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COMPARISON AND CONTRAST OF PERCEPTIONS OF CURRENT AND IDEAL  
LEVELS OF INVOLVEMENT WITH TASKS PERFORMED  
BY SCHOOL LIBRARY MEDIA SUPERVISORS

DISSERTATION

Presented to the Graduate Council of the  
University of North Texas in Partial  
Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

By

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December, 1989

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McCulley, Lois P. Comparison and Contrast of Current and Ideal Levels of Involvement With Tasks Performed by School Library Media Supervisors. Doctor of Philosophy (Secondary Education), December, 1989, 143 pp., 58 tables, bibliography, 48 titles.

Comparison and contrast of perceptions of current and ideal levels of involvement with 50 tasks by 45 district level school library media supervisors in Texas public schools was accomplished using a survey instrument eliciting information in three areas: Curriculum and Instruction, Public Relations and Communication, Administration and Budget. Using tasks based on a Texas Education Agency publication, t tests for correlated means were used to determine statistically significant differences between means for current and ideal levels of involvement for supervisors grouped by age, degree and certification as well as for the group as a whole. Findings showed that most demographic groupings perceived a need for greater involvement with various curriculum planning and design activities, evaluation of noncertificated library media personnel and with various public relations activities.

**ACKNOWLEDGEMENTS**

**With Gratitude**

**For Scholarship Assistance**

**To**

**TEXAS STATE ORGANIZATION  
THE DELTA KAPPA GAMMA SOCIETY INTERNATIONAL**

**For Assistance with Statistical Analysis**

**To**

**DR. DAVID MARTIN  
Midwestern State University**

**For Assistance with Instrument Validation**

**To**

**DR. BILLIE GRACE HERRING  
University of Texas At Austin**

**JUNE KAHLER  
Texas Education Agency**

**PATSY TAYLOR  
Wichita Falls Public Schools**

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## CHAPTER I

### INTRODUCTION

The present has aptly been called the "Information Age." Toffler stated almost two decades ago that the number of scientific journals and articles in advanced countries was doubling about every fifteen years. (Toffler, 1970, p. 31) Since such an explosion of information continues and if that information is of great significance to so many areas of life, then it follows that managers of that information serve a vitally important function in the organization, retrieval and utilization of information for every discipline.

With every task, there must be a beginning place for learning the skills for that task. The learning of many basic skills originates at the primary and secondary school levels. So it is with the use and application of information retrieval and utilization skills. The student begins to learn information utilization skills at a very early age if there are persons able to teach those skills and if appropriate materials are available for that instruction.

Since it is important that students learn appropriate information retrieval and utilization skills, appropriate personnel must be charged with teaching those skills. In American schools, the school library has been designated as the place to store much of the information needed by students and it is the task of professional personnel employed by the

schools to teach information retrieval and utilization skills to students in the schools.

Considered a phenomenon of the twentieth century, the school library has seen rapid development since the middle of the century. Larger school systems usually have a number of schools within the system with each of the schools having a library where students begin to learn information retrieval and utilization skills. As school districts increase in size, it becomes desirable to seek methods for supervision and standardization of practices in the various campus level school library media centers of the district. While not all districts choose to do so, many designate a person as district school library media supervisor. The person so designated may or may not perform tasks outside the school library media range of activities. As with other areas to be supervised, the person, as well as the role performed, is of paramount importance. So it is with the district level school library media supervisor. Knowledge of the tasks assigned to the person is important in understanding the function of the position. Not only is knowledge of the tasks performed important, but equally as important are the perceptions of tasks being performed which are held by the persons who occupy the positions. When one knows which tasks are assigned to a given position, conclusions may be drawn about differences in organization from school to school. The perceptions held by the person also reveal differences in philosophy about the importance of the school library media program.

Since the district school library media supervisor is the key person in a school district relative to the district's school library

media program, it is a reasonable assumption that documentation about the role and function of the person in this position within the school would be helpful in understanding the importance of that person in the structure of the total school program. A correlation of perceptions of tasks actually performed by district library media supervisors with perceptions those persons have of what should ideally be included in their jobs will give insight into the views held by persons who are actually charged with performance of the job of district school library media supervisor.

#### Statement of the Problem

The problem of this study was to analyze perceptions district school library media supervisors in the public schools of Texas have of the degree to which they are involved in various tasks currently assigned to them in contrast to the degree to which they perceive they ideally should be charged with those responsibilities.

#### Purposes of the Study

The purposes of this study were to

1. Determine the current levels and scope of involvement in various tasks performed by school library media supervisors.
2. Determine the perceived ideal levels and scope of involvement in various tasks performed by school library media supervisors.

3. Compare current levels of task involvement with perceived ideal levels of task involvement.

### Research Questions

The purposes of this study were accomplished through an examination of the following questions.

1. At what levels of involvement do school library media supervisors perceive themselves to be executing various tasks and responsibilities assigned to them?
2. What do school library media supervisors perceive to be the ideal levels of involvement for executing various tasks and responsibilities within the scope of their jobs?
3. What is the correlation between perceptions of actual levels of involvement in current tasks and responsibilities and perceptions of ideal levels of involvement in various tasks and responsibilities performed by library media supervisors?

### Significance of the Study

As information retrieval and utilization skills are transmitted to students and as teachers are served in school library media centers in multi-campus districts, the supervisor of these programs becomes an important factor in the quality of services delivered. The present study compares and contrasts the perceptions school library media supervisors have of the degree to which they are currently involved

with various responsibilities and the perceptions of the degree to which they ideally should be involved with those tasks.

Various writers and studies have noted the expanding need for district level supervision of the school library media program. (Prostano, 1957, p. 41; Peterson, 1960, p. 232; Darling, 1968, p. 139; Lancour, 1954, p. 2) The same writers have also noted the paucity of information about both the job and the persons needed to fill the job in various school districts. (Darling, 1968, p. 139; Peterson, 1960, p. 209; Prostano, 1957, p. 41) Lloyd (1979) spoke of the problem of lack of information when she asked the question, "Who are these leaders beyond the building level and what do they do?" Davis found that there was no definitive study of the role of the school library media director (Davis, 1970, p. 4) June Kahler, (Personal Communication, September 5, 1986) Education Specialist, Library Media Program with Texas Education Agency, stated that the topic is "one of real interest and worth" and "would be valuable to members of the of the Texas Association of School Library Administrators." She was particularly interested in information related to the supervisor as evaluator. Aaron cited the need for studies concentrating on administering the school library media program. Along with other suggestions, she cited the need to study the various organizational patterns in school districts, the means used by library media professionals to evaluate their programs and the involvement of professional personnel in the budgeting process in the district and its effect on the school library media program. (Aaron,



1982, p. 235) Unfortunately, more recent research information on this particular topic appears to be unavailable.

The present study provided basic information about the perceptions school library media supervisors have of their current job responsibilities. In addition, information was provided about what those practitioners perceive ideally should fall within their scope of responsibility.

#### Definition of Terms

The following terms have restricted meaning and are thus defined for this study.

1. District level school library media supervisor was defined as a person who was employed in a supervisory capacity with responsibilities for directing the school library media program for a school district and who did not work in a campus level school library media center. That person may or may not have supervised other components of the school program.

2. School librarian was the term used to identify the persons who delivered school library media services to students and teachers at the campus level.

#### Limitations of the Study

This study was subject to the limitations recognized in collecting data by mailed questionnaire. Among these limitations was the fact that

no explanations could be made to the participant about survey items which might have been unclear. No controls could be exercised to be certain that the respondent was actually the person who completed the questionnaire.

### Basic Assumptions of the Study

It was assumed that responses received on the survey instrument represented the opinions of the district school library media supervisor who responded to the questions on the survey.

### Instrument

The instrument used for the study was a survey questionnaire designed to examine and compare perceptions of degrees of involvement with current tasks and responsibilities and perceptions of ideal degrees of involvement with tasks and responsibilities performed by school library media supervisors. Developed by the candidate, the instrument used as a basis for the questionnaire tasks and guidelines suggested by Texas Education Agency in School Library Media Centers.

Information on the instrument was grouped into three broad categories of possible tasks and responsibilities for school library media supervisors. The three broad categories of tasks and responsibilities were, 1) Curriculum and Instruction, 2) Public Relations and Communications, and 3) Administration and Budget. A

fifth section elicited information about the title, date of birth, education and certification of survey participants.

Two five degree response scales allowed respondents to select one response for each of the statements of responsibility. Participants selected responses for each construct from Sole Responsibility, Primary Responsibility, Some Responsibility, Little Responsibility, or No Responsibility. One of the scales identified the respondent's degree of involvement with tasks currently being performed. The second scale allowed the same range of responses indicating degree of involvement perceived as the ideal level by the respondent.

Prior to distribution to survey participants, the instrument was submitted to a jury of three school library professionals for validation purposes. The three school library media professionals who served as jurors were a practicing district school library media supervisor, a school library consultant at Texas Education Agency, and a professor of library science courses for school librarians at a graduate school of library and information science.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

While the school library is generally considered to be a phenomenon of the twentieth century, its roots may be traced to a much earlier origin. As early as 1743 Benjamin Franklin proposed the establishment of an academy that would be equipped with a library. (Cole, 1959, p. 87) Academies of the 1800s had components which have been called libraries, but which were simply small collections of books. (Davis, 1975, p. 5)

Pioneering work in the school library field was begun in the state of New York in 1812 when Governor Tompkins proposed establishing school libraries. (Vought, 1923, p. 161) In 1827, Governor Clinton suggested that each school district maintain a collection of books. (Cole, 1959, p. 88; Vought, 1923, p. 161) As early as 1820 New York City's Public School One had a book collection with an annual book acquisition budget of fifty dollars. (Davis, 1975, p. 5) By the mid to late 1830s, New York had passed legislation permitting a tax levy to support school libraries. (Davis, 1975, p. 6; Floyd, 1947, p. 92; Mahar, 1966, p. 79; Public Libraries. . . , 1966, p. 39)

Following the leadership of Horace Mann, Massachusetts began establishing school libraries in 1837. (Cole, 1959, p. 88; Davis, 1975, p. 5; Mahar, 1966, p. 79; Public Libraries . . . , 1966, p. 41; Vought, p. 162) A third state, Michigan, passed a law in 1837

empowering a tax levy for school district libraries. (Public Libraries. . ., 1966, p. 42)

A visit to Europe by leading "education minded men" apparently led to the advancement of school libraries in the United States. (Cole, 1959, p. 87) Various library historians have suggested that educational reformers such as Francis Parker, John Dewey and William Wirt, with their interest in child centered education, provided the impetus for development of school libraries. (Davis, 1975, p. 6) Additionally, development of Pestalozzian principles of reading made a greater demand for a wide variety of reading materials which in turn brought greater demand for library services. (Cole, 1975, p. 89)

While progress for school libraries during the final quarter of the nineteenth century was far from phenomenal, growth was recorded in the field during the period. By 1875 twenty states had passed laws providing state financial support for school libraries. (Davis, 1975, p. 6) Reports indicate that growth was slow for the next twenty years as only three states were added to the total of those providing financial support for school libraries. (Floyd, 1937, p. 104; Mahar, 1966, p. 15) At least two sources state that the Bureau of Education reported in the "Public Libraries of the United States of America" that there were 826 secondary schools which contained libraries in 1876. (Floyd, 1947, p. 102; Vought, 1923, p. 161)

Into the 1890s, a number of events important to school library history took place. In 1896, a branch of the public library was established in the Central High School of Cleveland, Ohio. (Floyd,

1947, p. 104) During the early years of the 1890s, the Committee of Ten of the National Education Association provided impetus for interest in libraries through advocacy of teaching methods which utilized supplementary texts and reference books as well as advocacy of parallel reading in history instruction. (American Association of School Administrators. . ., 1939, p. 2) Under the leadership of Melvil Dewey, New York passed a law in 1892 requiring space for a school library in school buildings. The law also mandated books for reference, recreational reading and professional books for teachers. (Whitenack, 1956, p. 144) Melvil Dewey and other librarians urged formation of a Library Department in the National Education Association to assist with formulation of a policy to foster school library growth. (Loyola, 1952, p. 43; Vought, 1923, p. 164) The Library Section of the National Education Association was organized in Buffalo, New York in 1896. (Cole, 1959, p. 90; Davis, 1975, p. 6; Loyola, 1952, p. 43; Whitenack, 1956, p. 145)

During those early years, little mention is made of the persons who operated the earliest school libraries. The first library school graduate to have been appointed to a school library on a full time basis was Mary Kingsbury who was selected in 1900 as librarian for Erasmus Hall High School in New York City. (Loyola, 1952, p. 43; Beust, 1951, p. 1685; Cole, 1959, p. 90; Floyd, 1947, p. 106; Davis, 1975, p. 2) Though the educational professional organization for librarians was organized in 1876, it was not until 1914 that the School Libraries Section of the American Library Association was added.

(Whitenack, 1956, p. 145; Loyola, 1952, p. 43; Cole, 1959, p. 90)

As the number of school libraries grew, states and school districts began to appoint supervisors for that component of the organization at the state level and at the district level. Sources vary in citing the first state level supervisory activities. Some of the earliest references to school library supervision are to state level positions. In 1904 school library supervision for the state of New York was fully established with a similar appointment recorded for the state of Minnesota in 1911. (Ersted, 1953, p. 333) The United States Bureau of Education reported that the number of secondary school libraries grew from 826 in 1876 to 11,734 in 1912. (Vought, 1923, p. 161) Elementary school libraries, whose development followed several years behind development of secondary school libraries, appear to have been almost non-existent until the 1920s. (Davis, 1975, p. 2)

As the number of school libraries continued to grow, professional standards and practices became a concern to the infant profession. The first attempt to standardize practice in the school library field was the 1918 report of a committee headed by C. C. Certain. (American Association of School Administrators. . ., 1939, p. 3; Vought, 1923, p. 164) The report was requested by the National Education Association, the North Central Association of Colleges and Secondary Schools and later endorsed by the American Library Association (Davis, 1975, p. 13) with its major impact being the establishment of goals "and incentives for developing the library from the first [grade] (sic) thru the normal school." (Floyd, 1947, p. 106; Vought, 1923, p. 164)

Certain and his colleagues directed their attention first to secondary schools and in 1925 attention was directed to elementary school standards. (Davis, 1975, p. 13)

In the area of district level school library supervision, the Certain Standards of 1918 had mentioned only that the high school librarian might be appointed as head of a department if the high school had such a role designation. (Davis, 1975, p. 13) The 1925 Certain Report suggested the need for a school library supervisor and briefly listed requirements and duties for that position and further described how the supervisor should be appointed. (Davis, 1975, p. 13)

The earliest reference to a district level school library supervisor appears to have been when the former Head of Work with Schools from Buffalo Public Libraries was hired as first Superintendent of School Libraries of New York City in 1903. Primary responsibility of the position was establishment of classroom libraries and by 1919 charge was also given for central collections in the city's senior high schools. (Davis, 1975, p. 16)

Supervision of school libraries during the early part of the twentieth century was frequently vested in the public library since children's departments of public libraries often provided service to schools. (Ahlers and Morrison, 1968, p. 446; Cecil and Heaps, 1940, p. 182) Cecil and Heaps (1940, p. 181) spoke of schools which early provided a centralized library department and director of libraries for elementary schools only. These schools had strong, well organized high school libraries. By 1928 at least four cities, Cleveland, Detroit,



Portland and Denver, were named as having a system-wide organization for school libraries. (Oakley, 1927, p. 402-3)

As school libraries were developing at the national level, libraries in Texas schools were beginning to develop as well. Records about early school library activity in Texas are sketchy. New Braunfels Academy, out of which grew the present public high school, started a library about 1854 with books brought by settlers from Germany. (Floyd, 1947, p. 113; Texas Library Association. . . , 1935, p. 97) Ball High School in Galveston has been credited with having the first regular high school library. Both 1882 (Texas Library Association. . . , 1908, p. 36-7) and 1884 (Floyd, 1947, p. 114) have been recorded as dates for the establishment of this facility. During this period, other early public high school libraries were established including Cleburne, 1886; Alvin, 1890; Gonzales, 1896; Wall School in Honey Grove, 1890. Houston, Mexia, Paris, Waxahachie, Weatherford, and Sherman also had high school libraries prior to 1900. (Texas Library Association. . . , 1908, p. 34-37) The first elementary school library was established in Paris in 1891. (Floyd, 1947, p. 114)

Although Texas Library Association was organized in 1902 (Floyd, 1947, p. 115; Texas Library Association. . . , 1908, p. 8) it was not until 1941 that the school library division was recognized as a legal part of the organization. (Donaldson, 1954, p. 206) In 1915 the Library Section of Texas State Teachers Association was formed and recorders note that during the early years meetings of the organization were weak and poorly attended. (Texas Library Association. . . , 1935,

p. 98) In 1927, Texas Outlook, official organ of Texas State Teachers Association, recognized school libraries by placing at the disposal of the Library Section a page for library news and articles of professional interest. (American Library Association. . ., 1929, p. 63; Texas Library Association. . ., 1935, p. 99) Twenty full time school librarians could be identified in Texas in 1923 with ten of them having had library training. These numbers grew to 68 full time librarians by 1934 with 52 having had library training. (Texas Library Association, 1935, p. 101) In 1925 the Texas State Department of Education adopted the aforementioned "Certain Standards" which had been developed and promoted by the National Education Association. However, it may be noted that the standards were adopted as advisory standards and the Texas State Department of Education's own requirements remained lower. (Texas Library Association. . ., 1935, p. 99) Annie Webb Blanton is credited with having given impetus to the development of elementary school libraries in Texas. During her tenure as State Superintendent of Public Instruction from 1918 to 1922, Blanton introduced a requirement that schools must spend a minimum amount each year for elementary school libraries. (Texas Library Association. . ., 1935, p. 117)

As suggested previously, progress in school library development may be traced through the influence of the various standards adopted as suggested guidelines. The Certain Standards for school libraries having been endorsed in 1925, the Texas State Committee on Classification and Affiliation was promoting adoption of the Certain

High School Standards in 1929. (American Library Association. . . , 1929, p. 63) A 1928-29 survey of school libraries by Texas State Teachers Association showed that not one public high school met the standards proposed by the Certain Committee. (Floyd, 1947, p. 119) For the first time, in 1931 the Texas Education Code made reference to school libraries. The Code stated that "Each school shall be provided with the necessary desks, seats and blackboards, with library, maps, and charts. . . and such sanitary closets as are approved by the State Superintendent or his representatives." (American Library Association. . . , 1931, p. 238) In 1936 every city in Texas with a scholastic population of 5,000 or more, except one, had centralized school libraries. (Floyd, 1947, p. 79)

It is interesting to note that both the national and state professional education organizations recognized school librarians as a division before the professional library association at either level chose to do so. Texas State Teachers Association added the school library division in 1915. (Texas Library Association, 1935, p. 98) Progress was noted during those years, if membership in professional library organizations may be used as an indicator, because in 1929 there were more than 100 members of the Library Section of TSTA when just five years previously no more than 17 could be identified. (American Library Association. . . , 1929, p. 63) Texas Library Association recognized the new School Libraries Division in 1941. (Donaldson, 1954, p. 203) The new section of Texas Library Association and the Texas State Teachers Association Library Section united under a

single group of officers in 1949. (Donaldson, 1954, p. 206) The two groups continued with that arrangement until 1982. In 1946 school libraries were included as an official division of the Texas State Department of Education with Mattie Ruth Moore appointed as the department's first director. (Donaldson, 1954, p. 203)

In Texas, as in many other states, the number of district level supervisors of library media programs grew slowly. Variety in terminology and definition is one of the problems in studying the history of the position. In 1955, approximately 250 supervisors at the local level were reported in 33 states with fewer than ten in Texas. (American Library Association. . . , 1955, p. 343-7) Those ten identified were variously designated as director, coordinator, consultant and supervisor. (Kell, 1954, p. 93) One source said that a "head librarian" was designated as supervisor even though that person also served as a full time librarian. In some instances a librarian was called a "library supervisor" who was actually a multi-school librarian while some Texas counties had a supervisor who supervised both general instruction and library services administered by part-time classroom teachers. (Texas State Committee on School Libraries. . . , 1958-59, p. 25) Fort Worth Public Schools established a central library department with a full time supervisor in 1935. (Cecil and Heaps, 1940, p. 9) Further, that supervisor was paid \$3,000 in 1936-37 and supervision was limited to secondary schools. (American Association of School Administrators, 1939, p. 36)

In the early years of school library supervision in Texas, some

names of pioneering librarians occur in the literature. Mrs. Helen K. Fuller came as library supervisor to Waco Schools in 1938 with a "vision of what might be done to approach an ideal set-up in the libraries of the public schools." (Butler, 1947, p. 9) Lucile W. Raley was later supervisor of the elementary libraries in Waco. (Library Leadership Workshop, 1947, p. 4) In 1948 Ruth Junkin was supervisor of libraries for the Austin Public Schools. ("Libraries in Texas," 1952, p. 147) A Department of Library Services was organized in Houston Public Schools in 1949 (Davis, 1975, p. 11) with Eleanora Alexander as director.

