals contacted would

²J. Clark Davis, The Principal's Guide to Educational Facilities Design, Utilization and Management (Columbus, Ohio: Charles E. Merrill, 1973), p. 1.

cooperate by answering all of the questions and returning the questionnaire promptly.

2. The information obtained would indicate the extent and nature of the leadership of school principals in the development of the school library or media center.

3. Although obtained from a relatively small population, the information obtained would provide insights and evidence concerning the leadership role of elementary principals in Southeast Kansas, and be suggestive of the role of other elementary principals in Kansas and in the nation.

Delimitations

The writer considered the following to be the delimitations of this study:

1. The study was confined to nine counties in Southeast Kansas.

2. Only elementary school principals in the following Kansas counties were included: Allen, Bourbon, Cherokee, Crawford, Labette, Montgomery, Neosho, Wilson, and Woodson.

3. Information requested concerned only the present year.

Limitations

The limitations to this study:

1. No instrument was found to measure the leadership role of the school principal in the development of the library

in the elementary school.

2. Information obtained depended upon the return of the questionnaire by the principals contacted.

Definition of Terms³

Leadership: The ability and readiness to inspire, guide, direct or manage others.

Role: (1) The characteristic behavior shown by an individual within a given group: (2) the behavioral patterns of functions expected of or carried out by an individual in a given societal context.

Principal: The administrative head and professional leader of a school division or unit, such as a high school, junior high school, or elementary school.

Principal, elementary school: An administrative and supervisory officer responsible for an elementary school; usually limited to a single school or attendance center; may or may not engage in teaching.

Elementary school: A school having a curriculum offering work in any combination of grades 1 to 8 or from the preprimary grades to grade 8.

Library, school: An instructional space designed or

³Carter V. Good, Dictionary of Education (3d ed., New York: McGraw-Hill Book Company, 1973)

adapted as a place for study and reading and for the custody, circulation, and administration of a collection of books, manuscripts, and periodicals kept for the use of the student body but not for sale.

Center, instructional materials: A well-planned center set up by a school system, situated conveniently within the service area of the system and consisting of at least a library and an audiovisual center which contains a variety of instructional material and equipment and provides for constant evaluation of these media.

Instructional media: Devices and other materials which present a complete body of information and are largely self-supporting rather than supplementary in the teaching-learning process.

Audiovisual material: Any device by means of which the learning process may be encouraged or carried on through the senses of hearing and/or sight.

CHAPTER II

PROCEDURES

General Procedure

The researcher studied related materials in books, periodicals, dictionaries, and unpublished theses. The Comprehensive Dissertation Index, Educational Index, and The Educational Research Information Center (ERIC) were consulted but availed very little on the subject of study.

From the Kansas Educational Directory for 1973-74, a listing was obtained of the elementary schools in the following counties of Southeast Kansas: Allen, Bourbon, Cherokee, Crawford, Labette, Montgomery, Neosho, Wilson, and Woodson.⁴

Since no suitable evaluation tool was found for measuring the leadership role of the principal toward the school library, researcher had to construct a questionnaire.

All of this procedure was carried out with the intention of aiding the researcher to better understand the role the elementary principal plays in the establishment and development of the elementary school library or library media center, especially in Southeast Kansas. It should also be indicative of the principal's role in the development of the elementary library throughout Kansas and all the nation.

⁴Kansas Educational Directory (Topeka: Kansas State Department of Education, 1973-74).

Review of Related Literature

The leadership role of the elementary school principal in American education is not new. According to Davis, "The principalship is one of the oldest, if not actually the oldest, administrative position in American education."⁵

The principalship is not only one of the venerated executive positions in education in our country, it is also one of the most important. The good principal is a leader, not only in the school but in the community as well. Roe and Drake believed that the leadership of the principal extended from the school to all the community, with emphasis on the construction of a cohesive social system that would enhance the learning environment for the students.⁶

The rationale, or underlying reason, for the enduring merit of the principalship in the elementary school was stated succinctly by Faber and Shearron:

Administration exists in the elementary school for the same purpose that it exists in any organization: for the purpose of facilitating the accomplishment of organizational goals. Inasmuch as the goal of the elementary school is education, the purpose of elementary school administration is facilitation of

⁵Davis, p. 1.

⁶William H. Roe and Thelbert L. Drake, The Principalship (New York: Macmillan, 1974), p. 70.

the educational program. In other words, the job of the elementary school principal exists in order that the education of children be furthered.⁷

Almost without exception, authorities in the educational field believe as did Jacobson, Logsdon, and Wiegman that, "The principal has long been recognized as the instructional leader in the school. While he has many duties, none is more important than improving instruction and facilitating the learning process."⁸

While the leadership role of the school principal is not new, the leadership role of the principal in the development of the elementary school library IS relatively new. Half a century ago very few elementary schools had libraries, but most schools had principals or principal teachers. Inasmuch as the principal is responsible for the improvement of instruction in a school, it is surprising that principals were so slow in taking a leadership role in establishing and developing school libraries. Even today

⁷Charles F. Faber and Gilbert F. Shearron, Elementary School Administration (New York: Holt, Rinehart and Winston, 1970), p. 209.

⁸Paul B. Jacobson, James D. Logsdon, and Robert R. Wiegman, The Principalship: New Perspectives (Englewood Cliffs, New Jersey: Prentice-Hall, 1973), p. 472.

many people would agree with Perkins, who wrote:

Library education is a problem confronting the administration, and the administrators are in actuality not library minded. American education is sadly in need of administrators who know the possibilities that exist if the library is utilized effectively in the educational program, and until such administrators are available the status of the library in the educational process will remain static.⁹

Jenson and others were thinking along the same lines when they noted that if there was no central library in a school it was quite likely the fault of the principal, for if he considered a library important, his school would have one. The necessary ingredients for establishment of a school library program are desire and enthusiasm, and while these can come from other sources, it is more likely to be successful if the principal is the prime mover.¹⁰

Reiterating this, Kimbrough said, "Leadership by the school principal is necessary to develop a functional library. Unfortunately, many principals have not demonstrated an appreciation for this leadership responsibility."¹¹

⁹Ralph Perkins, The Prospective Teacher's Knowledge of Library Fundamentals (New York: Scarecrow Press, 1965), p. 195.

