AN INVESTIGATION INTO THE NATURE OF SERVICES OFFERED AT THE DISTRICT LEVEL BY INSTRUCTIONAL MATERIALS CENTRES OF SCHOOL BOARDS IN CANADA

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AN INVESTIGATION INTO THE NATURE OF SERVICES OFFERED AT THE DISTRICT LEVEL BY INSTRUCTIONAL MATERIALS CENTRES OF SCHOOL BOARDS IN CANADA

by

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ABSTRACT

This study was conducted to find the answers to the following two general questions:

1. Is there a relationship between the size of school districts in Canada and the presence or absence of various components of media services?

2. Is there a relationship between the presence or absence of various components of media services and the opinion of media specialists concerning the extent to which these components are desirable?

The study assumed that those philosophies of curriculum and instruction that require a variety of media are sound and also that the district level service will be instrumental in helping to develop effective media programmes for defined areas.

A questionnaire was developed and mailed to 212 school board districts across Canada who reported the presence of some type of media programme. The questionnaire consisted of a general section which asked for the student population of the district, the full-time teacher population of the district, the area of the district in square miles, the total budget for new media, and the total budget for library books. These were considered as independent variables and only one--the size of the school district as determined by the total student enrollment--was chosen for this study.

The next ten sections of the questionnaire outlined what were considered to be characteristics of a district media centre, and these were listed under the following general areas:

1. Financial Arrangements
2. Selection of Materials and Equipment for Acquisition
3. Classifying, Cataloguing and Processing of Materials and Equipment
4. Availability of Educational Media
5. Care and Maintenance of Materials and Equipment
6. Physical Facilities
7. Furnishings and Equipment
8. Locally and Commercially Produced Materials
9. Educational Media Staff
10. Services and Activities

Ten null hypotheses were then stated, one each concerning the possible relationships of the ten components of media centre operations with the size of the school district. A Chi Square was applied to attest independence, and the null hypotheses were either accepted or rejected based on a .05 level of significance.

The findings showed that the null hypotheses were accepted for a majority of characteristics in nine of the ten components of media services. In general there was no significant relationship between the presence or absence of the characteristics of media services and the size of the school district.

The null hypothesis was rejected with respect to a majority of the characteristics of the component of locally and commercially produced materials, concluding that there is a significant relationship between this component of media services and the size of the school district.

To answer the second question, ten null hypotheses were also formulated--one for each of the ten components of the media centre's services--indicating that there was no significant difference between the presence or absence of the particular characteristics of these components of media services and the extent to which they were considered desirable by the media specialists. A Chi Square analysis was then performed to test independence, and the null hypotheses were either accepted or rejected based on a .05 level of significance.

The findings here indicate that the null hypotheses were rejected for a majority of characteristics in six of the components of media services. The null hypotheses were accepted only in the case of the components of physical facilities, furnishings and equipment, the educational media staff, and services and activities. It can be concluded then, in general, that there is a significant relationship between the presence or absence of these components of media services and the opinion of media specialists concerning the extent to which these components are considered desirable.

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CHAPTER I

INTRODUCTION

Introduction to the Problem

One of the most perplexing problems facing educators is that of understanding instruction and in particular the relationship of instruction to learning. In analyzing this problem it is necessary to examine two aspects: first, the ways in which relevant stimuli from his environment makes an impact on the learner; and second, the ways in which the learner "learns," that is, the kinds of transformations the stimuli undergo in the nervous system of the learner.

Considering the first aspect of the problem, Gagne (1965) lists the following eight functions which represent the ways in which the learner's environment acts on him:

1. Presenting the stimulus
2. Directing attention and other learner activities
3. Providing a model for terminal performance
4. Furnishing external prompts
5. Guiding the direction of thinking
6. Inducing transfer of knowledge
7. Assessing learning attainments
8. Providing feedback

Gagne (1965) goes on to point out that these are the external conditions of learning that, when combined with certain prerequisite capabilities within the learner, bring about the desired change in his performance.

There are many ways to establish these conditions in the learning environment; and there are many combinations of objects, devices, and symbolic cues that may be employed to create these conditions. For example, models, specimens, sound recordings, photographs and moving images can help establish a learning environment. These components of the learning environment that generate stimuli are known as the media of instruction, and the learner can be affected by these media in different ways.

A teacher, then, faced with the problem of attempting to achieve a desired change in the learner, has a variety of media from which to choose. However, in a given instructional problem, not all media are equally effective in presenting the stimuli. Hence, consideration must be given as to when the various media are appropriate and also as to when they are inappropriate or ineffective.

The different types of media, then, have a very important role to play in the problem of presenting stimuli; but this is not the only role for media to play in the total learning process. There are also roles for media to assist the learning in attaching meaning to the stimuli.

One of the leading learning theorists, N. E. Miller, (1957) sets down four principles that he deems necessary for an effective sequence of instruction. He also points out that media, in the form of instructional materials, can be effective for instruction.

1. Motivation. Instructional materials cannot in themselves generate motivation, but what they could and should do is to capitalize upon and add to the motivations that are already there.

2. Cues. Instructional materials can facilitate the discrimination of cues.

3. Response. Instructional effectiveness will be increased to the extent that the materials involve the student in doing something with his new knowledge, transforming it, applying it, and using it.

4. Reward. The student must get something he wants and the use of various media can bring about this satisfaction. (p. 63)

In total, because most learning occurs as a result of direct contact with things or manipulation of things, or as a result of vicarious experiences through seeing, hearing, conversing, reading, thinking, and responding, the learner must be exposed to these experiences. One way to provide these experiences is through the use of a variety of media. As Barry Morris (1963) has stated:

> Educational media are both tools for teaching and avenues for learning, and their function is to serve these two processes by enhancing clarity in communication, diversity in method, and forcefulness in appeal. Except for the teacher, these media will determing more than anything else the quality of our educational effort. (p. 11)

Wittich and Schuller (1967) proposed that because of a rapidly expanding body of knowledge and the increased school population the task of effective teaching becomes increasingly difficult. Therefore, it is imperative that all media be used to fullest capacity.

These quotations support the findings of a much earlier study Dale, Finn, and Hoban, (1950) which answered the question of what audio visual education does to make learning effective.

They reported seven characteristics of instructional materials as follows:

1. They supply a concrete basis for conceptual learning and hence reduce word responses by students.

2. They have a high degree of interest for students.

3. They supply the necessary basis for developmental learning and hence make learning more permanent.

4. They offer a reality of experiences which stimulate self activity on the part of the student.

5. They develop a continuity of thought.

6. They contribute to a grouth of meaning and hence to vocabulary development.

7. They provide experiences not easily secured by other materials, and contribute to the efficiency, depth and variety of learning. (p. 84)

In the past several decades development in the theories of learning, instruction, and curriculum has resulted in increased commitments by many educators to such approaches to learning and teaching as individualization, inquiry, and independent learning.

These innovations have made it increasingly important that teachers and students have access to a wide range of media. While many schools have acquired materials, many educators have been convinced that it is not sufficient to simply acquire a large number of materials in a wide variety of media. It is apparent that the larger the collection of these materials in a school system, the more important it is to have a system of organization which will enable the teacher and the learner to know what is accessible and how they can obtain it.

Ruth Ann Davies (1974) points out clearly the function of the library media programme when she writes.

> The function of the library media program is to support, to implement, to enrich, to vitalize and to humanize the educational program as it strives to attain excellence in content, process, and product. Media are carriers of knowledge; therefore, the library media program is a vital partner in knowledge management and shares with all other instructional agents their responsibility for systematically designing, carrying out, and evaluating the total process of learning and teaching. No longer with impunity can the library be relegated to the peripheral fringes of instructional noninvolvement. Attainment of the educational goal of excellence demands that today's library media centre be designed to function as an integral support component of the total instructional process. (p. 21)

For some time many school boards have concluded that centralized services should be available at the building level and at the district level. Erickson (1968) stated that if any school board district were going to provide services leading to the setup of an effective media programme, it would be wise to adhere to the following six broad generalizations of organization.

> 1. The work of organizing and developing instructional media services will proceed more effectively under specialized centralized leadership working coordinately with other curriculum personnel and under adequate system-wide financial support for auxiliary staff, equipment, materials and equipment.
>
> 2. Media materials and equipment should be easily accessible to teachers at the time they are needed in an appropriate environment.
>
> 3. Instructional media equipment should be made accessible to teachers with a minimum of inconvenience and distraction.
>
> 4. The instructional media program should include a variety of materials for teachers.

> 5. The instructional media program should provide for the continuous effective in-service growth of teachers in accordance with their needs.
>
> 6. Provisions for district wide instructional media services need to be based on continuous long-term planning. (pp.22-24)

The American Library Association, (1969) together with the National Education Association, accept the view that media can exert an effective influence on the conditions of learning; and they go on to point out the importance of organized media centres.

> The process of education is essentially creative. It employs the intellectual, physical, and social skills of pupils in a learning process, which brings with it a clear enunciation of desirable human values as expressed in attitudes and actions of students. The resources and services of the media center are a fundamental part of this educational process. (p. 1)

Some school systems are also accepting this view of what is needed; and as evidenced by Dr. Harold Davis (1968), they are doing something about it.

> To meet the changing needs of society, schools must create an atmosphere that encourages exploration and discovery. Accepting this view, some school board systems have already taken a giant step forward with the development of "Learning Centers" commonly referred to as "Instructional Materials Centers" or "I. M. C.'s." (p.1)

Need for the Study

Over the past several decades in Canada, school boards have been developing district centres until by 1971, 212 of the 496 that reported had district centres. These centres have developed across country without guidelines or cost effective studies on which to base the decisions. It appears that in most instances the decisions to have a district centre, and having made that commitment, the decisions as to the services

to be provided were all made on the basis of experience or training or on the preferences of individuals who were in positions of responsibility at that time.

The literature has stated what the ideal should be--that literature having originated primarily in the United States. It seemed valuable, then, to get an idea of what has been happening in Canada, both from the point of view of what services have been offered at district centres and also from the point of view of what services professional personnel across the country have considered to be important. It also seemed reasonable to assume that one of the dimensions on which these services varied across the country was the size of the school district; and if this was the case, this study could be used as a comparison of the services offered in school boards of a similar size. The information gathered could also serve a useful function for school boards who did not have a district centre but intended to set one up.

The present study then was designed essentially to provide this kind of information and to determine: first, if there was a relationship between the size of the school district and the various components of media services; and second, to determine if there was a relationship between the presence or absence of these components of media services with the opinions of media specialists concerning the desirability of such services.

This study can be justified then by the following needs:

1. A review of research and literature revealed that very few comprehensive studies of this scope have been done in Canada.

2. The findings of this study should assist school board districts in answering their questions about media centres at the district level and about the services these centres should provide.

3. Should future studies be done on similar topics in Canada, the data may serve a useful purpose for comparison.

Limitations of the Study

The study was undertaken with the following limitations in mind:

1. With this type of research, there are the limitations of the questionnaire method of collecting data. Kerlinger (1964) states that "there is a possible lack of response, there is the inability to check the responses given, and usually the returns are low." p. 397 Bearing these limitations in mind, the writer decided to use the questionnaire method of obtaining information for two reasons:

i. Most of the information sought can be obtained by either check-list answers or by answering 'yes' or 'no.'

ii. Respondents are so widely scattered that any method of personal contact was virtually impossible.

2. The writer also recognized the possible limitations of not having a pilot study but justified this position with the following:

i. With a study of this scope there were constraints of time and distance, especially since there were few board districts with media services.

ii. The questionnaire was tested for validity by a panel of experts in the media field.

iii. With a relatively small population, a pilot study would mean a considerable decrease in sample size with the possibility of reducing the significance of the findings.

Assumptions of the Study

The following assumptions are made as a basis for this study:

1. It is assumed that school educators have become aware that more effective methods of teaching and learning must be utilized.

2. It is assumed that those philosophies of curriculum and instruction that require a variety of media are sound.

3. It is assumed that an intermediate level service, between the government level service and the school building level service, will be instrumental in helping to develop effective media programmes for defined areas.

4. It is further assumed that a qualitative analysis of the data collected by means of a questionnaire, together with a review of the research and related literature, will be sufficient for developing recommendations for further research and study.

Statement of the Problem

The study was conducted to find the answers to the following two general questions:

1. Is there a relationship between the size of school districts in Canada and the presence of various components of media services?

2. Is there a relationship between the presence or absence of various components of media services and the opinion of media specialists concerning the extent to which the components are desirable?

To answer the first question, hypotheses were generated with respect to various components of media services. In null form, they are as follows:

The Variables of the size of school district, on the one hand, and the presence or absence of specified characteristics of the following components of media services, on the other hand, are independent.

(Hypothesis 1) financial arrangements

(Hypothesis 2) selection of materials and equipment for acquisition

(Hypothesis 3) classifying, cataloguing, and processing of materials and equipment

(Hypothesis 4) accessibility of educational media

(Hypothesis 5) care and maintenance of materials and equipment

(Hypothesis 6) physical facilities

(Hypothesis 7) furnishings and equipment

(Hypothesis 8) locally and commercially produced materials

(Hypothesis 9) educational media staff

(Hypothesis 10) services and activities

To answer the second question, hypotheses were generated with respect to various components of media services. In null form, they are as follows:

There is no significant difference between the presence or absence of specified characteristics of the following components of media services and the extent to which these characteristics are considered desirable by media specialists.

(Hypothesis 11) financial arrangements

(Hypothesis 12) selection of materials and equipment for acquisition

(Hypothesis 13) classifying, cataloguing, and processing of materials and equipment

(Hypothesis 14) accessibility of educational media

(Hypothesis 15) care and maintenance of materials and equipment

(Hypothesis 16) physical facilities

(Hypothesis 17) furnishings and equipment

(Hypothesis 18) locally and commercially produced materials

(Hypothesis 19) educational media staff

(Hypothesis 20) services and activities

Definitions

The following definitions were used throughout the study:

1. Audio Visual Materials. Sound and visual stimuli as used in the educational process, but in common includes all materials used in instruction except for those using verbal symbols only. (Erickson, 1968)

2. Educational Media. Those things which are manipulated, seen, heard, read, or talked about, including print, plus the instruments which facilitate such activity. (Morris, 1963)

3. Instruction. The process whereby the environment of an individual is deliberately manipulated to enable him to emit or engage in specified behaviors, under specified conditions or as responses to specified situations.

4. Instructional Materials Centre I. M. C. at the Building Level. The services and facility where audio visual and print materials are located, serviced, distributed, and used in the school. (Buglas, 1969)

5. Instructional Materials Centre I. M. C. at the District Level. A centre at the school board district level to provide supporting and supplementing services for the school buildings level, including some local production.

6. Instructional Materials. A broad term including print and audio visual materials used for educational purposes. (Erickson, 1968)

7. Media Co-ordinator. The person at the district level who is responsible for the media programme. (American Association of School Librarians, 1969)

8. Media Programme. Those aspects which relate to media including: organization and management, physical facilities, furnishings and equipment, educational media staff, materials--local and commericla services and activities, barriers to development, and future plans for expansion.

9. New Media. Pertinent materials and technological devices exclusive of print that are used in the educational process. (Erickson, 1968)

10. School Board Dsitrict. All the schools of a designated area that come under the jurisdiction of particular school board.

Organization of the Study

The remainder of the study consists of four chapters. Chapter II is a study of the related research and literature to determine the characteristics of existing media programmes and any research concerning those. Chapter III describes the design of the study, the population chosen, the questionnaire used, and the collection and treatment of data. Chapter IV reports the findings of the questionnaire after the whole thing has been thoroughly analyzed. The final chapter summarizes the findings, outlines the conclusions along with recommendations, and sets the basis for possible future study.

CHAPTER II

RELATED LITERATURE

Educational literature contains few research reports or other writings on district media centres in Canada, the subject of this study. Consequently, much of the literature that served as background and guidelines for the present study originated outside of Canada, primarily in the United States.

United States

Ronald Uhl (1966) reported on three early surveys conducted in the United States and these point out that media programmes have been investigated since early in this century. The first survey reported by Uhl was carried out in 1923 by McClusky when he surveyed 14 city school systems in the United States. He was concerned with such administrative aspects as salaries of personnel, the value of the equipment and materials which the centre possessed, the size of the budget, the amount of various types of materials and equipment of a visual nature, and film evaluation and utilization procedures. The findings reported the area of direct concern for the directors of these centres and pointed out that one of the biggest problems was the distribution of materials and equipment.

Another study reported by Uhl was conducted by Sechriest in 1944 when he surveyed cities with a population of 100,000 and over. He concentrated on such things as organizational structure, administrative and supervisory organization, and their mechanical facilities. He concluded

that most directors of Audio Visual Education were too occupied with the mechanical aspects of their jobs to give much attention to the educational aspects it might hold. He found that they prepared catalogues and bulletins, tended to the routine of administrative duties, inspected materials, encouraged teachers to attend audio visual classes, planned audio visual programmes, and, in general, set audio visual goals and objectives. The outcome of Sechriest's study was a plan for a developmental pattern for a department of audio visual aids in cities of 100,000 or more, based on the following recommendations:

1. All audio visual materials should be organized through a centre which would be a part of the curriculum department.

2. An officer in charge of the audio visual department should be an assistant to the director of curriculum.

3. Clerical, technical, and mechanical personnel should be hired for the centre.

4. The general supervisors of the school systems should be responsible for the supervision of audio visual techniques in the classroom.

5. The evaluation of the programme should be left to the testing agencies in the school systems.

6. The audio visual head, with the approval of principals and superintendents, should appoint a teacher in each school building to look after the audio visual material and equipment located in that building.

7. The duties of the director in charge should include production, distribution, research, and supervision to the extent of aiding in the selection of materials and helping teachers.

8. The responsibility for the formation of policy of the centre should rest with the director in conjunction with the superintendent of schools and the director of curriculum.

Uhl's third report was based on a study by Johnson in 1946 who investigated the general administrative problems arising from the use of audio visual materials. Johnson's recommendations stated that there should be a central administrative unit combining the audio visual functions with teaching materials, that there should be a centre with a full-time director and staff in systems of 10,000 and over, that teachers and students be trained to operate the audio visual equipment, and that demonstrations and workshops in the use of audio visual materials be given to faculty and staff of the systems.

Based on the conclusions of these three studies and several others, Noel (1949) presented what he considered to be the functions of a good organization of audio visual services, independent of the size of the system it served:

1. To provide materials, services, and facilities which will make it possible for teachers to use audio-visual materials in their classrooms under the best possible conditions.

2. To provide those services which enable teachers to have materials and equipment when and where the need arises.

3. To provide the materials and services which enable teachers to select and utilize audio visual materials which suit the teaching-learning situation.

4. To provide the facilities and professional services which assure that audio visual materials will be integrated with the total instructional programme.

5. To provide those materials and professional services which aid teachers in making full use of community resources.

6. To provide those professional services which will assure competencies among teachers, supervisors, and administrators in the use of audio visual instructional materials.

7. To provide audio visual materials and services which will aid the administrative staff and other school personnel in interpreting the school's programme to both professional and lay groups.

A study of audio visual in the schools of Oregon, DeBernardis (1951) concluded that for audio visual programmes to be more successful, two aspects needed more attention: expansion of school in-service programmes in quality as well as quantity and efforts to coordinate activities of those handling audio visual materials within the schools.

In a study done in Minnesota, Pearson (1960) was concerned with the status of audio visual directors, their duties, the budget, and the distinguishing features of a good programme. Four of his findings were:

1. Systems with qualified directors had better audio visual programmes than those without such officers.

2. Many directors did not possess the necessary qualifications.

3. Generally speaking, the teachers of the state did not possess the knowledge to utilize those audio visual tools which were availablt to them.

4. Audio visual programs tended to be superior where each school also appointed a co-ordinator who had some released time to devote to the programme.

Ruth Ann Davies (1974) outlined the duties of the district school library media director as follows:

> The district school library media director plans and develops the direction for the school library media program of the district and makes recommendations to the district administration for the improvement of instruction through the school library media program. The incumbent contributes to curriculum planning and reevaluates the educational goals of the district with district curriculum personnel.
>
> The district school library media director participates in district curriculum staff meetings and serves in a consultative capacity to subject and grade level specialists, heads of school library media centres and supportive staff, and building and district level administration.
>
> The district school library media director systematically explores current developments and innovations in the field of instructional media. He relates these to trends in education and communicates pertinent information to district administration, building level administrators, faculty, and school library media centre personnel. The incumbent plans, initiates, and develops the district school library media program to meet the educational goals and to permit flexibility for differences unique to individual schools. He provides the leadership for the implementation of adopted program.
>
> The district school library media director coordinates all school library media programs within the district and makes provisions for the use of inter-district and community library resources. Provision for free access by all schools to district and external media resources; optimum staffing of school library media centres; district-wide scheduling of presentations and exhibits; review of individual school library media programs for the prescribed educational functions; the centralized processes essential to the selection, acquisition, cataloging, preparation, and supply of materials and equipment; and the exercise of budget controls within the framework of the system are examples of some of the coordinating activities.

The district school library media director plans and develops policy recommendations, and implements and interprets established policy in such areas as: evaluation, selection, and use of media and equipment performance standards; budget expenditures; and personnel practices. The incumbent consults with heads of school library media centres and school administrators for the purposes of reviewing, analyzing, and making recommendations for school library media centre budget proposals. After such consultation he plans, develops, proposes, justifies, and defends immediate and long-range budget requests for the district school library media program.

The district school library media director plans, schedules, and conducts media-related in-service and continuing education programs for faculty, administrators, school library media centre staff, and community groups.

The district school library media director interviews and makes recommendations for staff appointments to building and district school library media centre positions based on personnel needs. He may serve as a consultant in the evaluation of school library media centre personnel. He supervises and evaluates supporting staff in the district school library media centre personnel. The incumbent administers the services of: centralized media processing centre, repair and maintenance facility, media collection, equipment testing and production of instructional materials, and other facilities provided for district-wide use.

The district school library media director uses his knowledge of construction design to plan for new and remodeled school district library media centres. He consults with school architects and makes recommendations to assure the inclusion of optimum facilities for media services in a variety of settings.

A district liaison function is performed by the district school library media director to interpret and carry out within his division all directions and policies formulated by the superintendent and or school board. A liaison function is also performed with county, state, regional, and national education agencies. The incumbent provides appropriate reports to these agencies and to the district administration. He maintains lines of communication with the community, professional organizations, broadcasting and telecasting companies and stations, and producers and distributors of media and equipment and their agents. The district school library media director is aware of new developments in the field of media and related technology through his participation in various organizations, seminars workshops, and conferences.

> The district school library media director constantly examines and appraises existing school library media programs to determine their continuing feasibility and effectiveness, incorporating new features when required, and changing objectives, methods, and estimates of resources as circumstances demand. The district school library media director is alert to changing community resources, evolving community problems, and their effect upon the objectives of the school library media program. He develops immediate and long-range plans for school library media program development based on this knowledge. (pp. 313-314)

K. C. Rugg (1960), after a preliminary survey, selected 28 school systems in the United States for individual case study. The respondents were asked to reply on the scope of the programme and the services offered, the relationship of the director to other personnel of the district, the uniqueness of the programme based on the local situation, and the personnel necessary to carry the programme forward. Rugg concluded that

> The function of the audio visual program is to provide professional services to teachers through co-ordinating and administering activities relative to the production, selection, and utilization of instructional materials. (p. 6)

Dralle (1964) surveyed the senior high schools in Indiana with respect to their audio visual programmes. He concluded that the organizational pattern did not necessarily influence the effectiveness of the audio visual programme, that administrative support was crucial to the success of the programme, that co-ordinators lacked professional training, that the quality of audio visual programmes was hampered by a lack of funds, that physical facilities were often inadequate, that local production was not well developed, and that systematic evaluation had not taken place.

