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ABSTRACT

The major objective of Project LEEDS (Library Exemplary Elementar, Demonstration of Springfield) was to provide a visitation program emphasizing a demonstration of excellent service to the school district. The project had three components: (1) the library program was integrated into the educational program by providing librarians in every school, teaching the skills to students, and providing services to staff and students; (2) designing an automated library system; and (3) centralized services for instructional media, book processing and a curriculum library. The specific objectives were listed under the following headings: Demonstrate and encourage excellent library programs, Availability of supporting material, Promotion of increased use of libraries, Facilities and equipment, Exemplary and innovative library demonstration project, Program for pre-school children, and OTIS automated library system study. This report evaluates the project in terms of these objectives and concludes that Project LEEDS was a worthwhile undertaking. (Author/SJ)

A REPORT TO SPRINGFIELD SCHOOL DISTRICT #19

on the

LIBRARY EXEMPLARY ELEMENTARY DEMONSTRATION OF SPRINGFIELD

PROJECT L E E D S

FINAL PHASE

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FINAL REPORT

LIBRARY EXEMPLARY ELEMENTARY DEMONSTRATION OF SPRINGFIELD

PROJECT L E E D S

This report documents the final evaluation of Project LEEDS (Library Exemplary Elementary Demonstration of Springfield). The evaluation was performed at the request of the Springfield School District #19 and was conducted between November 1, 1968 and September 20, 1969.

The final phase is structured around the three-phase evaluation program which was developed November 1, 1968. A formal Phase I report was submitted to the Springfield School District in February of 1969 and covered basic information on the early activities of Project LEEDS. In the process of evaluating Phase I certain recommendations were made for consideration. The final evaluation does not repeat basic information concerning those activities which could be evaluated at that time. It should be emphasized, however, that the conclusions and recommendations of the final phase should not be read out of context of the final report. Extremely significant background material is contained in the Phase I report and must be considered by the reader as he interprets final conclusions.

Approach

The final evaluation was conducted through three major activities:

1. An analysis of LEEDS objectives and performance through a mail questionnaire to all visitors attending the demonstration.
2. An analysis of the impact of LEEDS through a follow-up questionnaire which measured the changes school districts were able to initiate within their own situation as a result of Project LEEDS.
3. An analysis of the automated library system provided by OTIS (Oregon Total Information System).

A mail questionnaire was prepared to assist in evaluating the overall demonstration. The questionnaire was mailed to all LEEDS visitors (see Appendix for background information on visitors) to identify impressions of the specific activities, specific materials, specific facilities, and strengths, weaknesses, significance, and applications of the LEEDS project. This activity resulted in 99 usable questionnaires (161 were mailed).

The second activity--a follow-up questionnaire--was prepared to assist in evaluating the impact of LEEDS on the educational community. Specifically, an attempt was made to measure the changes the school districts were able to initiate within their own situations as a result of Project LEEDS. Information was gathered on the state of development for a a) centralized district IMC service, b) automated library system, c) library handbook for teachers, d) manual for district librarians, e) district scope and sequence program, f) curriculum library collection, and g) organized collections of materials in all schools. The Utilization of LEEDS Demonstration questionnaire was sent to a selected sample of all visitors who had returned the Phase II questionnaire. Only one person in a particular

school district or school where two or more members were represented completed the questionnaire. The sample resulted from an analysis of the answers given in Phase II. This sampling resulted in 38 usable questionnaires.

The third activity began with a review of the contractual arrangement between Project LEEDS and OTIS, coupled with interviews with key OTIS and Springfield School District personnel. A review of the critical path plan for systems design and analysis was used as the source of the automated library system's objectives. Measuring the level of achievement toward these objectives became the major task of this phase.

Definition of LEEDS

Before evaluating the impact of Project LEEDS on the educational community, a review description of the LEEDS project program, resources, services, and major objectives is necessary.