¹⁰Theodore J. Jenson and others, Elementary School Administration (2d ed.; Boston: Allyn and Bacon, 1967), p.333.

¹¹Ralph B. Kimbrough, Administering Elementary Schools, Concepts and Practices (New York: Macmillan, 1968), p. 302.

No school principals adopt an actively antagonistic attitude toward the school library, but apparently some do have a laissez-faire attitude. On the subject of employing a school librarian, Burke and Shields said, "We often hear of school administrators hiring a clerk or someone who can thread film into a projector saying that he can't quite see the librarian contributing to the educational program."¹² Such an attitude would not do much to further the development of a school library.

A major goal of any school principal must be the instructional mission of the school, providing education to the students. "In essence, the task has been how to handle change - change in student characteristics and in learning activities...It is probably the principal who senses first that a change is needed."¹³

Changing ideas and methods in teaching and "helping students assume the responsibility for their own learning,"¹⁴

¹²Gordon Burke and Gerald R. Shields, Children's Library Service: School or Public? (Metuchen, N. J.: Scarecrow Press, 1974), p. vi.

¹³David Weischadle, "The Principal: Reviving a Waning Education Role," The Clearing House Vol. 48, No. 8, April 1974, p. 451.

¹⁴Eisenberg, p. 57

point up the need for a school library. A well-planned facility can enhance the educational program of the school. "Fully developed, it will be the nerve center, the core, the heart of all learning activities of the school. The use which teachers and students make of this resource center will influence, in part, the quality of the educational program."¹⁵

Modern technology makes available so many varied materials to aid the educational process that "the school principal must have the vision, the commitment, and the knowledge to make the school library an effective and integral part of the educational environment."¹⁶ And the same authors report, "All the evidence points to great need for the development and improvement of libraries in elementary schools. In this respect elementary school principals have an opportunity to join those who have led in the improvement of elementary education in our country."¹⁷

Saunders contended that the attitude a principal has toward the school library depends upon his background and

¹⁵Davis, p. 37.

¹⁶Willard S. Elsbree, Harold J. McNally, and Richard Wynn, Elementary School Administration and Supervision (3d ed.; New York: American Book Company, 1967), p. 423.

¹⁷Ibid., p. 432

experience. "Principals who have had personally satisfying experiences in libraries...will have a positive attitude toward the school library and its staff."¹⁸ Visiting other schools, attending conferences, and perusing professional journals help develop a positive attitude toward a library.

The importance of the leadership role of a principal was shown by Misner, Schneider, and Keith when they stated:

The success or failure of modern library service depends, to a large extent, upon the disposition of the elementary school principal; his attitude toward the service, along with his leadership ability, can assure the realization of functional library services. The effect he has on assuring the board of education, school personnel, and pupils of the importance of adequate library service, together with his ability to encourage the use of the library by careful scheduling, will spell progress or lack of it in the adequate provision of this important aspect of elementary education.¹⁹

The Multi-media Concept of the Library

The traditional elementary school program depended upon the textbook as the principal source of knowledge, then libraries with reference works were used along with the textbooks, and now multi-dimensional educational audio-visual materials and equipment have transformed the traditional library into a multi-media center. The basic purpose of a

¹⁸Helen E. Saunders, The Modern School Library (Metuchen, N. J.: Scarecrow Press, 1968), p. 172.

¹⁹Paul James Misner, Frederick W. Schneider, and Lowell G. Keith, Elementary School Administration (Columbus, Ohio: Charles E. Merrill Books, 1963), p. 309.

multi-media center is to broaden the scope of materials available to students and teachers to facilitate basic concept understanding. By broadening the scope of materials available, the media center also broadens the student's chances for successful learning. According to Shuster and Stewart, "Inquiry teaching in the modern school has created a need for a wealth of materials - books, magazines, bulletins, pamphlets, pictures, maps, charts, and other varied instructional aids. If these materials are to be used effectively and economically, they must be catalogued, housed, and maintained. New materials must be selected, and obsolete or worn-out materials discarded."²⁰ Thus the traditional library is transformed into a multi-media center.

Hencley, McCleary, and McGrath support the theory that the elementary school principal has prime responsibilities toward the development of a media center and these go beyond recruitment of personnel and financial support.²¹

Ahlers defined a library media center, as well as a library, with: "A school library today, both elementary

²⁰Albert H. Shuster and Don H. Stewart, The Principal and the Autonomous Elementary School (Columbus, Ohio: Charles E. Merrill, 1973), p. 300.

²¹Stephen P. Hencley, Lloyd E. McCleary, and J. H. McGrath, The Elementary School Principalship (New York: Dodd, Mead, 1970), p. 301.

and secondary, must be a centrally organized collection, readily accessible, of many kinds of materials that, used together, enrich and support the educational program of the school of which it is an integral part."²²

The goal of a library media center, as defined by Burr and others, is "to bring together, organize, and make accessible all materials that are useful in developing a school's program."²³ This service concept goes beyond the traditional library concept, and the forward-looking principal would do well to strive to provide this adjunct to the school library program.

Today, the school library is going through a state of metamorphosis, and many terms are being used to denote the change. Such terms as multi-media center, instructional media center, learning center, resource center, library media center, et cetera, all mean the same thing: a diversity of materials, housed together in one location. Shuster and Stewart stated that a principal who is developing a media center has an obligation "to formulate with his faculty a philosophy of educa-

²²Eleanor E. Ahlers, "Library Service: a Changing Concept," Educational Leadership, Vol. 23, March, 1966; p. 452.

²³James B. Burr and others, Elementary School Administration (Boston: Allyn and Bacon, 1963), p. 318.

tion that gives direction to the basic purposes and functions of such a program."²⁴ They also formulated the following statements regarding instructional media centers which are equally applicable to media centers, or library media centers:

1. The instructional media center embraces every kind of instructional aid and teaching method that appeals to sensory experience. It is not restricted to precise categories of materials, equipment, or procedures. Rather, it includes all materials and procedures that answer instructional needs.

2. The materials to be purchased and concentrated in the instructional media center should depend upon instructional and recreational needs as specified by the staff and principal.

3. Audio-visual materials are aids to instruction to be used in specific situations. They should also be available for research and personal check-out by students.