Fred Buglas (1969) reported on a study published by Eleanor Godfrey in 1967 who collected data on the quantities of materials and equipment

in 2927 districts in the United States. She concluded that new media appeared to be adopted more readily by large growing districts than small stable districts, and also that resistance to new media because of either lack of budget or insufficient size would lead to increased difference between these small districts and large wealthy districts.

Brown, Norberg, and Skygley (1972) reported on a national survey of a random sample of 183 school districts scattered throughout the fifty states that was completed in 1967. This survey revealed the following:

1. Of 91 districts replying to the questionnaire, 73 provided materials services in one form or another.

2. Fewer than half of the districts (47 percent) reported that they had integrated programs handling all media.

3. Of the larger districts 74 percent reported more than one media unit, for example, a district library and an audiovisual centre.

4. Districts operating single multimedia centres usually called them instructional materials centres, or resource centres, but some of these same districts had additional units called curriculum laboratories and professional libraries.

5. Although the integrated materials centres typically circulated both printed and audiovisual materials, district-centred collections of library books tended to be rather small.

6. Student-level audio visual materials, such as films, tended to be stocked in the district centres more than printed materials.

7. Most district centres had sizeable collections of library books and periodicals for teachers, especially in the larger districts.

8. Sample textbooks were fairly widely held, but only 42 percent of the centres had textbook collections of a size that would suggest warehousing operations.

9. Materials other than books and films included such items as art prints, pictures, slides, transparencies, charts, college catalogues, and maps.

10. Services reported by a large proportion of the centres included such items as circulation of materials, reference services processing of materials (central processing was very widespread), production of photographic and graphic materials, consultation services, in-service training, and, in some cases, a limited amount of research.

11. All centres reported the use of card catalogues for bibliographic control of collections, but fewer than half (45 percent) recorded all their holdings in a single, consolidated multimedia list.

From the survey it is apparent that many school systems still maintained separate audio visual and library services, especially the larger districts. However, the 47 percent of all districts that reported integrated programmes would seem to indicate a trend toward the comprehensive multimedia centre.

There is also research and related literature concerning the role of media in the instructional programme and also concerning the utilization of audio visual materials and equipment.

John Giesy (1965) also points this out when he talks about the Instructional Materials Centre that was started in the Flint School District of Michigan in 1961. Records kept by the I. M. C. showed

conclusively that if materials can be gathered together, catalogued, publicized, and made available, teachers will use them. In Flint District, charts showed an increase of 300% in the use of some materials.

Morris Freedman (1967) stated that because education has not kept up with advances in other areas, existing materials and many teaching methods are obsolete. He went on to list the following responsibilities of Media Specialists:

1. To improve curriculum implementation
2. To increase media accessibility to students and teachers
3. To stimulate creative planners and use of media
4. To provide new teaching tools and methods
5. To provide a variety of media for a broad range of pupil abilities.
6. To make media an integral part of teaching and learning
7. To improve awareness of media
8. To extend the ways in which students learn and teachers teach

Dr. Harold Davis (1968) reported on a study conducted by Indiana University for the U. S. Office of Education in 1963. More than 75% of the teachers interviewed stated that they made gains in their understanding of teaching as a result of producing their own instructional materials. A majority indicated they would like to see more locally produced materials; and it was reported that when teachers are given time and encouragement to improve their classroom presentations, they begin searching for better ways to visualize the ideas and concepts.

The total media programme itself is considered throughout the literature and even more so in recent publications. The American Library

Association and the Association for Educational Communications and Technology (1975) report that the activities of the media programme should be considered in the light of four functions: design, consultation, information, and administration since these functions derive from the basic roles of media professionals and are overlapping rather than discrete, penetrating all operations of the programme and providing a basis for evaluating their efficiency.

They go on then to state that the responsibilities of the district media programme include:

Planning the overall media programme, e.g., identifying criteria, purposes, procedures, and evaluation system

Developing and coordinating the budget for the total media programme and creating and maintaining accountability techniques

Applying instructional technology to curriculum development activities

Selecting personnel for the district media programme and providing for their ongoing professional development

Orienting the district staff in all aspects of instructional technology

Applying appropriate forms of telecommunications such as television, radio, telephone lines, computers, and random access distribution

Developing district media selection policies that support the educational programme and reflect principles of intellectual freedom

Developing criteria for the selection of materials and equipment

Producing materials and maintaining production facilities

Selecting, distributing, and promoting effective use of district collections of materials and equipment

Designing school and district media programme facilities

Interpreting the media programme to school and community and developing public information systems

Ruth Ann Davies (1974) writes that:

> The library media program as an integrated component of the educational program also must be planned, designed, and structured scientifically to synchronize with the support and development needs of the ongoing teaching and learning program. (p. 333)

and then goes on to state that a district library media programme of uniform educational excellence mandates the following.

> Administrative leadership in designing, building to strength, and implementing the district library media program.
>
> A district library media program coordinator or supervisor (when there are two or more building library media centres) to plan and develop with the administrative staff a district library media program master plan and then to provide the leadership and guidance necessary for putting the master plan into operation.
>
> A district library media program structured as an integral support component of the total educational enterprise, reflective of the district educational philosophy, goals, objectives and program.
>
> A district library media program reflective of the national and/or state standards in the five basic areas of staff, budget, facilities, media collection, and program.
>
> A district policy of structuring into courses of study the planned integration of the resources and services of the library media centre.
>
> A district professional library commensurate with the curriculum and faculty study and growth needs.
>
> A district library media staff organized to function as a cooperating team, pooling energies, competencies, special knowledge, and sharing obligations and responsibilities.

A library media staff in each library media centre of sufficient number and specialized educational competence to fulfill effectively and efficiently the instructional function of the library media program.

A library media collection in each elementary and secondary school reflective of the support and developmental needs of the instructional program and of the educational needs of the students and of sufficient quantity and quality to satisfy both.

A district instructional materials centre to augment and reinforce the media collections of the building library centres and subject laboratories or resource centres.

A centralized district ordering and processing service to expedite media acquisition and to liberate library media specialists from time-consuming, nonprofessional, technical tasks.

A policy of constant evaluation of the educational efficiency and effectiveness of the library media program at both the building and district level.

A long-range developmental plan with specific target dates and priorities for strengthening building and district library media service. (p. 334)

Canada

The only survey of services and facilities at school board centres in Canada was conducted in 1970-71 by School Progress, (January, 1972). The data collected was totally concerned with audio visual hardware and software, and a study of the survey figures revealed the following:

1. Large boards generally have more of almost every type of equipment per 10,000 students than small boards. But small boards are buying greater quantities, percentage wise, of many types of equipment.

2. Almost all boards expect a per pupil decrease in 1972 spending but an increase in the future.

3. Most boards are spending more per pupil for software than for hardware.

4. Boards whose schools are reasonably well equipped tend to be holding back to ensure that the equipment that is there is being used. This indicates the need for area workshops in the effective use of educational media.

5. The data and comments show great interest in television, although the expenditure in this area has been small to date.

The Association for Media and Technology in Education in Canada and The Canadian School Library Association, in a report by Branscombe and Newsom, (1977) made recommendations concerning the organization of media services at the district level in Canada. It was recommended that the following principles serve as a basis for these services:

> 1. The basic premises should be accepted that all learning materials, collections, services and operating procedures at both district and the school levels must be designed to meet the needs of teachers and students. There is no room, accordingly, for rationalizing the implementation of measures which compromise quality services. Nor should teacher or student convenience be sacrificed for the benefit of administrative or operational convenience.
>
> 2. The plan of development, therefore, must be designed to achieve integration and co-ordination of all learning materials and services. It must be integrated in the sense that audio visual, print, and educational television services at the district and in the school are completely unified. It must be coordinated in the sense that the collections of resources and the services provided at the district and school levels are so developed that they operate as a unit. The district centre supports each school resource centre and acts as the co-ordinating agency for all of them.
>
> 3. Significant participation by classroom and learning resource teachers in curriculum planning and implementation must be provided. Means for meeting this intangible, though essential, need must be built into the design of the system plan. This can be achieved only by district-operated services,

> thereby enabling teachers to concentrate more of their energies on functions requiring their professional expertise. In other words, district services are worthwhile to the extent that they facilitate the work and increase the effectiveness of classroom and resource centre teachers, principals, consultants, and others who use learning materials in working with learners. (p. 5)

They then recommend the major components of services at the district level:

1. Administrative services
2. Coordination of development of materials collection
3. Circulation services
4. Evaluation of resources
5. Production services
6. Organization and maintenance of collections and equipment
7. Professional development and advisory services

CHAPTER III

DESIGN OF THE STUDY

The purposes of this study were to investigate the nature of school board district media programmes as established by the characteristics of Evaluative Criteria to determine the extent to which there is a relationship between these characteristics and the size of the school district, to compare the nature of the programmes with the preferred conditions as stated by media specialists, and to recommend further research. This chapter explains the procedures used to carry out this study--selecting the population, designing the questionnaire, collecting the data, and treating the data.

Selecting the Population

The August, 1971, edition of School Progress reported the findings of 496 school board districts in Canada that replied to a survey and showed the breakdown of these school board districts into provinces and territories, listing the officials of each school board along with the board's annual budget. For the purposes of this study, the writer was interested only in those school board districts with a district media programme; and a close examination of the findings showed that there were 212 such districts. Because both library and audio visual services contribute to a media programme, any board with a listing for either or both of these services was included in the 212 districts. The school

board districts with media programmes were then classified by provinces and territories, and this was noted as follows:

Nova Scotia	10
New Brunswick	5
Prince Edward Island	1
Quebec	48
Ontario	59
Manitoba	18
Saskatchewan	19
Alberta	24
British Columbia	27
North West Territories	1

The writer decided to survey all of the 212 district rather than use a sample of the total population. This approach was taken for two reasons: the danger of using too small a sample does not exist; and because there was no inference from the sample to the population, the results became more reliable.

To the knowledge of the author no similar survey has been conducted in Canada since 1972. It should be noted, however, that conditions may have changed in the subsequent years. For example, to the personal knowledge of the author, in one province--Newfoundland--there has been the establishment of 10 such district media centres.

Designing the Questionnaire

A questionnaire (see Appendix B) was developed based for the most part on Section 6 of Evaluative Criteria for the Evaluation of Secondary Schools, (1969), Fourth Edition, entitled

"Educational Media Services Library and Audio Visual." Reference was also given to a questionnaire developed by Fred Buglas (1969) for his study of "The Status of Audio Visual Programs in Saskatchewan High Schools in 1968-69." The questionnaire consisted of a general section which asked for the student population of the district, the full-time teacher population of the district, the area of the district in square miles, the total budget for new media, and the total budget for library books. The next ten sections outlined what Evaluative Criteria considered to be characteristics of a district media centre, and these were listed under the following general areas:

1. Financial Arrangements (Eleven Characteristics)
2. Selection of Materials and Equipment for Acquisition (Fifteen Characteristics)
3. Classifying, Cataloguing, and Processing of Materials and Equipment (Five Characteristics)
4. Availability of Educational Media (Five Characteristics)
5. Care and Maintenance of Materials and Equipment (Seven Characteristics)
6. Physical Facilities (Eighteen Characteristics)
7. Furnishings and Equipment (Eleven Characteristics)
8. Locally and Commercially Produced Materials (Sixteen Characteristics)
9. Educational Media Staff (Seven Characteristics)
10. Services and Activities (Twenty-six Characteristics)

For each of these characteristics the rating scale developed by Evaluative Criteria was dropped, and the respondents were asked to check 'yes' or 'no' indicating whether or not the district media centre contained these characteristics. Further to the 'yes' and 'no' section for each characteristic, there was also a 'should' and 'should not' section. Here the respondents were asked whether or not they agreed that these factors should be a part of a district media centre. In this way the writer was able to ascertain not only what the district media centres across Canada consisted of but also what working professionals in the field thought these centres should provide in the way of services.

Because Evaluative Criteria was designed for secondary schools, the statements were validated by a panel of experts in the media field who determined they were applicable for surveying media programmes at the district level. On the whole, however, the validity and reliability of the instrument had already been determined by the authors of Evaluative Criteria.

The questionnaire also had to be developed in both English and French (see Appendix B) because it was sent to all parts of Canada, and so it was necessary to hire an interpreter to translate the questionnaire into French and secondly to interpret the results.

Collecting the Data

The questionnaire was mailed to 212 school board districts across Canada on April 26, 1972. Accompanying the survey instrument was a cover letter (see Appendix C) from the author of the study explaining the purpose and importance of the study and asking for a prompt return. Shortly

after, a letter from Mr. Norman Harris, Assistant Director of Instruction (Instructional Materials), (see Appendix D) went to all participants of the study, pointing out the importance of the study and giving it the full endorsement of the Division of Instruction, Department of Education. One month later another cover letter, together with a second copy of the questionnaire, (see Appendix E) was sent to those respondents who had not sent back the questionnaire; and during the following week a postcard (see Appendix F) was sent as a reminder to send back the questionnaire. Finally, the author visited some 14 District Media Centres in Southern Ontario; and while there, phone calls were made to the school districts in Ontario who had not yet returned the questionnaire.

Of the 212 questionnaires mailed to school boards, 159 or 75% were completed and returned.

Treatment of the Data

The questionnaire was designed to obtain data about certain characteristics of the school board district or the area served by the media centre. These characteristics were the independent variables and included: the total student enrollment of the district, the total full-time teacher population of the district, the geographical area of the district, and the finances of the district. Secondly, the questionnaire was designed to obtain certain characteristics of the media centre itself, and these were considered as dependent variables.

For the purposes of this study, only one of the independent variables was chosen, namely, the size of the school district as determined by the total student enrollment. The data that were collected but not used in this study are available for subsequent research.

After the questionnaires were completed and returned, five intervals of school district size as determined by student population were established--0-5,000, 5,001-10,000, 10,001-15,000, 15,001-22,000, and 22,001+. Each completed questionnaire was placed in an enrollment group and assigned an identification number. The identification numbers were for computer purposes only. The data were then transferred by hand from the questionnaires to data sheets, and from there the information was punched on computer cards. In addition, the 'yes' and 'no' responses concerning the presence or absence of the characteristics of media centres and the opinion of the respondents with respect to the desirability of these characteristics were entered on the computer cards.

Hence the data concerning the size of the school board were continuous, and the data concerning the characteristics of the media centres and the opinions of the experts were dichotomous.

Ten null hypotheses were then stated, one each concerning the possible relationships of the ten components of media centre operations with the size of the school district. A chi square was applied to attest independence. The null hypotheses were either accepted or rejected based on a .05 level of significance.

To further examine the characteristics of district media centres in relation to the size of the school district, other tables were then constructed showing the percentages of positive responses for each interval of school district size as established for the study. To further enhance this, the set intervals were then collapsed in five different ways as follows: -5,000, 5,001+, -10,000, 10,001+, -15,000, 15,001+, -22,000, 22,001+, and the percentages of positive responses listed and compared for each of these intervals.

Finally, the relationship between the presence or absence of the characteristics and the opinions of media experts concerning the desirability of these characteristics were examined. School districts were divided into two groups, those with a presence of the characteristic and those with an absence. Then the media specialists were asked whether or not the characteristic was a desirable one. Ten null hypotheses were then stated--one for each of the ten aspects of the media centre's operations--indicating that there was no significant difference between the presence or absence of those particular characteristics and the extent to which they were considered desirable by the media specialists. A chi square analysis was then performed on this data to test independence, and the null hypotheses were either accepted or rejected based on a .05 level of significance.

CHAPTER IV

ANALYSIS OF RESULTS

In the account of the analysis of data that follows, consideration is given to each of the components of services in turn. Two hypotheses relate to each component, one concerning the presence or absence of the service and the other concerning the extent to which the characteristics of each of these components are considered desirable by media specialists.

Financial Arrangements

Eleven characteristics of financial arrangements were considered. They are presented in abbreviated form in Table 1 and in full in the questionnaire. (See Appendix B).

Hypotheses 1 and 11 were tested.

Test of Hypothesis 1

Table 1 contains the data that are relevant to this hypothesis.

Hypothesis 1.

The variables of the size of the school district on the one hand, and the presence or absence of specified characteristics of financial arrangements on the other hand, are independent.

Results: The hypothesis was rejected with respect to Characteristic 10 (the budget provides for: purchase of professional literature, institutional memberships in professional organizations, and professional travel) as there was a significant dependency between it and the size of

TABLE 1

DEPENDENCY OF SIZE OF SCHOOL DISTRICT AND MEDIA CENTRE

CHARACTERISTICS OF FINANCIAL ARRANGEMENTS

	Media centre characteristics (Financial arrangements)	Dependency of size of school district and media centre characteristics[1]	
		χ^2	Significance level
1.	The Media Director constructs a budget after consultation.	4.6	.3349
2.	A sum of money is budgeted annually for media.	2.0	.7299
3.	Budget allotments may be spent as needed.	1.7	.7929
4.	The accounting system permits current, encumbrances, income.	2.4	.6641
5.	The budget provides for: Books, periodicals, newspapers, pamphlets.	6.2	.1844
6.	The budget provides for: A-V materials.	4.1	.3865
7.	The budget provides for: Rental of materials.	.7	.9538
8.	The budget provides for: Purchase and maintenance of A-V equipment.	5.7	.2259
9.	The budget provides for: Care, repair and binding of materials.	5.6	.2298
10.	The budget provides for: Purchase of professional literature.	10.0	.0397*
11.	The budget provides for: Supplies and equipment for local production.	5.4	.2441

[1]See Appendix A, p.124 for frequencies on which χ^2 calculations are based.

*$\rho<.05$ **$\rho<.01$ ***$\rho<.001$.

TABLE 2

PRESENCE OF MEDIA CENTRE CHARACTERISTICS OF

FINANCIAL ARRANGEMENTS BY SIZE OF SCHOOL DISTRICT

MCC+	Size of school district				
	0-5000	5001-10000	10001-15000	15001-22000	22001+
1.	48	62	53	78	66
2.	82	86	85	67	81
3.	83	89	86	78	78
4.	79	84	77	78	91
5.	92	89	71	90	77
6.	98	95	100	90	100
7.	79	81	79	90	81
8.	81	81	93	80	97
9.	83	73	77	70	59
10.	72	70	77	100	94
11.	80	85	100	90	94

Note.--Cell entries represent the percentages positive responses are of the total responses of the interval for the characteristic.

+Media Centre Characteristics.

TABLE 3

PRESENCE OF MEDIA CENTRE CHARACTERISTICS OF FINANCIAL ARRANGEMENTS BY SIZE OF SCHOOL DISTRICT IN COLLAPSED INTERVALS

MCC+	Size of school district							
	-5,000	5,001+	-10,000	10,001+	-15,000	15,001+	-22,000	22,001+
1.	48	65	55	66	54	72	60	66
2.	82	80	84	78	84	74	80	81
3.	83	83	86	81	86	78	84	78
4.	79	83	82	82	80	85	80	91
5.	92	82	91	79	84	84	86	77
6.	98	96	97	97	98	95	96	100
7.	79	83	80	83	80	86	82	81
8.	81	88	81	90	85	89	84	97
9.	83	70	78	69	78	65	76	59
10.	72	85	71	90	73	97	80	94
11.	80	92	83	95	88	92	89	94

Note.--Cell entries represent the percentages positive responses are of the total responses of the interval for the characteristic.

+Media Centre Characteristics.

TABLE 4

DEPENDENCY OF THE PRESENCE OR ABSENCE OF SPECIFIC CHARACTERISTICS OF FINANCIAL ARRANGEMENTS AND THE OPINION OF MEDIA SPECIALISTS CONCERNING THEIR DESIRABILITY.

MCC+	Have		Have not		χ^2
	Should have	Should not have	Should have	Should not have	
1.	80	0	37	17	26.1***
2.	106	3	10	11	40.1***
3.	110	0	13	9	42.1***
4.	108	0	17	5	19.8***
5.	116	0	9	9	54.5***
6.	133	0	3	1	7.9**
7.	111	0	20	6	21.6***
8.	116	0	10	10	55.5***
9.	98	0	15	19	59.5***
10.	105	1	20	10	28.8***
11.	116	1	11	4	17.7***

Note.--Cell entries are frequencies of responses.

+Media Center Characteristics.

*$\rho<.05$ **$\rho<.01$ ***$\rho<.001$.

the school district. The hypothesis was accepted with respect to the other ten characteristics of financial arrangements as there were no significant dependencies between them and the size of the school district.

Conclusion: It is apparent, then, that in general the characteristics of financial arrangements of District Media Centres do not vary significantly according to the size of the school district.

In an attempt to determine general patterns of relationships even of a statistically insignificant nature, a comparison was made of the responses in each interval of school district size as established to test the hypotheses. The data are displayed in Table 2. The numbers in the cells in the table are the percentages that the positive responses are of the total responses for that interval of school district size. With respect to Characteristic 1, for example, 48% of the total respondents of school districts with less than 5,000 students replied positively, while 62% of the total respondents of school districts with student population of 5,001 - 10,000 replied positively, and so on.

In a further attempt to discover general patterns of relationships, the percentages of positive responses in the intervals of Table 2 were collapsed in a number of ways and are shown in Table 3.

In an examination of the data presented in Tables 2 and 3, no general pattern of relationship is apparent. However, with respect to Characteristic 1 (the Director of Educational Media Services constructs a detailed budget after consulting teachers) and Characteristic 10 (the budget provides for the purchase of professional literature, institutional memberships in professional organizations and professional travel) the

percentages of positive responses tend to become larger according to the size of the school district.

Test of Hypothesis 11

Table 4 contains the data that are relevant to this hypothesis.

Hypothesis 11

There is no significant difference between the presence or absence of specified characteristics of financial arrangements and the extent to which these characteristics are considered desirable by media specialists.

Results: The hypothesis was rejected with respect to all eleven characteristics of financial arrangements as there was a significant difference between the presence or absence of each of these characteristics and the extent to which these characteristics were considered desirable by media specialists. The difference with respect to all the characteristics with the exception of Characteristic 6 (the budget provides for the purchase of audio visual materials) were significant at the .001 level. The difference with respect to Characteristic 6 was significant at the .01 level.

Conclusion: From an examination of Table 4, it is apparent that in those school districts where the characteristics of financial arrangements were present, almost all the media specialists agreed that they were desirable for the development of a good media programme. Also, in most of those boards where those characteristics of financial arrangements were absent, the majority of media specialists agreed that these characteristics were desirable. The exception to this was Characteristic 2 (a sum of money is budgeted annually for the educational media programme

and the directors of their respective service are informed of the amount available to them) where 11 of the media specialists in the 21 school districts with an absence of that characteristic did not report it to be desirable.

In two other characteristics, Characteristic 5 (the budget provides for the purchase of books, periodicals, newspapers and pamphlets) and Characteristic 8 (the budget provides for the purchase and maintenance of audio visual equipment) there was ambivalence regarding desirability in the boards with an absence of these characteristics. In both cases, the number of media specialists reporting on the characteristic being desirable or not being desirable were the same--9 and 9 for Characteristic 5, and 10 and 10 for Characteristic 8.

In general then it can be concluded that the financial arrangements of media services at district centres as indicated in the survey are considered desirable by a considerable majority of media specialists.

Selection of Materials and Equipment for Acquisition

Fifteen characteristics of the selection of materials and equipment for acquisition were considered. They are presented in abbreviated form in Table 5 and in full in the questionnaire. (See Appendix B)

Hypotheses 2 and 12 were tested.

Test of Hypothesis 2

Table 5 contains the data that are relevant to this hypothesis.