LEEDS is a visitation program demonstrating excellent service to the Springfield School District. While it is easy to recognize the components of a library/instructional materials program (i.e., personnel, policies, materials, equipment, facilities) it is difficult to demonstrate why the program functions successfully. The major objective of Project LEEDS was to provide a visitation program emphasizing a demonstration of excellent service to the school district. Thus, the implementation of LEEDS ideas depended largely upon an understanding of why certain activities and policies were necessary. Without such understanding any attempt to adapt or adopt a Springfield School District library concept by another school district was doomed to failure. The worth of Project LEEDS as a demonstration rests on three activities:

1. The library program is integrated into the Springfield School District educational program by providing librarians in every school, teaching the skills to students, and providing services to staff and students; library facilities in all 15 elementary and four junior high schools--each with a program of library service; a library handbook for teachers; a procedure manual for all librarians in the district; and organized and cataloged collections of book and non-print materials in all schools.

2. A planned program for designing an automated library system not only for the Springfield School District but able to perform library processing for non-Springfield media centers.

3. A library program that provides centralized services of a district consultant for library and instructional media, a centralized library processing center for all book and non-book materials, a qualified district librarian and cataloger, a large instructional material center providing services for students and teachers, and a curriculum library for instructional needs of teachers and staff.

Of these three components, the second was the one least understood. The LEEDS project did not demonstrate an "automated library system." This misunderstanding was attributed to the Visit Project LEEDS brochure (see Phase I report). The design of an "automated library system" was being undertaken during the demonstration and as part of the LEEDS project, but was not operational or were any of its components actually demonstrated. When the "automated library system" that is being designed for the Springfield School District is completed an automatic library system will still not exist. The library will be automated in the sense that acquisition and cataloging information will be manipulated and processed through the use of a computer. It is important to realize that the computer is merely providing another means for the actual ordering and cataloging process for book and non-book materials. Except for slight operational details, the "automated library system" is the same as the traditional library system in that the same classification schedule, the same subject heading schedule, the same card catalog format, and the same acquisition information is being utilized.

The rationale behind the "automated library" is that a computer-based cataloging and acquisition system is more effective and efficient in the ordering and cataloging activities of the centralized processing center. The "automated library" is not automated in the sense that certain data can be fed into the computer which results in automatic selectings, ordering, cataloging, and technical processing of book or non-book materials. The present "automated library system" provides little, if any, help to the district cataloger in terms of the "intellectual problem-solving activities" of acquisitions and cataloging.

It is not the purpose of the evaluator to pass judgment on the direction of the library program or automated library. A reference as to the direction of LEEDS is not taken as an endorsement of it but an acknowledgement of the LEEDS-OTIS action.

Response to Specific Objectives

In the Phase I report it was noted that the actual test of evaluation of the LEEDS project would be the extent to which the library program of the Springfield School District was helpful in assisting other districts with their own programs. The demonstration was to have achieved its objectives when visitors gained ideas and carried them back to their own school districts and made changes. These objectives are subjective by nature. This evaluation only records 1) whether or not an effective effort was exerted toward these objectives and 2) subjective judgments as to how near LEEDS came to an objective's achievement.

How well did LEEDS do in meeting specific objectives? Section 3 of this report provides an answer to this question by listing each of the

specific objectives and the findings. The headings (evaluation criteria) used in this section correspond to the objectives as stated on pages 20-21 and 49-50 of Project LEEDS, Application for Operational Grant, Title III ESEA, December 26, 1967.

Demonstrate and Encourage
Excellent Library Programs

> Through demonstration increase interest in excellent library programs and encourage similar programs or changes in other districts.

An analysis of the information tabulated from the Visitor Evaluation questionnaire indicated that the LEEDS project demonstration was extremely well organized; the project demonstrators were very concerned and helpful; and the project afforded sufficient opportunity for the visitors to talk with the demonstrators and other Springfield public school personnel. The presentations were rated above average in stimulation, while the content of the demonstrations was above average in importance and re- ice. The material distributed at the demonstration was of great value.