4. It is a responsibility of educational leadership to help teachers become aware of the scope and value of the instructional media center materials, through in-service education to keep them familiar with standard procedures and newer developments as they become available, and to help and guide them in testing instructional methods and teaching apparatus.

5. The acquisition of instructional aid implies the acceptance by administrators of full responsibility for housing, maintaining, distributing, and replacing them; it implies too that the administrator will be constantly on the alert for better instructional aids and equipment.

6. The administrative procedures involving instructional media center materials and equipment must be clearly stated, so that teachers and students will know who is responsible for what.

7. There should be constant in-service activities involving the staff and the librarian concerning maximum use of the instructional media center by students."²⁵

²⁴Shuster and Stewart, p. 310.

²⁵Ibid.

Problems and Decisions

The dynamics of school administration require the administrator to make many major decisions affecting all the staff and students of the attendance center, according to Snyder and Peterson.²⁶

The first problem a principal has to face if he is to assume a leadership role in the development of the school library or media center is that of the physical facilities. Kimbrough advocated that:

The functional use of school libraries is facilitated by careful planning of the physical facilities. This should be especially emphasized in planning new school plant facilities...One of the pressing problems that the school principal is likely to face, however, is the provision of adequate library facilities in buildings already constructed...The principal should lead in the evaluation of existing physical quarters for the library...The principal who is aware of his school needs is in a much better position to meet them than the principal who never gives thought to needs."²⁷

The same author also stated that the principal needs to organize and establish communication between classroom teachers, the librarian, the students, and the principal concerning how the library can best serve the educational needs of the students.²⁸

²⁶Fred A. Snyder and R. Duane Peterson, Dynamics of Elementary School Administration. (Boston: Houghton Mifflin, 1970), p. 26.

²⁷Kimbrough, p. 308.

²⁸Ibid., p. 307.

Perkins contended that, "The problem of library usage is as old as libraries and has been of concern to many librarians throughout the history of libraries. That the situation has not been solved may be discerned by visiting a library and observing it in action."²⁹ And Eisenberg more or less agreed with that when he said, "There are as many ways to use the library as the human mind can devise; but one of the ways in which it is not being used as well as it should be is in the realm of information research and retrieval."³⁰

Another problem being faced in many schools is that libraries are becoming obsolete, Ebel believed. "Unexpected growth of American population, coupled with much noted increase in volume of publication, has placed heavy burdens on libraries...A general statement can summarize quickly for all types of libraries: they are inadequate in collections, personnel, and budget to cope with demands being made on them."³¹

²⁹Perkins, p. 195.

³⁰Eisenberg, p. 54.

³¹Robert L. Ebel, ed., Encyclopedia of Educational Research, (4th ed.; New York: Macmillan, 1969), p. 740.

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If a principal is to assume a leadership role in the development of the library or media center, he must establish goals for the library, with the assistance of the library staff and other faculty members. There must be effective communication concerning priorities in reaching goals.³²

Also, as the library media center is developed, there must be guidelines developed cooperatively by the principal, the librarian, and other faculty members concerning the purchase, housing, and distribution of materials of the center.³³ On this subject, Schuller commented, "While the operation of the audio-visual department is in the hands of its own staff, teachers, supervisors, and administrators must take part in all activities which have to do with the educational program."³⁴

A very thorny problem in many schools concerning the library is that of scheduling, or providing regular time for library use. Even before the advent of media centers and audio-visual materials, Gardiner commented that:

The vitality and success of the library program in any school depends in a large measure on the skill of the principal in developing a type of school organization

³²Kimbrough, p. 302.

³³Shuster and Stewart, p. 310.

³⁴Charles F. Schuller, The School Administrator and his Audio-Visual Program (Washington, D.C.: National Education Association, Department of Audio-Visual Instruction, 1954), p. 32.

which provides for the effective use of the library by pupils and teachers. Principals who have a high degree of appreciation of the role of the library in the school find no more difficulty in providing regular time for library activities than for arithmetic, spelling, or any other educational activity...Some principals have opposed the sending of classes to the library on a regular schedule believing that it violates the principles of children's interest. They maintain that children should go to the library only when they are interested in reading or when they have need for reference work. This argument does not appear sound either pedagogically or psychologically. The argument could be applied to... the scheduling of time for any subject.³⁵

One of the foremost problems in many classrooms, and also in the school library, is discipline of students. This was noted by Boyd and Bowers: "Discipline in the schools has been a concern from colonial times, which were stereotyped as the hickory stick era, to the 1970's and full rights of students. What is different now is the degree of importance or urgency associated with the topic...Public dismay toward the lack of discipline in schools has caused the issue to be listed as the number one concern in the annual Gallup poll..."³⁶ Principals need to stand ready to help teachers and librarians in the matter of discipline.

³⁵Jewel Gardiner, Administering Library Service in the Elementary School (2d ed.; Chicago: American Library Association, 1954), p. 19.

³⁶John D. Boyd and Rolland A. Bowers, "Behavioral Analysis: The Principal and Discipline," The Clearing House, Vol. 48, No. 7, March 1974, p. 420.

New materials come so often to the media center it is difficult for a busy teacher to keep informed, so one responsibility of a principal is to create an atmosphere wherein creative, imaginative teachers can work most effectively and can also keep informed and up-to-date on all materials. A successful technique used by administrators to help teachers keep informed is the organization of in-service programs.³⁷ New on the market now are prepackaged kits a teacher can use individually, or in in-service workshops, to learn how to use the products of modern technology. The principal needs to establish a good rapport with all teachers so that it will be possible to help them in the areas needed.

Staffing of the library media center can sometimes be a problem for a principal, especially if the budget is short. Of course it is best to have a professional staff, but a principal may have to resort to using volunteers. This can be done successfully, and regardless of how the media center is staffed, it can fulfill its purpose only if it is open and available. Although volunteers could never completely replace professionals, they can keep the center open for use.

³⁷Roy L. Swihart, "Administrative Leadership and Curriculum Change," The Clearing House, Vol. 46, November 1971, p. 146.

Another question which might need a decision by the principal is whether to have classroom libraries or not. With some, it has become an either/or situation, and it should not be that way. There is a need for both. The central media center could provide classrooms with revolving libraries as needed, and in that way optimum use could be made of media.