According to one study, the public schools in six cities, Amarillo, Austin, Edinburg, Orange, Port Arthur, and Waco, had a library supervisor or director in 1947. However, in keeping with the practice in many cities, the director of the Port Arthur school libraries was also librarian of the public library. (Floyd, 1947, p. 360) In the other five school districts, the director of school libraries was the high school librarian who was also charged with general supervision of the libraries in the elementary schools. (Floyd, 1947, p. 360) Hence, the early history of the profession in Texas indicates that district level school library supervision appears to have been an a job added to another full time position in many school districts.

The Texas State Committee found in 1958-59 that there were eight school library supervisors in the state who held the supervisor's certificate and who coordinated a school library program involving

other trained librarians. It was recognized that not all school systems having 20 or more school librarians employed a supervisor, but during the previous three years the number of school library supervisors had increased by one each year. (Texas State Committee on School Libraries, 1958, p. 25)

Because of the infusion of federal government funds under the National Defense Education Act and Elementary and Secondary Education Act, school libraries enjoyed unprecedented growth in the 1960s and 1970s. With that growth came an increase in number of school librarians and of school library supervisors. Richter (1952, p. 1) found in 1960 that seven school districts had school library supervisors--Austin, Corpus Christi, Dallas, Fort Worth, Houston, Midland, and Waco. By 1966-67 the number of school library supervisors had increased to 16, an increase of well over 200 percent in a six year period (Garnett, 1968, p. 233) and the number has continued to grow with the increase in size of various school districts throughout the state.

Research is scarce in the field of school libraries and even more scarce is research which investigates the district school library media supervisor. In 1968, Newcombe (1968) completed research which examined role expectations of the county school library supervisor and the extent to which these expectations were being fulfilled in practice. It was found that expectations were influenced by positional status, by system size and by how far removed the person was from the library supervisor. Confirming the scarcity of research on this subject, this was the only dissertation specifically about district

level school library supervisors cited in Aaron's review covering 1967-1971. In addition, only one non-dissertation project was mentioned for those years. (Aaron, 1972, p. 40) Later, Davis used the Delphi technique to determine the role of the school library media director in the future. (Barron, 1977, p. 276) Eberhard compared elementary school library media programs in Kansas school districts having district media directors with school districts not having district directors and found that programs without district media directors had more volumes per student, while those having district directors offered more services to students and teachers. (Barron, 1977, p. 275) The most recent study available about tasks performed by school library media supervisors was completed by Dandridge (1988) with findings that campus library media specialists felt the services provided by the supervisors was inadequate, but no statistically significant relationship could be found between any particular administrative practices and the availability and frequency of services provided by the supervisors.

The most informative data about district level school library media supervisors in Texas is available in a study published in 1981 by Michael Bell in which he gathered information relative to the mission and function of the school library media supervisors in the state. The study identified 48 persons of whom 38 responded to the questionnaire with 31 responsibility statements received from participants. The variety of services provided by the school library supervisory component was examined with centralized processing of library materials

being the most commonly supplied service. Reactions were solicited from the supervisors about their involvement in curriculum planning as well as responses about involvement of supervisors in interviewing applicants to fill professional library positions. No information was included relative to participation of the supervisors in evaluation of campus level school librarians and only about one-third of those responding were involved with evaluating the effectiveness of individual school media programs in promoting attainment of the school's instructional goals. (Bell, 1981, p. 105-109)

Since 1920 when the first guidelines for senior high school libraries were published, a number of school library standards and guidelines have been published with some including suggested descriptors for a district level school library supervisory component. The most recent publication, Information Power: Guidelines for School Library Media Programs (1988) suggests guidelines for school library media program and personnel at the district level. Included in this document are district level duties in the areas of leadership, consultation, communication, coordination and administration. Continued emphasis in professional publications lends credence to the need to give consideration to the quality of district level supervision of school libraries.

Various writers and researchers have suggested the need for further research about subjects related to administration of district level school library media programs. Barron (1977, p. 285) spoke of "the need for specially trained professional personnel to meet the



different needs of the school." Writers and researchers have noted the paucity of research relative to all phases of school librarianship and have encouraged investigation into all areas including administration of the school library media program at the district level. (Aaron, 1982, p. 235; Peritz, 1977; Davis, 1975, p. 5; Mahar and Mishoff, 1958, p. 19; Vance, 1962, p. 140; Woodworth, 1968, p. 19)

A statement by Henne (1968, p. 502) more than a quarter of a century ago still holds that the history of school libraries reveals that the work of district supervisors has been one of the most important and effective elements in the development and improvement of school libraries. Ford (1980, p. iv) asserted that current literature shows that districts employing school library supervisors show a greater degree of achievement both in number and quality of school library programs than those without supervisors. Likewise, Darling (1962, p. 25) suggested that there is evidence that school libraries give superior service when provided with supervision. As the person who sets the tone and standard for the school library media program, the school library media supervisor and the perceptions held by that person are of primary importance to the library media program. How that person perceives the assigned job responsibilities will affect every professional person in the school district and will, in turn, affect the entire instructional program. Research related to the perceptions of the current and ideal role and function of the school library media supervisor should be of interest to many in the fields of both education and librarianship.

## CHAPTER III

### RESEARCH DESIGN

The basis for this study was a survey questionnaire designed to determine correlation between perceived actual degree of involvement with a variety of tasks performed by district level school library media supervisors and perceived ideal degree of involvement with tasks performed by the same person. Information was gathered reflecting the perceptions held of degree of involvement with tasks currently performed by district level school library media supervisors. In addition, information was gathered reflecting what district level school library media supervisors perceived should be the ideal degree of involvement assigned as a part of their job responsibilities. Comparisons were made between responses reflecting perceptions of actual task assignments and perceptions of ideal task assignments.

Survey items on the questionnaire were designed to secure information about tasks in three broad categories which included Curriculum and Instruction, Public Relations and Communications, and Administration and Budget. Responses of participants about each of the three categories were compared for statistically significant differences in degrees of involvement between perceptions of current levels of involvement and perceptions of ideal levels of involvement with the same group of tasks. The  $t$  test for significance of the difference between two means for correlated samples was used to

determine statistically significant differences between perceptions of the current levels of involvement and perceptions of ideal levels of involvement with various tasks and responsibilities. When statistically significant differences existed between the means for individual items within a given category, that fact was reported and possible reasons and implications suggested. Comparisons were made among supervisors from various age groups and supervisors with various types of training to determine if statistically significant differences vary from group to group or if perceptions about current and ideal levels of involvement remained at the same levels of significance as for the group as a whole. Comparisons were also made to determine the presence of statistically significant differences between responses from supervisors having school library certification and supervisors not having school library certification.

#### The Population Sample

In order to insure an adequate number of participants for the study, the entire identifiable population of district school library media supervisors in Texas was included in the study. The district school library media supervisors were identified from three sources. Sources used were the Texas School Directory, a list supplied by Texas Education Agency personnel, and the membership roster of the Texas Association of School Library Administrators, an organization which is affiliated with the Texas Library Association. In the cover letter to

prospective survey participants, responses were requested from those persons charged with supervision of school libraries at the district level. The letter further requested that those persons having a dual role with responsibilities as campus level librarian in addition to supervisory duties not participate in the study. Six respondents disqualified themselves on this basis.

### The Research Instrument

The document which provided guidelines for the library media programs in the schools of Texas was School Library Media Centers published by Texas Education Agency. That publication contained, among other elements, guidelines and components of a district level school library media supervisor's tasks. The suggested guidelines and components were used by the candidate to develop the survey instrument for this study.

Tasks suggested in the guidelines were divided into three major categories with each section having a group of duties related to that category. First of the three major categories is Curriculum and Instruction under which twenty-one items were listed. The second category was Public Relations and Communications with seven tasks detailed. Category three was Administration and Budget with twenty-two tasks outlined. For each of the fifty items, two responses were given by the respondents. From five degrees of involvement for each task, the participant was requested to respond with one of five levels

perceived to be the current level of involvement with the task. The five levels of involvement were, 1) Sole Responsibility; 2) Primary Responsibility; 3) Some Responsibility; 4) Little Responsibility; 5) No Responsibility. For that same item, the participant was to respond by selecting one of the same five levels which was perceived to be the ideal degree of involvement with that task. Respondents were given definitions related to the degrees of involvement. Sole Responsibility was defined as, "Tasks performed with little or no assistance from other professionals." Primary Responsibility was defined as, "Tasks in which you plan, direct and/or supervise the work of other professionals." Some Responsibility was defined as, "Substantial participation, but you do not initiate or supervise." Little Responsibility was defined as, "You participate a small amount, but have no control." None was defined as, "No participation." In addition to the fifty task items, the instrument contained four demographic questions concerning the participant's title, date of birth, degrees and certification.

#### Validation of the Research Instrument

Since the research instrument was designed by the candidate, a validation procedure was necessary. A jury of experts was selected to verify the face validity of the instrument. The jury of experts was composed of three persons from the school library field who were requested to evaluate the various items on the instrument for clarity

and appropriateness. One of the persons chosen for this task was Dr. Billie Grace Herring, professor at the Graduate School Of Library and Information Science at the University of Texas at Austin. Dr. Herring, a well known and highly respected professor in the field of school library education, has taught courses to prospective school librarians at a school accredited by the American Library Association for a number of years. The second person chosen was June Kahler, a library program consultant for Texas Education Agency. She served for a number of years as school librarian and as district level school library supervisor prior to employment with Texas Education Agency. Serving as the third validation juror was Patsy Taylor who has been employed with Wichita Falls Public Schools, Wichita Falls, Texas, in the school library profession more than twenty years, with ten of those years as a district level school library supervisor.

Using suggestions made by validation jurors, changes were made to clarify various items on the instrument. At the suggestion of the jurors, questionnaire items were added about computer assisted instruction and about site licenses for computer software. The wording of several task descriptions was changed, as suggested, for the purpose of clarifying the meaning of various items on the questionnaire.

#### Procedures for Collection of Data

Using names secured from the Texas School Directory, from Texas Education Agency personnel, and from the membership roster of Texas

Association of School Library Administrators, a list of 72 district level school library media supervisors was assembled. Surveys were mailed to supervisors whose names appeared on the list. A cover letter requested cooperation with the survey with a deadline given for returning the survey form. A written contact with the group was made through the chairman of the Texas Association of School Library Administrators at the annual Texas Library Association conference which was held shortly after the deadline for returning the survey form. A minimum of 60 percent return of questionnaires had been deemed acceptable. Since individual respondents were not identifiable from questionnaire responses, the questionnaires were coded so that a record could be kept as responses were returned by participants. The number of participants returning the completed instrument was 53 for a return of 74 percent of the survey questionnaires mailed. Of the 53 returned, six were not eligible to participate because their job descriptions did not meet the criteria outlined for participation in the study. Of the 47 eligible to participate, two responded to so few of the survey items that the questionnaires were not considered usable for the statistical computations. For most of the computations, responses from 45 participants were used. When a participant failed to respond to an item for either current or ideal level of involvement, neither response for that item was used for the computations.

## Procedures for Analysis of Data

Analysis for the study was performed using StatPac Gold Statistical Analysis Package. (Walonick, 1983) The program was run on a Telex, IBM compatible computer with a hard disk. Using responses from participants for each questionnaire item, the mean for each item was computed for the responses to queries about the current level of responsibility of district level school library media supervisors. In addition, the mean for each item was computed for the responses to queries about the ideal level of responsibility for that task. Analysis of data was accomplished using the  $t$  test for significance of the difference between two means for correlated samples. (Ferguson, 1981) Using the  $t$  test for correlated means, the means for perceived current level of responsibility were compared with the means for perceived ideal level of responsibility for each of the fifty items. In addition to the  $t$  statistic for the difference between means, the program calculated and displayed the mean differences and probabilities for significance at the .05 probability level. The two-tailed test for significance at the .05 probability level was selected for identifying statistical significance for this study. When no statistically significant differences were observed, items were grouped within the three major categories and were discussed. Those specific items for which a statistically significant difference was computed have been examined individually. It is recognized that for many of the tasks, a comparison of means for current and ideal levels of



Involvement is needed for a full comprehension of the status of a particular item on the survey.

After comparing the differences between means for each of the three major groups of items for the entire group, comparisons were made by grouping data according to demographic information gathered. Computations of current and ideal levels of involvement were examined according to age differences, types of educational background and presence or absence of school library certification, to determine whether those items appeared to reveal statistically significant differences in levels of involvement that vary in any way from levels of statistically significant differences for the total group.

#### Reporting of the Data

After computations were made, data showing responses for current and ideal task perceptions were reported in tables showing the means for current and ideal levels of involvement, standard deviations, mean differences and  $t$  statistics for each task. Responses were grouped by birth date of the respondent. Two age groupings were made for respondents with one group consisting of participants born prior to 1940. The second group consisted of persons born after 1939. Computations were made of means for current and ideal perceptions as well as the mean differences between the two levels of involvement for each task.

Responses were grouped by type of degree held by the respondent. Four groups were identified and used for this comparison. One group was those holding a master's degree in library science from a school of library science accredited by the American Library Association. The second group was those holding a master's degree in library science from a school of library science not accredited by the American Library Association. Persons in the third group had a master's of education degree with a variety of experiences related to education in library science, but did not hold a master's degree in library science. The fourth group was composed of respondents who indicated no library science course work, but who held degrees in a variety of disciplines other than library science or education. When a respondent indicated a degree in addition to a library science degree, the library science degree was considered the primary degree for this grouping. Each respondent's survey was used for only one grouping by educational experience.

Responses were grouped by a third demographic variable, school library certification. The first grouping was for supervisors having school library certification. All persons holding any type of school library certification were grouped with 40 supervisors in this category. A second grouping by certification was for those supervisors not indicating school library certification of any kind. The t test computations were calculated for these two groups as for the other two groupings by age and degree. Data about task perceptions were presented in tables showing the various elements examined.

## CHAPTER IV

### PRESENTATION OF THE FINDINGS

The survey instrument for the study was designed to gather data about the tasks assigned to district level school library media supervisors in three major areas of responsibility. The Curriculum and Instruction section was the first area of responsibility covered by questions in the survey with the other two areas being Public Relations and Communications, and Administration and Budget. Curriculum and Instruction had 21 items describing tasks performed by supervisors. The section on Public Relations and Communications contained seven items related to those areas. The third area of Administration and Budget listed 22 items describing possible tasks in those areas.

The focus of the study was to compare and contrast statistically significant differences between the perceptions of current levels of responsibility for the tasks described and perceptions of ideal levels of responsibility for the same tasks. The  $t$  test for correlated means was used to compute the statistical comparisons between current and ideal task perceptions. Data was grouped in several ways. For the first analysis, supervisors were grouped by date of birth. Two age groupings were used with respondents having birth dates prior to 1940 in one group and respondents with birth dates after 1939 in a second group.

Twenty seven respondents were in the group whose birth dates were prior to 1940. Sixteen respondents were in the group having birth dates after 1939. Two respondents declined to indicate a birth date. Table 1 indicates numbers and percentages of supervisors as grouped by date of birth.

TABLE 1  
SUPERVISORS GROUPED BY DATE OF BIRTH

	NUMBER	PERCENT
Birth Date Prior to 1940	27	60
Birth Date After 1939	16	36
No Response	2	4
TOTAL	45	100

Respondents were also grouped according to the types of degrees held. Of special interest was the presence of education in library and information science. Four groups were formed with this delineation. One group was composed of respondents holding master's degrees from schools of library science accredited by the American Library Association. It is beyond the scope of this paper to describe the full distinction of American Library Association accreditation of schools of library science, but it is a distinction important to many library professionals. Fourteen participants had degrees from schools of library science accredited by the American Library Association (ALA). Fourteen participants in the study had master's degrees from schools of library science which are not accredited by the American Library

Association. A third group of nine supervisors includes supervisors having some level of education in library science, but whose degrees were master's degrees in education. Nine supervisors were in this group. A fourth group was composed of eight persons holding degrees of varying types, but indicating no type of library science education. Respondents in this category included three persons who indicated no type of library science course work in the section of the survey requesting information about the educational background of the supervisor. However, these three supervisors indicated some type of school library certification. It probably may be assumed that some school library course work was required to qualify for school library certification, but these three persons were counted with those having no type of library science course work in order to avoid making unwarranted assumptions which could not be substantiated by responses given by the participants. Table 2 indicates the groupings of the participants by type of degree held.

TABLE 2

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SUPERVISORS GROUPED BY TYPE OF DEGREE

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DEGREE	NUMBER	PERCENT
ALA Accredited Master's in Library Science	14	31
Non ALA Accredited Master's in Library Science	14	31
Master's of Education with some Library Science Courses	9	20
No Library Science Course Work	8	18
TOTAL	45	100

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A third grouping for supervisors was accomplished relative to school library certification. Four possibilities were given for school library certification: Professional School Librarian; Provisional School Librarian; Professional All Level Learning Resources Specialist; and Provisional All Level Learning Resources Specialist. Participants indicating one or more of these certifications were grouped with 40 supervisors in this group. The second group included five persons who indicated no library science certification. Table 3 summarizes data related to certification of supervisors.

TABLE 3

SUPERVISORS GROUPED BY SCHOOL LIBRARY CERTIFICATION

<u>CERTIFICATION</u>	<u>NUMBER</u>	<u>PERCENT</u>
Library Science Certification	40	89
No Library Science Certification	5	11
<u>TOTAL</u>	<u>45</u>	<u>100</u>

As analyses of the data from various groups about the 50 survey items are presented, the responses of these groupings will be included as the data are discussed according to the three major divisions of the instrument. In some cases a particular question did not have a total of 45 responses because some participants declined to answer every question. When either current or ideal perception had no response from a supervisor, that person's answer to the question was treated as missing data and neither response was used for computations. However, the number for any given block of questions does not note the questions containing missing data, but the N for that block of questions is

reported as the same for all questions in the block. When tables are used to show calculations, the current and ideal means and standard deviation for each question have been reported, with the mean difference between the two shown as well as the  $t$  statistic. In a number of cases, perfect correlation has been indicated between the perceived current and perceived ideal levels of involvement with the tasks described. In these cases, perfect correlation is indicated across the columns for mean difference and  $t$  statistic. The StatPac Gold Statistical Package used for analysis of the data computed the standard error of the mean first and when that number was zero, no further computation could be accomplished because division by zero was not possible. For the purposes of reporting for this paper, in the cases of perfect correlation, the means for the current and ideal columns were hand calculated and reported along with the indication of perfect correlation.