Hypothesis 2

The variables of the size of the school district on the one hand, and the presence or absence of specified characteristics of the selection

TABLE 5

DEPENDENCY OF SIZE OF SCHOOL DISTRICT AND MEDIA CENTRE

CHARACTERISTICS OF SELECTION OF MATERIALS AND EQUIPMENT FOR ACQUISITION

	Media centre characteristics (Selection of materials and equipment for acquisition)	Dependency of size of school district and media centre characteristics[1]	
		χ^2	Significance level
1.	A process of evaluation is applied to selection.	11.1	.0253*
2.	Equipment is selected based on mechanics and performance.	8.5	.0741
3.	A file of film and T.V. guides is available.	8.3	.0812
4.	Selection is based on the academic and recreational need of students.	6.0	.2018
5.	Selection is based on range of reading ability.	2.9	.5737
6.	Selection is based on range of other abilities.	5.1	.2791
7.	Selection is based on educational objectives of the curriculum.	4.9	.3025
8.	Selection is based on informational content of the curriculum.	4.4	.3586
9.	Selection is based on present inventory and distribution.	4.2	.3824
10.	Selection is based on types and content of materials requested.	3.0	.5611
11.	Selection is based on data on the extent of use of materials.	2.8	.5873
12.	Selection is based on data from the basic selection tools.	1.9	.7503
13.	Selection is based on quality of materials in terms of content.	2.8	.5912
14.	Selection is based on availability of materials and equipment.	5.0	.2784
15.	Selection is based on the instructional organization.	3.4	.4932

[1]See Appendix A, p. 125 for frequencies on which χ^2 calculations are based.

*$\rho<.05$ **$\rho<.01$ ***$\rho<.001$.

TABLE 6

PRESENCE OF MEDIA CENTRE CHARACTERISTICS OF

SELECTION OF MATERIALS AND EQUIPMENT FOR ACQUISITION

BY SIZE OF SCHOOL DISTRICT

MCC+	Size of school district				
	0-5000	5001-10000	10001-15000	15001-22000	22001+
1.	72	89	64	100	91
2.	70	59	69	70	91
3.	60	66	73	100	78
4.	90	95	100	100	100
5.	88	81	73	100	86
6.	83	73	87	100	87
7.	92	92	100	100	100
8.	93	92	100	100	100
9.	90	97	100	100	94
10.	93	89	100	100	90
11.	80	86	87	100	88
12.	70	78	86	80	79
13.	89	89	93	100	97
14.	71	83	60	89	81
15.	74	78	86	100	78

Note.--Cell entries represent the percentages positive responses are of the total responses of the interval for the characteristic.

+Media Centre Characteristics.

TABLE 7

PRESENCE OF MEDIA CENTRE CHARACTERISTICS OF
SELECTION OF MATERIALS AND EQUIPMENT FOR ACQUISITION
BY SIZE OF SCHOOL DISTRICT IN COLLAPSED INTERVALS

MCC+	Size of school district							
	-5,000	5,001+	-10,000	10,001+	-15,000	15,001+	-22,000	22,001+
1.	72	86	81	85	75	96	81	91
2.	70	72	65	77	66	81	67	91
3.	60	80	63	84	66	89	75	78
4.	90	99	93	100	95	100	96	100
5.	88	85	85	86	81	93	86	86
6.	83	87	78	91	81	94	86	87
7.	92	98	92	100	95	100	96	100
8.	93	98	93	100	95	100	96	100
9.	90	98	94	98	96	97	97	94
10.	93	95	91	97	94	95	96	90
11.	80	90	83	92	84	94	88	88
12.	70	81	74	82	78	80	79	79
13.	89	95	89	97	90	99	93	97
14.	71	78	77	77	71	85	76	81
15.	74	86	76	88	79	89	85	78

Note.--Cell entries represent the percentages positive responses are of the total responses of the interval for the characteristic.

+Media Centre Characteristics.

TABLE 8

DEPENDENCY OF THE PRESENCE OR ABSENCE OF SPECIFIC CHARACTERISTICS OF SELECTION OF MATERIALS AND EQUIPMENT FOR ACQUISITION AND THE OPINION OF MEDIA SPECIALISTS CONCERNING THEIR DESIRABILITY.

MCC+	Have		Have not		χ^2
	Should have	Should not have	Should have	Should not have	
1.	112	1	23	1	.1
2.	95	2	33	4	2.9
3.	94	1	34	4	4.4*
4.	134	0	4	0	0
5.	114	0	13	4	20.3***
6.	114	0	16	4	17.1***
7.	131	1	5	0	6.2*
8.	129	1	4	1	2.6
9.	131	0	4	1	6.1*
10.	128	0	6	3	29.4***
11.	118	0	15	3	13.1***
12.	104	0	20	7	23.6***
13.	126	2	9	0	1.1
14.	103	1	23	8	19.9***
15.	107	2	22	4	6.2*

Note.--Cell entries are frequencies of responses.

+Media Centre Characteristics.

*$\rho<.05$ **$\rho<.01$ ***$\rho<.001$.

of materials and equipment for acquisition, on the other hand, are independent.

Results: The hypothesis was rejected with respect to Characteristic 1 (a process of evaluation is applied to the selection of all materials) as there was a significant dependency between it and the size of the school district. The hypothesis was accepted with respect to the other fourteen characteristics of the selection of materials and equipment for acquisition, as there were no significant dependencies between them and the size of the school district.

Conclusion: It is apparent, then, that in general the characteristics of the selection of materials and equipment for acquisition of District Media Centres do not vary according to the size of the school district.

In an attempt to determine general patterns of relationships even of a statistically insignificant nature, a comparison was made of the responses in each interval of school district size as set up for the study. The data are displayed in Table 6. The numbers in the cells in the table are the percentages that the positive responses are of the total responses for that interval of school district size.

In a further attempt to discover general patterns of relationships, the percentages of positive responses in the intervals of Table 6 were collapsed in a number of ways and are shown in Table 7.

In an examination of the data presented in Tables 6 and 7, no general pattern of relationship is apparent. However, with respect to Characteristic 2 (equipment is selected on the basis of mechanical and

performance specifications as determined by the staff of the media centre) the percentages of positive responses become larger according to the size of the school district. In Table 6, for example, the percentages of positive responses go from a low of 59% in the 5,001 - 10,000 interval to a high of 91% in the 22,000+ interval. Table 7, then, with its collapsed intervals shows only 67% of positive responses in the -22,000 interval size of school district while 91% of positive responses were reported in the 22,001 size of school district. There is the tendency for the selection of equipment to be based on the mechanical and performance specifications as determined by the staff of the media centre as the school districts increase in size.

With respect to Characteristic 3 (a file of film and television study guides is suitable for reference) the percentages of positive responses in both the set intervals of Table 6 and in the collapsed intervals of Table 7 tend to become larger according to the size of the school district. Also in response to the question concerning factors that receive consideration in the selection of educational media, there was a greater tendency for larger school districts to consider Characteristic 15 (selection is based on the instructional organization) than there was for smaller boards.

Test of Hypothesis 12

Table 8 contains the data that are relevant to this hypothesis.

Hypothesis 12

There is no significant difference between the presence or absence of specified characteristics of the selection of materials and equipment

for acquisition and the extent to which these characteristics are considered desirable by media specialists.

Results: The hypothesis was rejected with respect to 10 of the 15 characteristics of the selection of materials and equipment for acquisition (Characteristics 3, 5, 6, 7, 9, 10, 11, 12, 14, 15) as there was a significant difference between the presence or absence of each of these characteristics and the extent to which they were considered desirable by media specialists. The hypothesis was accepted with respect to Characteristics 1, 2, 4, 8, and 13 as there was no significant difference between the presence or absence of each of the characteristics and the extent to which they were considered desirable by media specialists.

Conclusion: From an examination of Table 8, it is apparent that for all 15 characteristics of the selection of materials and equipment for acquisition, the majority of media specialists agreed that these characteristics were desirable for the development of a good media programme. This was true not only in the school districts with a presence of these characteristics but also in the school districts with an absence of these characteristics.

It is of interest to note in examining Table 8 that with respect to Characteristic 4 (present and potential academic and recreational interests and needs of students receive consideration in the selection of educational media), Characteristic 8 (selection is based on the informational content of the curriculum) and Characteristic 9 (selection is based on the present inventory and distribution) only four school districts showed an absence of these characteristics. In other words, these criteria are almost universally accepted as desirable.

Classifying, Cataloguing and Processing of Materials and Equipment

Five characteristics of classifying, cataloguing and processing of materials and equipment were considered. They are presented in abbreviated form in Table 9 and in full in the questionnaire. (See Appendix B)

Hypotheses 3 and 13 were tested.

Test of Hypothesis 3

Table 9 contains the data that are relevant to this hypothesis.

Hypothesis 3

The variables of the size of the school district on the one hand, and the presence or absence of specified characteristics of classifying, cataloguing and processing of materials and equipment on the other hand, are independent.

Results: The hypothesis was rejected with respect to Characteristic 3 (information about the acquisition of materials for the district, is kept in an accession book or on the shelf-list card) and Characteristic 5 (an inventory of the equipment of the district, including location and maintenance record, is current) as there were significant dependencies between them and the size of the school district. The hypothesis was accepted with respect to the other three characteristics as there were no significant dependencies between them and the size of the school district.

Conclusion: It is apparent that in general the characteristics of classifying, cataloguing and processing of materials and equipment of

TABLE 9

DEPENDENCY OF SIZE OF SCHOOL DISTRICT AND MEDIA CENTRE

CHARACTERISTICS OF CLASSIFYING, CATALOGUING, AND PROCESSING OF MATERIALS AND EQUIPMENT

	Media centre characteristics (Classifying, cataloguing, and processing of materials and equipment)	Dependency of size of school district and media centre characteristics[1]	
		χ^2	Significance level
1.	All educational media are inventoried, classified, and catalogued.	5.4	.2485
2.	A card catalogue is maintained.	4.3	.3646
3.	Information about the acquisition of materials is kept.	11.9	.0183*
4.	Professional periodicals and pamphlets are accessible.	9.0	.0619
5.	An inventory of the equipment is current.	12.7	.0130*

[1]See Appendix A, p. 126 for frequencies on which χ^2 calculations are based.

*$\rho<.05$ **$\rho<.01$ ***$\rho<.001$.

TABLE 10

PRESENCE OF MEDIA CENTRE CHARACTERISTICS OF CLASSIFYING, CATALOGUING AND PROCESSING OF MATERIALS AND EQUIPMENT BY SIZE OF SCHOOL DISTRICT

MCC+	Size of school district				
	0-5000	5001-10000	10001-15000	15001-22000	22001+
1.	48	39	53	30	26
2.	28	35	40	22	16
3.	53	77	71	80	42
4.	60	67	43	100	67
5.	70	89	100	100	71

Note.--Cell entries represent the percentages positive responses are of the total responses of the interval for the characteristic.

+Media Centre Characteristics.

TABLE 11

PRESENCE OF MEDIA CENTRE CHARACTERISTICS OF CLASSIFYING, CATALOGUING AND PROCESSING OF MATERIALS AND EQUIPMENT BY SIZE OF SCHOOL DISTRICT IN COLLAPSED INTERVALS

MCC+	Size of school district							
	-5,000	5,001+	-10,000	10,001+	-15,000	15,001+	-22,000	22,001+
1.	48	37	44	36	47	28	43	26
2.	28	28	32	26	34	19	31	16
3.	53	68	65	64	67	61	70	42
4.	60	69	64	70	57	84	68	67
5.	70	90	80	90	86	86	90	71

Note.--Cell entries represent the percentages positive responses are of the total responses of the interval for the characteristic.

+Media Centre Characteristics.

TABLE 12

DEPENDENCY OF THE PRESENCE OR ABSENCE OF SPECIFIC CHARACTERISTICS OF CLASSIFYING, CATALOGUING AND PROCESSING OF MATERIALS AND EQUIPMENT AND THE OPINION OF MEDIA SPECIALISTS CONCERNING THEIR DESIRABILITY

MCC+	Have		Have not		χ^2
	Should have	Should not have	Should have	Should not have	
1.	55	0	54	22	17.1***
2.	40	0	74	14	5.6*
3.	80	2	37	10	10.4**
4.	86	0	41	5	6.9**
5.	111	1	23	1	.1

Note.--Cell entries are frequencies of responses.

+Media Centre Characteristics.

*$p<.05$ **$p<.01$ ***$p<.001$.

District Media Centres do not vary significantly according to the size of the school district.

In an attempt to determine general patterns of relationships, even of a statistically insignificant nature, a comparison was made of the responses in each interval of school district size as set up for the study. The data are displayed in Table 10. The numbers in the cells in the table are the percentages that the positive responses are of the total responses for that interval of school district size.

In a further attempt to discover general patterns of relationships, the percentages of positive responses in the intervals of Table 10 were collapsed in a number of ways and are shown in Table 11. With respect to Characteristic 10 (all educational media of the district, print and not print of permanent value are inventoried, classified and catalogued centrally regardless of whether they are housed at the district centre or at the school buildings) the percentages of positive responses in the set intervals of Table 10 were all quite low regardless of the school district size. In fact, as is further reinforced by Table 11, there tends to be a greater presence of this characteristic in the smaller districts than in the larger districts. Forty-three percent of those responding in the -22,000 interval reported a presence of the characteristic while only 26% of those responding in the 22,001+ interval reported a presence of the characteristic.

Similar results were evident with respect to Characteristic 2 (a card catalogue that includes all educational media of the district is maintained) where in Table 10 the percentages of positive responses were

quite low for all the set intervals. In Table 11 again, with the collapsed intervals, although the percentages of responses were still low, there was a greater tendency for smaller school districts to maintain a central card catalogue for all educational media of the district than there was for the larger districts.

Test of Hypothesis 13

Table 12 contains the data that are relevant to this hypothesis.

Hypothesis 13

There is no significant difference between the presence or absence of specified characteristics of classifying, cataloguing, and processing of materials and equipment and the extent to which these characteristics are considered desirable by media specialists.

Results: The hypothesis was rejected with respect to four of the five characteristics of classifying, cataloguing, and processing of materials and equipment as there was a significant difference between the presence or absence of these characteristics and the extent to which they were considered desirable by media specialists. The hypothesis was accepted with respect to one characteristic, Characteristic 5 (an inventory of the equipment of the district, including location and maintenance record, is current) as there was no significant difference between the presence or absence of this characteristic and the extent to which it was considered desirable by the media specialists.

Conclusion: From an examination of Table 12 it is apparent that in those school districts where the characteristics of classifying, cataloguing, and processing of materials and equipment were present, almost

all the media specialists agreed that they were desirable for the development of a good media programme. Also, in those districts with an absence of these characteristics a considerable majority of media specialists still agreed they were desirable. It is interesting to note that in connection with Characteristics 1 and 2, while there were many more districts with an absence of the characteristics rather than a presence, the majority of media specialists still reported these to be desirable characteristics.

The Accessibility of Educational Media

Five characteristics of the accessibility of educational media were considered. They are presented in abbreviated form in Table 13 and in full in the questionnaire. (See Appendix B)

Hypotheses 4 and 14 were tested.

Test of Hypothesis 4

Table 13 contains the data that are relevant to this hypothesis.

Hypothesis 4

The variables of the size of the school district on the one hand, and the presence or absence of specified characteristics of the accessibility of educational media on the other hand, are independent.

Results: The hypothesis was accepted with respect to all five characteristics of the accessibility of educational media as there were no significant dependencies between them and the size of the school district.

TABLE 13 ·

DEPENDENCY OF SIZE OF SCHOOL DISTRICT AND MEDIA CENTRE

CHARACTERISTICS OF THE ACCESSIBILITY OF EDUCATIONAL MEDIA

	Media centre characteristics (Accessibility of educational media)	Dependency of size of school district and media centre characteristics[1]	
		χ^2	Significance level
1.	Educational media are available to teachers.	3.0	.5632
2.	A loan service for media has been developed.	3.5	.4827
3.	A-V equipment is available to teachers.	1.8	.7691
4.	The schools obtain services other than those of the board.	5.1	.2765
5.	Students can request and procure media from the district.	5.0	.2906

[1]See Appendix A, p.127 for frequencies on which χ^2 calculations are based.

*$p<.05$ **$p<.01$ ***$p<.001$.

TABLE 14

PRESENCE OF MEDIA CENTRE CHARACTERISTICS OF THE ACCESSIBILITY OF EDUCATIONAL MEDIA BY SIZE OF SCHOOL DISTRICT

MCC+	Size of school district				
	0-5000	5001-10000	10001-15000	15001-22000	22001+
1.	87	91	87	100	81
2.	76	83	87	90	90
3.	87	89	93	89	81
4.	91	83	93	100	78
5.	46	39	27	63	29

Note.--Cell entries represent the percentages positive responses are of the total responses of the interval for the characteristic.

+Media Centre Characteristics.

TABLE 15

PRESENCE OF MEDIA CENTRE CHARACTERISTICS OF

THE ACCESSIBILITY OF EDUCATIONAL MEDIA

BY SIZE OF SCHOOL DISTRICT IN COLLAPSED INTERVALS

MCC+	Size of school district							
	-5,000	5,001+	-10,000	10,001+	-15,000	15,001+	-22,000	22,001+
1.	87	90	89	89	88	91	91	81
2.	76	88	80	89	82	90	84	90
3.	87	88	88	88	70	85	90	81
4.	91	89	87	90	89	89	92	78
5.	46	40	43	40	37	46	44	29

Note.--Cell entries represent the percentages positive responses are of the total responses of the interval for the characteristic.

+Media Centre Characteristics.

TABLE 16

DEPENDENCY OF THE PRESENCE OR ABSENCE OF SPECIFIC CHARACTERISTICS OF THE ACCESSIBILITY OF EDUCATIONAL MEDIA AND THE OPINION OF MEDIA SPECIALISTS CONCERNING THEIR DESIRABILITY.

MCC+	Have		Have not		χ^2
	Should have	Should not have	Should have	Should not have	
1.	120	1	15	2	4.0*
2.	113	1	18	3	6.9**
3.	116	1	11	4	17.7***
4.	111	3	14	1	.003
5.	50	1	26	45	45.1***

Note.--Cell entries are frequencies of responses.

+Media Centre Characteristics.

*$p<.05$ **$p<.01$ ***$p<.001$.

Conclusion: It is apparent, then, that the characteristics of the accessibility of educational media of District Media Centres do not vary significantly according to the size of the school district.

In an attempt to determine general patterns of relationships, even of a statistically insignificant nature, a comparison was made of the responses in each interval of school district size as set up for the study. The data are displayed in Table 14. The numbers in the cells in the table are the percentages that the positive responses are of the total responses for that interval of school district size.

In a further attempt to discover a general pattern of relationships, the percentages of positive responses in the intervals of Table 14 were collapsed in a number of ways and are shown in Table 15.

In an examination of the data presented in Tables 14 and 15 no general pattern of relationship is apparent. However, with respect to Characteristic 5 (students can initiate requests and procure materials and equipment directly from the centre) the percentages of positive responses were quite low throughout all the set intervals of Table 14. The highest percent of positive responses was in the intervals 15,001 - 22,000, where 63% of those school districts in that interval allow students to initiate and procure materials from the district centre. In all the other intervals the percentages of positive responses towards allowing students to initiate and procure materials are very low. Even in Table 15 where the set intervals are collapsed the same thing exists; and although there is a slight tendency for smaller school districts to allow students to initiate and procure materials, the percentages of

positive responses are still small--44% in the -22,000 interval and 29% in the 22,001+ interval allow students to initiate and procure materials.

Test of Hypothesis 14

Table 16 contains the data that are relevant to this hypothesis.

Hypothesis 14

There is no significant difference between the presence or absence of specified characteristics of the accessibility of educational media and the extent to which these characteristics are considered desirable by media specialists.

Results: The hypothesis was rejected with respect to four of the five characteristics of the accessibility of educational media, as there was a significant difference between the presence or absence of each of these characteristics and the extent to which they were considered desirable by media specialists.

Conclusion: From an examination of Table 16, it is apparent that in those characteristics of the accessibility of educational media, a great majority of media specialists agreed they were desirable to the development of a good media programme. The same was true with the school districts who had an absence of these characteristics except in the case of Characteristic 5 (students can initiate and procure materials and equipment directly from the centre). In this case only 26 of the media specialists in the 71 school districts with an absence of this characteristic considered it to be desirable. It should also be noted that in the case of this characteristic only 51 of the school districts reported a presence of the characteristic while 71 reported an absence.

Care and Maintenance of Materials and Equipment

Seven characteristics of the care and maintenance of materials and equipment were considered. They are presented in abbreviated form in Table 17 and in full in the questionnaire. (See Appendix B)

Hypotheses 5 and 15 were tested.

Test of Hypothesis 5

Table 17 contains the data that are relevant to this hypothesis.

Hypothesis 5

The variables of the size of the school district on the one hand and the presence or absence of specified characteristics of the care and maintenance of materials and equipment on the other hand are independent.

Results: The hypothesis was accepted with respect to all seven characteristics of the care and maintenance of materials and equipment, as there were no significant dependencies between them and the size of the school district.

Conclusion: It is obvious that the characteristics of the care and maintenance of materials and equipment do not vary significantly according to the size of the school district.

In an attempt to determine general patterns of relationships, even of a statistically insignificant nature, a comparison was made of the responses in each interval of school district size as set up for the study. The data are displayed in Table 18. The numbers in the cells in the table are the percentages that the positive responses are of the total responses for that interval of school district size.

TABLE 17

DEPENDENCY OF SIZE OF SCHOOL DISTRICT AND MEDIA CENTRE

CHARACTERISTICS OF CARE AND MAINTENANCE OF MATERIALS AND EQUIPMENT

	Media centre characteristics (Care and maintenance of materials and equipment)	Dependency of size of school district and media centre characteristics[1]	
		χ^2	Significance level
1.	Books are repaired and rebound at the district level.	3.4	.5006
2.	Periodicals are placed in protective covers at the District Centre.	1.8	.7708
3.	A-V materials are inspected and repaired at the District Centre.	1.8	.7648
4.	Records of the use of equipment and materials are maintained.	2.3	.6780
5.	Records of the repair of equipment are maintained.	.6	.9600
6.	Storage facilities are available at the District Centre.	1.1	.9002
7.	There is a plan for the replacement of obsolete equipment and materials.	2.1	.7209

[1]See Appendix A, p.128 for frequencies on which χ^2 calculations are based.

*$\rho<.05$ **$\rho<.01$ ***$\rho<.001$.

TABLE 18

PRESENCE OF MEDIA CENTRE CHARACTERISTICS OF

CARE AND MAINTENANCE OF MATERIALS AND EQUIPMENT BY SIZE OF SCHOOL DISTRICT

MCC+	Size of school district				
	0-5000	5001-10000	10001-15000	15001-22000	22001+
1.	55	51	38	50	36
2.	24	29	23	38	26
3.	76	83	87	88	75
4.	67	62	73	67	78
5.	69	72	71	80	77
6.	67	71	80	70	73
7.	50	56	40	67	56

Note.--Cell entries represent the percentages positive responses are of the total responses of the interval for the characteristic.

+Media Centre Characteristics.

TABLE 19

PRESENCE OF MEDIA CENTRE CHARACTERISTICS OF CARE AND MAINTENANCE OF MATERIALS AND EQUIPMENT BY SIZE OF SCHOOL DISTRICT IN COLLAPSED INTERVALS

MCC+	Size of school district							
	-5,000	5,001+	-10,000	10,001+	-15,000	15,001+	-22,000	22,001+
1.	55	44	53	41	48	43	49	36
2.	24	29	27	29	25	32	29	26
3.	76	83	80	83	82	82	84	75
4.	67	70	65	73	67	73	67	78
5.	69	75	71	76	71	79	73	77
6.	67	74	69	74	73	72	72	73
7.	50	55	53	54	49	62	53	56

Note.--Cell entries represent the percentages positive responses are of the total responses of the interval for the characteristic.