Many other decisions have to be made by principals in the leadership role in the development of the school library or media center, such as providing for specific library instruction for all students each year and providing for a professional library which will contribute to further professionalization of the teachers, but a principal who assumes the leadership role toward the library with much enthusiasm has the battle half won.

Historical Perspective of School Libraries

The modern media center, with its listening and viewing devices, its open stacks of books, and informal, often homelike atmosphere, is in pleasant contrast to the first libraries.

The first library was a classroom library, often consisting of a few books lent by the public library to the teacher, who re-lent them to pupils. This did not provide a sufficient variety of materials and placed additional burdens upon the teacher.

Later on, the public library established a branch in the local school...Schools were thus provided with an immediate source of books at little expense.

Next came the establishment of a school library within the school. Because at first the location depended on the availability of unused classrooms, in

many cases, these rooms were ill-suited for library purposes. This development was usually accompanied by designation of a teacher librarian for part-time service.

A further step toward full facilities was the development of a school library in a central room planned specifically for that purpose with a full-time, trained school librarian in charge. Under this plan, the library became the principal source for reading materials and trained librarians became available to both students and the professional staff for research projects and curriculum development.

A final development has been the establishment of the media center. In addition to housing the materials usually associated with the traditional library, the complex is also likely to include large and small rooms for group meetings equipped for visual aids, storage areas for hardware, and individual study carrels where the student may do research, listen to tapes or recordings, and view film strips, films, slides, or TV.³⁸

The Principal of the Future

The principalship has endured through the many years of the growth of education in America because there is a very definite need for it. In any organization, someone has to assume the leadership role to assure that the goals of that organization will be reached. The field of education has the goal of educating the children for living, and the principal of every school is directly charged with the improvement of that instruction to the best of his ability. In other words, he is accountable. On accountability, McGee said, "One of the newest terms to enter the educational

³⁸Jacobson, Logsdon, and Wiegman, p. 472.

lexicon is accountability. I believe in accountability if this term implies assessing our overall effectiveness as teachers and administrators..."³⁹ He also made the statement, "Accountable leadership begins at the principal's desk."⁴⁰

School principals have been leaders in education for many years, and probably will continue to be for many more years. On that idea Southworth wrote:

The principalship of 1980 is not going to change radically from what it is today. It is certainly not going to disappear into some vague "relevancy" relationship that would eliminate the principalship.

The reason that it will not change is that it has developed from decades of experience, and it continues in being because it is needed. There must still be someone in the building who has the responsibility for the building.⁴¹

³⁹Robert T. McGee, "Accountable Leadership," The Clearing House, Vol. 46, November 1971, p. 170.

⁴⁰Ibid., p. 172.

⁴¹William D. Southworth, "The Elementary School Principalship - 1980," The Clearing House, Vol. 46, November 1971, p. 136.

Summary of the Review of Literature

The principalship has been one of the most durable administrative positions, dating from the early years of education in America, and the principal is a leader in the community as well as in the school. One of the most demanding and important facets of the principal's duty is the improvement of instruction of the students in the school. Therefore, the researcher found that the consensus of the opinions in all the sources reviewed was that the principal should assume a leadership role in the development of the elementary school library. The principal is in a most strategic position to lead in the establishment and the development of the school library.

Modern technology and all the varied materials it produces to facilitate the educational process have changed the traditional library (of books only) into the library media center containing many different kinds of media, all useful adjuncts to the instructional program.

Some of the decisions and problems a principal has to face upon assuming a leadership role in the development of the school library are: physical facilities for the library; communication and cooperation between teachers, librarian, administrators, and students; library usage and

scheduling; discipline of pupils; staffing the media center; and in-service programs.

With all the problems, the principal will still be around for many years because someone has to be responsible for the school.

CHAPTER III

COLLECTION AND TREATMENT OF DATA

Collection of Data

To the principals of the elementary schools in the counties of Allen, Bourbon, Cherokee, Crawford, Labette, Montgomery, Neosho, Wilson, and Woodson was mailed a three-page questionnaire containing questions the researcher considered apropos the leadership role of any elementary principal in the development of the school library.

A letter was sent with the questionnaire to the principals soliciting cooperation in answering the questions included in the questionnaire and returning the questionnaire to the researcher.

A stamped, addressed envelope was included for the convenience of the principal in returning the questionnaire.

A copy of the letter and questionnaire will be found in the Appendix on pages thirty-eight, thirty-nine, forty, and forty-one.

A map of the state of Kansas showing the location in Southeast Kansas of the nine counties included in the study is also in the Appendix, on page forty-two.

Lists of the elementary schools included in the survey will be found in the Appendix, pages forty-three through fifty-one.

Tally sheets for tabulation of data will be found in the Appendix, pages fifty-two through fifty-five.

CHAPTER IV
ANALYSIS OF DATA

Questionnaires were sent to ninety-one principals of elementary schools in the nine counties of Southeast Kansas included in the survey. (See Appendix for lists of schools.) Since this was a study of the leadership role of the principal in the development of the elementary school library, no questionnaires were sent to the fifteen small schools which had fewer than four teachers and no principal.

Although stamped, self-addressed envelopes were included with the questionnaires, eighteen were not returned. However, the seventy-three which were returned constituted a good response. Strangely, not every principal answered every question, and this was shown in the different tabulation totals for various questions.

Interpretation of answers received

Question Number 1: This asked if the principal of the elementary school believed an elementary school library or media center to be absolutely essential for maximum improvement of instruction and facilitation of the learning process. Principals of Southeast Kansas elementary schools showed they were overwhelmingly in favor of school libraries when sixty-seven answered yes to the question. Only five marked no, and most of them qualified it by writing that a

library was a great help but not absolutely essential, as stated in the question.

Question Number 2: Most of the principals did not answer this question since it was not applicable if the school already had a library. Of the eleven who did mark an answer to this question, five indicated they would have a library soon, two were starting to plan for one, and only four would leave it alone, possibly because their school districts could not afford libraries at the time.