#### CURRICULUM AND INSTRUCTION

In the area of Curriculum and Instruction, the 21 constructs on the survey are

1. Develop selection policies for print and nonprint materials for all schools in the district.
2. Select appropriate print materials for district level collections.
3. Select appropriate nonprint materials for district level library media collections.
4. Select appropriate print materials for campus level library media collections.

5. Select appropriate nonprint materials for campus level library media collections.
6. Supervise scheduling and distribution of 16mm films and video recordings to all campus units from centralized collection.
7. Supervise scheduling and distribution of films and other media ordered from appropriate education service center.
8. Select, acquire and organize basic collections for new campus level library media centers.
9. Lead in design of library curriculum to include development of student skills in utilizing library media center.
10. Lead in design of total school curriculum to include development of student research skills in various subject areas.
11. Participate in curriculum design in all areas.
12. Work with curriculum and instructional specialists to create instructional materials which contribute to improved learning.
13. Assist with projects to aid teachers in implementing newer technologies to strengthen learning, e.g. video, computer.
14. Coordinate instructional use of television from commercial and/or public broadcasting systems and from other telecommunications services.
15. Coordinate computer assisted instruction in the media centers throughout the district.
16. Administer professional library at district level for use by teachers and administrators of the district.
17. Work with regional service centers to develop materials and to



- encourage participation in curriculum related inservice sessions.
18. Maintain a collection of curriculum documents for use by curriculum committee personnel.
  19. Direct acquisition and distribution of textbooks for all campus units.
  20. Within policies and funding provided by governing board, determine desirable levels of service at campus library media centers of the district.
  21. Plan inservice sessions and activities for library media personnel from all campus units.

Data were grouped and analyzed for these areas of responsibility and each item is referred to by the number indicated. Analysis of the data related to the Curriculum and Instruction items, when the group was not stratified by age, degree or certification, showed that there was a statistically significant difference for twelve of the 21 items for this group. Table 4 shows the items for which there was no statistically significant difference between the perception of current level of involvement and perception of ideal level of involvement.

Although no statistically significant difference was calculated between the means and standard deviations of the perceptions of current and ideal practices shown on Table 4, it may be observed that to a greater or lesser degree, for all items except 21, the means of the responses indicated that participants, when not grouped by a demographic characteristic, considered the ideal level of involvement

TABLE 4  
 T TEST FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
 CURRICULUM AND INSTRUCTION ITEMS WITH NO STATISTICALLY  
 SIGNIFICANT DIFFERENCES

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
1	2.22	0.95	2.02	0.39	0.20	1.593
2	2.20	1.30	1.97	0.94	0.22	1.754
5	3.08	1.12	2.93	0.88	0.15	1.478
8	1.95	1.08	1.86	0.69	0.08	0.813
9	2.24	0.88	2.13	0.62	0.11	1.300
19	4.60	1.00	4.57	0.96	0.02	0.190
21	1.50	0.76	1.59	0.69	-0.09	1.665

$N = 45$     $p < .05$

with these Curriculum and Instruction tasks to be greater than is the current practice.

One item which stands out with this group of data is task 19 related to acquisition and distribution of textbooks for the district. Supervisors generally perceived themselves to have duties in this area to a small degree as indicated by a mean of 4.60 and their responses, as revealed by an ideal mean of 4.57, indicated little or no inclination to change that situation. While a few district supervisors viewed textbook distribution duties as appropriate to the instructional media component,

the majority indicated that they perceived this task to be outside their area of responsibility. Furthermore, supervisors generally appeared to be satisfied to leave it that way with only .03 increase from current to ideal perceptions. The one item for which there was a negative difference between perceived current and ideal levels of involvement was number 21 related to planning inservice sessions and activities for library media personnel for all campus units. Less responsibility was viewed as ideal by the supervisors. In view of the overall responses, this seems an unusual response since the majority of the items revealed that the supervisors viewed themselves as needing to be more involved with the tasks named. It should be noted, however, that this was not a statistically significant difference between means for current and ideal levels of involvement.

Table 5 shows Curriculum and Instruction items for which the  $t$  value indicating statistically significant differences between the means and standard deviations of perceptions of current and perceptions of ideal practices was calculated. When the  $t$  test was calculated for the various items for the group as a whole, 14 items showed statistically significant differences between means for perceptions of current and ideal levels of involvement with the various tasks. Fourteen items represented 67 percent of the total of 21 items in the Curriculum and Instruction section of the questionnaire.

For each of the items for which the  $t$  score indicated a statistically significant difference between current and ideal perceptions of levels of involvement, it may be noted that the

TABLE 5  
 T TEST FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
 CURRICULUM AND INSTRUCTION ITEMS WITH STATISTICALLY  
 SIGNIFICANT DIFFERENCES

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
3	2.32	1.24	2.04	0.81	0.27	2.014
4	3.06	1.07	2.82	0.88	0.24	2.206
6	3.43	1.73	2.86	1.51	0.56	2.896
7	3.93	1.43	3.60	1.43	0.32	2.550
10	3.62	1.02	2.68	0.70	0.93	6.501
11	4.00	0.92	3.11	0.68	0.88	7.168
12	3.57	1.01	2.93	0.71	0.64	5.815
13	3.28	1.07	2.71	0.66	0.57	5.144
14	3.28	1.50	2.55	1.07	0.73	4.117
15	3.97	1.11	3.38	1.03	0.59	4.246
16	2.02	1.54	1.60	0.86	0.42	2.295
17	3.80	1.19	3.20	0.96	0.60	5.157
18	3.77	1.41	2.75	1.24	1.02	5.557
20	2.24	0.95	2.00	0.67	0.24	2.541

N = 45    p < .05

differences observed were, without exception, indicative that the supervisors, when not grouped by any demographic characteristic, felt that the ideal level of involvement with these tasks should be greater than was currently practiced. Items 10, 11, and 12 concerned tasks related to curriculum planning, either for implementation of library media skills or participation in curriculum planning for the total school program. Such a finding confirmed a concern in the field of school librarianship which has recurred in the literature for several years. School library professionals are frequently overlooked as a necessary element in curriculum planning in the school district. The t score for these three items indicated a perceived need for school library media supervisors to be an integral part of the curriculum planning process not only in the area of teaching research and information utilization skills, but in the total curriculum of the school.

The same may be said about items 13, 14, and 15. These items related to involvement in the task of providing information for the school which utilizes newer technologies of video, computer, and various forms of telecommunications. As such information sources have increased in use, awareness by library professionals has been heightened. A desire to provide the school population with such information services at increasingly greater levels was reflected in the responses of survey participants since there was a statistically significant difference between the perceived current level and the level perceived to be ideal.

Other items which showed statistically significant differences between perceptions of current and ideal levels of involvement were varied in nature. For items 16 and 18, some respondents indicated that ideally there should be a collection of curriculum documents and a professional library, but it appeared that not all districts have such a component under the direction of the district level school library media supervisor. The  $t$  statistic did not reflect as strong a perception of a need for increased involvement in these areas as in some other areas.

#### Curriculum and Instruction Tasks Grouped by Age of Respondents

##### Supervisors Born Prior to 1940

When considering data grouped by demographic variables, statistically significant differences varied when observing groupings by age. With 27 supervisors indicating a birth date prior to 1940 and 16 indicating a birth date after 1939,  $t$  tests for differences between means for perceptions of current and ideal levels of involvement were computed using these two groupings.

For the Curriculum and Instruction items with no statistically significant differences between perceptions of current and ideal levels of involvement as shown on Table 6, it may be observed that computations for two of the items, numbers 5 and 21, had negative mean differences between current and ideal levels of involvement. Just as with the ungrouped data, item 21 related to the planning of inservice for campus level library media personnel. The mean difference for the group as a whole was greater than the mean difference for this group of supervisors

TABLE 6  
 T TESTS FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
 CURRICULUM AND INSTRUCTION ITEMS WITH NO STATISTICALLY  
 SIGNIFICANT DIFFERENCES FOR SUPERVISORS BORN PRIOR TO 1940

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
1	2.00	0.62	2.00	0.48	0.00	0.000
2	2.07	1.26	1.92	0.99	0.14	1.000
3	2.30	1.22	2.03	0.87	0.26	1.570
4	2.88	1.01	2.85	0.90	0.03	0.570
5	2.88	1.05	2.96	0.93	-0.07	1.000
7	3.80	1.58	3.48	1.55	0.32	1.876
8	1.66	0.87	1.62	0.56	0.03	0.296
9	2.11	0.80	2.07	0.67	0.03	0.440
16	1.96	1.48	1.55	0.69	0.40	1.837
19	4.74	0.71	4.62	0.92	0.11	1.000
20	2.14	0.81	2.03	0.58	0.11	1.362
21	1.46	0.58	1.53	0.58	-0.07	1.443

N = 27    p < .05

born prior to 1940, but it may be observed that this group of supervisors, while not at a statistically significant level, did appear to favor a lower level of responsibility as the ideal level for this

task. Item five related to selection of appropriate nonprint material for campus level library collections. It would be interesting to investigate the practices for the schools involved to see why the current practices of involvement were perceived to be greater than was ideal. Just as with print materials, the selection of nonprint materials is generally the duty of campus library media personnel. Why this group of supervisors perceived their responsibilities in this area to be at too high a level poses an interesting question.

When the  $t$  test for differences between means for current and ideal perceptions was computed for the group of 27 supervisors born prior to 1940, nine of the 21 items revealed statistically significant differences between means for perceptions of current and ideal levels of involvement as may be seen in Table 7. The nine  $t$  values indicating statistically significant differences between means constitute 43 percent of the total of 21 Curriculum and Instruction items.

The Curriculum and Instruction items for which supervisors born prior to 1940 indicated statistically significant differences between current and ideal levels of involvement paralleled the group as a whole, as seen in Table 7, except in three instances. The three for which no statistically significant differences were calculated were items 7, 16 and 20. Item seven described the task of supervision of scheduling and distribution of films and other media ordered from appropriate education service centers. Responses indicated a slightly lower level of involvement for perceptions of both current and ideal levels of involvement for this group than for the group as a whole. With a mean



difference of 0.32 for both this group and for the entire group of respondents, the difference was significant for the larger group because the number in the group was greater, thus requiring a lower  $t$  value for statistical significance. Item 16 described the task of administering the professional library at the district level for use by teachers and administrators of the district. The mean for perception of current

TABLE 7

T TESTS FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
CURRICULUM AND INSTRUCTION ITEMS WITH STATISTICALLY  
SIGNIFICANT DIFFERENCES FOR SUPERVISORS BORN PRIOR TO 1940

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
6	3.53	1.72	2.84	1.51	0.69	2.675
10	3.51	1.08	2.62	0.74	0.88	4.398
11	3.88	0.93	3.07	0.72	0.81	5.384
12	3.66	1.14	2.92	0.78	0.74	4.734
13	3.51	1.12	2.81	0.68	0.70	4.440
14	3.48	1.47	2.59	1.08	0.88	3.523
15	4.14	0.94	3.51	1.08	0.63	3.532
17	3.92	1.07	3.29	0.91	0.63	3.900
18	3.77	1.47	2.59	1.18	1.18	4.960

N = 27    p < .05

level of involvement indicated that the supervisors born prior to 1940 performed this task to a greater degree than did the group as a whole and mean for the ideal was indicated at a higher level than for the group as a whole. The mean for the group born prior to 1940 was 1.96 while the mean for the group as a whole was 2.02. The perceived ideal level of involvement was very close for the group as a whole with the entire group indicating a mean of 1.60 while the group born prior to 1940 indicated a mean of 1.55. Item 20 described the task related to determination of desirable levels of service at campus library media centers of the district. The difference from the group as a whole for those born prior to 1940 may be seen in that the mean for their group was 2.14 while the mean for perceived current level of involvement of the group as a whole for this task was 2.24. The perceived ideal level of involvement for this task for those born prior to 1940 was 2.03 while the mean for the group as a whole was 2.00. The mean difference for the group as a whole was .24 while for the group born prior to 1940 the mean difference was only .11, so those born prior to 1940 perceived their current practices to be more closely aligned to their perception of the ideal practices than did the group as a whole and their perceived level of current involvement was a higher degree of involvement as indicated by the lower mean for the group for this task.

#### Supervisors Born After 1939

Upon examination of the  $t$  tests for differences between current and ideal perceptions for Curriculum and Instruction items for supervisors born after 1939 some different trends may be observed. In this group

TABLE 8

T TESTS FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
 CURRICULUM AND INSTRUCTION ITEMS WITH NO STATISTICALLY  
 SIGNIFICANT DIFFERENCES FOR SUPERVISORS BORN AFTER 1939

Item	Current		Ideal		Mean	
	M	SD	M	SD	Difference	t
1	2.43	1.15	2.06	0.25	0.37	1.378
2	2.31	1.25	2.00	0.73	0.31	1.232
3	2.43	1.31	2.12	0.71	0.31	1.232
4	3.31	1.07	2.75	0.85	0.56	2.057
5	3.37	1.14	2.87	0.80	0.50	2.070
6	3.43	1.78	3.00	1.59	0.43	1.282
7	4.43	0.81	4.06	0.99	0.37	1.694
8	2.25	1.12	2.12	0.61	0.12	0.564
9	2.31	0.79	2.12	0.34	0.18	1.000
14	2.93	1.52	2.50	1.15	0.43	1.815
15	3.66	1.34	3.20	1.01	0.46	1.974
16	2.00	1.59	1.56	0.96	0.43	1.199
19	4.31	1.40	4.50	1.09	-0.18	0.716
20	2.37	1.20	2.00	0.81	0.37	1.694
21	1.43	0.81	1.56	0.81	-0.12	1.463

N = 16    p < .05

were 16 participants and for the 21 Curriculum and Instruction items on the survey, six items showed statistically significant differences between the perceptions of current and ideal levels of involvement. Table 8 shows those items having  $t$  scores indicating no statistically significant differences between the two levels of involvement for this age group.

Table 9 lists the six Curriculum and Instruction items for supervisors born after 1939 which had  $t$  values that reflect statistically significant differences between perceptions of current and actual levels of involvement with the tasks. The six items with

TABLE 9

T TESTS FOR DIFFERENCES BETWEEN CURRENT AND IDEAL PERCEPTIONS:  
CURRICULUM AND INSTRUCTION ITEMS WITH STATISTICALLY  
SIGNIFICANT DIFFERENCES FOR SUPERVISORS BORN AFTER 1939

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
10	3.75	0.93	2.75	0.57	1.00	4.472
11	4.12	0.95	3.18	0.65	0.93	4.037
12	3.43	0.81	3.00	0.63	0.43	2.781
13	2.93	0.92	2.56	0.62	0.37	2.422
17	3.68	1.25	3.06	1.06	0.62	4.037
18	3.75	1.39	3.06	1.38	0.68	2.200

N = 16    p < .05

statistically significant differences between means for perceptions of current and ideal levels of involvement for the group born prior to 1939 represent 29 percent of the total of 21 items in the Curriculum and Instruction of the questionnaire. It may be observed that each of the six items having a statistically significant difference between the two means was also one of the items having a statistically significant difference for the entire group. When comparing responses for this group with those born prior to 1940, means for items 10 and 11 related to design of curriculum to integrate the teaching of research skills in all subject areas and participation in curriculum design in all subject areas, the means for those born prior to 1940 indicated a perception of higher levels of involvement than those born after 1939.

On the other hand, means for item 12 related to working with curriculum and instruction specialists to create instructional materials which contribute to improved learning, indicated that those born after 1939 perceived a higher level of current involvement than did those born prior to 1940. The same pattern was true for item 13 related to assistance with projects to aid teachers with implementation of newer technologies to strengthen learning.

For item 17 about supervisors working with regional service centers to develop materials and to encourage inservice participation, comparison of means for current and ideal levels revealed that those born after 1939 viewed themselves to be currently involved to a greater degree than did those born prior to 1940 and the same group also viewed the ideal level of involvement as greater than was currently practiced. For item 18

relative to maintenance of a curriculum document collection, those born after 1939 viewed themselves currently at a slightly greater degree of involvement than did those born prior to 1940. Interestingly, those born prior to 1940 indicated, by a mean of 1.59, a perception of ideal involvement compared with 3.06 for those born after 1939. The mean difference for those born prior to 1940 was 1.18 while the mean difference for those born after 1939 was 0.68. The indication was that, while those born after 1939 were currently more involved, those born prior to 1940 felt the ideal was a higher level than did those born after 1939. greater level than those born after 1939.

Interesting comparisons may also be made between the two age groups for the three items which had statistically significant  $t$  scores for the group born prior to 1940 and no statistically significant  $t$  scores for those born after 1939. Means for item 14 related to coordination of instructional television showed that those born after 1939 perceived themselves to be involved with this task to a greater extent than did those born prior to 1940 with a mean of 2.93 for the former group and 3.48 for the latter group. Means for both groups indicated a perception of ideal to be greater involvement than was currently being practiced. Means for item 15 related to coordination of computer assisted instruction in the library showed that those born prior to 1940, with a mean of 4.14, saw themselves less involved with this task than did those born after 1939 who had a mean of 3.66. Both groups perceived ideal level to be greater than current level, but the

statistically significant difference was due to the lesser current involvement for the group born in 1940.

#### Curriculum and Instruction Data Grouped By Type of Degree

Demographic data for the participants revealed that respondents could be grouped by the types of degrees held by the supervisors. Options to which the participants could respond were, 1) undergraduate minor in library science; 2) fifth year bachelor's degree in library science; 3) master's degree in library science from a school of library science which is accredited by the American Library Association; 4) master's degree from a school of library science which does not hold accreditation by the American Library Association (ALA); 5) doctor of philosophy in library science; 6) master's degree in education; 7) post-master's course work in library science; 7) post-bachelor's course work in library science. Respondents could also specify another response in an "other" category.

Four groups were designated for analysis of the data. One group consisted of 14 persons holding master's degrees from schools of library science which were accredited by the American Library Association. A second group of 14 supervisors was composed of respondents holding master's degrees from schools of library science which did not have American Library Association accreditation. The third group of nine held master's degrees in education plus course work, but not master's degrees in library science. The fourth group of eight were persons indicating no course work in library science. Of the eight persons in

the aforementioned fourth group, three respondents, while indicating no library science course work in any of the degree categories, did hold certification as school librarians or as learning resources specialists. While it probably may be assumed that library science course work was integrated in the plan for some other degree, for the purposes of this study, since there was no indication of library science course work, the three were included in this group to avoid making unfounded assumptions.