+Media Centre Characteristics.

TABLE 20

DEPENDENCY OF THE PRESENCE OR ABSENCE OF SPECIFIC CHARACTERISTICS OF CARE AND MAINTENANCE OF MATERIALS AND EQUIPMENT AND THE OPINION OF MEDIA SPECIALISTS CONCERNING THEIR DESIRABILITY.

MCC+	Have		Have not		χ^2
	Should have	Should not have	Should have	Should not have	
1.	59	1	19	39	53.7***
2.	32	0	44	36	19.2***
3.	106	1	14	9	33.7***
4.	95	0	20	14	39.7***
5.	97	1	25	7	14.7***
6.	93	1	30	4	5.0*
7.	70	1	57	2	.02

Note.--Cell entries are frequencies of responses.

+Media Centre Characteristics.

*$p<.05$ **$p<.01$ ***$p<.001$.

In a further attempt to discover general patterns of relationships, the percentages of positive responses in the intervals of Table 18 were collapsed in a number of ways and are shown in Table 19.

In an examination of the data presented in these two tables no general patterns of relationship are apparent. The percentages of positive responses were consistent from interval to interval regardless of the size of the school district. The only difference was in the size of the percentages of positive responses, and this varied depending on the characteristic considered. Characteristic 1 (books and other printed materials are repaired and rebound according to accepted library standards at the district level) and Characteristic 2 (periodicals are placed in protective covers at the district level) have fairly low percentages of positive responses in each of the five set intervals of Table 18. Very few school districts regardless of their size utilize these two characteristics in the development of their media programme.

Test of Hypothesis 15

Table 20 contains the data that are relevant to this hypothesis.

Hypothesis 15

There is no significant difference between the presence or absence of specified characteristics of the care and maintenance of materials and equipment and the extent to which these characteristics are considered desirable by media specialists.

Results: The hypothesis was rejected with respect to six of the seven characteristics of the care and maintenance of materials and equipment, as there was a significant difference between the presence or

absence of these characteristics and the extent to which they were considered desirable by media specialists.

The hypothesis was accepted with respect to Characteristic 7 (there is a definite plan for replacement of wornout and obsolete materials and equipment), as there was no significant difference between the presence or absence of this characteristic and the extent to which it was considered desirable by the media specialists.

Conclusion: From an examination of Table 20, it is apparent that in those school districts with a presence of those characteristics of the care and maintenance of materials and equipment, a majority of media specialists agreed they were desirable to the development of a good media programme. This was also true in the case of those districts with an absence of the characteristics with the exception of Characteristics 1 and 2, where there was no clear decision concerning the desirability of these characteristics. In fact, there were many more boards with an absence of these characteristics rather than with a presence.

Physical Facilities

Eighteen characteristics of physical facilities were considered. They are presented in abbreviated form in Table 21 and in full in the questionnaire. (See Appendix B)

Hypotheses 6 and 16 were tested.

Test of Hypothesis 6

Table 21 contains the data that are relevant to this hypothesis.

TABLE 21

DEPENDENCY OF SIZE OF SCHOOL DISTRICT AND MEDIA CENTRE

CHARACTERISTICS OF PHYSICAL FACILITIES

	Media centre characteristics (Physical facilities)	Dependency of size of school district and media centre characteristics[1]	
		χ^2	Significance level
1.	The District Media Centre is centrally located.	2.3	.6841
2.	The District Centre has access to a loading and delivery area.	8.7	.0702
3.	The Centre is lighted and heated to acceptable standards.	6.4	.1726
4.	The Centre is acoustically treated in the necessary areas.	14.8	.0052**
5.	The Centre has floor covering that is sound absorbent.	1.3	.8538
6.	The District Centre includes: Professional library.	4.7	.3216
7.	The District Centre includes: Previewing rooms.	11.5	.0214*
8.	The District Centre includes: Office space for the Director.	9.4	.0511
9.	The District Centre includes: Darkroom.	37.2	.0000***
10.	The District Centre includes: Workrooms, production area.	10.1	.0380
11.	The District Centre includes: Provision for closed circuit T.V.	8.6	.0715
12.	The District Centre includes: T.V. studio.	31.6	.0000***
13.	The District Centre includes: Wired carrels.	5.7	.2190
14.	The District Centre includes: Recording room.	21.8	.0002***
15.	The District Centre includes: Cataloguing, Processing area.	2.8	.5993
16.	The District Centre includes: Storage facilities.	3.4	.4856
17.	The District Centre includes: Area for maintenance and repair.	12.1	.0165*
18.	The District Centre includes: Provision for DAIR and CAI.	5.3	.2531

[1]See Appendix A, p. 129 for frequencies on which χ^2 calculations are based.

*$\rho<.05$ **$\rho<.01$ ***$\rho<.001$.

TABLE 22

PRESENCE OF MEDIA CENTRE CHARACTERISTICS OF PHYSICAL FACILITIES BY SIZE OF SCHOOL DISTRICT

MCC+	Size of school district				
	0-5000	5001-10000	10001-15000	15001-22000	22001+
1.	68	63	80	78	75
2.	59	60	73	89	84
3.	63	56	60	89	78
4.	16	25	50	67	44
5.	27	31	43	33	31
6.	73	70	73	100	63
7.	48	51	67	78	81
8.	64	70	80	100	88
9.	15	32	60	44	81
10.	51	65	60	89	81
11.	28	37	47	50	59
12.	9	11	13	63	53
13.	19	11	23	44	16
14.	22	22	14	67	59
15.	65	59	73	78	75
16.	80	84	80	100	94
17.	41	58	60	67	81
18.	11	6	27	11	19

Note.--Cell entries represent the percentages positive responses are of the total responses of the interval for the characteristic.

+Media Centre Characteristics.

TABLE 23

PRESENCE OF MEDIA CENTRE CHARACTERISTICS OF PHYSICAL FACILITIES BY SIZE OF SCHOOL DISTRICT IN COLLAPSED INTERVALS

MCC+	Size of school district							
	-5,000	5,001+	-10,000	10,001+	-15,000	15,001+	-22,000	22,001+
1.	68	74	66	78	70	77	72	75
2.	59	77	60	82	64	87	70	84
3.	63	71	60	76	60	84	67	78
4.	16	47	21	54	30	56	40	44
5.	27	35	29	36	34	32	34	31
6.	73	77	72	79	72	82	79	63
7.	48	69	50	75	55	80	61	81
8.	64	85	67	89	71	94	79	88
9.	15	54	24	62	36	63	38	81
10.	51	74	58	77	59	85	66	81
11.	28	48	33	52	37	55	41	59
12.	9	35	10	43	11	58	24	53
13.	19	24	15	28	18	30	24	16
14.	22	41	22	47	19	63	31	59
15.	65	71	62	75	66	77	69	75
16.	80	90	82	91	81	97	86	94
17.	41	67	50	69	53	74	57	81
18.	11	16	9	19	15	15	14	19

Note.--Cell entries represent the percentages positive responses are of the total responses of the interval for the characteristic.

+Media Centre Characteristics.

TABLE 24

DEPENDENCY OF THE PRESENCE OR ABSENCE OF SPECIFIC CHARACTERISTICS OF PHYSICAL FACILITIES AND THE OPINION OF MEDIA SPECIALISTS CONCERNING THEIR DESIRABILITY

MCC+	Have		Have not		χ^2
	Should have	Should not have	Should have	Should not have	
1.	90	1	33	2	.75
2.	90	0	30	4	7.5**
3.	87	1	38	1	.03
4.	40	1	76	3	.02
5.	37	0	78	5	1.1
6.	95	1	28	4	5.6*
7.	82	1	48	2	.20
8.	103	0	30	0	0
9.	57	0	63	10	6.6*
10.	88	0	38	3	3.8
11.	54	1	59	12	6.1*
12.	26	4	69	25	1.6
13.	23	2	73	25	2.6
14.	44	0	78	7	2.4
15.	89	1	31	8	12.9***
16.	113	1	14	2	4.0*
17.	14	3	36	10	7.9**
18.	13	3	78	24	.01

Note.--Cell entries are frequencies of responses.

+Media Centre Characteristics.

*$p<.05$ **$p<.01$ ***$p<.001$.

Hypothesis 6

The variables of the size of the school district on the one hand, and the presence or absence of specified characteristics of physical facilities on the other hand, are independent.

Results: The hypothesis was rejected with respect to Characteristic 4 (the centre is acoustically treated in the necessary areas), Characteristic 7 (the district centre includes previewing rooms), Characteristic 9 (the district centre includes a darkroom), Characteristic 12 (the district centre includes a T.V. Studio), and Characteristic 14 (the district centre includes a recording room) as there were significant dependencies between them and the size of the school district. The hypothesis was accepted with respect to the other thirteen characteristics of physical facilities as there were no significant dependencies between them and the size of the school district.

Conclusion: It is apparent that in general the characteristics of physical facilities of District Media Centres do not vary significantly according to the size of the school district.

In an attempt to determine general patterns of relationships even of a statistically insignificant nature, a comparison was made of the responses in each interval of school district size as set up for the study. The data are displayed in Table 22. The numbers in the cells in the table are the percentages that the positive responses are of the total responses for that interval.

While in examining Table 22 there is no apparent pattern for several of the characteristics of physical facilities, some interesting observations can be made regarding those characteristics which outline what physical facilities the district centre includes. Quite a large percentage of school districts in each interval have positive responses with respect to their district centre including: a professional library (Characteristic 6), office space for the director (Characteristic 8), a workroom production area (Characteristic 10), and storage facilities (Characteristic 16).

With respect to some of the other characteristics, however, there is the tendency for the percentages of positive responses to become larger according to the size of the school district. For example, 48% of the interval 0 - 5,000 reported the presence of previewing rooms in the district centre (Characteristic 7) while 81% of the interval 22,000+ reported the presence of such rooms. Only 15% of the interval 0 - 5,000 reported a presence of a darkroom at the district centre while 81% of the interval 22,000+ reported having this physical facility. With respect to Characteristic 12 (the district centre includes a T.V. studio), only 9% of the interval 0 - 5,000 reported its presence while 53% of the 22,001+ interval reported a presence. Also, with respect to the district centre including a recording room (Characteristic 14), 22% of the 0 - 5,000 interval reported the presence of one while 59% of the 22,000+ interval reported having a recording room.

There is also the tendency for the percentages of positive responses to be very low regardless of the size of school district, indicating a

small percentage of school districts in each set interval with the presence of these particular physical facilities. This applies to Characteristic 5 (the centre has floor covering that is sound absorbent), Characteristic 13 (the district centre includes wired corrals), and Characteristic 18 (the district centre includes the provision for DAIR and CAI).

In a further attempt to discover general patterns of relationships, the percentages of positive responses in the intervals of Table 22 were collapsed in a number of ways and are shown in Table 23. It is apparent from this table that the observations made from Table 22 are supported even when the set intervals are collapsed and new ones established.

Test of Hypothesis 16

Table 24 contains the data that are relevant to this hypothesis.

Hypothesis 16

There is no significant difference between the presence or absence of specified characteristics of physical facilities and the extent to which these characteristics are considered desirable by media specialists.

Results: The hypothesis was rejected with respect to seven of the eighteen characteristics as there was a significant difference between the presence or absence of each of these characteristics and the extent to which these characteristics were considered desirable by media specialists. The characteristics concerned were Characteristic 2 (the district centre has access to a loading and delivery area), Characteristic 6 (the district centre includes a professional library), Characteristic 9 (the district centre includes a darkroom), Characteristic 11 (the district

centre includes the provision for closed circuit T.V.), Characteristic 15 (the district centre includes a cataloguing processing area), Characteristic 16 (the district centre includes storage facilities), and Characteristic 17 (the district centre includes an area for maintenance and repair). The hypothesis was accepted with respect to the remaining 11 of the 18 characteristics of physical facilities as there was no significant difference between each of these characteristics and the extent to which they were considered desirable by media specialists.

Conclusion: From an examination of Table 24 it is apparent that in the school district with a presence of these characteristics of physical facilities very few media specialists consider them to be undesirable for the development of a good media programme. Likewise in the school districts with an absence of these characteristics of physical facilities, a majority of media specialists, although not so great, still consider these characteristics to be desirable. Also, it is interesting to note that only in two of the characteristics, Characteristic 4 (the centre is acoustically treated in the necessary areas) and Characteristic 5 (the centre has floor covering that is sound absorbent), is there a greater number of school districts with an absence of the characteristics.

Furnishings and Equipment

Eleven characteristics of furnishings and equipment were considered. They are presented in abbreviated form in Table 25 and in full in the questionnaire. (See Appendix B)

TABLE 25

DEPENDENCY OF SIZE OF SCHOOL DISTRICT AND MEDIA CENTRE

CHARACTERISTICS OF FURNISHINGS AND EQUIPMENT

	Media centre characteristics (Furnishings and equipment)	Dependency of size of school district and media centre characteristics[1]	
		χ^2	Significance level
1.	The District Centre has: Adjustable shelving.	2.5	.6500
2.	The District Centre has: Periodical shelving.	4.3	.3648
3.	The District Centre has: Newspaper shelving.	1.6	.8043
4.	The District Centre has: Card catalogue cases.	3.8	.4254
5.	The District Centre has: Vertical file cabinets.	2.0	.7271
6.	The District Centre has: Shelving for new media storage.	1.7	.7827
7.	The District Centre has: Bulletin board and display area.	6.7	.1536
8.	The District Centre has: Typewriter.	1.9	.7583
9.	The District Centre has: Booktrucks.	15.1	.0045**
10.	The District Centre has: Sinks with hot and cold water.	14.6	.0056**
11.	The District Centre has: 16 mm. inspection unit.	39.5	.0000***

[1]See Appendix A, p.130 for frequencies on which χ^2 calculations are based.

*$\rho<.05$ **$\rho<.01$ ***$\rho<.001$.

TABLE 26

PRESENCE OF MEDIA CENTRE CHARACTERISTICS OF

FURNISHINGS AND EQUIPMENT BY SIZE OF SCHOOL DISTRICT

MCC+	Size of school district				
	0-5000	5001-10000	10001-15000	15001-22000	22001+
1.	74	83	71	89	84
2.	56	54	36	78	60
3.	27	27	38	33	21
4.	73	78	71	100	70
5.	75	76	64	89	70
6.	71	68	79	78	80
7.	69	50	54	88	79
8.	81	89	93	89	84
9.	54	81	79	100	83
10.	63	59	80	100	91
11.	20	43	57	100	81

Note.--Cell entries represent the percentages positive responses are of the total responses of the interval for the characteristic.

+Media Centre Characteristics.

TABLE 27

PRESENCE OF MEDIA CENTRE CHARACTERISTICS OF FURNISHINGS AND EQUIPMENT BY SIZE OF SCHOOL DISTRICT IN COLLAPSED INTERVALS

MCC+	Size of school district							
	-5,000	5,001+	-10,000	10,001+	-15,000	15,001+	-22,000	22,001+
1.	74	82	79	81	76	87	80	84
2.	56	57	55	58	49	69	56	60
3.	27	30	27	31	31	27	31	21
4.	73	80	76	80	74	85	81	70
5.	75	75	76	74	72	80	76	70
6.	71	76	70	79	73	79	74	80
7.	69	68	60	74	58	84	65	79
8.	81	89	85	89	88	87	88	84
9.	54	86	68	87	71	92	79	83
10.	63	83	61	90	67	96	76	91
11.	20	70	32	79	40	91	55	81

Note.--Cell entries represent the percentages positive responses are of the total responses of the interval for the characteristic.

+Media Centre Characteristics.

TABLE 28

DEPENDENCY OF THE PRESENCE OR ABSENCE OF SPECIFIC CHARACTERISTICS OF FURNISHINGS AND EQUIPMENT AND THE OPINION OF MEDIA SPECIALISTS CONCERNING THEIR DESIRABILITY.

MCC+	Have		Have not		χ^2
	Should have	Should not have	Should have	Should not have	
1.	99	5	20	3	.99
2.	72	2	43	8	5.3*
3.	37	1	59	23	8.9**
4.	99	3	23	2	.35
5.	96	1	24	5	9.6**
6.	94	2	29	3	1.7
7.	83	0	40	1	.13
8.	112	1	9	2	6.4*
9.	94	1	25	3	3.7
10.	95	2	27	1	.05
11.	68	0	44	11	12.6***

Note.--Cell entries are frequencies of responses.

+Media Centre Characteristics.

*$p<.05$ **$p<.01$ ***$p<.001$.

Hypotheses 7 and 17 were tested.

Test of Hypothesis 7

Table 25 contains the data that are relevant to this hypothesis.

Hypothesis 7

The variables of the size of the school district on the one hand and the presence or absence of specified characteristics of furnishings and equipment on the other hand are independent.

Results: The hypothesis was rejected with respect to three of the eleven characteristics of furnishings and equipment, Characteristic 9 (the district centre has booktrucks), Characteristic 10 (the district centre has sinks with hot and cold water), and Characteristic 11 (the district centre has a 16mm inspection unit), as there were significant dependencies between them and the size of the school district. The hypothesis was accepted with respect to the other eight characteristics of furnishings and equipment as there were no significant dependencies between them and the size of the school district.

Conclusion: It is apparent then that in general the characteristics of furnishings and equipment of District Media Centres do not vary significantly according to the size of the school district.

In an attempt to determine general patterns of relationships even of a statistically insignificant nature, a comparison was made of the responses in each interval of school district size as set up for the study. The data are displayed in Table 26. The numbers in the cells in the table are the percentages that the positive responses are of the total responses for that interval of school district size.

In a further attempt to discover general patterns of relationships, the percentages of positive responses in the intervals of Table 26 were collapsed in a number of ways and are shown in Table 27.

In an examination of the data presented in Tables 26 and 27 no general pattern of relationship is apparent. In Characteristics 9, 10, and 11 which have already been seen to be significant there is the trend in both tables for the percentages of positive intervals to increase according to the size of the school district.

Test of Hypothesis 17

Table 28 contains the data that are relevant to this hypothesis.

Hypothesis 17

There is no significant difference between the presence or absence of specified characteristics of furnishings and equipment and the extent to which these characteristics are considered desirable by media specialists.

Results: The hypothesis was rejected with respect to five of the eleven characteristics of furnishings and equipment, Characteristics 2, 3, 5, 8, and 11, as there was a significant difference between the presence or absence of each of these characteristics and the extent to which they were considered desirable by media specialists. The hypothesis was accepted with respect to the other six characteristics of furnishings and equipment as there was no significant difference between the presence or absence of each of these characteristics and the extent to which they were considered desirable by media specialists.

Conclusion: From an examination of Table 28 it is apparent that for all eleven characteristics of furnishings and equipment the majority of media specialists agreed that these were desirable for the development of a good media programme. This was true not only in the school districts with a presence of these characteristics but also in the school districts with an absence of these characteristics.

It is of interest to note in examining Table 28 that with respect to Characteristic 3 (the district centre has newspaper shelving) there were more school districts with an absence of that characteristic rather than a presence. However, in connection with Characteristic 8 (the district centre has a typewriter) only 11 of the 124 districts reported an absence of that characteristic.

Locally and Commercially Produced Materials

Sixteen characteristics of locally and commercially produced materials were considered. They are presented in abbreviated form in Table 29 and in full in the questionnaire. (See Appendix B)

Hypotheses 8 and 18 were tested.

Test of Hypothesis 8

Table 29 contains the data that are relevant to this hypothesis.

Hypothesis 8

The variables of the size of the school district on the one hand, and the presence or absence of specified characteristics of locally and commercially produced materials on the other hand, are independent.

TABLE 29

DEPENDENCY OF SIZE OF SCHOOL DISTRICT AND MEDIA CENTRE

CHARACTERISTICS OF LOCALLY AND COMMERCIALLY PRODUCED MATERIALS

	Media centre characteristics (Locally and commercially produced materials)	Dependency of size of school district and media centre characteristics[1]	
		χ^2	Significance level
1.	The District Centre has: Mechanical lettering equipment.	12.1	.0165*
2.	The District Centre has: Transfer lettering.	16.5	.0024**
3.	The District Centre has: 35 mm. camera.	42.9	.0000***
4.	The District Centre has: Graphic camera.	30.7	.0000***
5.	The District Centre has: 8 mm. movie camera.	27.1	.0000***
6.	The District Centre has: 16 mm. movie camera.	17.3	.0017**
7.	The District Centre has: Copy stand.	31.6	.0000***
8.	The District Centre has: T.V. camera.	15.7	.0032**
9.	The District Centre has: Video tape recorder.	21.1	.0003***
10.	The District Centre has: Dry mount press and materials.	19.6	.0006***
11.	The District Centre has: Diazo printer and materials.	22.2	.0002***
12.	The District Centre has: Spirit duplicator.	11.0	.0262*
13.	The District Centre has: Mimeograph.	4.2	.3855
14.	The District Centre has: Offset printing press.	1.5	.8291
15.	The District Centre has: Electronic stencil cutter.	2.5	.6395
16.	The District Centre has: Thermal process copier.	9.7	.0449*

[1]See Appendix A, p.131 for frequencies on which χ^2 calculations are based.

*$\rho<.05$ **$\rho<.01$ ***$\rho<.001$.

TABLE 30

PRESENCE OF MEDIA CENTRE CHARACTERISTICS OF

LOCALLY AND COMMERCIALLY PRODUCED MATERIALS BY SIZE OF SCHOOL DISTRICT

MCC+	Size of school district				
	0-5000	5001-10000	10001-15000	15001-22000	22001+
1.	27	40	40	67	63
2.	32	51	60	89	69
3.	26	66	87	100	88
4.	11	23	20	71	63
5.	27	51	60	75	84
6.	12	9	33	25	44
7.	26	57	73	86	84
8.	41	46	53	56	84
9.	49	57	73	63	97
10.	40	51	53	78	88
11.	33	46	67	67	84
12.	76	63	40	78	47
13.	67	60	50	78	50
14.	33	24	33	38	37
15.	33	44	33	50	47
16.	70	89	73	100	91

Note.--Cell entries represent the percentages positive responses are of the total responses of the interval for the characteristic.

+Media Centre Characteristics.

TABLE 31

PRESENCE OF MEDIA CENTRE CHARACTERISTICS OF

LOCALLY AND COMMERCIALLY PRODUCED MATERIALS

BY SIZE OF SCHOOL DISTRICT IN COLLAPSED INTERVALS

MCC+	Size of school district							
	-5,000	5,001+	-10,000	10,001+	-15,000	15,001+	-22,000	22,001+
1.	27	53	34	57	36	65	44	63
2.	32	67	42	73	48	79	58	69
3.	26	85	46	92	60	94	70	88
4.	11	44	17	51	18	67	31	63
5.	27	68	39	73	46	80	53	84
6.	12	28	11	34	18	35	20	44
7.	26	75	42	81	52	85	61	84
8.	41	60	44	64	47	70	49	84
9.	49	73	53	78	60	80	61	97
10.	40	68	46	73	48	83	56	88
11.	33	66	40	73	49	76	53	84
12.	76	57	70	55	60	63	64	47
13.	67	60	64	59	59	64	64	50
14.	33	33	29	36	30	38	32	37
15.	33	44	39	43	37	49	40	47
16.	70	88	80	88	77	96	83	91

Note.--Cell entries represent the percentages positive responses are of the total responses of the interval for the characteristic.

+Media Centre Characteristics.