In an effort to provide relative criteria upon which an evaluation of the LEEDS project could be made, the visitors were asked to list the name and location of another school demonstration project they had recently visited (i.e., Project Open Door in Stayton, Oregon; KNAPP Project in Portland, Oregon). The visitor rated the organization and the applicability of the named demonstration. Overall, the LEEDS project measured up very well against the other-named demonstration. For example, in the area of organization the median rating for Project LEEDS was 6 (see the evaluation scale on the Project LEEDS Evaluation - Phase II questionnaire), while

the median rating for other demonstrations also was 6. In the area of applicability other demonstrations rated a median score of 6 while the Springfield project had a median score of 6 for content and 6 for presentation.

Pre-demonstration activities (pre-demonstration schedule, map, and questionnaire; pre-demonstration brochures; demonstration packet Welcome to Project LEEDS) were in general of great value to the visitors. In only a few cases did the visitors note dissatisfaction.

There appeared to be some value in the slide-and-transparency presentation concerning planning and development and the formal presentation on how to develop a proposal for library/IMC projects.

Information tabulated from the Project LEEDS Evaluation - Phase II questionnaire indicated that Project LEEDS was in general of great value to visitors from other districts. More importance tended to be attached to using Project LEEDS as a comparison to local district library activities. In this respect, Project LEEDS was of value by providing a criteria by which other districts could evaluate their own programs. Nine percent of Project LEEDS' visitors stated that the demonstration helped in making and revising district plans while another six percent found the demonstration reinforced their own planning ideas and practices. Another two percent found that the demonstration suggested recommendations that would apply to their district situation.

In only one instance did a visitor state that the services and library administration aspect of the demonstration resulted in better service for children. Three percent of the visitors noted an effect on the more efficient handling of materials. One library noted that the demonstration

resulted in the hiring of a part-time aide, and another visitor indicated the demonstration resulted in wider use of library materials. Six percent of the visitors indicated that the demonstration had some effect on facility planning and implementation. Twelve percent noted that the demonstration had some effect on material processing. Notable of this number was the five percent of the visitors who were convinced of the effectiveness of the central processing center. Ten percent of the visitors noted some effect in the organization of non-book material. The IMC specialists also noted such effects as the promotion of additional support from the administrator and the motivation for more cooperation within the district. Seven percent of the people filling out the questionnaire indicated that the demonstration had no effect on the visitor's instructional media program.

The extent to which Project LEEDS encouraged similar programs or changes in other district is very difficult to assess. The Utilization of LEEDS Demonstration questionnaire (see Appendix) solicited information concerning the state of development of the visitor's school district's library instructional materials activities. The visitor indicated the stage of development of the centralized district IMC service, the automated library system, the development of a library handbook for teachers, the development of the manual for district libraries, the development of a district scope and sequence program, the development of a curriculum library collection, and the development of organized collection of materials in all schools. The visitor also indicated the stage of development and the starting date (month and year) of the activity or projects. This gave the evaluator an indication as to what ideas were carried back to the school district and resulted in changes.

The results of this evaluation activity showed the demonstration to be helpful in assisting other districts with their own programs. The extent to which the demonstration influenced these changes is not known.

Changes in district scope and sequence programs was most evident. Twenty-seven percent of the visitors indicated that this activity was either in the formal planning stage, or beyond. No activity had been started in 32 percent of the cases while 23 percent indicated the district was in the formal planning stage; 18 percent indicated a plan was being written; 14 percent indicated the activity was previously completed and implemented.

Progress had been made toward establishing library handbooks for teachers in 23 percent of the cases; 64 percent had not started a library handbook; and 32 percent indicated that formal planning, the completion of a written plan, or a completed handbook had previously been established.

Nearly 82 percent of the visitors indicated that plans for organized collections of materials in all schools were beyond the formal planning stage and 68 percent indicated implementation of plans for organized collections of materials in all schools. Of the 82 percent indicating progress toward organized collections, 18 percent indicated some influence from the LEEDS project. Planning had not started toward organizing collections of materials in all schools in 14 percent of the cases.