#### Supervisors Holding Master's Degrees from ALA Accredited Library Schools

Table 10 shows the means, standard deviations, mean differences and  $t$  scores for Curriculum and Instruction items in which the  $t$  value shows no statistically significant difference between the perceptions of current and ideal levels of involvement for the tasks described. It may be noted that for those items for which no statistically significant difference was computed, six items revealed a perfect correlation between perceived current level of involvement with the task and perceived ideal level of involvement with the task. Such was an indication that supervisors in this group had arrived at a level of involvement with these tasks which was perceived to be ideal. Especially notable was that all members of the group agreed on this level of involvement. Additionally, it may be noted that item 20 about determination of desirable levels of service at campus library media centers had a negative mean difference indicating that, unlike other items and unlike the group as a whole, the perceived ideal level of involvement was less than the perceived current level. Apparently supervisors in this group felt that their voices in the level of service



TABLE 10  
 T TESTS FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
 CURRICULUM AND INSTRUCTION ITEMS WITH NO STATISTICALLY  
 SIGNIFICANT DIFFERENCES FOR SUPERVISORS HOLDING  
 AN ALA ACCREDITED MASTER'S DEGREE

Item	Current		Ideal		Mean	
	M	SD	M	SD	Difference	t
1	1.92	0.47	1.92	0.26	0.00	0.000
2	1.85	1.09	1.78	0.89	0.07	0.563
3	2.35	1.15	2.14	0.86	0.21	1.000
4	2.78		2.78		Perfect Correlation	
5	2.92		2.92		Perfect Correlation	
6	3.71	1.63	3.14	1.29	0.57	1.592
7	4.50	0.94	4.00	1.24	0.50	1.713
8	1.57		1.57		Perfect Correlation	
9	2.00		2.00		Perfect Correlation	
14	3.21	1.57	2.50	0.94	0.71	2.110
16	1.92	1.54	1.57	0.85	0.35	1.161
19	5.00		5.00		Perfect Correlation	
20	1.85	0.66	1.92	0.61	-0.07	1.000
21	1.35		1.35		Perfect Correlation	

N = 14    p < .05

at the individual campus library media centers should be decreased. Since the difference was not statistically significant, this could not be stated with any degree of certainty, but could simply be noted that it was the only negative mean difference for the group.

As may be seen on Table 11, the  $t$  values for seven of the 21 items for Curriculum and Instruction were calculated at a statistically

TABLE 11  
T TESTS FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
CURRICULUM AND INSTRUCTION ITEMS WITH STATISTICALLY  
SIGNIFICANT DIFFERENCES FOR SUPERVISORS HOLDING  
AN ALA ACCREDITED MASTER'S DEGREE

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
10	3.71	0.82	2.64	0.49	1.07	5.491
11	4.21	0.69	3.28	0.46	0.92	5.642
12	3.78	0.97	3.21	0.69	0.57	3.308
13	3.35	1.08	2.78	0.57	0.57	2.828
15	4.15	0.98	3.46	0.96	0.69	2.634
17	4.00	0.87	3.42	0.64	0.57	3.308
18	4.28	0.99	3.14	1.02	1.14	3.663

$N = 14$   $p < .05$

significant level. The group of seven items constituted 33 percent of the Curriculum and Instruction Items for which statistically significant differences between the perception of current and ideal levels of involvement were computed. In each of the seven cases, the item may be observed to be a repetition of an item for which the  $t$  value was calculated at a statistically significant level for the group as a whole. It may further be observed that most of the items showing statistically significant differences related to involvement with curriculum planning and implementation of newer technologies.

Supervisors Holding Master's Degrees from Library Schools Not Accredited  
By American Library Association

Fourteen of the respondents indicated that they held master's degrees from schools of library science which were not accredited by the American Library Association. For the purpose of analysis, these supervisors were grouped and their responses computed with the  $t$  score used to determine statistically significant differences between the means for perceptions of current and ideal levels of involvement in the various curriculum and instruction tasks as shown on Tables 12 and 13.

Two of the items, numbers 19 and 21, had negative mean differences between the two means. As indicated previously, this reflected the idea that this group felt that the ideal level of practice for that item was less than the current level of involvement. The two items dealt with acquisition and distribution of textbooks and planning of inservice activities for library media personnel of the district. The negative mean difference for item 21 was reflective of the same situation for the

TABLE 12  
 T TESTS FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
 CURRICULUM AND INSTRUCTION ITEMS WITH NO STATISTICALLY  
 SIGNIFICANT DIFFERENCES FOR SUPERVISORS HOLDING  
 A NON ALA ACCREDITED MASTER'S OF LIBRARY SCIENCE

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
1	2.28	0.91	2.07	0.47	0.21	1.000
2	2.00	0.96	1.92	0.91	0.07	0.434
3	2.23	1.23	2.00	0.81	0.23	1.388
4	2.92	0.99	2.71	0.91	0.21	1.384
5	3.00	1.10	2.78	0.89	0.21	1.384
7	3.85	1.35	3.64	1.39	0.21	1.000
8	1.85	1.02	1.85	0.53	0.00	0.000
9	2.35	0.84	2.14	0.36	0.21	1.000
14	3.07	1.54	2.57	1.08	0.50	1.713
15	3.64	1.39	3.21	1.21	0.42	1.882
16	1.85	1.56	1.42	0.75	0.42	1.249
19	4.50	1.16	4.71	0.61	-0.21	0.714
20	2.21	0.80	1.92	0.61	0.28	1.748
21	1.42	0.51	1.57	0.51	-0.14	1.472

N = 14    p < .05

situation for the group as a whole. However, it should be noted that in neither case did the  $t$  value indicate a statistically significant difference.

Table 13 shows the seven items with statistically significant differences between means for perceptions of current and ideal levels of involvement for the supervisors holding master's degrees from library schools which were not accredited by the American Library Association.

TABLE 13  
T TESTS FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
CURRICULUM AND INSTRUCTION ITEMS WITH STATISTICALLY  
SIGNIFICANT DIFFERENCES FOR SUPERVISORS HOLDING  
A NON ALA ACCREDITED MASTER'S OF LIBRARY SCIENCE

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
6	3.50	1.78	2.64	1.59	0.85	2.196
10	3.42	0.93	2.57	0.51	0.85	3.378
11	3.57	1.15	2.92	0.91	0.64	2.589
12	3.42	1.15	2.64	0.74	0.78	3.293
13	3.00	1.17	2.42	0.51	0.57	2.828
17	3.50	1.55	2.64	1.00	0.85	2.917
18	2.78	1.62	2.00	0.96	0.78	3.293
N = 14    p < .05						

Items having statistically significant differences between means represented 33 percent of the total of 21 items on the Curriculum and Instruction section of the questionnaire. As with the supervisors not grouped by any demographic characteristic, the supervisors holding degrees from library schools which were not accredited by the American Library Association indicated the need for greater involvement in curriculum planning for both library media activities and for the total curriculum than was the current practice. The means for items 10, 11, and 12, indicated a greater degree of involvement for both current and ideal levels than those supervisors holding master's degrees from ALA accredited library schools. Only means for the two groups were compared and no comparative statistics were computed for statistical significance of difference between means for the two groups. Another item which repeated the statistically significant difference found in the total group is number six. It was the item related to scheduling and distribution of 16mm films and video recordings from a centralized collection. The mean for the supervisors with degrees from library schools not accredited by the American Library Association was higher than for the group as a whole for perceptions of both current and ideal levels of involvement. The group holding degrees from schools of library science which were not accredited by the American Library Association perceived a need for more involvement with this task than was currently being practiced as evidenced by a mean difference of 0.85 compared with 0.57 for the group with master's degrees in library

science from library schools accredited by the American Library Association.

Supervisors Holding Master of Education Degrees With Some Library  
Science Course Work

A group of nine supervisors indicated that they had a variety of educational experiences related to library science course work. These respondents held a master's degree in education with varying kinds of library science course work. For this group, a majority of the Curriculum and Instruction items had  $t$  scores indicating no statistically significant differences between means for perceptions of current and ideal levels of involvement as shown on Table 14.

Item 21, it may be noted, was the only item for this group which has a negative mean difference between current and ideal perceptions of levels of involvement. This mirrored the ungrouped data from supervisors taken as a total group. Inservice sessions for library media personnel was the task described in this item and while the  $t$  value did not reveal a statistically significance difference between the two means, The negative difference between current and ideal perceptions might be an indication that less involvement than was the current practice may be considered ideal by this group of supervisors.

For the Curriculum and Instruction section of the questionnaire, responses for this group showed four items, or 19 percent of the 21 items in the section, to have statistically significant differences between the perceptions of the current and ideal levels of involvement for the tasks listed on Table 15. Just as with the data for two

TABLE 14

T TESTS FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
 CURRICULUM AND INSTRUCTION ITEMS WITH NO STATISTICALLY  
 SIGNIFICANT DIFFERENCES FOR SUPERVISORS HOLDING A MASTER OF  
 EDUCATION DEGREE AND SOME LIBRARY SCIENCE COURSE WORK

Item	Current		Ideal		Mean	
	M	SD	M	SD	Difference	t
1	1.77	0.66	2.00	0.50	-0.22	1.511
2	2.22	1.39	1.88	0.60	0.33	0.816
3	2.22	1.20	1.88	0.33	0.33	0.816
4	3.11	1.05	3.00	1.00	0.11	1.000
5	3.00	1.11	3.11	0.92	-0.11	0.554
6	3.33		3.33		Perfect Correlation	
7	3.66	1.65	3.55	1.58	0.11	1.000
8	1.88	1.26	1.77	0.44	0.11	0.262
9	2.00	0.86	1.88	0.33	0.11	0.426
10	3.22	1.20	2.55	0.52	0.66	2.000
13	3.22	0.83	2.77	0.66	0.44	1.835
15	3.77	1.09	3.55	1.13	0.22	1.511
16	2.11	1.69	1.55	0.72	0.55	1.104
17	3.44	1.23	3.11	1.05	0.33	2.000
19	4.66	0.70	4.22	1.20	0.44	1.511
20	2.44	1.33	1.88	0.60	0.55	1.889
21	1.22	0.44	1.33	0.50	-0.11	1.000

N = 9 p < .05



TABLE 15

T TESTS FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
 CURRICULUM AND INSTRUCTION ITEMS WITH STATISTICALLY SIGNIFICANT  
 DIFFERENCES FOR SUPERVISORS HOLDING A MASTER OF EDUCATION  
 DEGREE AND SOME LIBRARY SCIENCE COURSE WORK

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
11	4.00	0.70	3.00	0.50	1.00	3.464
12	3.44	0.72	2.88	0.33	0.55	2.294
14	3.33	1.41	2.22	0.66	1.11	2.857
18	4.00	1.22	2.44	1.13	1.55	2.681

$N = 9$   $p < .05$

previous groupings by type of degree, two of the statistically significant differences between means for this group related to items describing involvement with curriculum planning tasks. Item 11 described participation in these curriculum design tasks for all subject areas. Item 12 described tasks involved with curriculum specialists to create instructional material for improved learning. This group did not select responses that revealed a statistically significant difference for item ten related to library and research skill development in various subject areas. Item 18 related to maintenance of a curriculum document collection for curriculum planning committees also was calculated with a statistically significant difference between means of

perceptions of current and ideal practices as did both foregoing groups with master's degrees in library science.

#### Supervisors Having No Library Science Course Work

When respondents were grouped according to educational background, a group of eight supervisors indicated no library science course work. As stated earlier, three members of this group had certification as school librarian or learning resources specialist. In order to receive such certification, it probably may be assumed that these persons had some type of library science course work, however, since they did not indicate any, they were grouped with persons indicating no library science course work. Table 16 shows items in the Curriculum and Instruction section of the questionnaire which revealed no statistically significant differences between means of perceptions of current and ideal levels of involvement.

Two items from this group showed negative mean differences between perceptions of current and ideal practices. The two items are numbers 19 and 21 related to distribution of textbooks and to planning inservice for library media personnel. For both items, this group of supervisors perceived that the current level of involvement should be lower than it was. However, it may be noted that the  $t$  values did not reveal that these were statistically significant differences.

Six of the 21 tasks in the area of Curriculum and Instruction for this group, as seen on Table 17, were calculated to have statistically significant differences between means for perceptions of current and ideal levels of involvement. As with previous groups, these

TABLE 16  
 T TESTS FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
 CURRICULUM AND INSTRUCTION ITEMS WITH NO STATISTICALLY  
 SIGNIFICANT DIFFERENCES FOR SUPERVISORS HAVING NO  
 LIBRARY SCIENCE COURSE WORK

Item	Current		Ideal		Mean	
	M	SD	M	SD	Difference	t
1	2.87	1.12	2.25	0.46	0.62	1.666
2	2.87	1.64	2.62	1.30	0.25	1.000
3	2.28	1.38	2.28	1.25	0.00	0.000
4	3.50	1.51	3.00	1.06	0.50	1.183
5	3.37	1.50	3.00	1.06	0.37	0.893
6	2.57	1.81	2.14	1.46	0.42	0.700
7	2.83	1.83	2.66	1.63	0.16	1.000
8	2.87	1.35	2.50	1.06	0.37	1.425
9	2.75	1.48	2.62	1.30	0.12	1.000
14	3.75	1.58	3.00	1.60	0.75	1.527
16	2.37	1.59	2.00	1.19	0.37	0.893
18	4.37	1.06	3.75	1.38	0.62	1.488
19	4.00	1.60	4.12	1.64	-0.12	1.000
20	2.75	1.03	2.37	0.91	0.37	1.425
21	2.28	1.38	2.42	0.97	-0.14	0.547

N = 8    p < .05

TABLE 17

T TESTS FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
 CURRICULUM AND INSTRUCTION ITEMS WITH STATISTICALLY  
 SIGNIFICANT DIFFERENCES FOR SUPERVISORS HAVING  
 NO LIBRARY SCIENCE COURSE WORK

Item	Current		Ideal		Mean	
	M	SD	M	SD	Difference	t
10	4.25	1.16	3.12	0.39	1.12	2.346
11	4.37	0.91	3.25	0.70	1.12	3.210
12	3.62	1.18	3.00	0.92	0.62	2.376
13	3.75	1.16	3.00	0.92	0.75	2.393
15	4.50	0.53	3.37	1.06	1.12	2.552
17	4.37	0.74	3.87	0.83	0.50	2.645

$N = 8$   $p < .05$

statistically significant differences center around items related to involvement with curriculum planning and design activities, particularly planning as it affects the entire curriculum. Other items in this group are 13 and 15 related to implementation of newer technologies for instructional use. As with two groups of supervisors holding degrees from both ALA and non ALA accredited schools of library science, item 17 was calculated with a statistically significant difference between means. This item described work with regional service centers to develop materials to encourage participation in curriculum related inservice

sessions. Since the library media supervisor is frequently the primary contact person in the district for the education service center, it was not unusual that supervisors would view greater interaction with those institutions as desirable.

Curriculum and Instruction Items for Supervisors Grouped  
by Absence or Presence of School Library Certification  
Supervisors Having School Library Certification

Participants in the study were asked to respond with demographic data about the types of certification held. Grouping was done according to whether respondents indicated school library certification or no school library certification. Forty persons indicated one or more types of school library certification. Table 18 shows the Curriculum and Instruction Items for which the group having school library certification indicated no statistically significant differences between means for perceptions of current and actual levels of involvement with the various tasks described.

Because this group is 89 percent of the total number of participants, few differences existed in statistically significant different items between the data for this group and the data for the group as a whole. Items seven and 21 had statistically significant different means between perceptions of current and ideal levels of involvement, but this group of 40 did not show statistically significant differences for those  $t$  scores. Unlike the ungrouped data, this grouping showed no negative mean difference for item 19. It may be indicated, however, that the means for both current and ideal responses

TABLE 18  
 T TESTS FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
 CURRICULUM AND INSTRUCTION ITEMS WITH NO STATISTICALLY  
 SIGNIFICANT DIFFERENCES FOR SUPERVISORS HAVING  
 SCHOOL LIBRARY CERTIFICATION

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
1	2.05	0.71	2.00	0.39	0.05	0.529
2	1.97	1.09	1.85	0.80	0.12	1.043
3	2.23	1.15	2.00	0.72	0.23	1.712
4	2.85	0.92	2.77	0.83	0.07	1.138
5	2.90	1.00	2.87	0.85	0.02	0.329
7	3.97	1.38	3.68	1.41	0.28	2.136
8	1.75	0.89	1.72	0.50	0.02	0.226
9	2.10	0.67	2.00	0.32	0.10	1.071
19	4.72	0.78	4.70	0.72	0.02	0.190

$N = 40$      $p < .05$

for Item 19 indicated less current and less ideal involvement than did the group as a whole. Note, however, that the difference between current and ideal was not a statistically significant one and no calculation was made to determine whether statistically significant difference existed between these responses and the data for the supervisors when not grouped by a demographic variable.

As indicated previously, this group of statistically significant differences between perceptions of current and ideal practices varied little from the total group of 45 respondents because of the size of this group of supervisors who held one or more kinds of school library certification. Twelve items, or 57 percent of the Curriculum and

TABLE 19

T TESTS FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
CURRICULUM AND INSTRUCTION ITEMS WITH STATISTICALLY  
SIGNIFICANT DIFFERENCES FOR SUPERVISORS HAVING  
SCHOOL LIBRARY CERTIFICATION

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
6	3.51	1.69	2.89	1.53	0.61	2.889
10	3.50	0.98	2.55	0.55	0.95	6.094
11	3.92	0.91	3.07	0.65	0.85	6.701
12	3.57	1.00	2.90	0.67	0.67	5.586
13	3.25	1.10	2.65	0.57	0.60	4.878
14	3.30	1.48	2.55	1.08	0.75	3.976
15	3.92	1.15	3.41	1.06	0.51	3.619
16	1.95	1.53	1.47	0.75	0.47	2.345
17	3.67	1.20	3.07	0.91	0.60	4.683
18	3.72	1.43	2.65	1.21	1.07	5.538
20	2.12	0.91	1.92	0.61	0.20	2.081
21	1.33	0.47	1.43	0.50	-0.10	2.084

N = 40    p < .05

Instruction tasks, had  $t$  values calculated at statistically significant levels as listed on Table 19. Comparison of the means for the total group and this group having school library certification showed a variety of differences. No pattern could be determined for greater or lesser involvement when the individual means and mean differences were compared. The  $t$  statistics for the group as a whole were greater in every case, but that was to be expected because of the greater number involved for the ungrouped data.

#### Supervisors Having No School Library Certification

Five respondents indicated that they held no type of school library certification. Responses from these supervisors were grouped and  $t$  statistics were calculated to determine whether there were statistically significant differences between perceptions of current and ideal levels of involvement for the various tasks listed on the survey. For the Curriculum and Instruction section of the instrument, the  $t$  scores for 17 of the items revealed no statistically significant differences between the two means as shown on Table 20.