TABLE 32

DEPENDENCY OF THE PRESENCE OR ABSENCE OF SPECIFIC CHARACTERISTICS OF LOCALLY AND COMMERCIALLY PRODUCED MATERIALS AND THE OPINION OF MEDIA SPECIALISTS CONCERNING THEIR DESIRABILITY.

MCC+	Have		Have not		χ^2
	Should have	Should not have	Should have	Should not have	
1.	54	1	56	11	5.7*
2.	68	0	41	9	10.8**
3.	83	0	29	7	13.8***
4.	41	0	59	17	9.0**
5.	71	1	38	11	12.2***
6.	23	4	45	40	7.6**
7.	72	2	36	8	6.6**
8.	71	1	43	9	8.3**
9.	87	0	30	7	14.1***
10.	70	2	44	2	.003
11.	68	1	40	11	11.0***
12.	75	5	17	27	42.2***
13.	69	7	19	23	27.2***
14.	34	5	48	28	6.1*
15.	50	3	43	22	12.3***
16.	99	6	14	3	1.6

Note.--Cell entries are frequencies of responses.

+Media Centre Characteristics.

*$p<.05$ **$p<.01$ ***$p<.001$.

Results: The hypothesis was rejected with respect to thirteen of the sixteen characteristics as there were significant dependencies between them and the size of the school district. The hypothesis was accepted with respect to three of the sixteen characteristics, Characteristic 13 (the district centre has a mimeograph), Characteristic 14 (the district centre has an off set printing press), and Characteristic 15 (the district centre has an electronic stencil cutter) as there were no significant dependencies between them and the size of the school district.

Conclusion: It is apparent then that in general the characteristics of locally and commercially produced materials do vary significantly according to the size of the school district.

In a further attempt to look at these significant differences a comparison was made of the responses in each interval of school district size as established to test the hypothesis. The data are displayed in Table 30. The number in the cells in the table are the percentages that the positive responses are of the total responses for that interval of school district size.

In a further attempt to look at possible relationships, the percentages of positive responses in the intervals of Table 30 were collapsed in a number of ways and are shown in Table 31.

In an examination of the data presented in Tables 30 and 31 a general pattern of relationship is very apparent. There is the tendency, with respect to almost all the characteristics of locally and commercially produced materials, for the percentages of positive responses to become larger according to the size of the school district. The larger boards

tend to have all of the characteristics of locally and commercially produced materials with the exception of four items. Only 44% of the larger boards reported having a 16 mm movie camera (Characteristic 6); 47% reported having a spirit duplicator (Characteristic 12); 37% reported having an off set printing press (Characteristic 14); and only 47% reported having an electronic stencil cutter (Characteristic 15). In the case of the spirit duplicator, a higher percentage of smaller school districts reported the presence of one, 76%, while for the other three examples cited the percentages were also low for the smaller school districts.

For the other characteristics the percentages of positive responses were quite different. Only 27% of the 0 - 5,000 school districts reported having mechanical lettering equipment (Characteristic 1), while 63% of the boards in the 22,001+ interval reported its presence. Twenty-six percent of the 0 - 5,000 boards reported having a 35 mm camera, while 88% of the larger boards reported having one. Only 11% of the smaller boards reported having a graphic camera (Characteristic 4), while 63% of the larger boards had one. Twenty-six percent as compared to 84% reported having a copy stand (Characteristic 7) and so on throughout the other characteristics. An examination of Table 31 reinforces the trend set up with respect to almost all the characteristics of locally and commercially produced materials; that is, that the percentages of positive responses tend to become larger according to the size of the school district.

Test of Hypothesis 18

Table 32 contains the data that are relevant to this hypothesis.

Hypothesis 18

There is no significant difference between the presence or absence of specified characteristics of locally and commercially produced material and the extent to which these characteristics are considered desirable by media specialists.

Results: The hypothesis was rejected with respect to 14 of the 16 characteristics of locally and commercially produced materials as there was a significant difference between the presence or absence of each of these characteristics and the extent to which these characteristics were considered desirable by media specialists. The hypothesis was accepted with respect to Characteristic 10 (the district centre has a dry mount press) and Characteristic 16 (the district centre has a thermal process copier) as there was no significant difference between the presence or absence of each of these characteristics and the extent to which they were considered desirable by media specialists.

Conclusion: From an examination of Table 32 it is apparent that for all boards with a presence of each of the characteristics of locally and commercially produced materials a great majority of media specialists agreed that these characteristics were desirable for the development of a good media programme. This was true for the most part in school districts who reported an absence of these characteristics. However, there were some exceptions. With respect to Characteristic 6 (the district centre has a 16 mm movie camera) only 45 of the media specialists in the 85 school districts with an absence of this characteristic considered it to be a desirable characteristic. Also, it should be noted in connection

with this characteristic that while 85 school districts reported its absence only 27 reported its presence; and 4 of those considered it to be undesirable. With respect to Characteristic 12 (the district centre has a spirit duplicator) 27 of the media specialists in the 44 school districts with an absence of that characteristic did not consider it to be desirable, while in Characteristic 13 (the district centre has a mimeograph) 23 of the media specialists in the 42 school districts with an absence of that characteristic did not consider it to be desirable. In two other characteristics, Characteristic 14 (the district centre has an off set printing press) and Characteristic 15 (the district center has an electronic stencil cutter), the number of school districts without the equipment greatly outnumbered those boards with it.

The Educational Media Staff

Seven characteristics of the educational media staff were considered. They are presented in abbreviated form in Table 33 and in full in the questionnaire. (See Appendix B)

Hypotheses 9 and 19 were tested.

Test of Hypothesis 9

Table 33 contains the data that are relevant to this hypothesis.

Hypothesis 9

The variables of the size of the school district on the one hand, and the presence or absence of specified characteristics of the educational media staff on the other hand, are independent.

Results: The hypothesis was rejected with respect to three of the seven characteristics of the educational media staff as there were

TABLE 33

DEPENDENCY OF SIZE OF SCHOOL DISTRICT AND MEDIA CENTRE

CHARACTERISTICS OF THE EDUCATIONAL MEDIA STAFF

	Media centre characteristics (Educational media staff)	Dependency of size of school district and media centre characteristics[1]	
		χ^2	Significance level
1.	One person is in charge with training in library and A-V.	9.1	.0597
2.	Two people are in charge of library and A-V.	14.4	.0061**
3.	A person only trained in library is in charge of centre.	4.7	.3227
4.	A person only trained in A-V is in charge of centre.	5.5	.2416
5.	Additional qualified personnel are provided.	17.9	.0013**
6.	Paraprofessional assistance is provided.	9.1	.0592
7.	The director participates in policy making decisions.	10.0	.0402*

[1]See Appendix A, p. 132 for frequencies on which χ^2 calculations are based.

*$\rho<.05$ **$\rho<.01$ ***$\rho<.001$.

TABLE 34

PRESENCE OF MEDIA CENTRE CHARACTERISTICS OF

THE EDUCATIONAL MEDIA STAFF BY SIZE OF SCHOOL DISTRICT

MCC+	Size of school district				
	0-5000	5001-10000	10001-15000	15001-22000	22001+
1.	28	43	50	63	20
2.	23	28	57	33	59
3.	31	14	25	25	14
4.	13	22	25	38	33
5.	33	49	62	89	74
6.	61	76	53	100	78
7.	67	76	93	100	88

Note.--Cell entries represent the percentages positive responses are of the total responses of the interval for the characteristic.

+Media Centre Characteristics.

TABLE 35

PRESENCE OF MEDIA CENTRE CHARACTERISTICS OF

THE EDUCATIONAL MEDIA STAFF

BY SIZE OF SCHOOL DISTRICT IN COLLAPSED INTERVALS

MCC+	Size of school district							
	-5,000	5,001+	-10,000	10,001+	-15,000	15,001+	-22,000	22,001+
1.	28	44	36	44	40	42	46	20
2.	23	44	26	50	36	46	35	59
3.	31	20	23	21	23	20	24	14
4.	13	30	18	32	20	36	25	33
5.	33	69	41	75	48	82	58	74
6.	61	77	69	80	63	89	73	78
7.	67	89	72	94	79	94	84	88

Note.--Cell entries represent the percentages positive responses are of the total responses of the interval for the characteristic.

+Media Centre Characteristics.

TABLE 36

DEPENDENCY OF THE PRESENCE OR ABSENCE OF SPECIFIC CHARACTERISTICS OF THE EDUCATIONAL MEDIA STAFF AND THE OPINION OF MEDIA SPECIALISTS CONCERNING THEIR DESIRABILITY.

MCC+	Have		Have not		χ^2
	Should have	Should not have	Should have	Should not have	
1.	37	8	54	21	1.09
2.	36	8	34	38	12.2***
3.	10	12	22	65	2.5
4.	16	3	24	59	17.6***
5.	65	2	44	4	.71
6.	92	1	29	4	5.16*
7.	104	1	24	0	.66

Note.--Cell entries are frequencies of responses.

+Media Centre Characteristics.

*ρ<.05 **ρ<.01 **ρ<.001.

significant dependencies between them and the size of the school district. The characteristics concerned were Characteristic 2 (two people are in charge of media, one for libraries and one for audio visual services), Characteristic 5 (additional qualified personnel are provided as needed), and Characteristic 7 (the director of educational media services participates in policy making decisions related to educational media). The hypothesis was accepted with respect to the other four characteristics of the educational media staff as there were no significant dependencies between them and the size of the school district.

Conclusion: It is apparent, then, that in general the characteristics of the educational media staff do not vary significantly according to the size of the school district.

In an attempt to determine general patterns of relationships even of a statistically insignificant nature, a comparison was made of the responses in each interval of school district size as set up for the study. The data are displayed in Table 34. The numbers in the cells in the table are the percentages that the positive responses are of the total responses for that interval of school district size.

In a further attempt to discover general patterns of relationships, the percentages of positive responses in the intervals of Table 34 were collapsed in a number of ways and are shown in Table 35.

In an examination of both tables several observations can be made. With respect to Characteristic 1 (one person is in charge of the centre with training in both library and audio visual) only 28% of the school districts in 0 - 5,000 category reported having a person with training in

both areas, and only 20% of the school districts in the 22,001+ category reported having such a person. In the 10,001 - 15,000 group, however, 50% of the school districts reported having such a person in charge with training in both areas of library and audio visual. With respect to Characteristic 2 (two people are in charge of the centre, one in library and one in audio visual) the percentages of positive responses tend to become larger according to the size of the school district.

Characteristic 3 (a person only trained in library is in charge of the centre) and Characteristic 4 (a person only trained in audio visual is in charge of the centre) evidenced small percentages of positive responses in all the five intervals. Although this was true, somewhat of a trend was observed in comparing the two characteristics. While 31% of the school districts in the 0 - 5,000 interval reported a person in charge with training in library, only 14% of the districts in the 22,001+ interval reported this to be the case. On the other hand, while only 13% of the 0 - 5,000 category of school districts reported having a person in charge who was only trained in audio visual, 33% of the 22,001+ group reported this to be so.

In looking at the first four characteristics in Tables 34 and 35, it is apparent that no one pattern emerged as to the qualifications of the person in charge of the district centre. Also, with respect to Characteristic 5, 6, and 7 the percentages of positive responses tend to become larger according to the size of the school district.

Test of Hypothesis 19

Table 36 contains the data that are relevant to this hypothesis.

Hypothesis 19

There is no significant difference between the presence or absence of specified characteristics of the educational media staff and the extent to which these characteristics are considered desirable by media specialists.

Results: The hypothesis was rejected with respect to three of the seven characteristics of the educational media staff as there was a significant difference between the presence or absence of each of these characteristics and the extent to which these characteristics were considered desirable by media specialists. The characteristics concerned were Characteristic 2 (two people are in charge of the centre, one in library and one in audio visual), Characteristic 4 (a person only trained in audio visual is in charge of the centre) and Characteristic 6 (paraprofessional assistance is provided when required). The hypothesis was accepted with respect to the other four characteristics of the educational media staff as there was no significant difference between the presence or absence of each of these characteristics and the extent to which they were considered desirable by media specialists.

Conclusion: From an examination of Table 36 several interesting observations can be made. In the school districts with a presence of the characteristics of the educational media staff a majority of media specialists agree that they are desirable for the development of a good media programme. The exception to this is with reference to Characteristic 3 (a person only trained in library is in charge of the centre) where 12 media specialists in the 22 school districts who reported a presence of

that characteristic found it to be undesirable. Also, while only 22 school districts reported a presence of this characteristic, 87 reported an absence of the characteristic; and of this 87, 65 media specialists agreed it was undesirable. There were similar trends related to Characteristic 2 (two people are in charge of the centre, one in library and one in audio visual) where 72 school districts reported not having two people in charge while only 44 school districts did have 2 people in charge. A majority of the media specialists in the 44 school districts, 36, agreed this was the desirable thing to have. Thirty-eight media specialists in the 72 school districts without two people in charge agreed it was undesirable. Also, in Characteristic 4 (a person only trained in audio visual is in charge of the centre) 59 media specialists in the 83 school districts who reported this was not the case agreed it was undesirable. Only 19 school districts in total reported having this setup in their district. Looking at the four types of possible people in charge of the district centre as outlined in the characteristics, most media specialists agreed that the best type is with respect to Characteristic 1 (one person is in charge of the centre with training in both library and audio visual).

Services and Activities

Twenty-six characteristics of services and activities were considered. They are presented in abbreviated form in Table 37 and in full in the questionnaire. (See Appendix B)

Hypotheses 10 and 20 were tested.

Test of Hypothesis 10

Table 37 contains the data that are relevant to this hypothesis.

TABLE 37

DEPENDENCY OF SIZE OF SCHOOL DISTRICT AND MEDIA CENTRE

CHARACTERISTICS OF SERVICES AND ACTIVITIES

	Media centre characteristics (Services and activities)	Dependency of size of school district and media centre characteristics[1]	
		χ^2	Significance level
	MEMBERS OF THE MEDIA STAFF:		
1.	Produce written statements on selection and use of media.	4.6	.3271
2.	Involve students and teachers in selection.	8.6	.0732
3.	Organize media for convenience and availability.	4.1	.3985
4.	Keep chief school administrators informed.	4.6	.3271
5.	Keep the media collection functional.	2.6	.6306
6.	Take an annual inventory of media.	3.7	.4499
7.	Maintain a clearinghouse of community resources.	2.5	.6379
8.	Maintain good communication lines.	11.1	.0250*
9.	Participate in professional organizations.	4.9	.2951
10.	Coordinate the procurement of materials and equipment by schools.	5.2	.2671
11.	Develop an inservice program for teachers.	23.2	.0001***
12.	Keep up with the current developments in media.	5.9	.2097
13.	Maintain the indexes and bibliographies.	2.3	.6793
14.	Inform teachers of new materials and equipment.	4.6	.3319
15.	Assist in planning for the use of media.	4.2	.3811
16.	Assist teachers in developing resource lists.	3.2	.5315
17.	Cooperate in providing materials for bulletin boards.	9.9	.0416*
18.	Provide professional assistance in production.	15.3	.0042**
19.	Order and schedule the use of rented materials.	6.4	.1735
20.	Train projectionists to operate A-V equipment.	3.2	.5258
21.	Provide backup equipment and materials for schools.	2.6	.6235
22.	Provide instruction in the use of DAIR and CAI.	5.0	.2850
23.	Assist in radio and T.V. productions.	11.5	.0216*
24.	Help teachers acquaint students with media.	3.2	.5227
25.	Assist special interest groups who use the centre.	9.4	.0511
26.	The director constructs a budget after consultation.	12.1	.0168*

[1] See Appendix A, p. 133, for frequencies on which χ^2 calculations are based.

*$p<.05$ **$p<.01$ ***$p<.001$.

TABLE 38

PRESENCE OF MEDIA CENTRE CHARACTERISTICS OF

SERVICES AND ACTIVITIES BY SIZE OF SCHOOL DISTRICT

MCC+	Size of school district				
	0-5000	5001-10000	10001-15000	15001-22000	22001+
1.	37	54	36	67	47
2.	80	92	67	100	91
3.	77	86	79	100	87
4.	81	83	80	100	94
5.	73	81	71	78	87
6.	81	67	71	89	69
7.	50	56	50	78	52
8.	79	65	73	100	94
9.	80	86	80	100	94
10.	73	74	92	100	75
11.	57	84	93	89	97
12.	79	86	93	100	94
13.	85	78	79	89	90
14.	85	86	93	100	97
15.	74	80	87	100	84
16.	64	68	64	75	81
17.	71	54	43	89	77
18.	51	80	80	100	77
19.	74	69	71	100	58
20.	63	65	80	88	67
21.	68	70	80	89	78
22.	13	8	8	33	19
23.	41	46	57	56	78
24.	68	70	67	78	84
25.	64	70	80	100	88
26.	44	60	40	88	75

Note.--Cell entries represent the percentages positive responses positive responses are of the total responses of the interval for the characteristic.

TABLE 39

PRESENCE OF MEDIA CENTRE CHARACTERISTICS OF SERVICES AND ACTIVITIES

BY SIZE OF SCHOOL DISTRICT IN COLLAPSED INTERVALS

MCC+	Size of school district							
	-5,000	5,001+	-10,000	10,001+	-15,000	15,001+	-22,000	22,001+
1.	37	51	46	50	42	57	49	47
2.	80	88	86	86	80	96	85	91
3.	77	88	82	89	81	94	86	87
4.	81	89	82	91	81	97	86	94
5.	73	79	77	79	75	83	76	87
6.	81	74	74	76	73	79	77	69
7.	50	59	53	60	52	65	59	52
8.	79	83	72	89	72	97	79	94
9.	80	90	83	91	82	97	87	94
10.	73	85	74	89	80	88	85	75
11.	57	91	71	93	78	93	81	97
12.	79	93	83	96	86	97	90	94
13.	85	84	82	86	81	90	83	90
14.	85	94	86	97	88	99	91	97
15.	74	88	77	90	80	92	85	84
16.	64	72	66	73	65	78	68	81
17.	71	66	63	70	56	83	64	77
18.	51	84	66	86	70	89	78	77
19.	74	75	72	76	71	79	79	58
20.	63	75	64	78	69	78	74	67
21.	68	79	69	82	73	84	77	78
22.	13	17	11	20	10	26	16	19
23.	41	59	44	64	48	67	72	78
24.	68	75	69	76	68	81	71	84
25.	64	85	67	89	71	94	79	88
26.	44	66	52	68	48	82	58	75

TABLE 40

DEPENDENCY OF THE PRESENCE OR ABSENCE OF SPECIFIC CHARACTERISTICS OF SERVICES AND ACTIVITIES

AND THE OPINION OF MEDIA SPECIALISTS CONCERNING THEIR DESIRABILITY

MCC+	Have		Have not		χ^2
	Should have	Should not have	Should have	Should not have	
1.	55	1	54	7	2.9
2.	105	1	13	1	.35
3.	103	1	13	2	3.9*
4.	108	0	12	1	1.6
5.	99	1	22	0	.69
6.	100	0	22	6	17.9***
7.	66	2	49	1	.07
8.	104	1	22	0	.75
9.	114	0	13	0	0
10.	96	1	20	4	8.2**
11.	106	0	21	2	4.5*
12.	119	1	12	0	2.0
13.	113	0	15	1	1.3
14.	123	0	7	0	0
15.	107	1	16	2	3.2
16.	94	0	33	0	0
17.	86	3	30	5	3.3
18.	90	2	30	2	.29
19.	90	3	18	9	17.9***
20.	85	4	23	8	9.4**
21.	92	3	21	3	1.8
22.	12	7	50	35	.008
23.	67	2	41	7	3.9*
24.	96	1	24	2	1.5
25.	102	0	17	4	14.5***
26.	74	0	38	7	9.6**

Note.--Cell entries are frequencies of responses.

+Media Centre Characteristics.

*$p<.05$ **$p<.01$ ***$p<.001$.

Hypothesis 10

The variables of the size of the school district on the one hand, and the presence or absence of specified characteristics of services and activities on the other hand, are independent.

Results: The hypothesis was rejected with respect to 6 of the 26 characteristics of services and activities as there was a significant dependency between each of these and the size of the school district. The characteristics concerned were Characteristic 8 (members of the media staff maintain good communication lines), Characteristic 11 (members of the media staff develop an inservice program for teachers), Characteristic 17 (members of the media staff cooperate in providing materials for bulletin boards), Characteristic 18 (members of the media staff provide professional assistance in production), Characteristic 23 (members of the media staff assist in radio and T.V. productions), and Characteristic 26 (the director constructs a budget after consultation). The hypothesis was accepted with respect to the other twenty characteristics of services and activities as there were no significant dependencies between them and the size of the school district.

It is apparent then that in general the characteristics of services and activities of district media centres do not vary significantly according to the size of the school district.

In an attempt to determine general patterns of relationships even of a statistically insignificant nature, a comparison was made of the responses in each interval of school district size as established for the study. The data are displayed in Table 38. The numbers in the cells in the table

are the percentages that the positive responses are of the total responses for that interval of school district size.

In a further attempt to discover general patterns of relationships, the percentages of positive responses in the intervals of Table 38 were collapsed in a number of ways and are shown in Table 39.

In an examination of the data presented in Tables 38 and 39, no general pattern of relationship is apparent except with reference to the six characteristics already mentioned above where the percentages of positive responses tend to become larger according to the size of the school district. It is also interesting to note that in connection with Characteristic 22 (the members of the media staff provide instruction in the use of DAIR and CAI) the percentages of positive responses are very low throughout each interval.

Test of Hypothesis 20

Table 40 contains the data that are relevant to this hypothesis.

Hypothesis 20

There is no significant difference between the presence or absence of specified characteristics of services and activities and the extent to which these characteristics are considered desirable by media specialists.

Results: The hypothesis was rejected with respect to nine of the twenty-six characteristics of services and activities as there was a significant difference between the presence or absence of each of these characteristics and the extent to which they were considered desirable by media specialists. The characteristics concerned were Characteristics 3, 6, 10, 11, 19, 20, 23, 25, and 26. The hypothesis was accepted with

respect to the other 17 characteristics of services and activities as there was no significant difference between the presence or absence of each of the characteristics and the extent to which they were considered desirable by media specialists.

Conclusion: From an examination of Table 40 it is apparent that for all 26 characteristics of services and activities, the majority of media specialists agreed that these characteristics were desirable for the development of a good media programme. This was true not only in the school districts with a presence of these characteristics but also in the school districts with an absence of these characteristics. It is also interesting to note that for six of the characteristics there are no media specialists in either category who feel these characteristics are undesirable.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The main purpose of this study was to find answers to the following two questions:

1. Is there a relationship between the size of school districts in Canada and the presence of various components of media services.

2. Is there a relationship between the presence or absence of various components of media services and the opinion of media specialists concerning the extent to which the components are desirable.

In order to do this, a questionnaire was developed (see Appendix B) based on Section 6 of Evaluative Criteria, and information was gathered concerning ten components of media services. These components were: financial arrangements, selection of materials and equipment for acquisition, classifying, cataloguing and processing of materials and equipment, accessibility of educational media, care and maintenance of materials and equipment, physical facilities, furnishings and equipment, locally and commerically produced materials, educational media staff, and services and activities. The questionnaires were mailed to 212 school board districts who reported the presence of some sort of media programme, and 159 school districts or 75 percent returned the completed questionnaires.

Two null hypotheses were stated for each component of media services, and independency tests were performed using chi square analysis. Rejection of the hypotheses was based on a .05 significance level.

The data from the questionnaires were established, and five intervals of school district size were set up for the study. Percentages of positive responses were established for each interval, and these established intervals were later collapsed for further analysis. All calculations and analyses were performed by computer.