Progress had been made toward establishing centralized district IMC service in 36 percent of the cases and 18 percent of the visitors showed some indication that Project LEEDS had an impact upon these activities in their own school districts. Still, 50 percent of the visitors sampled indicated that no action had been taken toward developing centralized district IMC service at the local level.

Little impact had been made on the development of a manual for librarians (a handbook describing procedures and instructions for the school library system). Progress had not been made in 68 percent of the cases. Only 14 percent of the total sample tended to show some influence on the part of Project LEEDS.

An operational curriculum library collection was reported in 23 percent of those cases sampled. Another 18 percent indicated some formal planning was now being made toward implementing plans for a curriculum library collection. Another five percent indicated operational details were forthcoming. There was 50 percent of the sample who indicated that no action had been taken in regard to a curriculum library collection.

Nearly 82 percent of the LEEDS visitors sampled indicated that no planning was being made toward an automated library system. This is not surprising, in that most LEEDS visitors indicated a preference to await the completion of the LEEDS operational automated system for possible adoption. Thus, formal planning was set aside until more progress had been made in designing the system at OTIS.

It is difficult to assess the impact of Project LEEDS. Part of this problem is the result of visitations by librarians, media specialists, principals, and superintendents to the Springfield School District prior to the actual demonstration.

Availability of Supporting Material

> Make available supporting materials in the form of informative brochures, sample programs, instructional and processing materials, and other information which visitors can take home and study.

The two major supporting materials concerning Springfield's library program were Library Handbook for Teachers and Manual for District Librarians. These two handbooks contain the major information concerning policies and procedures of a centralized library program. The information was of value in assisting those districts where little progress had been made in developing a system-wide library program. For those districts that already implemented some aspects of a district-wide library program, the two documents provided a reinforcement to their planning ideas or practices.

In addition to the above-mentioned documents, the LEEDS-OTIS automated library system study was up-dated periodically both through oral and written progress reports. The April 1969 progress report outlined the objectives of the automated library system study, showed the design of the acquisition ordering cycle, cataloging cycle, and the processing cycle. The acquisitions receiving cycle also was outlined and a clear and concise discussion of the on-line terminal communication system was presented. The transaction records for the master bibliographic data bank for any book or non-book item was documented so that any LEEDS project visitor could examine the bibliographic format in terms of local applications. Sufficient discussion time was allowed to resolve any misinterpretations or misunderstandings concerning the library system activities. More will be said later on the library automation system.

Promotion of Increased Use of Libraries

To promote the increased use of libraries by providing ideas and examples that have proven successful in this district.

Project LEEDS demonstrates the commitment to an organized, cooperative, and coordinated district-wide library program. Centralized district

services are the core of the library program. Many individualized schools throughout the state of Oregon contain--on a one-building basis--a library program that is as well, or better, developed than any one-building program in the Springfield district. However, Project LEEDS demonstrates the value of a district centralized library program.

The ideas and examples that have proven successful to the Springfield School District are not readily demonstrated, for it is difficult to see concepts in action. There is overwhelming evidence that the centralized library processing center for all book and non-book materials has greatly enhanced the Springfield library program. The discussions visitors had with the district library supervisor were rated of great value in this respect. Other activities, such as the discussions with the instructional materials center district director and district cataloger, the demonstration of junior high school librarians working with students and faculty, the demonstration of elementary librarians teaching library skills, and a field trip to the Mt. Vernon Elementary Title II Open Door Project were of value to LEEDS visitors.

A district-wide library system is only as valuable as it is useful--and it only is useful to the extent that students, teachers, and librarians understand it. There is little in the professional development of the teacher of educational administrator that prepares him to use the full capabilities of library services and resources. Since the number of school administrators visiting Project LEEDS was small, an opportunity for conveying Project LEEDS potential to educators was somewhat limited. Since little emphasis was placed on demonstrating the value of the library program on students, there was a serious question as to where or what priority a

district-wide library system would receive in relation to other needs of school districts. More will be said on this issue.