Two items, numbers three and 19, showed perfect correlation for this group with a mean score for both current and ideal levels of 2.20 for item three and of 3.60 for item 19. Item three described the task of selecting appropriate nonprint materials for district level collections. It may be noted that this group had a lower mean for item 19 which described the task of acquisition and distribution of textbooks than any grouping of the supervisors. The lower mean for both current and ideal meant that this group perceived themselves to be currently



TABLE 20

T TESTS FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
 CURRICULUM AND INSTRUCTION ITEMS WITH NO STATISTICALLY  
 SIGNIFICANT DIFFERENCES FOR SUPERVISORS HAVING  
 NO SCHOOL LIBRARY CERTIFICATION

Item	Current		Ideal		Mean	
	M	SD	M	SD	Difference	t
1	3.20	1.30	2.40	0.54	0.80	1.372
2	3.60	1.51	3.20	1.30	0.40	1.633
3	2.20		2.20		Perfect Correlation	
4	4.40	0.89	3.40	1.14	1.00	1.825
5	4.20	1.09	3.40	1.14	0.80	1.372
6	2.40	1.67	2.60	1.51	-0.20	1.000
7	3.20	1.78	3.00	1.58	0.20	1.000
8	3.60	1.14	3.00	1.00	0.60	1.500
9	3.40	1.51	3.20	1.30	0.20	1.000
12	3.60	1.14	3.20	1.09	0.40	1.633
13	3.60	0.89	3.20	1.09	0.40	1.633
14	3.20	1.78	2.60	1.14	0.60	1.000
16	2.60	1.67	2.60	1.14	0.00	0.000
18	4.20	1.30	3.60	1.34	0.60	1.000
19	3.60		3.60		Perfect Correlation	
20	3.20	0.83	2.60	0.89	0.60	1.500
21	2.80	1.30	2.80	0.83	0.00	0.000

N = 5    p < .05

TABLE 21  
 T TESTS FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
 CURRICULUM AND INSTRUCTION ITEMS WITH STATISTICALLY  
 SIGNIFICANT DIFFERENCES FOR SUPERVISORS HAVING  
 NO SCHOOL LIBRARY CERTIFICATION

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
10	4.60	0.89	3.80	0.83	0.80	2.138
11	4.60	0.89	3.40	0.89	1.20	2.449
15	4.40	0.54	3.20	0.83	1.20	2.449
17	4.80	0.44	4.20	0.83	0.60	2.449

$N = 5$     $p < .05$

involved with this task to a greater degree than any other group. Furthermore, this group perceived the ideal to be a greater degree than any of the other groups.

When considering the group with no library certification, four items in the Curriculum and Instruction section of the instrument listed on Table 21 showed statistically significant differences between means of perceptions for current and ideal levels of involvement with the various Curriculum and Instruction tasks. The four items for which statistically significant differences were computed represented 19 percent of the total of 21 items for this section. This was the lowest number and percentage of  $t$  values which showed statistically

significant differences between the means for any of the demographic groupings. Two of the items with statistically significant different  $t$  statistics related to curriculum planning and involvement as did several of the prior groupings. Two other tasks had statistically significant differences between means with one being item 15 which described the task of coordinating computer assisted instruction for the library media centers of the district. The second task which had a statistically significant difference between means was item 17 which pertained to work with regional service centers to develop materials and to encourage participation in curriculum related inservice activities. For item 17, both current and ideal means reflected a perception of the lowest degree of involvement for any demographic grouping in the study.

#### PUBLIC RELATIONS AND COMMUNICATIONS

The second major section of the survey questionnaire had seven items related to Public Relations and Communications tasks. The seven items were

22. Prepare bulletins and newsletters for all campus level personnel relative to district level services and new acquisitions.
23. Prepare bulletins and newsletters for all campus level library media personnel relative to professional news, programming suggestions and/or book reviews.
24. Prepare bulletins and newsletters for all campus level personnel with suggestions for integrating varied learning materials in classroom activities.
25. Prepare bulletins or brochures about special library media programs

and facilities available at the district level.

26. Interpret the library media program to district level administrative personnel.
27. Interpret the library media program to parents and taxpayers.
28. Prepare videotapes, slides and multi-media presentations to promote and interpret the library media program.

Responses from participants were compiled and the  $t$  test for correlated samples was used to compute the statistically significant differences between means for perceptions of current levels of involvement with the tasks and perceptions of ideal levels of involvement with the same tasks. Again, as with the Curriculum and Instruction Items, data were sorted and grouped by date of birth of respondents, types of library science degrees and course work which had been completed by the respondents, and by the presence or absence of some type of school library certification. The various groupings were compared with each other and with the ungrouped data for the group as a whole. Table 22 shows the ungrouped data for the Public Relations and Communications Items for the entire group and for which no statistically significant differences between the two means were calculated.

When responses for items 23 and 26 were considered, it became apparent that the group as a whole took primary responsibility for publication of bulletins and newsletters for campus library media personnel as well as for the task of interpreting the library media program to district level administrative personnel. Responses indicated involvement to be in the range of "primary" to "sole" for both tasks and

TABLE 22  
 T TEST FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
 PUBLIC RELATIONS AND COMMUNICATIONS ITEMS WITH NO  
 STATISTICALLY SIGNIFICANT DIFFERENCES

Item	Current		Ideal		Mean	
	M	SD	M	SD	Difference	t
23	2.13	1.42	2.00	1.08	0.13	1.288
26	1.50	0.76	1.45	0.62	0.04	0.572

N = 45    p < .05

the means indicated that respondents felt the ideal situation was for them to have even greater involvement since the mean for current level was higher than the mean for the ideal level although the difference between the two means was not at a statistically significant level as indicated by the  $t$  score.

Five items, or 71 percent of the total of seven as shown on Table 23, were calculated with statistically significant differences between means indicating the perceptions of current and ideal levels of involvement with these tasks. While the responses to Item 23 related to communications with library media personnel indicated this task to be performed at a level acceptable to the supervisors, it was apparent from responses to items about communications to persons outside the library media field that supervisors considered the ideal level to be significantly greater than currently was the case. Responses indicated

TABLE 23

T TEST FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
PUBLIC RELATIONS AND COMMUNICATIONS ITEMS WITH  
STATISTICALLY SIGNIFICANT DIFFERENCES

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
22	2.73	1.55	2.20	1.09	0.53	2.939
24	3.60	1.37	2.82	1.09	0.77	4.719
25	2.44	1.34	2.11	0.88	0.33	2.406
27	2.53	1.09	2.00	0.73	0.53	3.529
28	3.18	1.36	2.22	0.80	0.95	5.114

N = 45    p < .05

that this was true for communications with persons, except with administrative personnel, within the school district as well as with persons outside the school district, e.g. parents and taxpayers.

Public Relations and Communications Items Grouped by Age of Respondents  
Supervisors Born Prior to 1940

Grouped by date of birth, the data about Public Relations and Communications tasks follows. The first group was made up of supervisors born prior to 1940 with the second group composed of supervisors born after 1939. For supervisors who were born prior to 1940, the data for the Public Relations and Communications section is presented in Tables 24 and 25.

TABLE 24

T TEST FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
PUBLIC RELATIONS AND COMMUNICATIONS ITEMS WITH NO STATISTICALLY  
SIGNIFICANT DIFFERENCES FOR SUPERVISORS BORN PRIOR TO 1940

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
23	2.00	1.38	1.92	1.17	0.07	0.570
25	2.40	1.33	2.11	1.01	0.29	1.869
26	1.26	0.53	1.34	0.56	-0.07	1.443

N = 27    p < .05

Repeating the findings for the ungrouped data, Items 23 and 26 found a level of response that did not reveal statistically significant differences between the means for the perceptions of current and ideal practices. Additionally, Item 25 had a  $t$  value below the statistically significant level. Item 25 pertained to preparation of bulletins or brochures about special library media programs and facilities available at the district level. Supervisors in this grouping, according to the mean for this item, perceived their current level of involvement to be greater than did the group as a whole, thus creating the situation for no statistically significant difference because the mean for the ideal was the same for this group as for the ungrouped data. Different from the ungrouped data was the mean difference for item 26 which showed a negative difference between current and ideal perceptions. While not

TABLE 25

T TEST FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
PUBLIC RELATIONS AND COMMUNICATIONS ITEMS WITH STATISTICALLY  
SIGNIFICANT DIFFERENCES FOR SUPERVISORS BORN PRIOR TO 1940

Item	Current		Ideal		Mean	
	M	SD	M	SD	Difference	t
22	2.81	1.64	2.14	1.13	0.66	2.498
24	3.40	1.39	2.77	1.05	0.63	3.030
27	2.48	1.05	1.96	0.64	0.51	2.762
28	3.11	1.45	2.30	0.92	0.80	3.757

N = 27    p < .05

statistically significant, this negative difference would mean a desire to have less responsibility for interpretation of the library media program to district level administrative personnel. At the same time, it should be noted that the mean for the ungrouped data showed that the group as a whole indicated less responsibility for both current and ideal perceptions than did the mean for those born prior to 1940. As seen on Table 25, except for Item 25, this group mirrored the group as a whole for the Public Relations and Communications items which revealed statistically significant differences between means indicating perceptions of current and ideal levels of involvement with the tasks described. Item 25 related to preparation of bulletins about special programs and facilities available at the district level for district



personnel and does not have a statistically significant  $t$  score for supervisors born prior to 1940.

#### Supervisors Born After 1939

The second age grouping was for those supervisors born after 1939. The 16 supervisors in this group selected responses which showed that two of the items had  $t$  scores which indicated statistically significant differences between the perceived current and ideal levels of involvement with the Public Relations and Communications tasks. The two statistically significant differences constituted 14 percent of the total of seven items in this section. Items with no statistically significant differences between means are shown on Table 26 while those with statistically significant differences between the two means are shown on Table 27.

Supervisors born after 1939 responded to two of the Public Relations and Communications items in such a way that there were statistically significant differences between the means for the perceptions of current and ideal levels of involvement with the tasks. The two were items 24 and 28, as seen in Table 27, and were two of the items with statistically significant differences for the group as a whole as well as for those supervisors born prior to 1940. Generally speaking, for items which showed no statistically differences between means, this group perceived themselves involved to a greater extent with the tasks than did the supervisors born prior to 1940.

TABLE 26

T TEST FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
PUBLIC RELATIONS AND COMMUNICATIONS ITEMS WITH NO STATISTICALLY  
SIGNIFICANT DIFFERENCES FOR SUPERVISORS BORN AFTER 1939

Item	Current		Ideal		Mean	
	M	SD	M	SD	Difference	t
22	2.50	1.50	2.18	1.10	0.31	1.320
23	2.31	1.49	2.06	0.99	0.25	1.463
25	2.50	1.36	2.06	0.68	0.43	1.600
26	1.75	0.77	1.68	0.70	0.06	1.000
27	2.50	1.09	2.18	0.83	0.31	1.775

N = 16    p < .05

TABLE 27

T TEST FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
PUBLIC RELATIONS AND COMMUNICATIONS ITEMS WITH STATISTICALLY  
SIGNIFICANT DIFFERENCES FOR SUPERVISORS BORN AFTER 1939

Item	Current		Ideal		Mean	
	M	SD	M	SD	Difference	t
24	4.06	1.18	2.93	1.23	1.12	4.136
28	3.18	1.27	2.12	0.61	1.06	2.959

N = 16    p < .05

Public Relations and Communications Items Grouped by Type of Degree  
Supervisors Holding Master's Degrees from ALA Accredited Library Schools

Four groups were formed for supervisors according to the type of library science degree indicated on the survey instrument. A full explanation of the four groups will be found in the section on Curriculum and Instruction. The grouping for the Public Relations and Communications section was structured in the same manner. The data for the group having master's degrees from schools of library science which were accredited by the American Library Association were presented in Tables 28 and 29.

Table 28 presents the items for which this group's responses showed no statistically significant differences between the means of perceptions

TABLE 28

T TEST FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:

PUBLIC RELATIONS AND COMMUNICATIONS ITEMS WITH NO STATISTICALLY  
 SIGNIFICANT DIFFERENCES FOR SUPERVISORS WITH MASTER'S DEGREES FROM  
LIBRARY SCHOOLS ACCREDITED BY AMERICAN LIBRARY ASSOCIATION

Item	Current		Ideal		Mean	
	M	SD	M	SD	Difference	t
23	1.57	0.64	1.64	0.49	-0.07	0.563
25	2.78	1.25	2.21	0.57	0.57	2.103
26	1.42	0.51	1.57	0.51	-0.14	1.472
27	2.78	0.97	2.28	0.46	0.50	1.989

N = 14    p < .05

of the current and ideal levels of involvement with the tasks as listed. Especially notable were the two items, 23 and 26, which had negative mean differences between the current and ideal levels of involvement. While not statistically significant, this did indicate the possibility of a perception that the current situation places too much of the responsibility for these tasks on the supervisors. The two items related to preparation of bulletins about professional news and programming suggestions for library media personnel of the district and about interpretation of the library media program to district level administrative personnel.

Three items, or 43 percent of those in the Public Relations and Communications category, were found to have  $t$  scores which indicated

TABLE 29

T TEST FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
PUBLIC RELATIONS AND COMMUNICATIONS ITEMS WITH STATISTICALLY  
SIGNIFICANT DIFFERENCES FOR SUPERVISORS WITH MASTER'S DEGREES  
FROM LIBRARY SCHOOLS ACCREDITED BY AMERICAN LIBRARY ASSOCIATION

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
22	3.07	1.63	2.00	1.03	1.07	2.687
24	4.21	0.89	2.92	0.82	1.28	4.837
28	3.21	1.31	2.07	0.47	1.14	3.308

N = 14    p < .05

statistically significant differences between means for perceptions of current and ideal levels of involvement with the tasks described.

The three items dealt with communication about library media materials and techniques to persons outside the school library field and to interpretation of the library program using various audiovisual presentations prepared by the supervisor.

Supervisors Holding Master's Degrees from Library Schools

Not Accredited by American Library Association

Supervisors who had master's degrees from schools of library science that were not accredited by the American Library Association constituted

TABLE 30

T TEST FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:

PUBLIC RELATIONS AND COMMUNICATIONS ITEMS WITH NO STATISTICALLY  
SIGNIFICANT DIFFERENCES FOR SUPERVISORS WITH MASTER'S DEGREES FROM  
LIBRARY SCHOOLS NOT ACCREDITED BY AMERICAN LIBRARY ASSOCIATION

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
22	2.28	1.38	2.21	1.12	0.07	0.434
23	1.92	1.26	1.85	0.94	0.07	0.434
24	3.07	1.54	2.50	1.28	0.57	1.962
25	2.28	1.43	2.00	0.87	0.28	1.169
26	1.42		1.42		Perfect correlation	
27	2.07	0.91	1.71	0.82	0.35	2.110

N = 14 p < .05

TABLE 31

T TEST FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
PUBLIC RELATIONS AND COMMUNICATIONS ITEMS WITH STATISTICALLY  
SIGNIFICANT DIFFERENCES FOR SUPERVISORS WITH MASTER'S DEGREES FROM  
LIBRARY SCHOOLS NOT ACCREDITED BY AMERICAN LIBRARY ASSOCIATION

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
28	3.00	1.46	2.14	0.94	0.32	2.604
N = 14 p < .05						

the second grouping by type of degree. Fourteen persons made up this category. For the items in the Public Relations and Communications section of the instrument, there was one  $t$  score which indicated a statistically significant difference between means for perceptions of current and ideal levels of involvement with the task detailed. Table 30 shows the means, the standard deviations, the mean difference, and the  $t$  values for supervisors who held master's degrees from schools of library science not accredited by the American Library Association for items which had no statistically significant differences between means.

Only item 28, shown on Table 31, had a  $t$  value calculated at a statistically significant level for this grouping. The item related to preparation of audiovisual presentations to communicate information about the school library media program to those outside the library

field. Correlation of the two means indicated that supervisors in the group under consideration perceived that they should be participating in this activity to a greater degree.

Supervisors Holding Master's of Education Degrees and Having Some Library Science Course Work

Supervisors who held master's degrees in education and who indicated some course work in library science were designated as a third grouping of supervisors in this category. Just as with the previous groups, supervisors holding master's degrees in education and indicating some library science course work responded to queries about their

TABLE 32

T TEST FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
PUBLIC RELATIONS AND COMMUNICATIONS ITEMS WITH NO STATISTICALLY  
SIGNIFICANT DIFFERENCES FOR SUPERVISORS WITH MASTER'S DEGREES  
IN EDUCATION AND SOME LIBRARY SCIENCE COURSE WORK

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
22	1.88	1.26	1.66	0.50	0.22	0.450
23	1.44	0.72	1.44	0.52	0.00	0.000
24	2.88	1.61	2.66	1.00	0.22	0.554
25	1.66	1.00	1.66	0.50	0.00	0.000
26	1.11		1.11		Perfect correlation	
27	2.33	1.00	1.88	0.60	0.44	1.078
28	2.62	1.40	2.12	0.64	0.50	1.080
<u>N = 14 p &lt; .05</u>						

perceptions of current and ideal levels of involvement for various tasks and responsibilities. Table 32 shows items which had no statistically significant differences between the means for the two categories. A study of the  $t$  scores for this category shows that there were no items having statistically significant differences between means for current and ideal levels of involvement for tasks described.

Supervisors Having No Library Science Course Work

For supervisors in the fourth group, those who indicated no library science course work,  $t$  values have been calculated for statistically significant differences between means for current and ideal levels of responsibility for the tasks in the Public Relations and Communications

TABLE 33

T TEST FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
PUBLIC RELATIONS AND COMMUNICATIONS ITEMS WITH NO STATISTICALLY  
SIGNIFICANT DIFFERENCES FOR SUPERVISORS  
HAVING NO LIBRARY SCIENCE COURSE WORK

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
25	3.00	1.41	2.62	1.40	0.37	1.157
26	2.28	1.25	1.71	0.95	0.57	1.333
27	3.12	1.45	2.12	0.99	1.00	2.000
N = 8    p < .05						



section of the survey questionnaire. Table 33 presents items for which no statistically significant differences were found for the seven items listed while Table 34 presents those items in the category which did have statistically significant differences.

Four items, or 57 percent of the items in the Public Relations and Communications section, had  $t$  scores which indicated statistically significant differences between means for current and ideal levels of involvement with the tasks listed. The first three of these items described duties related to publications for advertising materials and services available to all school personnel, as well as items especially for school library personnel. Item 28 described the task of

TABLE 34

T TEST FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
PUBLIC RELATIONS AND COMMUNICATIONS ITEMS WITH STATISTICALLY  
SIGNIFICANT DIFFERENCES FOR SUPERVISORS  
HAVING NO LIBRARY SCIENCE COURSE WORK

Item	Current		Ideal		Mean	
	M	SD	M	SD	Difference	t
22	3.87	1.35	3.12	1.24	0.75	2.393
23	4.25	1.38	3.50	1.30	0.75	3.000
24	4.25	0.70	3.37	1.18	0.87	2.497
28	4.00	1.06	2.75	1.03	1.25	3.034

$N = 8$   $p < .05$

promoting the library media program through various audiovisual presentations. For each task described, while the group under consideration perceived ideal level of involvement to be greater than was currently practiced, means for this group showed perceptions of lower levels of involvement for both current and ideal categories than was true for any of the other three degree groupings.

Public Relations and Communications Items Grouped  
by Certification

Supervisors Having School Library Certification

In addition to date of birth and degrees held, the participants were grouped according to the presence or absence of school library certification. Various types of school library and learning resources specialist certification were described in the demographic section of

TABLE 35

T TEST FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
PUBLIC RELATIONS AND COMMUNICATIONS ITEMS WITH NO STATISTICALLY  
SIGNIFICANT DIFFERENCES FOR SUPERVISORS  
HAVING SCHOOL LIBRARY CERTIFICATION

Item	Current		Ideal		Mean	
	M	SD	M	SD	Difference	t
23	1.82	1.17	1.77	0.89	0.05	0.466
26	1.33	0.52	1.38	0.54	-0.05	1.433
N = 40    p < .05						

the questionnaire. Type or types of certification was most likely to depend upon several factors including the date certification was requested, the type of courses taken and the type of certification requested. For that reason, the types of school library certification were not differentiated. Forty of the 45, or 89 percent of the participants, had one or more types of school library certification.