Question Number 3: The predominant opinion among the principals as to who should have PRIMARY responsibility for the development of the library media program in the elementary school was that the librarian, administration, and faculty should have the responsibility jointly. Sixty-five answered thusly, while five thought the librarian and administration should have the responsibility, one thought the librarian and faculty should have it, and only one thought the administration should have it. The predominant opinion shown in the answers to this question also showed that most elementary principals in Southeast Kansas believed in democratic leadership.

Question Number 4: Elementary principals are not afraid of accepting responsibility - forty-six of them thought they should have immediate administrative control over the school library or media center. Twenty-three felt

the librarian should have immediate administrative control over the school library, while only two chose other answers.

Question Number 5: The consensus of opinion as to who should have the final responsibility for selection of library media materials points to the librarian advised by the principal, as thirty-seven chose, or the librarian alone, indicated by twenty-four. Seven felt the responsibility belonged to the librarian and faculty, and only four thought the school principal should have it.

Question Number 6: According to the principals, forty-nine of them believed that the principal basis for the selection of library books and audio-visual materials should be all the the listed choices: the curriculum and its goals, personnel choices, and recommended book lists. Twenty-three believed the curriculum and its goals should be the principal basis.

Question Number 7: There seemed to be widely divergent opinions as to how often library reports should be made with the majority (thirty-three) voting for monthly and twenty for semi-annually; ten felt annually would be enough, three felt reports should be weekly, and five voted for other choices such as bi-monthly.

Question Number 8: On the evaluation of the library media program, there were widely divergent opinions, also. However, the majority felt the evaluation should be continuous,

since forty-six marked that choice. Choices of semi-annually and annually were almost even, with eleven for semi-annually and ten for annually. Only six felt that evaluation should be monthly.

Question Number 9: On this question the elementary principals of Southeast Kansas again showed that they really did believe in democratic leadership by voting sixty-five strong that evaluation of the library media program should be done by a committee of the principal, the teachers, and the librarian. Eight votes were spread over the other choices.

Question Number 10 to Question Number 15: All of these questions concern physical facilities of the various schools rather than opinions, so may be grouped together to give a composite picture. Thirty-six schools have a central library, eleven have classroom libraries, and twenty-eight have both, which speaks well for elementary school libraries in Southeast Kansas. Audio-visual materials are mostly housed in library media centers (fifty), while in nine schools they are kept and used in classrooms and in fourteen schools they are housed and used in an audio-visual room. Twenty-five schools have libraries which are larger than ordinary classrooms, twelve have libraries which are as large as two or more classrooms, and thirteen have at least ordinary classroom-size libraries. Only fifteen have

libraries which are smaller than ordinary classrooms. This, too, speaks well for the elementary library situation in Southeast Kansas.

New guidelines for elementary school libraries will require the library to have at least ten books per student enrolled in the school, and sixty-three schools in Southeast Kansas already have that many with fifty-two of them having more than the required ten. Only four have less.

Elementary schools in the nine counties included in this survey are of all sizes: Besides the schools (fifteen) which have fewer than four teachers so are very small, nine schools have less than 100 students, eighteen have 100 to 199 students, twenty-one have 200 to 299 students, thirteen have 300 to 399 students, and nine have 400 to 499 students. Three extra large schools have 500 to 599 students, 600 to 699 students, and 700 to 799 students, respectively.

Surprisingly, no elementary school included in the survey has a study hall combined with the library. Of course, study halls are usually found in secondary schools, but are not unheard-of in elementary schools.

Question Number 16 concerns financial resources of elementary school libraries. State guidelines require \$6 per student in the library budget for most elementary schools and fifty-three in Southeast Kansas have at least that much, with twenty-one of those having more than \$6. Only fourteen

had less.

Question Number 17 to Question Number 24 all pertain to the leadership role of the principal in library use. All principals indicated that they instructed the librarian to teach use of the library to students, and all encourage the teachers to use the facilities and materials of the library or media center to the fullest extent.

Thirty-seven principals arrange for in-service workshops or activities that help the teachers use the library more efficiently, but twenty-six indicated they did not, so twenty-six principals are not doing as much as they might do in that regard.

All principals indicated they did suggest to teachers that they choose books and materials to aid in classroom presentations, and forty-five principals put out lists of new materials available in the library. Most of the twenty who did not send out lists from the principal's office wrote that the librarian sent out lists.

In regard to a professional library collection for the teachers, thirty-seven principals insist that one be kept in the library, and many of the others stipulated that they kept a professional collection in the office.

In the matter of discipline, thirteen principals expect the librarian to handle own discipline completely, thirty-five have the worst offenders sent to the principal's

office, and sixteen wrote in that troublemakers were sent back to the room and not allowed to stay in the library.

Regular schedules so that every student will have at least one class period each week in the library are set up in forty-eight schools, while fifteen schools have none.

Question Number 25 to Question Number 28 concern the role of the principal in staffing the library. Twenty elementary school libraries in Southeast Kansas have a full-time librarian, twenty-four have a half-time librarian, and twenty have a librarian at various times.

Principals in twenty-five schools assist librarian in recruiting suitable student helpers for the library, but thirty-nine do not. Twenty-four principals hire aides to work in the library, but forty do not, and fourteen of the principals recruit adult volunteers to help in the library, while fifty do not.

CHAPTER V

SUMMARY

According to the answers received on the returned questionnaires, elementary principals in the nine counties of Southeast Kansas which were included in the survey do manifest a leadership role in the development of elementary school libraries or media centers.

The consensus of the opinions tabulated denoted principals who certainly had the improvement of instruction as a primary goal, and were willing to exert a leadership role to further the cause. The existing library facilities already in the schools showed a definite trend toward the facilitation of the learning process, which could not be if the principals neglected the leadership role in the development of school libraries. It is to be hoped this trend continues unabated, and the principals keep up the good work!

CHAPTER VI

RECOMMENDATIONS

Inasmuch as the elementary principals in Southeast Kansas already appear to be exerting a definite leadership role in the development of the school library or media center, the writer has only two suggestions to make:

1. More principals could arrange for in-service activities to help the teachers use the library media center more efficiently.
2. More principals could insist that a professional library collection for the teachers be kept in the library.