Facilities and Equipment

> Present examples of many types of facilities and equipment, including large modern libraries and small libraries situated in classrooms or hallways. These facilities will approximate possible problems visitors may face and thereby provide possible suggestions for solutions for these problems.

The most valuable aspect of this objective was the arrangements made to tour the central processing center. Visitors indicated that this activity was of extreme value. The visit to the district instructional materials center, the tour of the curriculum library, and a tour of school library facilities were also beneficial. Particular importance was placed on the tour of school library facilities. The value of the tour of school library facilities evidenced that the Springfield School District took existing library facilities and built a library program. Thus, the project demonstrated that a library program could be started and implemented within the constraints of present facilities.

Exemplary and Innovative Library Demonstration Project

> Provide an exemplary and innovative library demonstration project which will be of service to the state of Oregon and available to all visitors who are interested in attending.

The demonstration exhibited district-wide library program, centralized district services, and an automated system integrated in a collective whole. The result was a library program organized on a district level and integrated within the school district educational program. The commitment,

organization, cooperation, and district-wide centralization of the Springfield library program was the novel aspect of Project LEEDS. The Springfield School District library program was not new or innovative to the library profession as a whole. The fact that the Springfield School District library program had been able to implement these ideas made it of extreme value to other school districts. The major strengths of the demonstration revolved around the high capabilities of cooperation, attitude, enthusiasm, and interest on the part of the Springfield School District library personnel.

The material processing system, the district instructional materials center, and the demonstrations in the schools highlighted the visitation for many LEEDS participants. The opportunity to discuss problems, to see a new practice in current library development, to explore storage problems, and to discuss remodeling activities were significant to a number of LEEDS visitors. The weakness of the Project LEEDS demonstration was with operational details. As many of those interested in the how-to-do-it aspect of the demonstration rather than the why-we-do-it aspect cited weaknesses in terms of inadequate time for the demonstration, poor presentation, poor quality of library skills class, too much emphasis on the upper elementary program, inadequate equipment and materials for student use, inadequate carrells, and shortcomings of presentations. Very few weaknesses were involving the direction of the Springfield School District library program. Only one criticism was leveled at the value of an automated library system and only two criticisms were leveled at the amount of effort that was given to selling results that were not visible.

The existence of two supervisors--one for the instructional materials

center and one for the library program--caused some confusion as to whether the direction of the instructional materials program in Springfield School District was adequate.

The significance of the LEEDS demonstration revolved around the central processing center and the district-wide school library program. Potentiality of automated library activities was of prime significance. It was interesting to note that school and school district administrators were more interested in the significance of automated library activities than were librarians.

In all, Project LEEDS had some significance for every visitor who attended. The opportunity to expose the visitor to "theory in practice" was significant in one case, where in another, the enthusiasm of the students' library use was significant. Handbooks and manuals, scope and sequence, library skills activity, building level demonstrations, importance of well qualified personnel, methods and procedures of library processing, and discussions with librarians, the IMC director, principals, and the library supervisor were all cited as being most significant.

To those librarians, administrators, and teachers who were interested in the how-to-do-it aspects of district-wide library service, the demonstration offered an opportunity to see and study the various components (people, procedures, policies, forms, and so forth) that make up the Springfield School District library system.

An aspect of the demonstration, which in the estimation of the evaluator was somewhat overlooked, was the potential that centralized technical processing services has for the state of Oregon. This is extremely significant at the present time. A business task force on education

recently completed a study[1] which indicated that $920,000 could be saved annually by Oregon school districts if some form of centralized acquisitions and processing were implemented. In particular, the automated library system aspect of the project could well be a key to such a state-wide library processing system. This potential is not limited to school districts. Because of the potentiality of OTIS, a concept of state-wide library processing could be expanded to include public libraries as well. To some extent this will be pursued in Project LEADS[2] which will be discussed later in more detail. Although the structure of a state-wide library network would have to be different from the structure of the Springfield School District library network, the basic groundwork for such a project has been established. A plan for state-wide school library processing could be developed at the present time on the basis of the proposed automated library system and the OTIS on-line communication system. The only barrier to such planning would be the human relations problems inherent in district administrative and library personnel.