TABLE 36

T TEST FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
PUBLIC RELATIONS AND COMMUNICATIONS ITEMS WITH STATISTICALLY  
SIGNIFICANT DIFFERENCES FOR SUPERVISORS  
HAVING SCHOOL LIBRARY CERTIFICATION

Item	Current		Ideal		Mean Difference	<u>t</u>
	M	SD	M	SD		
22	2.55	1.53	2.05	1.01	0.50	2.508
24	3.52	1.41	2.77	1.09	0.75	4.210
25	2.35	1.31	2.00	0.78	0.35	2.333
27	2.40	1.00	1.95	0.67	0.45	3.146
28	3.05	1.37	2.12	0.69	0.92	4.635
N = 40    p < .05						

The two items for which the t scores showed no statistically significant differences between means, as shown on Table 35, pertained to publication of information to school library personnel about professional news and programming suggestions and about promotion of

the library media program through audiovisual presentations.

Five of the seven items, or 71 percent in the Public Relations and Communications section of the survey, as listed on Table 36, had  $t$  values which reflected statistically significant differences between means for current and ideal levels of involvement with the tasks. Items in this category which indicated statistically significant differences duplicated the items with statistically significant  $t$  values for the group as a whole. Such a fact was not surprising though because this group constituted such a large percentage of the entire group.

#### Supervisors Having No School Library Certification

Five persons composed the grouping of supervisors who indicated no school library certification. Table 37 shows the items with no statistically significant differences between means for current and ideal levels of involvement with the tasks for the Public Relations and Communications section of the survey. Table 38 lists item 28 for which the  $t$  scores indicated statistically significant differences between means for the group under consideration.

Six items showed no statistically significant differences between means for current and ideal levels of involvement with the tasks described. For item 28 this was one of only two demographic groupings, the other being those who held a master's degree in education and some library science course work, which did not have a  $t$  value which indicated a statistically significant difference between means.

While this group's  $t$  score for item 23 showed a statistically significant difference between the means, it may be noted that the

TABLE 37

T TEST FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
PUBLIC RELATIONS AND COMMUNICATIONS ITEMS WITH NO STATISTICALLY  
SIGNIFICANT DIFFERENCES FOR SUPERVISORS  
HAVING NO SCHOOL LIBRARY CERTIFICATION

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
22	4.20	0.83	3.40	1.14	0.80	2.138
24	4.20	0.83	3.20	1.09	1.00	2.236
25	3.20	1.48	3.00	1.22	0.20	0.534
26	2.80	1.09	2.00	1.00	0.80	1.372
27	3.60	1.34	2.40	1.14	1.20	1.633
28	4.20	0.83	3.00	1.22	1.20	2.058

N = 5    p < .05

means for both current and ideal were markedly lower than the means for the group as a whole for this item. From the ungrouped data, it may be observed that the mean for the current level of involvement was 2.13 while for the group with no school library certification the mean for the current level is 4.60. For the ideal levels, the ungrouped data showed a mean of 2.00 for this group while the group with no school library certification is 3.80. It was apparent that the group as a whole currently participated in this activity to a greater degree than did the group with no school library certification and that while the group

who had no school library certification saw a need for more involvement as ideal, their level of ideal involvement was lower than was currently the practice for the group as a whole.

TABLE 38

T TEST FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
PUBLIC RELATIONS AND COMMUNICATIONS ITEMS WITH STATISTICALLY  
SIGNIFICANT DIFFERENCES FOR SUPERVISORS  
WITH NO SCHOOL LIBRARY CERTIFICATION

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
23	4.60	0.54	3.80	0.83	0.80	4.000
N = 5    p < .05						

#### ADMINISTRATION AND BUDGET

A third major section of the questionnaire described 22 tasks classified in the areas of Administration and Budget. The 22 items in the Administration and Budget segment of the survey were

29. Develop a handbook of basic procedures, goals and objectives for the district library media program.
30. Direct and coordinate centralized acquisition of print materials at the district level.
31. Direct and coordinate centralized acquisition of nonprint materials.
32. Direct and coordinate centralized acquisition of computer software.

33. Direct and coordinate centralized acquisition of audiovisual equipment for all campus units.
34. Supervise district level central processing of print materials.
35. Develop policies and procedures for licensing of video recordings.
36. Develop policies and procedures for site licenses for computer software.
37. Provide and supervise central processing of nonprint materials at the district level.
38. Set procedures for handling requests for reconsideration of materials housed in district level collections.
39. Set procedures for handling requests for reconsideration of materials housed in campus library media collections.
40. Supervise acquisition and distribution of instructional and office supplies for all district components.
41. Direct and coordinate planning and/or remodeling of campus library media facilities.
42. Evaluate professional campus level library media personnel.
43. Evaluate noncertificated campus level library media personnel.
44. Plan and propose the annual budget allocations for all campus level library media centers of the district.
45. Coordinate and approve orders and requisitions from all campus library media centers in the district.
46. Plan and propose the annual budget for the district level library media services component.

47. Assemble and report data about the library media program for the school administration.
48. Direct district level production of media and instructional materials.
49. Supervise and direct audiovisual equipment maintenance and repair.
50. Cooperate with district and campus administrators in selecting staff members for library media centers.

As with the two foregoing sections, data for Administration and Budget items were examined from three perspectives with groupings by date of birth of the supervisors, degrees held by the supervisors and absence or presence of school library certification. Data showed responses with supervisors not grouped by any demographic variable is presented on Tables 39 and 40.

Fewer than half the items in the Administration and Budget section had  $t$  values that indicated no statistically significant differences between means for the perceptions of current and ideal levels of involvement with the various tasks. Some of the tasks for which no statistically significant differences existed between the means were items which had been more uniformly attributed as duties of the school library media supervisor across a period of years, e.g. development of a handbook of basic procedures, providing for procedures to handle requests for reconsideration of materials at the campus and district levels.

Calculations showed that thirteen items, or 54 percent of the Administration and Budget items, had  $t$  scores that indicated



TABLE 39  
 T TESTS FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
 ADMINISTRATION AND BUDGET ITEMS WITH NO STATISTICALLY  
 SIGNIFICANT DIFFERENCES BETWEEN MEANS

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
29	1.72	0.89	1.68	0.60	0.04	0.572
31	2.46	1.59	2.16	1.27	0.30	1.957
38	1.75	0.88	1.68	0.66	0.06	1.000
39	1.93	1.00	1.84	0.82	0.08	1.430
40	4.11	1.09	3.97	1.15	0.13	1.288
41	2.55	1.11	2.35	0.80	0.20	1.500
45	2.22	1.37	2.02	1.23	0.20	1.706
46	1.46	0.89	1.37	0.64	0.08	1.000
47	1.46	0.91	1.44	0.78	0.02	0.443

$N = 45$     $p < .05$

statistically significant differences between perceptions held by supervisors about the current and ideal levels of involvement with the tasks listed. Several of the items in this group pertained to responsibilities related to acquisition and processing of print and nonprint materials and centralized acquisition and management of various types of materials such as computer software and licensing for video materials. An unexpected finding was statistical significance

TABLE 40  
 T TESTS FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
 ADMINISTRATION AND BUDGET ITEMS WITH STATISTICALLY  
 SIGNIFICANT DIFFERENCES BETWEEN MEANS

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
30	2.40	1.51	2.13	1.24	0.27	2.294
32	3.54	1.45	3.15	1.29	0.38	2.366
33	3.27	1.51	2.86	1.31	0.41	2.868
34	2.90	1.82	2.40	1.58	0.50	2.618
35	3.45	1.62	2.79	1.53	0.65	3.586
36	4.50	1.04	4.06	1.26	0.43	3.279
37	3.02	1.78	2.43	1.43	0.59	2.975
48	3.22	1.41	2.57	1.17	0.64	4.125
49	3.44	1.58	3.06	1.48	0.37	2.463
50	2.47	1.11	2.15	0.68	0.31	2.738

$N = 45$     $p < .05$

differences between means for items 30 and 34 pertaining to coordination of centralized acquisition and processing of print materials. A finding by Bell (1981) was that these were the services most often under the direction of the district library media director, yet the group's responses indicated a perception that greater involvement was needed.

In the case of item 36, pertaining to obtaining site licenses for

computer software, it was true that a statistically significant difference between means existed, but the means were 4.50 for current level of involvement with the perception of ideal mean at 4.06. Means which had such numerical values indicated relatively little current involvement and little vision that this task legitimately belonged within the scope of responsibility for the library media supervisor.

#### Administration and Budget Items Grouped by Age of Supervisors

##### Supervisors Born Prior to 1940

As with previous sections, two groupings by date of birth were used. One group was supervisors born prior to 1940 with the second group made up of supervisors born after 1939. Tables 41 and 42 present data for Administration and Budget Items for the group with birth dates prior to 1940. Sixteen items from the Administration and Budget section, as seen on Table 41, had  $t$  values which indicated no statistically significant differences between means for perceptions of current and ideal levels of involvement with the tasks.

$T$  tests for statistically significant differences between means for supervisors born prior to 1940, as listed on Table 42, revealed six statistically significant differences between means for Administration and Budget Items, or 32 percent of the total number of items in this section of the survey. Three of these statistically significant differences, items 33, 35 and 37, were in the area of acquisition of audiovisual equipment, site licensing of video recordings and centralized processing of nonprint materials. For each of these tasks, this group of supervisors saw an ideal level of involvement to be

TABLE 41  
 T TESTS FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
 ADMINISTRATION AND BUDGET ITEMS WITH NO STATISTICALLY  
 SIGNIFICANT DIFFERENCES BETWEEN MEANS  
 FOR SUPERVISORS BORN PRIOR TO 1940

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
29	1.61	0.89	1.53	0.64	0.07	1.000
30	1.92	1.26	1.84	1.08	0.07	1.000
31	2.16	1.46	1.96	1.09	0.20	1.095
32	3.42	1.47	3.15	1.28	0.26	1.192
34	2.23	1.63	2.07	1.38	0.15	0.890
38	1.59	0.69	1.59	0.63	0.00	0.000
39	1.74	0.65	1.74	0.59	0.00	0.000
40	4.11	1.08	4.14	1.13	-0.03	0.440
41	2.37	1.00	2.29	0.86	0.07	0.527
44	2.18	1.00	1.85	0.60	0.33	1.882
45	2.14	1.32	1.96	1.19	0.18	1.154
46	1.44	0.69	1.40	0.57	0.03	0.296
47	1.33	0.73	1.37	0.74	-0.03	1.000
49	3.55	1.52	3.11	1.42	0.44	2.000
50	2.23	0.95	2.03	0.77	0.19	1.729

N = 27    p < .05

TABLE 42  
 T TESTS FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
 ADMINISTRATION AND BUDGET ITEMS WITH NO STATISTICALLY  
 SIGNIFICANT DIFFERENCES BETWEEN MEANS  
 FOR SUPERVISORS BORN PRIOR TO 1940

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
33	3.24	1.45	2.72	1.20	0.52	2.486
35	3.42	1.67	2.88	1.58	0.53	2.409
36	4.57	1.02	4.23	1.17	0.34	2.086
37	2.76	1.83	2.19	1.32	0.57	2.260
42	2.92	1.38	2.36	0.95	0.56	3.055
43	4.24	1.30	3.16	1.31	1.08	5.013

N = 27    p < .05

greater than was currently practiced. Item 35, pertaining to site licensing for video recordings, with a standard deviation of 1.67 for current and 1.58 for Ideal, indicated a fairly wide range of perceptions for both current and Ideal levels of involvement. The wide range of perceptions seemed to indicate that time would be needed for determination of a consensus about the level of involvement in this area for school library media supervisors.

#### Supervisors Born After 1939

Table 43 shows Administration and Budget items for supervisors born

after 1939 for which the  $t$  values indicated no statistically significant differences between means. Item 29 pertaining to development of a handbook of basic procedures for the district library media program had a negative mean difference between current and ideal perceptions for level of involvement with this task. It should be noted, however, that this difference did not have a  $t$  value at a level that was statistically significant for the difference between the two means.

Six Administration and Budget items, or 25 percent, were calculated to have  $t$  scores which indicated statistically significant differences between means for current and ideal perceptions of involvement with the tasks listed in this section. While supervisors born after 1939 were found to have differences between means for some of the same items as supervisors born prior to 1940, all items with statistically significant differences between means, as indicated by the  $t$  scores calculated, were not the same for both groups. While those born prior to 1940 had a statistically significant difference between means for item 33, pertaining to centralized acquisition of audiovisual equipment, those born after 1939 did not have a statistically significant difference between means for that item which would indicate that they were performing the task at a level considered to be closer to ideal than was the case for the group born prior to 1940. The means for current level of involvement for the two groups were quite close. The difference lay in the means for ideal. While the group born after 1939 chose levels close to the current level of involvement, those born before 1940 chose a higher ideal level of involvement, as reflected by the mean of 2.72 as

TABLE 43

T TESTS FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
 ADMINISTRATION AND BUDGET ITEMS WITH NO STATISTICALLY  
 SIGNIFICANT DIFFERENCES BETWEEN MEANS  
 FOR SUPERVISORS BORN AFTER 1939

Item	Current		Ideal		Mean	
	M	SD	M	SD	Difference	t
29	1.81	0.75	1.87	0.50	-0.06	0.564
30	3.12	1.54	2.56	1.36	0.56	1.951
31	2.93	1.73	2.56	1.50	0.37	1.307
32	3.68	1.49	3.25	1.39	0.43	1.815
33	3.25	1.69	3.06	1.52	0.18	0.899
36	4.43	1.09	3.93	1.38	0.50	2.070
37	3.37	1.78	2.87	1.62	0.50	1.414
38	1.87	1.02	1.81	0.65	0.06	0.435
39	2.06	1.23	1.93	0.99	0.12	1.000
40	4.06	1.18	3.75	1.23	0.31	1.431
41	2.81	1.10	2.31	0.60	0.50	2.070
45	2.25	1.39	2.06	1.28	0.18	1.000
46	1.56	1.20	1.37	0.80	0.18	1.378
47	1.44	0.98	1.41	0.78	0.03	0.441
49	3.31	1.66	3.00	1.54	0.31	1.431
50	2.75	1.18	2.31	0.47	0.43	1.815

$N = 16$   $p < .05$

TABLE 44  
 T TESTS FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
 ADMINISTRATION AND BUDGET ITEMS WITH STATISTICALLY  
 SIGNIFICANT DIFFERENCES BETWEEN MEANS  
 FOR SUPERVISORS BORN AFTER 1939

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
34	3.93	1.69	2.81	1.79	1.12	2.764
35	3.56	1.63	2.81	1.51	0.75	2.323
42	3.56	1.15	2.81	0.75	0.75	2.818
43	4.07	1.20	3.07	0.99	1.00	3.372
44	2.31	1.44	1.81	0.83	0.50	2.236
48	3.31	1.44	2.56	1.31	0.75	2.422

N = 16    p < .05

opposed to the mean of 3.06 by the other group. Still another difference between the two groups was item 34 pertaining to supervision of centralized processing of print materials. Supervisors born prior to 1940 had means for which no statistically significant difference was present. On the other hand, the group born after 1939 had a  $t$  statistic indicating a statistically significant difference between the means. It should be noted, however, that those born prior to 1940 selected levels for both current and ideal perceptions that indicated greater levels of involvement than either current or ideal perceptions for the group born



after 1939. Apparently the group born prior to 1940 was more involved with this task than the group born after 1939 and they viewed it as a task in which they should retain much responsibility while the younger group seemed to perceive a lower current level of involvement, but their choices for ideal indicated a desire to become involved with this task to a greater degree.

#### Administration and Budget Items Grouped by Types of Degrees

Supervisors were grouped by four demographic variables depending upon the types of library education indicated on the survey. One group was those persons holding master's degrees in library science from schools of library science accredited by the American Library Association. Another group was supervisors holding master's degrees from schools of library science not accredited by the American Library Association. A third group was supervisors holding master's degrees in education and having some school library course work. A fourth group was supervisors indicating no school library course work. The fourth group, as noted previously, included eight supervisors. Five of those indicated no school library course work and no school library certification. Three respondents, however, indicated no school library course work, but did indicate school library certification. As noted earlier, it was probable that those three persons did have some school library course work, but they were included with this group as having no school library course work on the basis of responses to this section of the questionnaire to avoid making assumptions which could not be substantiated by data collected from survey participants.

TABLE 45  
 T TESTS FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
 ADMINISTRATION AND BUDGET ITEMS WITH NO STATISTICALLY SIGNIFICANT  
 DIFFERENCES BETWEEN MEANS FOR SUPERVISORS HAVING MASTER'S OF  
 LIBRARY SCIENCE FROM SCHOOLS OF LIBRARY SCIENCE ACCREDITED  
 BY AMERICAN LIBRARY ASSOCIATION

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
29	1.38	0.50	1.53	0.51	-0.15	1.477
30	2.28	1.68	2.07	1.38	0.21	0.898
31	2.76	1.87	2.15	1.34	0.61	1.600
32	4.07	1.20	3.35	1.33	0.71	2.110
33	3.38	1.75	2.84	1.46	0.53	1.533
34	2.28	1.81	2.07	1.63	0.21	0.714
35	3.00	1.51	2.50	1.28	0.50	1.713
36	4.50	1.09	4.14	1.35	0.35	2.110
37	2.85	1.95	2.14	1.35	0.71	1.932
38	1.50		1.50		Perfect Correlation	
39	1.64		1.64		Perfect Correlation	
40	4.50		4.50		Perfect Correlation	
41	2.50	0.75	2.14	0.53	0.35	2.110
42	2.76	0.83	2.38	0.65	0.38	2.132
44	2.00	1.03	1.71	0.61	0.28	1.169
45	2.07	1.38	1.85	1.23	0.21	1.384
46	1.35	0.63	1.28	0.46	0.07	0.434
47	1.21	0.42	1.28	0.46	-0.07	1.000
49	3.21	1.62	2.85	1.40	0.35	1.161
50	2.00	0.55	1.92	0.47	0.07	1.000

N = 14. p < .05

Supervisors Holding Master's Degrees from Library Schools Accredited  
by American Library Association

Tables 45 and 46 contain data for supervisors holding master's degrees from schools of library science accredited by the American Library Association. Only two items, or eight percent of the total Administration and Budget items as shown on Table 46, had  $t$  values that indicated statistically significant differences between means for perceptions of current and ideal levels of involvement. Those two items pertained to evaluation of noncertificated campus level library media personnel and district level production of media and instructional materials. Apparently this group had arrived at levels of involvement for the majority of tasks enumerated in this section of the survey which

TABLE 46

T TESTS FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
ADMINISTRATION AND BUDGET ITEMS WITH STATISTICALLY SIGNIFICANT  
DIFFERENCES BETWEEN MEANS FOR SUPERVISORS HAVING MASTER'S  
OF LIBRARY SCIENCE FROM SCHOOLS OF LIBRARY SCIENCE  
ACCREDITED BY AMERICAN LIBRARY ASSOCIATION

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
43	4.50	1.00	3.58	1.16	0.91	2.930
48	3.57	1.45	2.71	1.20	0.85	2.481

$N = 14$   $p < .05$

TABLE 47

T TESTS FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
 ADMINISTRATION AND BUDGET ITEMS WITH NO STATISTICALLY SIGNIFICANT  
 DIFFERENCES BETWEEN MEANS FOR SUPERVISORS HAVING MASTER'S OF  
 LIBRARY SCIENCE FROM SCHOOLS OF LIBRARY SCIENCE NOT  
 ACCREDITED BY AMERICAN LIBRARY ASSOCIATION

Item	Current		Ideal		Mean	
	M	SD	M	SD	Difference	t
29	1.57	0.51	1.64	0.49	-0.07	1.000
30	2.28	1.48	2.07	1.38	0.21	1.384
31	2.57	1.74	2.28	1.58	0.28	1.295
32	3.00	1.66	2.64	1.44	0.35	1.438
34	2.92	1.73	2.42	1.50	0.50	1.713
36	4.28	1.32	3.92	1.38	0.35	1.325
37	3.14	1.65	2.85	1.61	0.28	1.748
38	1.57	0.51	1.57	0.51	0.00	0.000
39	1.64	0.49	1.57	0.51	0.07	1.000
40	3.78		3.78		Perfect Correlation	
41	2.35	1.15	2.14	0.53	0.21	0.714
44	2.35	1.33	1.78	0.69	0.57	1.962
45	2.28	1.38	1.92	1.14	0.35	1.099
46	1.28		1.28		Perfect Correlation	
47	1.42		1.42		Perfect Correlation	
49	3.35	1.69	2.92	0.42	0.54	1.710
50	2.21	1.12	1.92	0.47	0.28	1.169

N = 14 p < .05

were near their perceptions of ideal levels since so few of the items had statistically significant differences between the means for current and ideal levels.