APPENDIX

Columbus, Kansas
January 25, 1975

Dear Elementary Principal:

In partial completion of the requirements for an Education Specialist Degree, I am writing a thesis on The Leadership Role of the Principal in the Development of the Elementary School Library or Library Media Center. In order to do this, I need some information which only you can supply, so I would appreciate it very much if you could find time in your busy day to answer the questions which I am enclosing with this letter. Also, I am enclosing a stamped, self-addressed envelope for your convenience in returning the questionnaire.

Thank you very much for taking time to answer the questions and return the questionnaire to me.

Sincerely,

Dorothy J. Sutton
101 Sunset Drive
Columbus, Kansas
66725

ROLE OF THE ELEMENTARY SCHOOL PRINCIPAL IN DEVELOPMENT
OF THE SCHOOL LIBRARY OR MEDIA CENTER

QUESTIONNAIRE

LIBRARY DEVELOPMENT

1. Do you believe an elementary school library or media center is absolutely essential for maximum improvement of instruction and facilitation of the learning process?
 a. Yes b. No
2. If your school does not have a library, you plan to:
 a. Leave it alone
 b. Start thinking and planning for one.
 c. Have one soon.
3. In your opinion, who should have PRIMARY responsibility for the development of the library media program in an elementary school?
 a. Librarian
 b. Librarian and administration
 c. Librarian and faculty
 d. Librarian, administration, and faculty (jointly)
 e. Administration
 f. Other _____
4. In your opinion, who should have immediate administrative control over the school library or media center?
 a. School principal c. Librarian e. Other
 b. School superintendent d. School board
5. In your opinion, who should have FINAL responsibility for selection of library media materials after budget has been set?
 a. Librarian
 b. Librarian, advised by principal
 c. School principal
 d. Other _____
6. What do you believe should be the principal basis for selection of library books and audio-visual materials?
 a. The curriculum and its goals
 b. Personnel choices
 c. Recommended book lists
 d. All of the above
7. In your opinion, how often should library reports regarding activities, services, needs, etc., be received?
 a. Weekly d. Annually
 b. Monthly e. Other _____
 c. Semi-annually

LIBRARY DEVELOPMENT (Cont.)

8. Evaluation of the library media program should be:
 a. Monthly c. Annually
 b. Semi-annually d. Continuous
9. Evaluation of the library media program should be done by:
 a. School board e. Committee of principal, teachers, librarian
 b. Superintendent f. Other _____
 c. Principal
 d. Librarian

PHYSICAL FACILITIES

10. In your elementary school you have:
 a. Central library b. Classroom libraries
 c. Both d. none
11. In your school, audio-visual materials are:
 a. Housed in library media center.
 b. Kept in classrooms.
 c. Housed and used in some other place.
12. If your school has a central library, approximately what size is it?
 a. Ordinary classroom size.
 b. Smaller than ordinary classroom.
 c. Larger than ordinary classroom.
 d. As large as two or more classrooms.
13. Approximately what size is the book collection in your school library?
 a. Less than 10 per student
 b. Ten books per student
 c. Ten to 14 per student
 d. More than 14
14. Approximately what size is your school?
 a. Less than 100 e. 400 to 499
 b. 100 to 199 f. 500 to 599
 c. 200 to 299 g. 600 to 699
 d. 300 to 399 h. 700 to 799
15. Is your school library combined with a study hall?
 a. Yes b. No

FINANCIAL RESOURCES

16. Approximately what size is your school library budget for this year?
 a. Less than \$6 per student b. \$6 per student
 c. More than \$6 per student

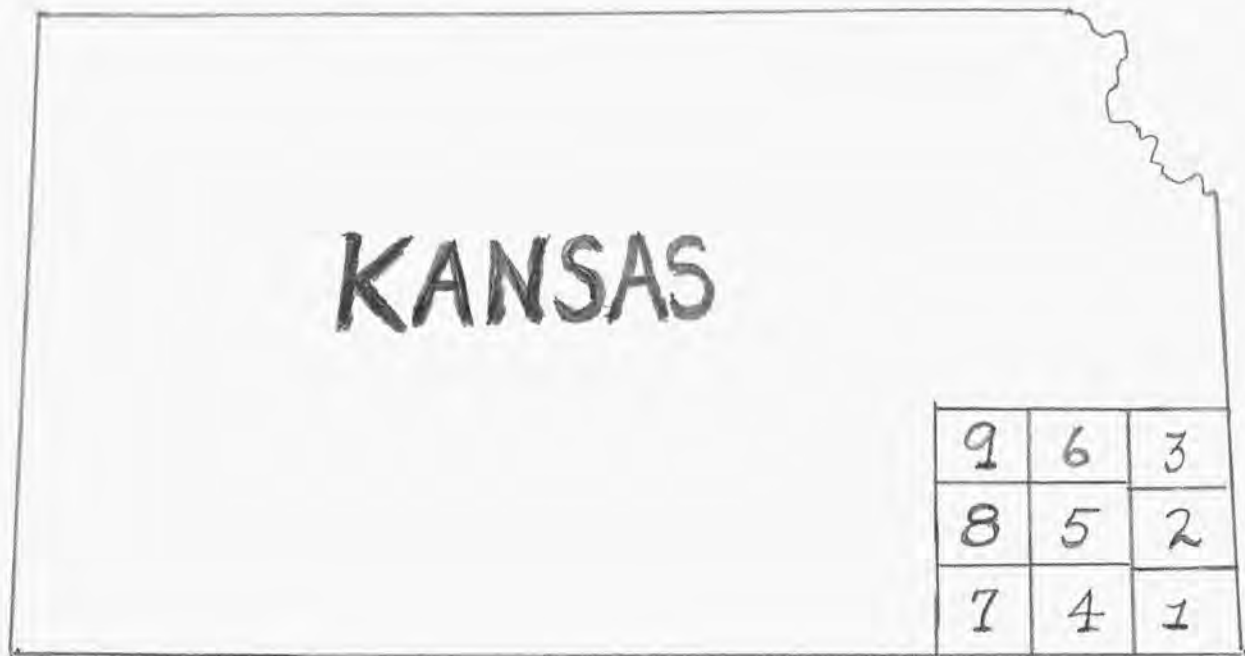
LIBRARY USE

17. Do you instruct the librarian to teach use of library to students?
 a. Yes b. No
18. Do you encourage teachers to use the facilities and materials of the library or media center to the fullest extent?
 a. Yes b. No
19. Do you arrange for in-service activities that help the teachers use the library media center more efficiently?
 a. Yes b. No
20. Do you suggest to your teachers that they choose books and materials to aid in classroom presentations and supply the list to the librarian to be ordered?
 a. Yes b. No
21. Do you disseminate from your office lists of new materials available in the library to all interested personnel?
 a. Yes b. No
22. Do you insist that a professional library collection for the teachers be kept in the library?
 a. Yes b. No
23. What do you expect of the librarian in matters of discipline if some students get unruly in the library?
 a. Librarian handle own discipline completely.
 b. Send worst offenders to your office.
 c. Other _____
24. Do you set up regular schedules so that every student will have at least one class period each week in the library?
 a. Yes b. No