Conclusions

Financial Arrangements

Hypothesis 1 was accepted with respect to ten of the eleven characteristics of financial arrangements concluding in general that the characteristics of financial arrangements do not vary significantly according to the size of the school district.

Hypothesis 11 was rejected with respect to all eleven characteristics of financial arrangements as there was a significant difference between the presence or absence of each of these characteristics of the extent to which they were considered desirable by media specialists.

Selection of Materials and Equipment for Acquisition

Hypothesis 2 was accepted with respect to fourteen of the fifteen characteristics of selection of materials and equipment for acquisition, concluding in general that these characteristics do not vary significantly according to the size of the school district.

Hypothesis 12 was rejected with respect to ten of the characteristics of selection of materials and equipment for acquisition as there was a significant difference between the presence or absence of each of these characteristics and the extent to which they were considered desirable by

media specialists. Hypothesis 12 was accepted with respect to the other five characteristics as there were no significant differences.

Classifying, Cataloguing and Processing of Materials and Equipment

Hypothesis 3 was accepted with respect to three of the five characteristics of classifying, cataloguing and processing of materials and equipment concluding in general that the characteristics of classifying, cataloguing and processing of materials and equipment do not vary significantly according to the size of the school district.

Hypothesis 13 was rejected with respect to four of the five characteristics of classifying, cataloguing and processing of materials and equipment as there was a significant difference between the presence or absence of each of these characteristics and the extent to which they were considered desirable by media specialists.

Accessibility of Educational Media

Hypothesis 4 was accepted with respect to all five characteristics of the accessibility of educational media concluding in general that the characteristics of the accessibility of educational media do not vary significantly according to the size of the school district.

Hypothesis 14 was rejected with respect to four of the five characteristics of the accessibility of educational media as there was a significant difference between the presence or absence of these characteristics and the extent to which they were considered desirable by media specialists. Hypothesis 14 was accepted with respect to only one of the five characteristics of the accessibility of educational media.

Care and Maintenance of Materials and Equipment

Hypothesis 5 was accepted with respect to all seven characteristics of care and maintenance of materials and equipment, concluding in general that the characteristics of care and maintenance of materials and equipment do not vary significantly according to the size of the school district.

Hypothesis 15 was rejected with respect to six of the seven characteristics of the care and maintenance of materials and equipment as there was a significant difference between the presence or absence of these characteristics and the extent to which they were considered desirable by media specialists.

Hypothesis 15 was accepted with respect to only one of the seven characteristics of care and maintenance of materials and equipment.

Physical Facilities

Hypothesis 6 was accepted with respect to thirteen of the eighteen characteristics of physical facilities, concluding in general that the characteristics of physical facilities do not vary significantly according to the size of the school district. Hypothesis 6 was rejected with respect to six of the eighteen characteristics of physical facilities.

Hypothesis 16 was rejected with respect to seven of the eighteen characteristics of physical facilities as there was a significant difference between the presence or absence of these characteristics and the extent to which they were considered desirable by media specialists. Hypothesis 16 was accepted with respect to the remaining eleven characteristics of physical facilities.

Furnishings and Equipment

Hypothesis 7 was accepted with respect to eight of the eleven characteristics of furnishings and equipment, concluding in general that the charactersitics of furnishings and equipment do not vary significantly according to the size of the school district. Hypothesis 7 was rejected with respect to three of the eleven characteristics of furnishings and equipment.

Hypothesis 17 was rejected with respect to five of the eleven characteristics of furnishings and equipment as there was a significant difference between the presence or absence or these characteristics and the extent to which they were considered desirable by media specialists.

Hypothesis 17 was accepted with respect to six of the eleven charactersitics of furnishings and equipment.

Locally and Commercially Produced Materials

Hypothesis 8 was rejected with respect to thirteen of the sixteen characteristics of locally and commercially produced materials, concluding in general that these charactersitics do vary significantly according to the size of the school district. Hypothesis 8 was accepted with respect to only three of the sixteen characteristics of locally and commercially produced materials.

Hypothesis 18 was rejected with respect to fourteen of the sixteen charactersitics of locally and commerially produced materials as there was a significant difference between the presence or absence of these characteristics and the extent to which they were considered desirable by media specialists.

Hypothesis 18 was accepted with respect to only two of the sixteen characteristics of locally and commercially produced materials.

The Educational Media Staff

Hypothesis 9 was accepted with respect to five of the seven characteristics of the educational media staff, concluding in general that these characteristics do not vary significantly according to the size of the school district. Hypothesis 9 was rejected with respect to three of the seven characteristics of the educational media staff.

Hypothesis 19 was rejected with respect to three of the seven characteristics of the educational media staff as there was a significant difference between the presence or absence of these characteristics and the extent to which they were considered desirable by media specialists.

Hypothesis 19 was accepted with respect to the other four characteristics of the educational media staff.

Services and Activities

Hypothesis 10 was accepted with respect to twenty of the twenty-six characteristics of services and activities, concluding in general that these characteristics do not vary significantly according to the size of the school district. Hypothesis 10 was rejected with respect to only six of the twenty-six characteristics of services and activities.

Hypothesis 20 was rejected with respect to nine of the twenty-six characteristics of services and activities as there was a significant difference between the presence or absence of these characteristics and the extent to which they were considered desirable by media specialists. Hypothesis 20 was accepted with respect to the other seventeen characteristics of services and activities.

Recommendations

The findings of this study and the survey of the literature indicate that there is a great need in Canada for research in all aspects of educational media. It is recommended that this research should be of two types:

1. Research on a national level of a comparative type with respect to school building media services, district or regional level media services, and provincial level media services.

2. Research on a local level within each province with respect to the use and implications of the various media in the classroom.

The following specific suggestions are offered as possible studies:

1. It is recommended that at some time this study be duplicated so as to update the findings and to compare the results. Also, another statistic in addition to chi square might be used for analysis purposes. Factor analysis, for example, would enable an author to weigh the relationships that have been found to be significant or insignificant.

2. It is recommended that similar studies as this one be undertaken utilizing the other independent variables that were identified in this study. If such studies were completed, the total package would provide good documentation with respect to district media services across the country.

3. It is also recommended that further in-depth studies be undertaken with respect to each of the ten components of media services at the district level. Such studies would provide very worthwhile information for other areas attempting to provide such a service.

4. It is recommended that attitudinal studies be conducted in as many regions of Canada as possible to determine what administrators and teachers feel about the use of media in the teaching learning process. Such studies would identify problems and enable the establishment of worthwhile in-service programmes.

5. It is recommended that research be conducted at the local level on the effectiveness of all types of media in the classroom setting.

6. Finally, it is recommended that studies be undertaken at the provincial level to delineate the services that should be provided from this level.

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APPENDICES

A P P E N D I X A

FREQUENCY OF RESPONSES AND STATISTICS CONCERNING MEDIA CENTRE CHARACTERISTICS BY SIZE OF SCHOOL DISTRICT

FREQUENCY OF RESPONSES AND STATISTICS CONCERNING FINANCIAL ARRANGEMENTS BY SIZE OF SCHOOL DISTRICT

MCC+		SIZE OF SCHOOL DISTRICT* 1	2	3	4	5	x^2
1	Yes	22	23	8	7	21	4.6
	No	24	14	7	2	11	
2	Yes	37	32	11	6	26	2.03
	No	8	5	2	3	6	
3	Yes	38	32	12	7	25	1.7
	No	8	4	2	2	7	
4	Yes	33	31	10	7	29	2.4
	No	9	6	3	2	3	
5	Yes	44	33	10	9	23	6.2
	No	4	4	4	1	7	
6	Yes	46	35	14	9	32	4.1
	No	1	2	0	1	0	
7	Yes	38	30	11	9	26	.68
	No	10	7	3	1	6	
8	Yes	38	30	13	8	31	5.7
	No	9	7	1	2	1	
9	Yes	39	27	10	7	17	5.6
	No	8	10	3	3	12	
10	Yes	33	26	10	10	30	10.0
	No	13	11	3	0	2	
11	Yes	37	29	14	9	30	5.4
	No	9	5	0	1	2	
12	Yes						
	No						
13	Yes						
	No						

MCC		SIZE OF SCHOOL DISTRICT 1	2	3	4	5	x^2
14	Yes						
	No						
15	Yes						
	No						
16	Yes						
	No						
17	Yes						
	No						
18	Yes						
	No						
19	Yes						
	No						
20	Yes						
	No						
21	Yes						
	No						
22	Yes						
	No						
23	Yes						
	No						
24	Yes						
	No						
25	Yes						
	No						
26	Yes						
	No						

+Media Centre Characteristics.

*Column 1, 0-5,000; Column 2, 5,001-10,000; Column 3, 10,001-15,000; Column 4, 15,001-22,000; Column 5, 22,001+.

FREQUENCY OF RESPONSES AND STATISTICS CONCERNING SELECTION OF MATERIALS AND EQUIPMENT FOR ACQUISITION BY SIZE OF SCHOOL DISTRICT

MCC+		SIZE OF SCHOOL DISTRICT* 1	2	3	4	5	x^2
1	Yes	34	33	9	10	29	11.1
	No	13	4	5	0	3	
2	Yes	33	22	9	7	29	8.5
	No	14	15	4	3	3	
3	Yes	28	23	11	10	25	8.3
	No	19	13	4	0	7	
4	Yes	43	35	15	10	31	6.0
	No	5	2	0	0	0	
5	Yes	42	29	11	9	25	2.9
	No	6	7	3	0	4	
6	Yes	40	27	13	10	26	5.1
	No	8	10	2	0	4	
7	Yes	44	34	14	10	32	4.9
	No	4	3	0	0	0	
8	Yes	43	33	13	10	32	4.4
	No	3	3	0	0	0	
9	Yes	43	36	15	10	30	4.2
	No	5	1	0	0	2	
10	Yes	43	33	15	10	28	3.0
	No	3	4	0	0	3	
11	Yes	37	32	13	10	28	2.8
	No	9	5	2	0	4	
12	Yes	33	28	12	8	23	1.9
	No	14	8	2	2	6	
13	Yes	41	33	14	10	30	2.8
	No	5	4	1	0	1	
14	Yes	34	30	9	8	25	5.0
	No	14	6	6	1	6	
15	Yes	35	28	12	9	25	3.4
	No	12	8	2	0	7	
16	Yes						
	No						
17	Yes						
	No						
18	Yes						
	No						
19	Yes						
	No						
20	Yes						
	No						
21	Yes						
	No						
22	Yes						
	No						
23	Yes						
	No						
24	Yes						
	No						
25	Yes						
	No						
26	Yes						
	No						

+Media Centre Characteristics.

*Column 1, 0-5,000; Column 2, 5,001-10,000; Column 3, 10,001-15,000; Column 4, 15,001-22,000; Column 5, 22,001+.

FREQUENCY OF RESPONSES AND STATISTICS CONCERNING CLASSIFYING, CATALOGUING AND PROCESSING OF MATERIALS AND EQUIPMENT BY SIZE OF SCHOOL DISTRICT

MCC+		SIZE OF SCHOOL DISTRICT* 1	2	3	4	5	* x^2
1	Yes	23	14	8	3	8	5.4
	No	25	22	7	7	23	
2	Yes	13	13	6	2	5	4.3
	No	34	24	9	7	26	
3	Yes	25	27	10	8	13	11.9
	No	22	8	4	2	18	
4	Yes	28	24	6	10	20	9.0
	No	19	12	8	0	10	
5	Yes	33	32	15	10	22	12.7
	No	14	4	0	0	9	
6	Yes						
	No						
7	Yes						
	No						
8	Yes						
	No						
9	Yes						
	No						
10	Yes						
	No						
11	Yes						
	No						
12	Yes						
	No						
13	Yes						
	No						

MCC		SIZE OF SCHOOL DISTRICT 1	2	3	4	5	x^2
14	Yes						
	No						
15	Yes						
	No						
16	Yes						
	No						
17	Yes						
	No						
18	Yes						
	No						
19	Yes						
	No						
20	Yes						
	No						
21	Yes						
	No						
22	Yes						
	No						
23	Yes						
	No						
24	Yes						
	No						
25	Yes						
	No						
26	Yes						
	No						

+Media Centre Characteristics.

*Column 1, 0-5,000; Column 2, 5,001-10,000; Column 3, 10,001-15,000; Column 4, 15,001-22,000; Column 5, 22,001+.

FREQUENCY OF RESPONSES AND STATISTICS CONCERNING THE ACCESSIBILITY OF EDUCATIONAL MEDIA BY SIZE OF SCHOOL DISTRICT

MCC+		SIZE OF SCHOOL DISTRICT* 1	2	3	4	5	x^2
1	Yes	41	32	13	9	26	3.0
	No	6	3	2	0	6	
2	Yes	34	30	13	9	28	3.5
	No	11	6	2	1	3	
3	Yes	40	33	14	8	25	1.8
	No	6	4	1	1	6	
4	Yes	40	29	14	9	25	5.1
	No	4	6	1	0	7	
5	Yes	21	14	4	5	9	5.0
	No	25	22	11	3	22	
6	Yes						
	No						
7	Yes						
	No						
8	Yes						
	No						
9	Yes						
	No						
10	Yes						
	No						
11	Yes						
	No						
12	Yes						
	No						
13	Yes						
	No						

MCC		SIZE OF SCHOOL DISTRICT 1	2	3	4	5	x^2
14	Yes						
	No						
15	Yes						
	No						
16	Yes						
	No						
17	Yes						
	No						
18	Yes						
	No						
19	Yes						
	No						
20	Yes						
	No						
21	Yes						
	No						
22	Yes						
	No						
23	Yes						
	No						
24	Yes						
	No						
25	Yes						
	No						
26	Yes						
	No						

+Media Centre Characteristics.

*Column 1, 0-5,000; Column 2, 5,001-10,000; Column 3, 10,001-15,000; Column 4, 15,001-22,000; Column 5, 22,001+.

FREQUENCY OF RESPONSES AND STATISTICS CONCERNING THE CARE AND MAINTENANCE OF MATERIALS AND EQUIPMENT BY SIZE OF SCHOOL DISTRICT

MCC+		SIZE OF SCHOOL DISTRICT * 1	2	3	4	5	x^2
1	Yes	26	18	5	4	10	3.4
	No	21	17	8	4	18	
2	Yes	9	10	3	3	7	1.8
	No	38	25	10	5	20	
3	Yes	35	30	13	7	24	1.8
	No	11	6	2	1	8	
4	Yes	30	23	11	6	25	2.3
	No	15	14	4	3	7	
5	Yes	31	26	10	8	23	.6
	No	13	10	4	2	7	
6	Yes	28	25	12	7	22	1.06
	No	14	10	3	3	8	
7	Yes	22	20	6	6	18	2.08
	No	22	16	9	3	14	
8	Yes						
	No						
9	Yes						
	No						
10	Yes						
	No						
11	Yes						
	No						
12	Yes						
	No						
13	Yes						
	No						

MCC		SIZE OF SCHOOL DISTRICT 1	2	3	4	5	x^2
14	Yes						
	No						
15	Yes						
	No						
16	Yes						
	No						
17	Yes						
	No						
18	Yes						
	No						
19	Yes						
	No						
20	Yes						
	No						
21	Yes						
	No						
22	Yes						
	No						
23	Yes						
	No						
24	Yes						
	No						
25	Yes						
	No						
26	Yes						
	No						

+Media Centre Characteristics.

*Column 1, 0-5,000; Column 2, 5,001-10,000; Column 3, 10,001-15,000; Column 4, 15,001-22,000; Column 5, 22,001+.

FREQUENCY OF RESPONSES AND STATISTICS CONCERNING PHYSICAL FACILITIES BY SIZE OF SCHOOL DISTRICT

MCC+		SIZE OF SCHOOL DISTRICT* 1	2	3	4	5	x^2
1	Yes	30	22	12	7	24	2.3
	No	14	13	3	2	8	
2	Yes	26	21	11	8	27	8.7
	No	18	14	4	1	5	
3	Yes	27	20	9	8	25	6.4
	No	16	16	6	1	7	
4	Yes	7	9	7	6	14	14.8
	No	36	27	7	3	18	
5	Yes	12	11	6	3	10	1.3
	No	33	25	8	6	22	
6	Yes	32	26	11	9	19	4.7
	No	12	11	4	0	11	
7	Yes	22	19	10	7	26	11.5
	No	24	18	5	2	6	
8	Yes	30	26	12	9	28	9.4
	No	17	11	3	0	4	
9	Yes	7	12	9	4	26	37.2
	No	39	25	6	5	6	
10	Yes	24	24	9	8	26	10.1
	No	23	13	6	1	6	
11	Yes	13	13	7	4	19	8.6
	No	34	22	8	4	13	
12	Yes	4	4	2	5	17	31.6
	No	41	32	13	3	15	
13	Yes	9	4	3	4	5	5.7
	No	38	32	10	5	27	

MCC		SIZE OF SCHOOL DISTRICT* 1	2	3	4	5	x^2
14	Yes	10	8	2	6	19	21.8
	No	36	29	12	3	13	
15	Yes	31	22	11	7	24	2.8
	No	17	15	4	2	8	
16	Yes	37	31	12	9	29	3.4
	No	9	6	3	0	3	
17	Yes	19	21	9	6	25	12.1
	No	27	15	6	3	6	
18	Yes	5	2	4	1	6	5.3
	No	39	34	11	8	25	
19	Yes						
	No						
20	Yes						
	No						
21	Yes						
	No						
22	Yes						
	No						
23	Yes						
	No						
24	Yes						
	No						
25	Yes						
	No						
26	Yes						
	No						

+Media Centre Characteristics.

*Column 1, 0-5,000; Column 2, 5,001-10,000; Column 3, 10,001-15,000; Column 4, 15,001-22,000; Column 5, 22,001+.

FREQUENCY OF RESPONSES AND STATISTICS CONCERNING FURNISHINGS AND EQUIPMENT BY SIZE OF SCHOOL DISTRICT

MCC+		SIZE OF SCHOOL DISTRICT* 1	2	3	4	5	x^2
1	Yes	35	30	10	8	26	2.5
	No	12	6	4	1	5	
2	Yes	27	20	5	7	18	4.3
	No	21	17	9	2	12	
3	Yes	13	10	5	3	6	1.6
	No	35	27	8	6	23	
4	Yes	35	29	10	9	21	3.8
	No	13	8	4	0	9	
5	Yes	36	28	9	8	21	2.0
	No	12	9	5	1	9	
6	Yes	34	25	11	7	24	1.7
	No	14	12	3	2	6	
7	Yes	33	18	7	7	22	6.7
	No	15	18	6	1	9	
8	Yes	39	33	13	8	26	1.9
	No	9	4	1	1	5	
9	Yes	26	30	11	9	25	15.1
	No	22	7	3	0	5	
10	Yes	30	22	12	9	29	14.6
	No	18	15	3	0	3	
11	Yes	9	16	8	9	26	39.5
	No	37	21	6	0	6	
12	Yes						
	No						
13	Yes						
	No						

MCC		SIZE OF SCHOOL DISTRICT 1	2	3	4	5	x^2
14	Yes						
	No						
15	Yes						
	No						
16	Yes						
	No						
17	Yes						
	No						
18	Yes						
	No						
19	Yes						
	No						
20	Yes						
	No						
21	Yes						
	No						
22	Yes						
	No						
23	Yes						
	No						
24	Yes						
	No						
25	Yes						
	No						
26	Yes						
	No						

+Media Centre Characteristics.

*Column 1, 0-5,000; Column 2, 5,001-10,000; Column 3, 10,001-15,000; Column 4, 15,001-22,000; Column 5, 22,001+.

FREQUENCY OF RESPONSES AND STATISTICS CONCERNING

LOCALLY AND COMMERCIALLY PRODUCED MATERIALS BY SIZE OF SCHOOL DISTRICT

MCC+		SIZE OF SCHOOL DISTRICT* 1	2	3	4	5	x^2
1	Yes	12	14	6	6	20	12.1
	No	33	21	9	3	12	
2	Yes	15	18	9	8	22	16.5
	No	32	17	6	1	10	
3	Yes	12	23	13	8	28	42.9
	No	34	12	2	0	4	
4	Yes	5	8	3	5	20	30.7
	No	40	27	12	2	12	
5	Yes	12	18	9	6	27	27.1
	No	33	17	6	2	5	
6	Yes	5	3	5	2	14	17.3
	No	41	32	10	6	18	
7	Yes	12	20	11	6	27	31.6
	No	34	15	4	1	5	
8	Yes	19	16	8	5	27	15.7
	No	27	19	7	4	5	
9	Yes	22	20	11	5	31	21.1
	No	23	15	4	3	1	
10	Yes	19	18	8	7	28	19.6
	No	28	17	7	2	4	
11	Yes	15	16	10	6	27	22.2
	No	30	19	5	3	5	
12	Yes	35	22	6	7	15	11.0
	No	11	13	9	2	17	
13	Yes	31	21	7	7	16	4.2
	No	15	14	7	2	16	

MCC		SIZE OF SCHOOL DISTRICT* 1	2	3	4	5	x^2
14	Yes	15	8	5	3	12	1.5
	No	31	25	10	5	20	
15	Yes	15	15	5	4	15	2.5
	No	31	19	10	4	17	
16	Yes	33	31	11	9	29	9.7
	No	14	4	4	0	3	
17	Yes						
	No						
18	Yes						
	No						
19	Yes						
	No						
20	Yes						
	No						
21	Yes						
	No						
22	Yes						
	No						
23	Yes						
	No						
24	Yes						
	No						
25	Yes						
	No						
26	Yes						
	No						

+Media Centre Characteristics.

*Column 1, 0-5,000; Column 2, 5,001-10,000; Column 3, 10,001-15,000; Column 4, 15,001-22,000; Column 5, 22,001+.

FREQUENCY OF RESPONSES AND STATISTICS CONCERNING

THE EDUCATIONAL MEDIA STAFF BY SIZE OF SCHOOL DISTRICT

MCC+		SIZE OF SCHOOL DISTRICT* 1	2	3	4	5	x^2
1	Yes	13	16	7	5	6	9.1
	No	33	21	7	3	24	
2	Yes	11	10	8	3	19	14.4
	No	36	26	6	6	13	
3	Yes	14	5	3	2	4	4.7
	No	31	31	9	6	24	
4	Yes	6	8	3	3	9	5.5
	No	41	28	9	5	18	
5	Yes	15	18	8	8	23	17.9
	No	30	19	5	1	8	
6	Yes	27	28	8	9	25	9.1
	No	17	9	7	0	7	
7	Yes	30	28	14	9	28	10.0
	No	15	9	1	0	4	
8	Yes						
	No						
9	Yes						
	No						
10	Yes						
	No						
11	Yes						
	No						
12	Yes						
	No						
13	Yes						
	No						

MCC		SIZE OF SCHOOL DISTRICT 1	2	3	4	5	x^2
14	Yes						
	No						
15	Yes						
	No						
16	Yes						
	No						
17	Yes						
	No						
18	Yes						
	No						
19	Yes						
	No						
20	Yes						
	No						
21	Yes						
	No						
22	Yes						
	No						
23	Yes						
	No						
24	Yes						
	No						
25	Yes						
	No						
26	Yes						
	No						

+Media Centre Characteristics.

*Column 1, 0-5,000; Column 2, 5,001-10,000; Column 3, 10,001-15,000; Column 4, 15,001-22,000; Column 5, 22,001+.