Program for Pre-School Children

> Present a program for pre-school children (four- and five-year olds) by providing part-time library aides to free the building librarians from some clerical work. This would allow the librarians time for reading, telling stories, guiding book selection, and generally providing a readiness program for pre-schoolers.

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[1] Business Task Force on Education, Public School Survey and Recommendations, State of Oregon, 1969.

[2] See LEADS ON-LINE, No. 1 (September, 1969) Library Experimental Automated Demonstration System, Eugene, Oregon.

The ESEA Title III funds requested for aides to assist the librarian and for library materials for pre-school children was reduced to the extent that the aides were deleted from the revised LEEDS budget. Many of the schools, however, used library volunteers to assist librarians with clerical duties. LEEDS visitors---those who were exposed to such a program---had mixed reactions concerning the volunteer mothers' program presentation. The $1000 for materials for pre-school children was used to purchase a few of the most costly items which circulated among the buildings to be used in the pre-school program. Because this was a spring activity there was not a sufficient sample to make any sort of valid evaluation. It goes without saying that the $1000 was appropriately used in carrying out the limited activities of the program for pre-school children.

OTIS Automated Library System Study

> The purpose of this aspect of the project is to design an acquisitions-cataloging and processing system and to determine if such a system is feasible to be operated on a state-wide basis. The system designed will be supported by the facilities and services of the OTIS (Oregon Total Information System) computer center.[3]

The above objective replaces the original specific objective of Project LEEDS for that portion of the demonstration which involved the automated library project. This change was noted in the Phase I study. The change was necessary so that the objective was compatible to current thinking.

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[3]John R. Blair, LEEDS-OTIS Automated Library System Study: Progress Report, OTIS, April 1969.

In order to design the system to meet the needs and goals of the library community the following activities were outlined:

1. Conduct a survey of the state of the art in library automation by visiting outstanding automated installations throughout the country and by reading and studying library and data processing materials.

This activity was successfully completed and documented in the Phase I report.

2. Build a critical path plan outlining the specific activities to be performed for the entire project.

The critical path activity was completed and documented in the Phase I evaluation. Since many of the events and activities listed in the critical path plan were ongoing processes which required constant review and design, progress was made toward completing the majority of events.

The most undeveloped area was the MARC (Machine Readable Cataloging) data base. No attempt was made to define MARC conversion, write MARC programs, document MARC conversion, and test MARC conversion. A subscription for the MARC tapes was placed, but because of timing problems an attempt to utilize the MARC data bank for planning, evaluation, and research functions was not undertaken. OTIS is committed to providing this capability within the LEADS project.[4] These software routines are targeted for implementation during the fiscal 1969-70 year under Project LEADS.

An attempt to print the proof list for those items which had been entered in a computer by the 2740 terminals resulted in a listing which was unsatisfactory for matching against the maual file because its arrangement

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[4]Springfield Public Schools, Project LEADS: Library Experimental Automated Demonstration System, 1969.

(LC card number) was unsatisfactory. At the writing of this report, 27,000 items had been converted from the manual system to the computer. More will be stated concerning this activity later in the report.

3. Study the Springfield School District's existing manual acquisitions, cataloging, and processing system; make improvements to and revise the district's manual system; and document the studies of the manual system to indicate the procedures and personnel involved, the flow of information, and the points of decision-making; and include a cost analysis.