STAFFING

25. In your school the librarian is:
 a. Full-time b. Half-time c. Other _____
26. Do you assist the librarian in recruiting suitable student helpers for the library?
 a. Yes b. No
27. Do you hire aides to work in the library?
 a. Yes b. No
28. Do you recruit adult volunteers (i.e. Parents) to help in the library?
 a. Yes b. No

Figure 1. Counties included in the survey



1. Cherokee County
2. Crawford County
3. Bourbon County
4. Labette County
5. Neosho County
6. Allen County
7. Montgomery County
8. Wilson County
9. Woodson County

ELEMENTARY SCHOOLS IN ALLEN COUNTY, KANSAS

HUMBOLDT USD 258Enrolled

HUMBOLDT, 1100 Central St., Humboldt, Kan. 66748	334
ZILLAH, Rt. 2, Humboldt, Kan. 66748	61
Fewer than four teachers	

IOLA USD 257

GAS CITY, Gas City, Kansas 66742	69
JEFFERSON, 300 S. Jefferson, Iola, Kan. 66749	326
LAHARPE, LaHarpe, Kansas 66751	73
LINCOLN, 700 N. Jefferson, Iola, Kan. 66749	343
MCKINLEY, 209 S. Kentucky, Iola, Kan. 66749	168

MORAN-ELSMORE USD 256

ELSMORE, Elsmore, Kansas 66732	75
MORAN, Moran, Kansas 66755	232

ELEMENTARY SCHOOLS IN BOURBON COUNTY, KANSAS

FORT SCOTT USD 234Enrolled

EUGENE WARE, Fort Scott, Kan. 66701	524
FULTON, Fulton, Kansas 66738	47
WINFIELD SCOTT, Fort Scott, Kan. 66701	650

UNIONTOWN USD 235

BRONSON, Bronson, Kan. 66716	13
Fewer than four teachers	
REDFIELD, Redfield, Kan. 66769	39
Fewer than four teachers	
UNIONTOWN, Uniontown, Kansas 66779	285

ELEMENTARY SCHOOLS IN CHEROKEE COUNTY, KANSAS

<u>BAXTER SPRINGS USD 508</u>	<u>Enrolled</u>
CENTRAL, 15th & Park, Baxter Springs, 66713	277
LINCOLN, 8th & Lincoln, Baxter Springs 66713	159
WASHINGTON, 514 E. 9th, Baxter Springs 66713	111
<u>COLUMBUS USD 493</u>	
CENTRAL, 850 S. High School, Columbus 66725	487
GREEN LAWN, Route 4, Columbus 66725	83
HIGHLAND, 319 N. High School, Columbus 66725	172
PARK, Garfield Avenue, Columbus 66725	156
SCAMMON, Scammon, Kansas 66773	116
SPENCER, Route 1, Galena, Kansas 66739	103
<u>GALENA USD 499</u>	
KINDERGARTEN REMED, 6th & Chicago, Galena 66739	58
LIBERTY, 8th & Water, Galena 66739	509
SPRING GROVE, 19 & Galena Ave., Galena 66739	156
<u>RIVERTON USD 404</u>	
RIVERTON, Box 68, Riverton 66770	502

ELEMENTARY SCHOOLS IN CRAWFORD COUNTY, KANSAS

ARMA USD 246Enrolled

ARCADIA, Arcadia, Kansas 66711	52
ARMA, Arma, Kansas 66712	435

CHEROKEE USD 247

CHEROKEE, Cherokee 66724	278
MCCUNE, McCune, Kansas 66753	172
MINERAL, West Mineral, Kansas 66782	80
WEIR, Weir, Kansas 66781	190

GIRARD USD 248

EMERSON Gr. K-4, Girard, Kansas 66743	156
GIRARD Gr. 6-8, Girard, Kansas 66743	313
GREENBUSH, Girard, Kansas 66743	20
(Fewer than four teachers)	
HEPLER, Girard, Kansas 66743	45
(Fewer than four teachers)	
LOWELL, Gr. K-5, Girard, Kansas 66743	249
WALNUT, Girard, Kansas 66743	94

FRONTENAC USD 249

FRANK LAYDEN, 200 S.Crawford,Frontenac 66762	169
WASHINGTON, 201 S.Crawford, Frontenac 66762	126

PITTSBURG USD 250

EUGENE FIELD, 1009 E.6th, Pittsburg 66762	308
GEORGE E. NETTELS, 1912 S.Homer, Pittsburg 66762	329
LAKESIDE, 709 S. College, Pittsburg 66762	290
LINCOLN, 1700 N. Locust, Pittsburg 66762	340
LONE STAR SP. EDUC., Route 2, Pittsburg 66762	18
(Fewer than four teachers)	
WASHINGTON, 205 S. Locust, Pittsburg 66762	149
WESTSIDE, 430 W. Fifth, Pittsburg 66762	265