FREQUENCY OF RESPONSES AND STATISTICS CONCERNING SERVICES AND ACTIVITIES BY SIZE OF SCHOOL DISTRICT

MCC+		SIZE OF SCHOOL DISTRICT*					x^2
		1	2	3	4	5	
1	Yes	17	20	5	6	15	4.6
	No	29	17	9	3	17	
2	Yes	37	33	10	9	29	8.6
	No	9	3	5	0	3	
3	Yes	36	31	11	9	27	4.1
	No	11	5	3	0	4	
4	Yes	38	30	12	9	30	4.6
	No	9	6	3	0	2	
5	Yes	33	29	10	7	27	2.6
	No	12	7	4	2	4	
6	Yes	38	24	10	8	22	3.7
	No	9	12	4	1	10	
7	Yes	22	19	7	7	16	2.5
	No	22	15	7	2	15	
8	Yes	37	24	11	9	29	11.1
	No	10	13	4	0	2	
9	Yes	36	32	12	9	30	4.9
	No	9	5	3	0	2	
10	Yes	32	25	12	9	24	5.2
	No	12	9	1	0	8	
11	Yes	26	31	14	8	31	23.2
	No	20	6	1	1	1	
12	Yes	38	32	14	9	30	5.9
	No	10	5	1	0	2	
13	Yes	40	29	11	8	28	2.3
	No	7	8	3	1	3	

MCC		SIZE OF SCHOOL DISTRICT*					x^2
		1	2	3	4	5	
14	Yes	41	31	14	9	31	4.6
	No	7	5	1	0	1	
15	Yes	34	28	13	9	27	4.2
	No	12	7	2	0	5	
16	Yes	30	25	9	6	26	3.2
	No	17	12	5	2	6	
17	Yes	34	19	6	8	24	9.9
	No	14	16	8	1	7	
18	Yes	24	28	12	9	24	15.3
	No	23	7	3	0	7	
19	Yes	34	25	10	9	18	6.4
	No	12	11	4	0	13	
20	Yes	30	24	12	7	20	3.2
	No	18	13	3	1	10	
21	Yes	30	26	12	8	25	2.6
	No	14	11	3	1	7	
22	Yes	6	3	1	3	6	5.0
	No	39	34	12	6	25	
23	Yes	19	17	8	5	25	11.5
	No	27	20	6	4	7	
24	Yes	32	26	10	7	27	3.2
	No	15	11	5	2	5	
25	Yes	30	26	12	9	28	9.4
	No	17	11	3	0	4	
26	Yes	20	21	6	7	24	12.1
	No	25	14	9	1	8	

+Media Centre Characteristics.

*Column 1, 0-5,000; Column 2, 5,001-10,000; Column 3, 10,001-15,000; Column 4, 15,001-22,000; Column 5, 22,001+.

A P P E N D I X B

QUESTIONNAIRE SENT TO THE SCHOOL DISTRICTS IN CANADA REPORTING THE PRESENCE OF A MEDIA PROGRAMME

neral Information:

Name of School District: _____.

Town or City where the media centre of the District is located:

_____.

Name of Province: _____.

Total student population of the District: _____.

Total full-time teacher population of the District: _____.

Approximate area of the District in square miles: _____.

ORGANIZATION AND MANAGEMENT

A. Financial Provisions.

(Answer both A and B)

The Director of Educational Media Services constructs a detailed budget after consulting teachers.	(a)	Yes____ No ____	(b)	Should____ Should Not____
A sum of money is budgeted annually for the educational media program and the directors of their respective service are informed of the amount available to them.	(a)	Yes____ No ____	(b)	Should____ Should Not____
Budget allotments may be spent as needed anytime during the year.	(a)	Yes____ No ____	(b)	Should____ Should Not____
The school accounting system permits the keeping of accounts current to funds available, disbursement encumbrances, balances, and income.	(a)	Yes____ No ____	(b)	Should____ Should Not____

The Budget provides for:-

11. Purchase of books, periodicals, newspapers and pamphlets.	(a)	Yes____ No ____	(b)	Should____ Should Not__
12. Purchase of audio visual materials.	(a)	Yes____ No ____	(b)	Should____ Should Not__
13. Rental of materials	(a)	Yes____ No ____	(b)	Should____ Should Not__
14. Purchase and maintenance of audio visual equipment.	(a)	Yes____ No ____	(b)	Should____ Should Not__
15. Care, repair and binding of printed materials.	(a)	Yes____ No ____	(b)	Should____ Should Not__
16. Purchase of professional literature, institutional memberships in professional organizations, and professional travel.	(a)	Yes____ No ____	(b)	Should____ Should Not__
17. Purchasing supplies and equipment for locally produced educational materials.	(a)	Yes____ No ____	(b)	Should____ Should Not__

18. What was your total budget for audio visual equipment during 1971? _____% difference for 1972_____.

19. What was your total budget for audio visual materials during 1971?_____ % difference for 1972_____.

20. What was your budget for expendable supplies (films, transparencies, etc., for production) during 1971?_____ % difference for 1972_____.

21. What was your total library book budget during 1971?_____. % difference for 1972_____.

22. Do you feel that budgetary procedures contribute to effective service? Yes_____ No_____.

B. Selection of Materials and Equipment for Acquisition

(Answer both A and B)

A process of evaluation is applied to the selection of all materials.	(a)	Yes ___ No ___	(b)	Should ___ Should Not ___
Equipment is selected on the basis of mechanical and performance specifications as determined by the staff of the media centre.	(a)	Yes ___ No ___	(b)	Should ___ Should Not ___
A file of film and television study guides (teacher guides) is available for reference.	(a)	Yes ___ No ___	(b)	Should ___ Should Not ___

The following factors receive consideration in the selection

educational media.

(Answer both A and B)

Present and potential academic and recreational interests and needs of students.	(a)	Yes ___ No ___	(b)	Should ___ Should Not ___
Range of reading ability among students.	(a)	Yes ___ No ___	(b)	Should ___ Should Not ___
Range of other abilities among students.	(a)	Yes ___ No ___	(b)	Should ___ Should Not ___
Educational objectives of the overall curriculum.	(a)	Yes ___ No ___	(b)	Should ___ Should Not ___
The informational content of the curriculum.	(a)	Yes ___ No ___	(b)	Should ___ Should Not ___
Present inventory and distribution of materials.	(a)	Yes ___ No ___	(b)	Should ___ Should Not ___

32. Types and content of materials requested by individuals.	(a)	Yes ___ No ___	(b)	Should ___ Should Not ___
33. Data on circulation or the extent of use of materials of various types.	(a)	Yes ___ No ___	(b)	Should ___ Should Not ___
34. Data from basic selection tools and educational bibliographies for specific subjects.	(a)	Yes ___ No ___	(b)	Should ___ Should Not ___
35. Quality of materials in terms of accuracy of content and approach.	(a)	Yes ___ No ___	(b)	Should ___ Should Not ___
36. Availability of materials and equipment from non school sources.	(a)	Yes ___ No ___	(b)	Should ___ Should Not ___
37. The instructional organization (such as teaching, independent study, language laboratories, and home use of materials)	(a)	Yes ___ No ___	(b)	Should ___ Should Not ___

C. Classifying, Cataloguing, and Processing of Materials and Equipment.

(Answer both A and B)

All educational media of the district, print and non-print of permanent value are inventoried, classified, and catalogued centrally, regardless of whether they are housed at the district centre or at the school buildings.	(a)	Yes___ No ___	(b)	Should___ Should Not___
A card catalogue that includes all educational media of the district is maintained.	(a)	Yes___ No ___	(b)	Should___ Should Not___
Information about the acquisition of materials for the district, is kept in an accession book or on the shelf-list card.	(a)	Yes___ No ___	(b)	Should___ Should Not___
Professional periodicals and pamphlets are organized and accessible at the district centre for teachers.	(a)	Yes___ No ___	(b)	Should___ Should Not___
An inventory of the equipment of the district, including location and maintenance record, is current.	(a)	Yes___ No ___	(b)	Should___ Should Not___

D. Availability of Educational Media.

(Answer both A and B)

43. Educational media in the district are available to teachers whenever they are needed.	(a)	Yes___ No ___	(b)	Should___ Should Not___
44. A loan system for Educational media and equipment for the district has been developed.	(a)	Yes___ No ___	(b)	Should___ Should Not___
45. Audio visual equipment in the district centre is available to teachers whenever they are needed.	(a)	Yes___ No ___	(b)	Should___ Should Not___
46. The schools of your district obtain services from other sources than those offered by the board.	(a)	Yes___ No ___	(b)	Should___ Should Not___
47. Students can iniciate requests and procure materials and equipment directly from the centre.	(a)	Yes___ No ___	(b)	Should___ Should Not___

E. Care and Maintenance of Materials and Equipment.

(Answer both A and B)

48. Books and other printed materials are repaired and rebound according to accepted library standards, at the district level.	(a)	Yes___ No ___	(b)	Should___ Should Not___
49. Periodicals are placed in protective covers at the district level.	(a)	Yes___ No ___	(b)	Should___ Should Not___
50. It is the responsibility of the district centre to ensure that the AV materials are inspected and repaired.	(a)	Yes___ No ___	(b)	Should___ Should Not___
51. Records of the use of equipment and materials are maintained at the district level.	(a)	Yes___ No ___	(b)	Should___ Should Not___

Records on the repair of audio-visual materials and equipment are maintained at the district level. (a) Yes___ No ___ (b) Should___ Should Not___

Storage facilities are available at the district level to meet particular conditions of certain audio visual materials and equipment. (a) Yes___ No ___ (b) Should___ Should Not___

There is a definite plan for replacement of worn-out and obsolete materials and equipment. (a) Yes___ No ___ (b) Should___ Should Not___

PHYSICAL FACILITIES.

(Answer both A and B)

The district educational media centre is centrally located in terms of school population in relation to the schools of the district. (a) Yes___ No ___ (b) Should___ Should Not___

The district educational media centre has access to a loading and delivery area. (a) Yes___ No ___ (b) Should___ Should Not___

The district educational media centre is lighted, heated and ventilated to meet acceptable standards. (a) Yes___ No ___ (b) Should___ Should Not___

The district centre is acoustically treated in the necessary areas. (a) Yes___ No ___ (b) Should___ Should Not___

The district centre has floor covering that is sound absorbent. (a) Yes___ No ___ (b) Should___ Should Not___

The district centre includes the following:

(Answer both A and B)

60. Professional library (a) Yes___ No ___ (b) Should___ Should Not___

61. Previewing rooms. (a) Yes___ No ___ (b) Should___ Should Not___

62. Office space for the Director of Media Program. (a) Yes___ No ___ (b) Should___ Should Not___

63. Darkroom (a) Yes___ No ___ (b) Should___ Should Not___

64. Workroom-Production area. (a) Yes___ No ___ (b) Should___ Should Not___

65. Provisions for present or future use of closed circuit television. (a) Yes___ No ___ (b) Should___ Should Not___

66. Television studio. (a) Yes___ No ___ (b) Should___ Should Not___

67. Wired carrels. (a) Yes___ No ___ (b) Should___ Should Not___

68. Recording room. (a) Yes___ No ___ (b) Should___ Should Not___

69. Cataloguing, processing area. (a) Yes___ No ___ (b) Should___ Should Not___

70. Storage facilities for materials, supplies and equipment. (a) Yes___ No ___ (b) Should___ Should Not___

71. Area for maintenance and repair of materials and equipment. (a) Yes___ No ___ (b) Should___ Should Not___

72. Provisions for present or future utilization of did access, information storage, retrieved andcomputer assisted instruction. (a) Yes___ No ___ (b) Should___ Should Not___

FURNISHINGS AND EQUIPMENT

(Answer both A and B)

The district centre is provided with the following furnishings quipment:

Adjustable shelving.	(a)	Yes____	(b)	Should____
		No ____		Should Not____
Periodical shelving.	(a)	Yes____	(b)	Should____
		No ____		Should Not____
Newspaper shelving.	(a)	Yes____	(b)	Should____
		No ____		Should Not____
Card catalogue cases.	(a)	Yes____	(b)	Should____
		No ____		Should Not____
Vertical file cabinets.	(a)	Yes____	(b)	Should____
		No ____		Should Not____
Cabinets, cases, shelving or racks for storage of materials, such as recordings, large posters, maps, prints, films, filmstrips, slides, tapes, realia, video tapes and equipment.	(a)	Yes____	(b)	Should____
		No ____		Should Not____
Bulletin boards and a display area.	(a)	Yes____	(b)	Should____
		No ____		Should Not____
Typewriters.	(a)	Yes____	(b)	Should____
		No ____		Should Not____
Book trucks for materials nd equipment.	(a)	Yes____	(b)	Should____
		No ____		Should Not____
Sinks with hot and cold unning water.	(a)	Yes____	(b)	Should____
		No ____		Should Not____
16 mm inspection-repair nit.	(a)	Yes____	(b)	Should____
		No ____		Should Not____

Please indicate how many of the following are available at the district centre for loan to the schools of the district. (Place numbers in the blanks to show how many of each are available).

84. _____ 16 mm Motion Picture Projectors.
85. _____ 8 mm Motion Picture Projectors.
86. _____ Sound Filmstrip Projectors.
87. _____ Filmstrip 2" x 2" Slide Projectors.
88. _____ Slide Viewers.
89. _____ Filmstrip Viewers.
90. _____ Opaque Projectors.
91. _____ Overhead Projectors.
92. _____ Wall Screens.
93. _____ Tripod Screens.
94. _____ Projector Carts.
95. _____ Radios.
96. _____ Record Players.
97. _____ Tape Recorders.
98. _____ Video Tape Recorders.
99. _____ Television Monitors.

IV. MATERIALS LOCALLY PRODUCED AND COMMERCIALLY PRODUCED.

Commercially Produced.

The following items are found at the district centre for local production:

(Answer both A and B)

100. Mechanical lettering equipment.	(a)	Yes____	(b)	Should____
		No _____		Should Not____

Transfer lettering. (a) Yes____ (b) Should____

No ____ Should Not____

35 mm Camera. (a) Yes____ (b) Should____

No ____ Should Not____

Graphic Camera. (a) Yes____ (b) Should____

No ____ Should Not____

8 mm Movie Camera. (a) Yes____ (b) Should____

No ____ Should Not____

16 mm Movie Camera. (a) Yes____ (b) Should____

No ____ Should Not____

Copy Stand. (a) Yes____ (b) Should____

No ____ Should Not____

Television Camera. (a) Yes____ (b) Should____

No ____ Should Not____

Video Tape Recorder. (a) Yes____ (b) Should____

No ____ Should Not____

Dry Mount Press and Materials. (a) Yes____ (b) Should____

No ____ Should Not____

Diazo Printer and Materials. (a) Yes____ (b) Should____

No ____ Should Not____

Spirit Duplicator. (a) Yes____ (b) Should____

No ____ Should Not____

Mimeograph (Gestatner) (a) Yes____ (b) Should____

No ____ Should Not____

Off-Set Printing Press. (a) Yes____ (b) Should____

No ____ Should Not____

114. Electronic Stencil Cutter. (a) Yes____ (b) Should____

No ____ Should Not____

115. Thermal Process Copier. (a) Yes____ (b) Should____

No ____ Should Not____

Please indicate in the appropriate columns how many of each of the following materials are stored at the district centre. Mark "0" where applicable.

		Commercially Produced.	Locally Produced at the District Centre.	Produced at School Building
116.	Prints (Photographs).			
117.	2" x 2" Slides.			
118.	Filmstrips.			
119.	Mounted Pictures.			
120.	8mm Motion Pictures.			
121.	16mm Motion Pictures.			
122.	T.V. Video Tapes.			
123.	Audio Tapes.			
124.	Overhead Transparencies.			
125.	8 mm Loops.			
126.	Disc Recordings.			
127.	Library Books.			

DUCATIONAL MEDIA STAFF

(Answer both A and B)

A director with Professional preparation in both library science and audio visual education is charged with responsibility for all services of the district, print and non-print.	(a) Yes ____ No ____	(b) Should____ Should Not____
There are two people in charge of media, one for libraries and one for audio visual services.	(a) Yes____ No ____	(b) Should____ Should Not____
A person with professional preparation in library science but not in audio visual is responsible for all services of the district, print and non-print.	(a) Yes____ No ____	(b) Should____ Should Not____
A person with professional preparation in audio visual but not in library science is responsible for all services of the district, print and non-print.	(a) Yes____ No ____	(b) Should____ Should Not____
Additional qualified personnel are provided as needed.	(a) Yes____ No ____	(b) Should____ Should Not____
Paraprofessional assistance is provided for the district staff.	(a) Yes____ No ____	(b) Should____ Should Not____
The director of educational media services participates in policy making decisions related to educational media.	(a) Yes____ No ____	(b) Should____ Should Not____

135. Please list below the titles of the staff of the district centre along with a brief job description.

	Position	Job Description
(a)		
(b)		
(c)		
(d)		
(e)		
(f)		
(g)		
(h)		

SERVICES AND ACTIVITIES

(Answer both A and B)

Members of the media staff:

Produce a written statement of policy concerning selection and use of educational media which involves the thinking of administrators, faculty, students, and board. (a) Yes___ No ___ (b) Should___ Should Not___

Involve teachers and students in selection of materials. (a) Yes___ No ___ (b) Should___ Should Not___

Organize all educational media for convenience, availability, and effective use. (a) Yes___ No ___ (b) Should___ Should Not___

Keep chief school administrators informed of the needs of the program as well as of the service performed. (a) Yes___ No ___ (b) Should___ Should Not___

With cooperation of teachers, keep collection functional by systematic weeding and maintenance. (a) Yes___ No ___ (b) Should___ Should Not___

Take annual inventory of educational media wherever located. (a) Yes___ No ___ (b) Should___ Should Not___

Maintain a clearinghouse of up-to-date information concerning community resources for instructional purposes. (a) Yes___ No ___ (b) Should___ Should Not___

Maintain communication with teachers, students, and the community. (a) Yes___ No ___ (b) Should___ Should Not___

144. Participate in activities of professional organizations. (a) Yes___ No ___ (b) Should___ Should Not___

145. Coordinate procurement of educational media and equipment purchased by individual schools. (a) Yes___ No ___ (b) Should___ Should Not___

146. Develop an in-service program for teachers. (a) Yes___ No ___ (b) Should___ Should Not___

147. Maintain an active interest in current developments in media. (a) Yes___ No ___ (b) Should___ Should Not___

148. Share with teachers the indexes and published bibliographies of educational media, and assist teachers in selecting printed and audio visual materials for classroom planning and use. (a) Yes___ No ___ (b) Should___ Should Not___

149. Inform teachers of new materials and equipment that have been acquired. (a) Yes___ No ___ (b) Should___ Should Not___

150. Assist in planning for use of educational media and equipment. (a) Yes___ No ___ (b) Should___ Should Not___

151. Assist teachers in the development of resource lists of available materials in special areas. (a) Yes___ No ___ (b) Should___ Should Not___

152. Cooperate with teachers in providing materials and preparing exhibits for bulletin boards and other displays. (a) Yes___ No ___ (b) Should___ Should Not___

153. Provide professional assistance in the production of educational media. (a) Yes___ No ___ (b) Should___ Should Not___

Order and schedule the use of rented or borrowed educational materials.	(a)	Yes____ No ____	(b)	Should____ Should Not____
Train projectionists to operate audio visual equipment.	(a)	Yes____ No ____	(b)	Should____ Should Not____
Provide backup educational media and equipment for the schools of the district.	(a)	Yes____ No ____	(b)	Should____ Should Not____
Provide instruction in the use of computer assisted instruction, dial access, and data storage and retrieval.	(a)	Yes____ No ____	(b)	Should____ Should Not____
Assist in the production of radio and television presentations.	(a)	Yes____ No ____	(b)	Should____ Should Not____
Cooperate with teachers in acquainting students with the proper and effective use of educational media.	(a)	Yes____ No ____	(b)	Should____ Should Not____
Assist special interest groups to use the resources of the centre in the promotion of their projects.	(a)	Yes____ No ____	(b)	Should____ Should Not____
The Director of Educational Media Services constructs a detailed budget after consulting teachers.	(a)	Yes____ No ____	(b)	Should____ Should Not____

VII. BARRIERS TO AN IMPROVED MEDIA PROGRAM.

The following are considered barriers to the effective use of media in your district. Place three letters in the blanks provided to indicate the major barriers.

(a) Teacher indifference.

(b) Lack of time for teacher preparation of materials.

(c) Lack of finances.

(d) Insufficient quantities of materials.

(e) The materials that are available do not fit the curriculum.

(f) It is too difficult to schedule materials and equipment.

(g) The school board is not convinced of the value of media.

(h) Administrators are not convinced about the value of media.

(i) Inadequate repair service is available.

(j) Inadequate physical facilities at the district level.

162. _____ _____ 163 _____ _____ 164 _____ _____

VIII FUTURE PLANS FOR EXPANSION

Indicate in the blocks provided the letters that correspond to the areas which you feel need most consideration with regard to future plans for expansion.

(a) Organization and management.

(b) Physical facilities.

(c) Furnishings and equipment.

(d) Materials: Locally produced and commercially produced.

(e) Services and staff.

165. _____ 166. _____ 167. _____

Thank you for your efforts. Please make any comments below.

UNE ETUDE DES CENTRES DE MOYENS TECHNIQUES D'ENSEIGNEMENT DES COMMISSIONS SCOLAIRES DES DISTRICTS A TRAVERS LE CANADA.

RENSEIGNEMENTS GENERAUX.

1. Le questionnaire devrait être rempli par la personne responsable des Moyens Techniques d'Enseignement du district.
2. La plupart des questions ne demandent que deux (2) réponses de votre part: l'une (oui, non), basée sur ce qui existe actuellement à votre Centre; l'autre (devrait, ne devrait pas), basée sur ce que vous, en tant qu'expert, pensez de la proposition présentée.
3. Les autres questions d'un caractère plutôt catégorique n'exigent qu'une seule réponse.

DEFINITION DES TERMES

Matériaux audio-visuels: Tous stimuli sonores et visuels tels qu'utilisés dans les processus pédagogiques; mais cela comprend, en général, tous les matériaux dont on se sert pour l'instruction, exceptés ceux qui ne sont composés que de symboles verbaux.

Moyens Techniques d'Enseignement: Toutes ces choses qui sont manipulées, vues, entendues, lues, ou dont on parle; les imprimés y sont compris ainsi que les instruments qui permettent de telles activités. "Moyens Techniques d'Enseignement" correspond à "Educational Media".

Centre de Moyens Techniques d'Enseignement: Un centre qui, au niveau de la Commission Scolaire du District, fournit aux écoles du District des matériaux et services dits "supplémentaires" et "complémentaires". Cela comprend aussi des productions locales.

Directeur des Moyens Techniques d'Enseignement: La personne qui, au niveau du District, est responsable du programme de Moyens Techniques d'Enseignement du District.

QUESTIONNAIRE

Renseignements généraux

1. Non du district scolaire: _____

2. Nom de la ville ou de la localité où se trouve le Centre des Moyens Techniques d'Enseignement: _____

3. Nom de la province: _____

4. Nombre total d'étudiants du district: _____

5. Nombre total d'enseignants à temps complet dans le district: _____

6. Superficie approximative du district en miles carrés: _____

I. L'ORGANISATION ET LA DIRECTION

A. Sources de fonds monétaires

(Répondez à "a" et à "b")

7. Le directeur des Moyens Techniques d'enseignement prépare un budget détaillé après avoir consulté les enseignants.
   (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

8. Un budget annuel est préparé pour le programme des Moyens Techniques et les directeurs des services respectifs sont informés du montant dont ils pourront disposer.
   (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

9. On peut dépenser certaines sommes d'argent n'importe quand pendant l'année, selon les besoins.
   (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

10. Le système de comptabilité de l'école note des fonds disponibles des comptes courants, les débours, le solde et le revenu.
    (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

Le budget couvre:

11. L'achat de livres, journaux, revues et pamphlets.
    (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

12. L'achat du matériel audio-visuel.
    (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

13. La location du matériel.
    (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

14. L'achat et l'entretien des appareils audio-visuels.
    (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

15. L'entretien, la réparation et la reliure d'imprimés.
    (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

16. L'achat de livres à caractère professionnel, la côtisation des membres dans des organisations professionnelles et les voyages dits "professionnels" (i.e. au service de la profession).
    (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

17. L'achat du nécessaire (matériel et équipement) pour la production locale d'aides pédagogiques.
    (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

18. Quel était le montant de votre budget aloué pour l'achat d'équipement audio-visuel pendant l'année 1971? _____

    quelle est la différence avec le montant de 1972? _____

19. Quel était le montant de votre budget aloué pour l'achat de matériel audio-visuel pendant l'année 1971? _____

    quelle est la différence avec le montant de 1972? _____

20. Quel était le montant de votre budget aloué pour l'achat de matériel non-récupérable (films, transparents, etc., pour production) pendant 1971?