Supervisors Having Master's Degrees From Library Science Schools Not Accredited by American Library Association

Tables 47 and 48 present data from the Administration and Budget section of the questionnaire for supervisors who held a master's degrees from schools of library science which were not accredited by the American Library Association. Five items, or 21 percent of the tasks from the

TABLE 48

T TESTS FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
ADMINISTRATION AND BUDGET ITEMS WITH STATISTICALLY SIGNIFICANT  
DIFFERENCES BETWEEN MEANS FOR SUPERVISORS HAVING MASTER'S OF  
LIBRARY SCIENCE FROM SCHOOLS OF LIBRARY SCIENCE NOT  
ACCREDITED BY THE AMERICAN LIBRARY ASSOCIATION

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
33	3.21	1.57	2.71	1.26	0.50	2.188
35	3.28	1.81	2.42	1.39	0.85	2.196
42	3.50	1.40	2.42	0.75	1.07	3.741
43	4.07	1.20	3.07	0.99	1.00	3.372
48	3.00	1.51	2.35	1.21	0.64	3.228

$N = 14$   $p < .05$

Administration and Budget section of the survey, had  $t$  values which indicated statistically significant differences between means for perceptions of current and ideal levels of involvement with the tasks described. Responses for items 42 and 43 indicated that supervisors in this group felt a need for more involvement with the evaluation procedures for both professional and noncertificated personnel at the campus level. Means for this group and for those holding degrees from ALA accredited schools of library science indicated that the latter perceived themselves to have greater involvement with evaluation of professional library media personnel than did those holding degrees from non ALA accredited schools of library science.

Supervisors with Master's of Education Degrees and

Some Library Science Course Work

As may be seen on Tables 49 and 50, supervisors with master's of education degrees with some school library course work were computed with only two items in the area of Administration and Budget having  $t$  scores indicating statistically significant differences between means for perceptions of current and ideal levels of responsibility. Indications were that supervisors in this group considered their efforts with the tasks listed to be close to their perceptions of ideal levels of involvement. One of the items with a statistically significant difference between means was item 36 which described the task of developing policies and procedures for site licenses for computer software. From responses about current responsibilities, it appeared that few supervisors had much, if any, responsibility for this task.

TABLE 49  
 T TESTS FOR DIFFERENCES BETWEEN MEANS OF PERCEPTIONS CURRENT AND IDEAL:  
 ADMINISTRATION AND BUDGET ITEMS WITH NO STATISTICALLY SIGNIFICANT  
 DIFFERENCES BETWEEN MEANS FOR SUPERVISORS HAVING MASTER'S OF  
 EDUCATION WITH SOME LIBRARY SCIENCE COURSE WORK

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
29	1.88	1.26	1.66	0.70	0.22	1.000
30	1.77	0.97	1.66	0.70	0.11	0.554
31	1.55	0.52	1.66	0.70	-0.11	0.554
32	3.22	1.30	3.11	0.92	0.11	0.359
33	3.33	1.32	3.33	1.32	0.00	0.000
34	3.11	2.02	2.11	1.45	1.00	1.664
35	3.44	1.74	2.88	1.83	0.55	1.474
37	3.11	2.02	2.11	1.45	1.00	1.664
38	1.55	0.72	1.55	0.52	0.00	0.000
39	1.77	0.66	1.66	0.50	0.11	1.000
40	3.88	1.36	3.55	1.42	0.33	1.000
41	2.00	0.70	2.22	0.83	-0.22	0.800
42	3.33	1.65	2.55	1.13	0.77	1.941
44	2.00	1.00	1.66	0.70	0.33	1.414
45	2.11	1.26	2.00	1.32	0.11	1.000
46	1.11		1.11		Perfect Correlation	
47	1.11		1.11		Perfect Correlation	
48	3.33	1.50	2.77	1.56	0.55	1.250
49	4.11	1.11	3.44	1.23	0.66	1.414
50	2.66	1.11	2.44	1.01	0.22	1.000

N = 9 p < .05

Responses indicated that this group of supervisors felt a need to become more involved with such tasks. Item 43, the second with a statistically significant difference between means, pertained to

TABLE 50

T TESTS FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
ADMINISTRATION AND BUDGET ITEMS WITH STATISTICALLY SIGNIFICANT  
DIFFERENCES BETWEEN MEANS FOR SUPERVISORS HAVING MASTER'S  
OF EDUCATION WITH SOME LIBRARY SCIENCE COURSE WORK

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
36	4.66	0.70	3.77	1.30	0.88	2.285
43	4.44	1.13	3.33	1.32	1.11	2.443

N = 9    p < .05

evaluation of noncertificated campus level library media personnel. While the mean for current level of responsibility indicated little responsibility, this group of supervisors selected responses that indicated a desire for more responsibility in this area.

#### Supervisors Having No Library Science Course Work

Repeating the pattern set for the other two segments of the survey, the final grouping by degree was for those persons who indicated no school library course work. As noted earlier, three respondents in this group held some type of school library certification, but no library science course work was indicated on their responses for the demographic



information section of the questionnaire. Probably it may be presumed that the three supervisors had some school library course work since they held school library certification. However, statistical computations were made based on actual responses on the survey instrument, therefore, responses from these three supervisors were included with the present group. Table 51 shows items for which the  $t$  values revealed no statistically significant differences between means for perceptions of current and ideal levels of involvement with the Administration and Budget tasks.

As seen on Table 52, only two Administration and Budget items had  $t$  scores which indicated statistically significant differences between means for perceptions of current and ideal levels of involvement with the activities described. Items 43 and 50 pertained to duties related to evaluation of noncertificated campus level library media personnel and to assisting with selection of staff members for library media centers. All four groupings of supervisors by type of degree had the same finding of a statistically significant difference between means for item 43. When comparing the mean for perceptions about current levels of involvement for item 50 about selection of staff members, with a mean of 3.71, this group's responses indicated that only the group with no school library certification had as low a level of current involvement with this task as did the present group. While this group perceived a lower level of involvement with this task, there was an indication that these supervisors saw the ideal level as much higher.

TABLE 51  
 T TESTS FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
 ADMINISTRATION AND BUDGET ITEMS WITH NO STATISTICALLY  
 SIGNIFICANT DIFFERENCES BETWEEN MEANS FOR SUPERVISORS  
 HAVING NO LIBRARY SCIENCE COURSE WORK

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
29	2.37	1.18	2.00	0.75	0.37	1.425
30	3.17	1.25	3.00	1.00	0.71	1.698
31	2.85	1.46	2.57	0.97	0.28	0.794
32	4.00	1.41	3.85	1.06	0.14	0.311
33	3.14	1.46	2.57	1.27	0.57	1.921
34	3.85	1.67	3.42	1.71	0.42	1.000
35	4.71	0.48	4.00	1.52	0.71	1.507
36	4.71	0.75	4.57	0.78	0.14	1.000
37	3.00	1.73	2.57	1.27	0.42	0.700
38	2.75	1.28	2.37	0.74	0.37	1.425
39	3.12	1.64	2.87	1.26	0.25	0.797
40	4.25	1.03	3.87	1.24	0.37	0.814
41	3.62	1.40	3.25	1.03	0.37	1.157
42	3.14	1.57	2.85	1.34	0.28	1.000
44	3.00	1.41	2.37	0.74	0.62	1.929
45	2.50	1.69	2.50	1.41	0.00	0.000
46	2.37	1.59	2.00	1.06	0.37	0.893
47	2.37	1.68	2.12	1.35	0.25	1.000
48	2.87	1.12	2.50	0.53	0.37	1.425
49	3.25		3.25			Perfect Correlation

N = 8    p < .05

TABLE 52

T TESTS FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
 ADMINISTRATION AND BUDGET ITEMS WITH STATISTICALLY SIGNIFICANT  
 DIFFERENCES BETWEEN MEANS FOR SUPERVISORS HAVING  
 NO LIBRARY SCIENCE COURSE WORK

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
43	3.85	1.57	2.85	1.67	1.00	2.645
50	3.71	1.11	2.71	0.48	1.00	2.645

$N = 8$   $p < .05$

Administration and Budget Items Grouped by Certification  
Supervisors Having School Library Certification

The group of supervisors having school library certification had an  $N$  of 40. Since the group was so large, as with the other two sections of the survey, this grouping of supervisors having school library certification almost completely mirrored the statistically significant  $t$  scores for the ungrouped data for the Administration and Budget section of the survey as seen on Tables 39 and 40 for ungrouped data and Tables 53 and 54 for supervisors having school library certification. Only Item 30 for this group did not have a statistically significant  $t$  score when that score was found to be statistically significant when calculated for the group as a whole. Item 30 was the item related to

coordination of centralized acquisition of print materials at the district level.

TABLE 53  
 T TESTS FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
 ADMINISTRATION AND BUDGET ITEMS WITH NO STATISTICALLY SIGNIFICANT  
 DIFFERENCES BETWEEN MEANS FOR SUPERVISORS HAVING  
 SCHOOL LIBRARY CERTIFICATION

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
29	1.58	0.75	1.61	0.54	-0.02	0.373
30	2.20	1.43	2.00	1.21	0.20	1.843
31	2.44	1.63	2.13	1.31	0.31	1.915
38	1.55	0.59	1.55	0.55	0.00	0.000
39	1.67	0.57	1.65	0.53	0.02	0.572
40	4.10	1.10	4.07	1.14	0.02	0.274
41	2.32	0.91	2.20	0.60	0.12	0.895
45	2.10	1.29	1.87	1.15	0.22	1.778
46	1.30	0.56	1.25	0.43	0.50	0.627
47	1.25	0.49	1.27	0.50	-0.02	1.000

N = 40    p < .05

TABLE 54

T TESTS FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
 ADMINISTRATION AND BUDGET ITEMS WITH STATISTICALLY SIGNIFICANT  
 DIFFERENCES BETWEEN MEANS FOR SUPERVISORS  
 HAVING SCHOOL LIBRARY CERTIFICATION

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
32	3.51	1.44	3.07	1.28	0.43	2.602
33	3.39	1.55	2.97	1.34	0.42	2.586
34	2.74	1.83	2.25	1.55	0.48	2.386
35	3.30	1.65	2.69	1.50	0.61	3.187
36	4.48	1.07	4.02	1.30	0.46	3.156
37	3.02	1.82	2.35	1.45	0.66	3.191
42	3.10	1.33	2.39	0.82	0.71	4.451
43	4.21	1.21	3.18	1.20	1.02	5.615
44	2.12	1.11	1.72	0.64	0.40	2.810
48	3.27	1.46	2.57	1.23	0.70	4.058
49	3.60	1.53	3.17	1.44	0.42	2.481
50	2.30	0.97	2.07	0.66	0.23	2.042

N = 40    p < .05

TABLE 55  
 T TESTS FOR DIFFERENCES BETWEEN MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
 ADMINISTRATION AND BUDGET ITEMS WITH NO STATISTICALLY  
 SIGNIFICANT DIFFERENCES BETWEEN MEANS FOR SUPERVISORS  
 HAVING NO SCHOOL LIBRARY CERTIFICATION

Item	Current		Ideal		Mean Difference	t
	M	SD	M	SD		
29	2.80	1.30	2.20	0.83	0.60	1.500
30	4.00	1.22	3.20	1.09	0.80	1.372
31	2.60	1.34	2.40	0.89	0.20	0.408
32	3.80	1.64	3.80	1.30	0.00	0.000
33	2.40	0.89	2.00	0.70	0.40	1.633
34	4.20	1.30	3.60	1.51	0.60	1.000
35	4.60	0.54	3.60	1.67	1.00	1.581
36	4.60	0.89	4.40	0.89	0.20	1.000
37	3.00	1.58	3.00	1.22	0.00	0.000
38	3.40	1.14	2.80	0.44	0.60	1.500
39	4.00	1.41	3.40	1.14	0.60	1.500
40	4.20	1.09	3.20	1.09	1.00	2.236
41	4.40	0.89	3.60	1.14	0.80	2.138
42	3.80	1.30	3.40	1.14	0.40	1.000
43	4.50	1.00	3.75	1.50	0.75	1.566
44	3.60	1.34	2.80	0.44	0.80	1.633
45	3.20	1.78	3.20	1.30	0.00	0.000
46	2.80	1.78	2.40	1.14	0.40	0.784
47	3.20	1.64	2.80	1.30	0.40	1.000
48	2.80	0.83	2.60	0.54	0.20	1.000
49	2.20		2.20		Perfect Correlation	
50	3.80	1.30	2.80	0.44	1.00	2.236

N = 5    p < .05

Supervisors Having No School Library Certification

Five supervisors who indicated no school library certification are represented by the data for the Administration and Budget section of the questionnaire on Table 55. Unlike the persons who held school library certification, this group responded in such a manner that none of the  $t$  statistics for the Administration and Budget section of the survey had a statistically significant level as calculated from the responses of the supervisors who had no school library certification.

Tables 56, 57, and 58 summarize findings for which the  $t$  values indicated statistically significant differences between means for perceptions of current and ideal levels of involvement with the various tasks detailed on the survey instrument.

LEGEND FOR TABLES 56, 57, 58

Age 1 = Supervisors having birth dates prior to 1940

Age 2 = Supervisors having birth date after 1939

Degree 1 = MLS from ALA Accredited Library School

Degree 2 = MLS from Non ALA Accredited Library School

Degree 3 = MEd with some library science course work

Degree 4 = No library science degree

Cert 1 = School library certification

Cert 2 = No school library certification

TABLE 56  
 SUMMARY OF T STATISTICS FOR QUESTIONNAIRE ITEMS HAVING  
 STATISTICALLY SIGNIFICANT DIFFERENCES BETWEEN MEANS  
 FOR CURRENT AND IDEAL PERCEPTIONS: CURRICULUM  
 AND INSTRUCTION ITEMS

Item Number	Ungrouped Data	Age 1	Age 2	Degree 1	Degree 2	Degree 3	Degree 4	Cert 1	Cert 2
1									
2									
3	2.014								
4	2.206								
5									
6	2.896	2.675			2.196			2.889	
7	2.550								
8									
9									
10	6.501	4.398	4.472	5.491	3.378		2.346	6.094	2.138
11	7.168	5.384	4.037	5.642	2.589	3.464	3.210	6.701	2.449
12	5.815	4.734	2.781	3.308	3.293	2.294	2.376	5.586	
13	5.144	4.440	2.422	2.828	2.828		2.393	4.878	
14	4.117	3.523				2.857		3.976	
15	4.246	3.532		2.634			2.552	3.619	2.449
16	2.295							2.345	
17	5.157	3.900	4.037	3.308	2.917		2.645	4.683	2.449
19									
18	5.557	4.960	2.200	3.663	3.293	2.681		5.538	
20	2.541						2.081		
21							2.084		



TABLE 57  
 SUMMARY OF T STATISTICS FOR QUESTIONNAIRE ITEMS HAVING  
 STATISTICALLY SIGNIFICANT DIFFERENCES BETWEEN MEANS  
 FOR CURRENT AND IDEAL PERCEPTIONS: PUBLIC  
 RELATIONS AND COMMUNICATIONS

Item	Ungrouped	Age	Age	Degree	Degree	Degree	Degree	Cert	Cert
Number	Data	1	2	1	2	3	4	1	2
22	2.939	2.498		2.687			2.393	2.508	
23							3.000		4.000
24	4.719	3.030	4.136	4.837			2.497	4.210	
25	2.406							2.333	
26									
27	3.529	2.762						3.146	
28	5.114	3.757	2.959	3.308	2.604		3.034	4.635	

TABLE 58  
 SUMMARY OF T STATISTICS FOR QUESTIONNAIRE ITEMS HAVING  
 STATISTICALLY SIGNIFICANT DIFFERENCES BETWEEN  
 MEANS FOR CURRENT AND IDEAL PERCEPTIONS:  
 ADMINISTRATION AND BUDGET ITEMS

Item	Ungrouped	Age	Age	Degree	Degree	Degree	Degree	Cert	Cert
Number	Data	1	2	1	2	3	4	1	2
29									
30	2.294								
31									
32	2.366							3.602	
33	2.868	2.486			2.188			2.586	
34	2.618		2.764					2.386	
35	3.586	2.409	2.323		2.196			3.187	
36	3.279	2.086				2.285		3.156	
37	2.975	2.260						3.191	
38									
39									
40									
41									
42	4.563	3.055	2.818		3.741			4.451	
43	5.868	5.013	3.372	2.930	3.372	2.443	2.645	5.615	
44	3.246		2.236					2.810	
45									
46									
47									
48	4.125	3.384	2.422	2.481	3.228			4.058	
49	2.463							2.481	
50	2.738						2.645	2.042	

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this study was to examine the perceptions held by district level school library media supervisors for differences between the levels of involvement with a variety of tasks. The perceptions of current involvement with the tasks were compared with the levels supervisors perceived should be the ideal levels of involvement with the same tasks. The data collected was stratified by three demographic variables, date of birth, type of library science education and the absence or presence of school library certification.

Forty-five district level school library media supervisors in Texas school districts participated in the study by responding to an instrument designed by the candidate. The instrument was developed using tasks suggested for school library media supervisors by the Texas Education Agency publication, School Library Media Centers.

Analysis of the data was accomplished by using the  $t$  test for correlated means with statistical analysis performed using the StatPac Gold Statistical Package. Findings were presented on tables showing the means and standard deviations for responses for both current and ideal levels of involvement. In addition, the mean differences and the  $t$  values were presented with statistical significance established at the .05 level for two-tailed tests.

## Findings

T tests for correlated means revealed statistically significant differences between means for current and ideal levels of involvement in various percentages for different groupings of the survey questions. In working with the statistically significant  $t$  values, it became apparent that, in order to gain the best perspective about comparisons among the various groupings, it was important to consider not only the  $t$  scores, but also the means for current and ideal levels of involvement with the tasks. For this information, the reader may refer to the appropriate section of Chapter IV. Just as for Chapter IV, the summary of findings was divided into the three sections of the instrument: Curriculum and Instruction, Public Relations and Communications, and Administration and Budget.