ELEMENTARY SCHOOLS IN LABETTE COUNTY, KANSAS

<u>ALTAMONT USD 506</u>	<u>Enrolled</u>
ALTAMONT, Altamont, Kansas 67330	217
ANGOLA, Angola, Kansas 67331	25
Fewer than four teachers	
BARTLETT, Box 74, Bartlett, Kan., 67332	60
DENNIS, Dennis, Kansas 67341	12
Fewer than four teachers	
EDNA, Box 186, Edna, Kansas 67342	217
ELLIS, Route 2, Edna, Kansas 67342	42
Fewer than four teachers	
FAIRVIEW, Route 2, Oswego, Kansas 67356	59
Fewer than four teachers	
MEADOW VIEW, Route 2, Parsons, Kansas 67342	304
MOUND VALLEY, Mound Valley, Kansas 67354	209
<u>CHETOPA USD 505</u>	
CHETOPA, Chetopa, Kansas 67336	256
SUNNYVIEW, Route 2, Oswego, Kansas 67356	27
Fewer than four teachers	
<u>OSWEGO USD 504</u>	
EASTSIDE, Oswego, Kansas 67356	89
NEOSHO HEIGHTS, Oswego, Kansas 67356	308
SERVICE VALLEY, Route 4, Parsons, Kan. 67357	62
<u>PARSONS USD 503</u>	
GARFIELD, 300 S. 14th St., Parsons, Kan. 67357	277
GUTHRIDGE, 1020 S. 31st St., Parsons, Kan. 67357	304
LINCOLN, 1801 Stevens, Parsons, Kansas 67357	297
MCKINLEY, 310 S. 25th, Parsons, Kansas 67357	187
WASHINGTON, 2631 Stevens, Parsons, Kansas 67357	325

ELEMENTARY SCHOOLS IN MONTGOMERY COUNTY, KANSAS

<u>CANEY VALLEY USD 436</u>	<u>Enrolled</u>
HAVANA, Havana, Kansas 67347	28
LINCOLN MEMORIAL, Caney, Kan. 67333	418
<u>CHERRYVALE USD 447</u>	
LINCOLN CENTRAL, 400 E. Main St., Cherryvale, Kansas 67335	236
MCKINLEY, 600 West Main, Cherryvale, Kansas 67335	152
<u>COFFEYVILLE USD 445</u>	
CEDAR BLUFF, Rt. 4, Coffeyville, Kansas 67337	61
CLEVELAND, 3rd & Linden, Coffeyville, Kansas 67337	133
CLYMORE, Rt. 1, Liberty, Kan. 67351 Fewer than four teachers	41
DEARING, Dearing, Kansas 67340	134
EDGEWOOD, 4th & Ohio, Coffeyville 67337	318
GARFIELD, 5th & Grant, Coffeyville 67337	424
LIBERTY, Liberty, Kansas 67351 Fewer than four teachers	25
LONGFELLOW, 15th & Elm, Coffeyville 67337	257
LOWELL, 9th & Cedar, Coffeyville 67337	244
MCKINLEY, 10th & Gillan, Coffeyville 67337	297
WEST COFFEYVILLE, 4002 W. 5th, Coffeyville Fewer than four teachers	25
WHITTIER, 3rd & Walnut, Coffeyville 67337	191
<u>INDEPENDENCE USD 446</u>	
ELK CITY, P.O. Box 191, Elk City 67344	71
LINCOLN, 700 W. Myrtle, Independence 67301	576
RILEY, 1201 N. Tenth, Independence 67301	343
WASHINGTON, 300 E. Myrtle, Independence 67301	373

ELEMENTARY SCHOOLS IN NEOSHO COUNTY, KANSAS

<u>CHANUTE USD 413</u>	<u>Enrolled</u>
ALCOTT, 500 N. Forest, Chanute, Kansas 66720	169
FAIRFIELD, Route 3, Chanute, Kansas 66720	68
Fewer than four teachers	
JAMES B. HUTTON, 600 S. Ashby, Chanute 66720	398
LINCOLN, 1000 W. Main, Chanute, Kansas 66720	151
MURRAY HILL, 3rd & Garfield, Chanute 66720	388
ROOSEVELT, 1605 S. Evergreen, Chanute, Kansas 66720	85
 <u>ERIE-ST. PAUL USD 101</u>	
ERIE, Erie, Kansas 66733	370
GALESBURG, Galesburg, Kansas 66740	105
ST. PAUL, St. Paul, Kansas 66771	258
STARK, Stark, Kansas 66775	106
THAYER, Thayer, Kansas 66776	203

ELEMENTARY SCHOOLS IN WILSON COUNTY, KANSAS

<u>ALTOONA USD 387</u>	<u>Enrolled</u>
ALTOONA, Altoona, Kansas 66710	109
MIDWAY, Buffalo, Kansas 66717	118
 <u>FREDONIA USD 484</u>	
BEN S. PAULEN, Robinson Street, Fredonia, Kansas 66736	278
LINCOLN, 9th and Jackson, Fredonia, Kansas 66736	279
 <u>NEODESHA USD 461</u>	
HELLER, N. 8th, Neodesha, Kansas 66757	309
NORTH LAWN, Neodesha, Kansas 66757	147

ELEMENTARY SCHOOLS IN WOODSON COUNTY, KANSAS

YATES CENTER USD 366Enrolled

YATES CENTER, Yates Center, Kansas 66783

486

TALLY SHEET FOR QUESTIONS ON LIBRARY DEVELOPMENT (1 to 9)

	a.	b.	c.	d.	e.	f.
1	 					
2		"				
		Not Applicable if school has library				
3				 		
4	 		 			
5	 	 				
6	 			 		
7		 	 	 		
8		 	 	 		
9					 	"

TALLY SHEET FOR QUESTIONS ON PHYSICAL FACILITIES (10 to 15)

	a.	b.	c.	d.	e.	f.
10.	 		 			
11.	 		 			
12.	 	 	 			
13.			 			
14.	 	 	 	 	 	1
15.		 				

g. 1
h. 1

TALLY SHEET FOR QUESTIONS ON FINANCIAL RESOURCES (16)

	a.	b.	c.	d.	e.	f.
16.	 	 	 			

TALLY SHEET FOR QUESTIONS ON LIBRARY USE (17 to 24)

	a.	b.	c.	d.	e.	f.
17.	 					
18.	 					
19.	 	 				
20.	 					
21.	 	 				
22.	 	 				
23.	 	 	 			
24.	 	 				

TALLY SHEET FOR QUESTIONS ON STAFFING (25 to 28)

	a.	b.	c.
25.	# # # # #	# # # # # #	# # # # #
26.	# # # # # #	# # # # # # # # # # #	
27.	# # # # # # #	# # # # # # # # # #	
28.	# # # # #	# # # # # # # # # # # # # # # # # # #	

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