    _____

    quelle est la différence avec le montant de 1972? _____

1. Quel était le montant de votre budget aloué pour l'achat de livres pour la bibliothèque en 1971? _____

quelle est la différence avec le montant de 1972?_____

2. Pensez-vous que les procédures budgétaires favorisent un service effectif?

Oui _____ Non _____

B. Sélection de matériaux et d'équipement pour fins d'acquisition

(Répondez à "a" et à "b")

23. La sélection des matériaux se fait d'après un système d'évaluation.	(a)	Oui ___ Non ___	(b)	Devrait ___ Ne devrait pas ___
24. L'équipement est choisi d'après ses caractéristiques mécaniques et ses performances propres telles que déterminées par les membres du Centre.	(a)	Oui ___ Non ___	(b)	Devrait ___ Ne devrait pas ___
25. On peut, à titre de référence, bénéficier des avantages d'un classeur qui contient des guides d'études sur des films et des programmes de télévision (guides de l'enseignant).	(a)	Oui ___ Non ___	(b)	Devrait ___ Ne devrait pas ___

On accorde beaucoup d'importance aux facteurs suivants dans la sélection des Moyens Techniques d'Enseignement.

(Répondez à "a" et à "b")

26. Les intérêts et les besoins académiques et récréatifs, actuels et potentiels des étudiants.	(a)	Oui ___ Non ___	(b)	Devrait ___ Ne devrait pas ___
27. L'éntendue des capacités de lecture des étudiants.	(a)	Oui ___ Non ___	(b)	Devrait ___ Ne devrait pas ___
28. L'étendue des autres capacités des étudiants.	(a)	Oui ___ Non ___	(b)	Devrait ___ Ne devrait pas ___
29. Les objectifs pédagogiques du Curriculum considéré globalement.	(a)	Oui ___ Non ___	(b)	Devrait ___ Ne devrait pas ___
30. Le contenu informateur du Curriculum.	(a)	Oui ___ Non ___	(b)	Devrait ___ Ne devrait pas ___
31. L'inventaire et la répartition actuels du matériel.	(a)	Oui ___ Non ___	(b)	Devrait ___ Ne devrait pas ___

Les genres et contenus des matériaux qu'on sollicite individuellement. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

Relevés sur la fréquence d'emploi de matériaux divers. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

Relevés provenant de sources de sélection de base et de bibliographies pédagogiques sur des matières ou disciplines spécifiques. (a) Oui ___ Non ___ Devrait ___ Ne devrait pas ___

La qualité des matériaux d'après la précision de leur contenu et leur forme d'approche. (a) Oui ___ Non ___ Devrait ___ Ne devrait pas ___

Les possibilités d'utiliser du matériel et de l'équipement de provenance autre que l'école. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

L'organisation de l'instruction (comme l'enseignement, l'étude personnelle, les laboratoires de langue, et l'utilisation du matériel chez soi). (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

C. Classement, cataloguement et traitement des matériaux et de l'équipement

(Répondez à "a" et à "b")

38. Tous les Moyens Techniques d'Enseignement du district, y compris les "imprimés" et les "non-imprimés" d'une valeur permanente sont soumis à un inventaire, sont classés et catalogués au Centre, qu'ils soient entreposés au Centre ou dans d'autres bâtiments scolaires. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

39. On maintient un catalogue de fiches sur lesquelles sont relevés tous les Moyens Techniques d'Enseignement. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

40. Tout renseignement sur l'acquisition de matériel pour le district est noté dans un registre ou dans un fichier spécial. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

41. Des revues et des pamphlets d'intérêt professionnel sont classifiés et mis à la disposition des enseignants pour consultation au Centre. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

42. On tient à jour un inventaire de tout l'équipement du district, et cet inventaire comprend aussi un relevé de la situation présente de l'équipement et de son entretien. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

Disponibilité des Moyens Techniques d'Enseignement

(Répondez à "a" et à "b")

Les Moyens Techniques d'Enseignement sont mis à la disposition des enseignants chaque fois qu'ils en ont besoin. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

On a organisé un système de prêt des Moyens Techniques et de l'équipement pour le district. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

L'équipement audio-visuel de Centre est mis à la disposition des enseignants chaque fois qu'ils en ont besoin. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

Les écoles de votre district peuvent se procurer de l'assistance provenant de sources autres que celles offertes pas la Commission. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

Les étudiants peuvent se procurer, sur simple demande de leur part, et directement du Centre, tous les matériaux et l'équipement qu'ils désirent. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

E. Soins et entretien des matériaux et de l'équipement

(Répondez à "a" et à "b")

48. Les livres et autre imprimés sont réparés et reliés selon des normes reconnues et imposées par la bibliothèque, au niveau du district. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

49. Les revues sont gardées dans des chemises de protection, au niveau du district. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

50. Il appartient au district de s'assurer que les matériaux audio-visuels sont régulièrement examinés et remis en état. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

51. Au niveau du district, on tient des registres de la fréquence d'emploi du matériel et de l'équipement. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

52. Au niveau du district, on tient des registres où sont notées toutes les réparations du matériel audio-visuel ainsi que celles de l'équipement. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

53. Au niveau du district, il existe des entrepôts pour le matériel et l'équipement audio-visuels qui nécessitent une attention spéciale. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

54. Il existe un système de remplacement de matériel et d'équipement usé ou qui ne sert plus. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

COMMODITES

(Répondez à "a" et à "b")

. Le Centre des Moyens Techniques du District jouit d'une localisation centrale par rapport à la population étudiantine qui fréquente les écoles du district.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

. Le Centre bénéficie d'une zone de chargement et de déchargement.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

. L'éclairage, le chauffage et l'aérage du Centre sont conformes à des normes acceptées et préétablies.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

. Les pièces du Centre qui avaient besoin d'insonorisation complète en ont été pourvues.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

. Les parquets du Centre sont munis d'un revêtement qui absorbe le son.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

Le Centre comprend:

(Répondez à "a" et à "b")

. Une bibliothèque qui contient des livres d'intérêt professionnel.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

. Des salles de visionnement.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

. Un bureau pour le Directeur du Programme des Moyens Techniques d'Enseignement.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

. Une chambre noire.
(a) Oui ___ Non ___ Devrait ___ Ne devrait pas ___

. Un atelier de travail et de production.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

65. Un aménagement adéquat pour l'utilisation actuelle ou future de la télévision en circuit fermé.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

66. Un studio de télévision.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

67. Des consoles pourvues d'un montage électrique.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

68. Des salles acoustiques pour enregistrement.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

69. Un atelier de cataloguement et de développement.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

70. Commodités d'entreposage du matériel, des réserves et de l'équipement.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

71. Un atelier d'entretien et de réparation du matériel et de l'équipement.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

72. Des arrangements pour l'utilisation actuelle ou future du système de cadran, l'entreposage des renseignements, "feedback" et C.A.I. (computer assisted instruction).
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

AMEUBLEMENT ET EQUIPEMENT

(Répondez à "a" et à "b")

Le Centre est pourvu:

d'étagères ajustables,	(a)	Oui ___ Non ___	(b)	Devrait ___ Ne devrait pas ___
d'étagères à revues,	(a)	Oui ___ Non ___	(b)	Devrait ___ Ne devrait pas ___
d'étagères à journaux,	(a)	Oui ___ Non ___	(b)	Devrait ___ Ne devrait pas ___
de fichiers,	(a)	Oui ___ Non ___	(b)	Devrait ___ Ne devrait pas ___
de classeurs verticaux,	(a)	Oui ___ Non ___	(b)	Devrait ___ Ne devrait pas ___
de meubles, cases casiers, étagères ou supports pour l'entreposage de matériel, tel que bandes enregistrées, murales, cartes, affiches, films, films fixes, diapositives, rubans, bandes magnétoscopiques et équipement,	(a)	Oui ___ Non ___	(b)	Devrait ___ Ne devrait pas ___
des panneaux d'annonces et des cabinets d'exposition,	(a)	Oui ___ Non ___	(b)	Devrait ___ Ne devrait pas ___
de machines à écrire	(a)	Oui ___ Non ___	(b)	Devrait ___ Ne devrait pas ___
de camions pour le transport des livres et de l'équipement,	(a)	Oui ___ Non ___	(b)	Devrait ___ Ne devrait pas ___
d'éviers avec l'eau courante chaude et froide,	(a)	Oui ___ Non ___	(b)	Devrait ___ Ne devrait pas ___
une trousse d' "inspection-réparation" pour projecteurs et films 16mm.	(a)	Oui ___ Non ___	(b)	Devrait ___ Ne devrait pas ___

Veuillez indiquer, dans l'espace réservé, le nombre d'articles de chaque catégorie que le Centre peut prêter aux écoles du district.

84. _____ Projecteurs 16mm pour films animés.
85. _____ Projecteurs 8mm pour films animés.
86. _____ Projecteurs sonores pour films fixes.
87. _____ Projecteurs pour film fixes et diapositives 2" x 2".
88. _____ Des visionneuses à diapositives.
89. _____ Des visionneuses à films fixes.
90. _____ Des épiscopes.
91. _____ Des diascopes.
92. _____ Des écrans muraux.
93. _____ Des écrans sur trépieds.
94. _____ Des chariots pour transporter les projecteurs.
95. _____ Des radios.
96. _____ Des électrophones.
97. _____ Des magnétophones.
98. _____ Des magnétoscopes.
99. _____ Des télévisions portatives.

IV. MATERIAUX PRODUITS LOCALEMENT ET PRODUITS COMMERCIALEMENT.

Commercialement

Le Centre possède les articles suivants pour production locale:

(Répondez à "a" et à "b")

00. Un appareillage de lettrage mécanique. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

01. Un système de lettrage ciré dont les lettres adhèrent par légère pression du doigt. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

02. Un appareil à photos 35mm. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

03. Une caméra pour négatifs 4" x 5" ou plus grands. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

04. Une caméra 8mm (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

05. Une caméra 16mm (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

06. Un support vertical auquel on fixe un appareil photographique pour faire de l'agrandissement. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

07. Des caméras de télévision. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

08. Des magnétoscopes. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

09. Des presses pour montage à sec et le materiel nécessaire. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas.

10. Des copieurs du type Diazo. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

111. De l'alcool pour duplicateurs. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

112. Des copieurs "mimeographes" du type Gestatner. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

113. Des copieurs par procédé "off-set". (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

114. Un découpeur à stencils électronique. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

115. Un duplicateur à procédé thermique. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

Veuillez indiquer dans la colonne appropriée le nombre approximatif de chacun des articles suivants qu'on peut trouver au centre. Inscrivez "0" si le centre n'en possède pas.

		Produits commercialement.	Produits sur place, au Centre.	Produits à l'école même.
116.	Des photographies.			
117.	Des diapositives 2" x 2".			
118.	Des films fixes.			
119.	Des photographies montées sur carton.			
120.	Films animés 8mm.			
121.	Films animés 16mm.			
122.	Bandes magnétoscopiques pour télévision.			
123.	Bandes magnétiques.			
124.	Diaphanes et transparents.			

125. Films bouclés 8mm _____ _____ _____

126. Enregistrements de disques. _____ _____ _____

127. Livres de valeur bibliothécaire. _____ _____ _____

V. LE PERSONNEL CHARGE DES MOYENS TECHNIQUES D'ENSEIGNEMENT

(Répondez à "a" et à "b")

128. Un directeur dûment qualifié en sciences bibliothécaires et audio-visuelles est chargé de tous les services du district, et cela comprend aussi bien les matériel "imprimé" que "non-imprimé"
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

129. Deux personnes sont en charge des Moyens Techniques: l'une s'occupe de la bibliothèque, l'autre des services audio-visuels.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

130. Une personne dûment qualifiée en sciences bibliothécaires mais non en audio-visuelles est responsable de tous les services du district, et cela comprend aussi bien les "imprimés" que les "non-imprimés".
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

131. Une personne dûment qualifiée en connaisaances est tenue responsable de tout les services du district, et cela comprend aussi bien les "imprimés" que les "non-imprimés".
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

132. Il est possible d'ajouter du personnel qualifié selon les besoins.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait ___

133. Le personnel du district peut bénéficier d'une assistance paraprofessionnelle.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

134. Le directeur des services des moyens techniques participe aux délibérations qui concernent les moyens techniques d'enseignement.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

135. Donnez les postes des membres du personnel du Centre. Ajoutez-y également une brève description de leur emploi.

	Postes	Description de l'emploi
(a)	_____	_____
(b)	_____	_____
(c)	_____	_____
(d)	_____	_____
(e)	_____	_____
(f)	_____	_____
(g)	_____	_____
(h)	_____	_____

VI. SERVICES ET ACTIVITES

(Répondez à "a" et à "b")

Les membres du personnel des Moyens Techniques d'Enseignement:

136. Rédigent un rapport écrit sur les démarches à suivre pour la sélection et l'utilisation des Moyens Techniques d'Enseignement. Ce rapport renferme les pensées des administrateurs, des enseignants, des étudiants et de la commission scolaire.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

137. Impliquent les enseignants et les étudiants dans la sélection des matériaux
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

138. Organisent tous les Moyens Techniques pour assurer un maximum de disponibilité, d'emploi et de succès.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

139. Avisent les administrateurs d'écoles des besoins du programme aussi bien que des services rendus.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

140. Assurent le fonctionnement et le plein rendement des articles sélectionnés, graâce à la collaboration des enseignants et à un système d'entretien qui trie aussi le bon matériel du mauvais.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

141. Font l'inventaire annuel des Moyens Techniques que que soit l'endroit où ils se trouvent.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

142. Opèrent un bureau central pourvu des renseignements les plus récents sur les ressources du milieu pour les besoins de l'instruction.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

143. Assurent de bonnes relations avec les enseignants, les étudiants et le public.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

144. Participent aux activités des organisation professionnelles.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

145. Coordonnent l'acquisition des Moyens Techniques et l'équipement acheté par les écoles privément.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

146. Offrent des séances d'information pour les enseignants.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

147. Portent un intérêt très vif aux développements actuels des Moyens.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

148. Partagent avec les enseignants les index et les bibliographies des Moyens Techniques et aident les enseignants à choisir les matériaux imprimés et audiovisuels pour l'arrangement de leurs salles de classe et l'emploi dont ils veulent en faire.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

149. Mettent les enseignants au courant des nouveaux matériaux et appareils qui ont été acquis.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

150. Prêtent leurs concours à la formulation de règlements pour l'emploi des Moyens Techniques et de l'équipement.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

151. Aident les enseignants à rédiger les listes de références de matériaux disponibles dans des domaines spéciaux.
(a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas

152. Collaborent avec les enseignants en leur procurant des matériaux et en préparant des articles pour les tableaux d'annonces et tout autre exposition. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

153. Offrent le concours de personnes qualifiées pour la production des Moyens Techniques d'Enseignement. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

154. Commandent et organisent le matériel loué ou emprunté. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

155. Forment des projectionnistes pour le fonctionnement d'appareils audio-visuels. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

156. Fournissent des Moyens Techniques et de l'équipement aux écoles du district (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

157. Offre des directives pour l'emploi des "computers assisted instruction" (C.A.I.), l'usage de cadran, l'entrepôsage des donnés et le "feedback". (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

158. Participent à la production de programmes de radio et de télévision. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

159. Avec l'aide des enseignants, ils communiquent aux élèves la façon la meilleure et la plus efficace d'utiliser les Moyens Techniques d'Enseignement. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

160. Prêtent assistance à tout groupe qui a un intérêt spécial dans un domaine donné à se servir des avantages du Centre pour l'accomplissement de leurs projets. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas ___

161. Le Directeur des Services Des Moyens Techniques D'Enseignement rédige un budget détaillé après avoir consulté les enseignants. (a) Oui ___ Non ___ (b) Devrait ___ Ne devrait pas

VII. OBSTACLES A L'AMELIORATION D'UN PROGRAMME DE MOYENS TECHNIQUES

Les facteurs suivants peuvent être considérés comme faisant obstacles à l'amélioration de l'emploi des Moyens Techniques. Veuillez désigner les trois (3) obstacles qui vous semblent être les plus sérieux, en notant leurs lettres respectives dans les espaces réservés.

(a) L'indifférence de l'enseignant.

(b) L'enseignant n'a pas le temps de préparer son matériel.

(c) Le manque de fonds.

(d) Le matériel en quantité insuffisante.

(e) Les matériaux disponibles ne coincident pas avec les besoins du Curriculum.

(f) Il est trop difficile d'organiser un système de roulement pour le matériel et l'équipement.

(g) La commission scolaire n'est pas encore convaincue de la valeur des Moyens Techniques d'Enseignement.

(h) Les administrateurs ne sont pas encore convaincus de la valeur des Moyens Techniques d'Enstignement.

(i) L'inéfficacité du service de réparation.

(j) Le district n'est pas assez bien équipé.

162. _____ 163. _____ 164. _____

III. PROJETS D'AGRANDISSEMENT

Veuillez indiquer dans les espaces réservés les lettres représentant
domaines qui, d'après vous, requièrent un maximum d'attentions dans la
nnification des projets d'expansion.

L'organisation et la direction.

Les commodités.

L'ameublement et l'équipement.

Les matériaux: produits locallement et produits commerciallement.

Les services et le personnel.

165. _____ 166. _____ 167. _____

_____ _____ _____

Merci de votre collaboration. Utilisez le reste de cette page pour
rimer vos commentaires.

A P P E N D I X C

FIRST COVER LETTERS SENT WITH THE INITIAL MAILING OF THE QUESTIONNAIRE

Audio-Visual Centre E 38
Memorial University
St. John's, Newfoundland

Dear Sir:

A study of the media programmes in school board districts across Canada is being carried out as part of my Master of Education degree at Memorial University of Newfoundland. This investigation has the intention of establishing guidelines for school districts to follow in setting up media centres.

From the results of a study conducted by School Progress (1971), 212 school board districts reported having some kind of media service, either library or audio-visual, at the district level. As your district is one of those cited, we ask that you please participate in this study by completing the enclosed questionnaire.

In answering the questionnaire, you will be required to make two statements, one related to objective assessment of what resources and arrangements your centre possesses and the other related to what you think should actually exist. Your replies will be held in strict confidence and no names of persons or school systems will be identified with any specific information you provide.

It may appear that the questionnaire is lengthy but only pertinent information is requested, and it should not take long to check or complete any of the items.

Enclosed you will find an addressed, stamped envelope which is intended to facilitate return of the questionnaire. Please try to complete the form and return it by May 26. Your immediate co-operation would certainly be appreciated for the information you choose to give is necessary for the completion of the study.

Thanking you for your time and understanding, I remain,

Yours truly,

Cher Monsieur/ Chère Madame,

Une partie de mon programme de Maîtrise à l'Université Mémorial de Terre-Neuve consiste dans une étude des programmes des Moyens Techniques d'Enseignement des Commissions Scolaires à travers le Canada. Ces recherches ont pour but principal d'établir des lignes de conduite que les districts scolaires peuvent suivre pour l'érection de Centre de Moyens Techniques d'Enseignement.

D'après les résultats d'une étude entreprise par School Progress (1971), deux cent douze districts de Commissions Scolaires reconnaissent posséder, au niveau du district, une sorte quelconque de service de Moyens Techniques: bibliothèque ou services audio-visuels. Votre district figure parmi les deux cent douze. C'est pourquoi, nous vous demandons de bien vouloir nous prêter votre concours et de répondre au questionnaire ci-joint.

Pour remplir le questionnaire, il vous faudra donner deux réponses pour la grande majorité des questions. L'une de ces réponses devra être une "évaluation objective" des ressources et arrangements de votre Centre. L'autre réponse devra donner votre opinion sur ce qui devrait exister. Vos réponses seront étroitement confidentielles et aucun nom de personne ou de système scolaire ne sera associé aux renseignements que vous nous communiquerez.

Au premier abord, il se peut que le questionnaire vous paraisse un peu long à remplir; nous ne cherchons cependant que des renseignements pertinents. Le questionnaire peut être rempli en un temps relativement court.

Nous sollicitons votre collaboration immédiate car les renseignements que vous choisirez de nous communiquer font partie intégrante de notre étude. Pouvez-vous nous renvoyer le questionnaire rempli pour le 26 mai, en vous servant de l'enveloppe timbrée et adressée ci-joint.

Veuillez accepter nos sentiments de vive reconnaissance.

A P P E N D I X D

SECOND COVER LETTER SENT WITH THE INITIAL MAILING OF THE QUESTIONNAIRE

GOVERNMENT OF NEWFOUNDLAND AND LABRADOR

DEPARTMENT OF EDUCATION AND YOUTH

951 Charter Avenue
ST. JOHN'S
May 5, 1972

Dear Sir or Madam:

You have already received a questionnaire which is designed to survey media programs at the School Board District level. The investigator, Mr. Roy Oldford, is carrying out the survey as a part of his Master of Education degree in Memorial University of Newfoundland.

The Division of Instruction (Instructional Materials) in the Newfoundland Department of Education is aware of this study and wishes to give its full endorsement and support because we envision the results of the study as possibly being an important determinant of Government educational policy in our province.

The success of this survey is fully dependent upon the comprehensiveness with which the participants answer the questions. We would appreciate very much your full support and cooperation in completing the questionnaire and returning it to Mr. Oldford.

Yours truly,

Norman Harris
Asst. Director of Instruction
(Instructional Materials)

NH:jmr

A P P E N D I X E

POSTCARD REMINDER SENT TO THE SCHOOL DISTRICTS

A-V Centre E 38
Memorial University
St. John's, Newfoundland

Hi! Welcome to Newfoundland.

Just a reminder for you to return the questionnaire you received a few weeks ago. The results are desperately needed for the completion of the work. PLEASE!

Yours truly,

Roy Oldford

A P P E N D I X F

COVER LETTER SENT WITH A SECOND COPY OF THE QUESTIONNAIRE

TO THOSE SCHOOL DISTRICTS WHICH HAD NOT RESPONDED

Audio-Visual Center E 38
Memorial University
St. John's, Newfoundland

Dear Sir or Madam:

I am happy to say that during the past several days I have received many of the questionnaires on the study of Media Programmes in school board districts across Canada. This is quite encouraging for, as you know, in order for a study of this type to be of any value in terms of recommendations, a large representative sample is necessary. However, there are still a number of questionnaires which have not yet been received. In the event that you have not already completed the questionnaire, would you please take a few minutes to complete it now and return it to me as soon as possible. If you have already taken care of the matter, please accept my sincere thanks.

It may be that you have not yet received the questionnaire, or you may have misplaced it. Because of this, a second questionnaire is enclosed now. Won't you please make a special effort to complete the questionnaire and help me finish the report.

Yours truly,

Roy Oldford

Enclosure