### Curriculum and Instruction

When considering the supervisors with no grouping by demographic variables, 14 of the items or 67 percent in the Curriculum and Instruction section had statistically significant  $t$  scores. Seven of those with statistically significant differences stand out because those tasks also had  $t$  values showing statistically significant differences when the supervisors were grouped in various ways. Items 10, 11, and 12 detailed tasks related to engagements with other educational professionals to accomplish curriculum planning and design tasks. Item 10 detailed the task of leading in design of the total school curriculum to include development of student research skills in the various curricular areas. Six of the demographic groups selected

responses that indicated statistically significant differences between means for current and ideal levels of involvement. The two groups not having statistically significant  $t$  scores were the group with master's degrees in education and those having no school library certification.

Items 11 and 12 detailing tasks of participating in curriculum design in all subject areas and of working with curriculum specialists to create instructional materials which contribute to improved learning had statistically significant  $t$  scores for all groupings excepting those having no school library certification. Item 13, describing the task of assisting with projects to aid teachers in implementing newer technologies to strengthen learning, received responses from six of the demographic groupings for a  $t$  value indicating a statistically significant difference between means. All groupings excepting those with master's degrees in education and the group having no school library certification had a  $t$  score indicating a statistically significant difference between the two means.

A fifth item, number 17, relating the task of working with regional service centers to develop materials and to encourage participation in curriculum related inservice sessions, had a  $t$  value indicating statistically significance between the two means for each of the demographic groupings, excepting those supervisors in the group having no school library certification and those having master's degrees in education. Item 18 was the sixth item in the group with more than half the demographic groupings having  $t$  scores indicating statistically significant differences between means. Item 18 described the task of

maintaining a collection of curriculum documents for use by curriculum committee personnel.

Considering all groupings of data in the Curriculum and Instruction section of the survey, those items pertaining to involvement with curriculum design and planning were the ones having the most notable responses indicating that supervisors viewed their involvement with curriculum design and planning for the total school curriculum to be insufficient. As indicated on Table 56, other groupings had statistically significant differences between means for other items, but four or fewer of the groupings indicated statistically significant  $t$  scores for those not cited here. Examination of Table 56 will show the items for which other  $t$  statistics at a statistically significant level were calculated and responses for each of the groupings.

#### Public Relations and Communications

Upon examining the  $t$  values for the seven items in the Public Relations and Communications section, it became evident that all except one of the items on the questionnaire had one or more groups with a  $t$  score indicating a statistically significant difference between means for the perceptions of current and ideal levels of involvement with the tasks enumerated in this section of the instrument. Three items, however, had at least four demographic groupings whose responses were calculated with statistically significant differences between means. Item 22, pertaining to preparation of bulletins for all campus level personnel relative to district level services and new acquisitions, had  $t$  scores indicating statistically significant differences between

means for the group as a whole as well as for four additional groupings. Supervisors born prior to 1940, supervisors having master's degrees in library science from library schools accredited by American Library Association, supervisors having no library science course work, and supervisors having school library certification, were the groupings having  $t$  scores revealing statistically significant differences between means for this item. Item 24, describing preparation of bulletins for all campus level personnel with suggestions for integrating varied learning materials in classroom activities, and item 28, describing preparation of audiovisual presentations to promote and interpret the library media program, both had  $t$  values indicating statistically significant differences between means for the ungrouped data, both age groupings, supervisors with master's degrees from library schools accredited by American Library Association, supervisors with master's degrees from library schools not accredited by American Library Association, accredited master's degrees, supervisors with no library science course work, and supervisors with school library certification. Additionally the group having master's degrees with some library science course work had a  $t$  score indicating statistically significant difference for item 24. Table 56 presents a summary of items in the Public Relations and Communication section of the questionnaire which had  $t$  values indicating statistically significant differences between means.

#### Administration and Budget

A smaller percentage of the items in the Administration and Budget

section had  $t$  scores which revealed statistically significant differences between means than for the other two sections of the questionnaire and items to be discussed in this section had fewer demographic groupings with statistically significant differences than did those discussed in the foregoing summaries. Item 33, relating to coordination of centralized acquisition of audiovisual equipment for the district components, had four groupings, including the ungrouped data, with statistically significant differences between means. In addition to the ungrouped data, supervisors born prior to 1940, supervisors with master's degrees from schools of library science not accredited by American Library Association and supervisors having school library certification had responses indicating statistically significant differences between means for this item. Both item 35, describing the task of developing policies and procedures for licensing of video recordings, and item 42, related to evaluation of professional campus level library media personnel, had statistically significant differences between means for the ungrouped data, both age groupings, supervisors with master's degrees from library schools not accredited by American Library Association, and supervisors with school library certification. The one item in this section having the most groups with  $t$  values indicating statistically significance between means was item 43 pertaining to evaluation of noncertificated campus level library media personnel. Every group except those supervisors having no school library certification indicated a desire to have more responsibility in this area. Item 48, related to direction of district level production of



media and instructional materials, had statistically significant differences between means indicated for all groups except supervisors with master's of education degrees, supervisors having no library science course work, and supervisors having no school library certification. Table 58 shows the summary of  $t$  values for items having statistically significant differences between means for perceptions of current and ideal levels of involvement with the various tasks described in the Administration and Budget section of the survey. Tables 56, 57, and 58 summarize the findings relative to items for the various groups having  $t$  values indicating statistically significant differences between means with one table for each of the three sections of the questionnaire.

#### CONCLUSIONS

Based on the findings of this study, the following conclusions appear to be warranted.

1. Supervisors in most of the demographic groupings perceived a need to have additional responsibility in the area of supervision and distribution of 16mm films and video recordings to all campus units from a centralized location.
2. Supervisors in most demographic groupings perceived a need to have additional responsibility in designing the total school curriculum to include development of student research skills in various subject areas.
3. Supervisors in most demographic groupings perceived a need to become more involved with curriculum design for all subject areas and with creation of instructional materials for the total school curriculum.

4. Supervisors perceived a need to become more involved with assisting teachers to implement newer technologies such as video and computers to strengthen learning.
5. Supervisors perceived a need to become more involved with the regional service centers in development of teaching materials.
6. Supervisors perceived a need to have greater responsibility for a collection of curriculum documents for use by curriculum committee personnel.
7. Supervisors perceived a need for greater effort in communicating to the total school community information about services of the media component, as well as suggestions for using media to foster improved teaching and learning.
8. Supervisors perceived a desire to have more responsibility with coordination of the acquisition of audiovisual equipment for all district units.
9. Supervisors perceived a need to be more involved with development of procedures for licensing of video recordings for use in the district.
10. Supervisors perceived a need to have more influence in the evaluation of campus level library media personnel, especially evaluation of noncertificated library media personnel.
11. Supervisors perceived a need for greater effort in the production of media and instructional materials.

#### IMPLICATIONS

The most prominent items with statistically significant differences between means are the ones pertaining to involvement of library media

personnel with curriculum planning and design activities. Further investigation needs to be done to determine the reasons that, since this is perceived as a high priority item for school library supervisors, there is not a higher level of involvement with curriculum planning and design for this group. Does the problem lie with time constraints on supervisors? Does the problem lie with lack of knowledge and commitment in this area from educational personnel outside the school library media field? How well prepared are school library personnel to participate in curriculum planning and design activities? Does consideration need to be given to additional training in this area in the curriculum of schools of library science? Do schools of education need to include information in courses for supervisors and administrators that promotes the ideal of inclusion of school library personnel in curriculum design and planning? The newest national guidelines for school libraries, Information Power, promotes participation in and provision of leadership for curriculum development. Such a fact gives credence and impetus to the need for supervisors to have an integral part in this area of the educational spectrum.

#### RECOMMENDATIONS FOR FUTURE STUDY

Research for this study focused on the differences between perceptions of current and ideal levels of involvement supervisors have of various tasks described on a 50 item survey. On the basis of the findings, conclusions and implications of this research, the following types of studies are recommended.

1. To determine what types of curriculum and design activities are presently being carried out by district level school library media supervisors
2. To determine the types of training supervisors have for becoming involved with curriculum planning and design activities in all areas of the school curriculum
3. To determine reasons that library media supervisors perceive they are not included in curriculum planning and design activities
4. To determine from curriculum in library science schools and schools of education the kinds of curriculum planning skills being taught to library media personnel
5. To determine whether library media supervisors perceive themselves to be adequately prepared to become involved with curriculum planning in all areas of the curriculum
6. To determine attitudes of other school personnel toward the participation of library media supervisors as members of curriculum planning and design teams
7. To determine the types of school library educational orientation being afforded to administrators and supervisors who are making the decisions in schools about who will serve on curriculum planning committees
8. To devise strategies for supervisors for becoming more involved with curriculum planning and design activities
9. To determine what level of public relations and communications activities is present in various schools relating to the library

media program

10. To devise strategies for library media supervisors to use to promote the library media program outside the library media field

APPENDIX A  
SURVEY INSTRUMENT

## DUTIES OF DISTRICT LEVEL LIBRARY MEDIA SUPERVISOR

In the left column, circle the response which best represents your perception of the degree to which the statement describes your current duties. In the right column, circle the response which best represents your perception of your ideal relationship to that task.

- Sole** - Tasks performed with little or no assistance from other professionals  
**Primary** - Tasks in which you plan, direct and/or supervise the work of other professionals  
**Some** - Substantial participation, but you do not initiate or supervise  
**Little** - You participate a small amount, but have no control  
**None** - No participation

CURRENT RESPONSIBILITIES (Circle one)						IDEAL RESPONSIBILITIES (Circle one)				
Sole	Primary	Some	Little	None		Sole	Primary	Some	Little	None
<b>CURRICULUM AND INSTRUCTION</b>										
1	2	3	4	5	1. Develop selection policies for print and nonprint materials for all schools in the district	1	2	3	4	5
1	2	3	4	5	2. Select appropriate print materials for district level collections	1	2	3	4	5
1	2	3	4	5	3. Select appropriate nonprint materials for district level collections	1	2	3	4	5
1	2	3	4	5	4. Select appropriate print materials for campus level library media collections	1	2	3	4	5
1	2	3	4	5	5. Select appropriate nonprint material for campus level library media collections	1	2	3	4	5
1	2	3	4	5	6. Supervise scheduling and distribution of 16mm films and video recordings to all campus units from centralized collection	1	2	3	4	5
1	2	3	4	5	7. Supervise scheduling and distribution of films and other media ordered from appropriate education service center	1	2	3	4	5
1	2	3	4	5	8. Select, acquire and organize basic collections for new campus level library media centers	1	2	3	4	5
1	2	3	4	5	9. Lead in design of library curriculum to include development of student skills in utilizing library media center.	1	2	3	4	5
1	2	3	4	5	10. Lead in design of total school curriculum to include development of student research skills in various subject areas	1	2	3	4	5
1	2	3	4	5	11. Participate in curriculum design in all subject areas	1	2	3	4	5

**CURRENT  
RESPONSIBILITIES  
(Circle one)**

**IDEAL  
RESPONSIBILITIES  
(Circle one)**

**Sole  
Primary  
Some  
Little  
None**

**Sole  
Primary  
Some  
Little  
None**

1 2 3 4 5 12. Work with curriculum and instructional specialists to create instructional materials which contribute to improved learning

1 2 3 4 5

1 2 3 4 5 13. Assist with projects to aid teachers in implementing newer technologies to strengthen learning, e.g. video, computer

1 2 3 4 5

1 2 3 4 5 14. Coordinate instructional use of television from commercial and / or public broadcasting systems and from other telecommunications services

1 2 3 4 5

1 2 3 4 5 15. Coordinate computer assisted instruction in the library media centers throughout the district

1 2 3 4 5

1 2 3 4 5 16. Administer professional library at district level for use by teachers and administrators of the district

1 2 3 4 5

1 2 3 4 5 17. Work with regional service centers to develop materials and to encourage participation in curriculum related inservice sessions

1 2 3 4 5

1 2 3 4 5 18. Maintain a collection of curriculum documents for use by curriculum committee personnel

1 2 3 4 5

1 2 3 4 5 19. Direct acquisition and distribution of textbooks for all campus units

1 2 3 4 5

1 2 3 4 5 20. Within policies and funding provided by governing board, determine desirable levels of service at campus library media centers of the district

1 2 3 4 5

1 2 3 4 5 21. Plan inservice sessions and activities for library media personnel from all campus units

1 2 3 4 5

**PUBLIC RELATIONS AND COMMUNICATIONS**

1 2 3 4 5 22. Prepare bulletins and newsletters for all campus level personnel relative to district level services and new acquisitions

1 2 3 4 5

1 2 3 4 5 23. Prepare bulletins and newsletters for all campus level library media personnel relative to professional news, programming suggestions and/or book reviews

1 2 3 4 5



**CURRENT  
RESPONSIBILITIES**  
(Circle one)

**IDEAL  
RESPONSIBILITIES**  
(Circle one)

CURRENT RESPONSIBILITIES					IDEAL RESPONSIBILITIES					
(Circle one)					(Circle one)					
Sole	Primary	Some	Little	None		Sole	Primary	Some	Little	None
1	2	3	4	5	24. Prepare bulletins and newsletters for all campus level personnel with suggestions for integrating varied learning	1	2	3	4	5
1	2	3	4	5	25. Prepare bulletins or brochures about special library media programs and facilities available at the district level	1	2	3	4	5
1	2	3	4	5	26. Interpret the library media program to district level administrative personnel	1	2	3	4	5
1	2	3	4	5	27. Interpret the library media program to parents and taxpayers	1	2	3	4	5
1	2	3	4	5	28. Prepare videotapes, slides and multi-media presentations to promote and interpret library media program	1	2	3	4	5
<b>ADMINISTRATION AND BUDGET</b>										
1	2	3	4	5	29. Develop a handbook of basic procedures, goals and objectives for the district library media program	1	2	3	4	5
1	2	3	4	5	30. Direct and coordinate centralized acquisition of print materials at the district level.	1	2	3	4	5
1	2	3	4	5	31. Direct and coordinate centralized acquisition of nonprint materials	1	2	3	4	5
1	2	3	4	5	32. Direct and coordinate centralized acquisition of computer software	1	2	3	4	5
1	2	3	4	5	33. Direct and coordinate centralized acquisition of audiovisual equipment for all campus units	1	2	3	4	5
1	2	3	4	5	34. Supervise district level central processing of print materials	1	2	3	4	5
1	2	3	4	5	35. Develop policies and procedures for licensing of video recordings	1	2	3	4	5
1	2	3	4	5	36. Develop policies and procedures for site licenses for computer software	1	2	3	4	5
1	2	3	4	5	37. Provide and supervise central processing of nonprint materials at the district level	1	2	3	4	5
1	2	3	4	5	38. Set procedures for handling requests for reconsideration of materials housed in district level collections	1	2	3	4	5
1	2	3	4	5	39. Set procedures for handling requests for reconsideration of materials housed in campus library media collections	1	2	3	4	5
1	2	3	4	5	40. Supervise acquisition and distribution of instructional and office supplies for all district components	1	2	3	4	5

**CURRENT RESPONSIBILITIES**  
(Circle one)

**IDEAL RESPONSIBILITIES**  
(Circle one)

CURRENT RESPONSIBILITIES					IDEAL RESPONSIBILITIES					
Sole	Primary	Some	Little	None		Sole	Primary	Some	Little	None
1	2	3	4	5		1	2	3	4	5
					41. Direct and coordinate planning and for remodeling of campus library media facilities.					
					42. Evaluate professional campus level library media personnel					
					43. Evaluate noncertificated campus level library media personnel					
					44. Plan and propose the annual budget allocations for all campus level library media centers of the district					
					45. Coordinate and approve orders and requisitions from all campus library media centers in the district					
					46. Plan and propose the annual budget for the district level library media services component					
					47. Assemble and report data about the library media program for administration					
					48. Direct district level production of media and instructional materials					
					49. Supervise and direct audiovisual equipment maintenance and repair					
					50. Cooperate with district and campus administrators in selecting staff members for library media centers					

.....  
1. What is your title? \_\_\_\_\_ 2. Date of birth \_\_\_\_\_

3. Please describe your degree(s). Check as many as apply.

- |   |   |
|---|---|
| <input type="checkbox"/> undergraduate minor in library science         | <input type="checkbox"/> PhD in library science               |
| <input type="checkbox"/> fifth year bachelor's in library science       | <input type="checkbox"/> master's in education                |
| <input type="checkbox"/> ALA accredited master's in library science     | <input type="checkbox"/> post-master's library science work   |
| <input type="checkbox"/> non-ALA accredited master's in library science | <input type="checkbox"/> post-bachelor's library science work |
| <input type="checkbox"/> other (please specify) _____                   |   |

4. Types of certification held. Check as many as apply.

- |   |  |
|---|--|
| <input type="checkbox"/> Professional Mid-Management Administrator            | <input type="checkbox"/> Principal                     |
| <input type="checkbox"/> Provisional School Librarian                         | <input type="checkbox"/> Professional School Librarian |
| <input type="checkbox"/> Professional All-Level Learning Resources Specialist | <input type="checkbox"/> Supervision                   |
| <input type="checkbox"/> Provisional All-Level Learning Resources Specialist  | <input type="checkbox"/> Professional Elementary       |
| <input type="checkbox"/> Other (please specify) _____                         | <input type="checkbox"/> Professional Vocational       |

**APPENDIX B**  
**TRANSMITTAL LETTER**

Dear

As part of a dissertation study related to the duties of school library media supervisors which is being done in the College of Education at The University of North Texas, I am collecting data using the attached survey. My major professor, Dr. Watt Black, and I would very much appreciate your assistance in completing the survey.

The survey is intended for persons who have as their primary assignment the supervision and direction of a district level school library program and who do not serve as campus level school librarians for any part of the day. If this statement does not describe your situation, please state such on the questionnaire and return it to me uncompleted.

It is recognized that a survey cannot fit every situation. If some tasks described are not a part of your program, you may so indicate with a note in the "Current Responsibilities" column and, in the "Ideal Responsibilities" column, indicate what you feel is the ideal level of responsibility for that task. Even though you may feel a response does not perfectly describe your current or ideal situation, indicate the one which you feel MOST NEARLY describes your situation. Please be assured that answers to survey items will be used as grouped data only and your anonymity is assured.

Research in the field of school librarianship is scarce, and even more scarce is data about school library media supervisors, so I hope you will feel a special responsibility to participate in this survey. If I can answer questions as you complete the survey, you may write to me at the above address or call me at home at 817- or at school at 817-720-3177. Please return the survey in the enclosed stamped, self-addressed envelope by April 10, 1989. I deeply appreciate and am counting on your participation in this study. Thank you so much for your cooperation with this professional endeavor.

Yours very truly,

Lois McCulley

APPENDIX C  
LETTER TO VALIDATION JURORS

Dear

Thank you for agreeing to assist with validation of the questionnaire for my dissertation proposal. The questionnaire is based on tasks suggested for district level school library media supervisors in the Texas Education Agency publication, School Library Media Centers. I am enclosing a copy of those tasks from that publication for reference purposes.

The questionnaire is designed to elicit responses from participants of the study relative to perceived actual degree of involvement and perceived ideal degree of involvement for district school library media supervisors. Respondents may indicate degree of responsibility for each task as 1) Sole Responsibility; 2) Primary Responsibility; 3) Some Responsibility; 4) Little Responsibility; 5) No Responsibility.

My dissertation committee and I would like for you to evaluate the task statements for clarity as well as for how nearly they reflect the tasks suggested in the TEA publication. Any relevant comments about how the questionnaire may be improved would be appreciated. You may write on the questionnaire or you may use corresponding references on a separate page for your comments.

Thank you for your assistance. I am deeply indebted for your help with this endeavor.

Yours very truly,

Lois McCulley

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