Progress was made toward documenting and redesigning the manual system to indicate the procedure and personnel involved, the flow of information, and the points of decision-making. However, OTIS had yet to develop any cost analysis of either the original manual systems or the revised manual systems. A cost model had yet to be developed which would provide capabilities for comparing and correlating costs of manual systems as compared to automated systems. For all practical purposes this cost analysis was beyond the reach of Project LEEDS. With the implementation of LEADS, OTIS should be able to produce an accurate cost model which will be useful in the design of a state-wide library system.

4. Convert the school district's union file to machine-readable form and store the information in the OTIS computer data bank.

The conversion of Springfield School District's complete union file to machine-readable form was not completed as of August 31, 1969, the expiration date of Project LEEDS. However, an extension had been granted until November 30, 1969 so that the conversion could be accomplished. The conversion of the union file was probably the single most important activity to be accomplished in regard to the automated library system of Project LEEDS. Once the conversion is made and proof lists have been printed, errors corrected, and the union file completed, a major milestone

will have been reached. Because of the capabilities of OTIS' Generalized Education Management System (GEMS), an automated library system could be achieved with very little reprogramming. With implementation of computer programming, which will be completed during the LEADS project, users should be able to produce a cataloging system according to district or state-wide specifications. A conversion cost model was not developed during the course of Project LEEDS.

5. Design the automated system to the level of detail for computer programming.

The automated library system was presented schematically by the OTIS staff. The schematics show the general flow of information, input documents and output reports, and the interrelationship of the library and the OTIS computer center. There is not sufficient documentation for real evaluation as to whether the automated library system had been designed to the detail for computer programming. Since planning is an ongoing process the detailed designing activities are in this sense still going on. LEADS is committed to providing a final system design, system refinement, system programming, and software routines. OTIS at that time should be well on its way to providing a foundation for future computer applications and library technical processing.

6. Disseminate information describing the project to visitors to the LEEDS demonstration, participants of state library conferences, members of task force and related committees, and other interested data processing, education, and library personnel.

During the period of Project LEEDS, members of the OIMA-OASL task force on computer applications and its sub-committees, members of the Oregon Library Association Library Development Committee, and participants of the

University of Oregon Library Mechanization Workshops, state library conferences, and other professional library meetings were actively involved in planning for the development of joint cooperation and the use of an automated library system. LEEDS provided a means to facilitate the communication between librarians and OTIS personnel. The Oregon Library Development and Cooperation Research Project conducted by the Bureau of Business and Economic Research at the University of Oregon studied the potentialities of the automated library activities of Project LEEDS as a possible nucleus for state-wide technical processing cooperation.

The actual operation of the system which was designed in Project LEEDS will be under Project LEADS (Library Experimental Automated Demonstration System). LEADS is funded and administered by the Lane County Intermediate Education District of 1969-70. This fact alone constitutes the success of the automated library system aspect of Project LEEDS.

There is every indication that sufficient groundwork has been developed through Project LEEDS to begin planning certain aspects of a state-wide acquisitions-cataloging and processing system. This is not to say that a completed system would follow the pattern as designed in Project LEEDS—what is important is the fact that a data bank had been developed and the potentialities of OTIS can form the basis of improved technical processing activities on a state-wide basis.

This suggests that a better utilization of library resources on a state-wide level can be achieved. This comes at a time when educators and taxpayers are demanding that the present financial resources are better utilized. It is important to note that there is no assurance that a library automated system

in a saving of money. It is more likely that the saving will be in terms of better utilization of present resources.

Any evaluation of the impact of the library automated system activities of Project LEEDS should be buffered against the conclusion and recommendations that were the result of an evaluation of OTIS.

"From a technical viewpoint OTIS is a worthy venture. They are working to meet their objectives and they will be successful in developing their product, but a product is not a service unless it is converted to be so. OTIS has failed to successfully convert its product into a service. If it is to continue to exist it must concentrate on that area."[5]

Any automated library system activities of Project LEEDS runs the risk of promoting a number of products: standing processing catalog kits, book catalogs, selected bibliographies, shelf lists, accounts payable checks and vouchers, claim notices, lists of cancellations, lists of books received, and expended summaries by individual libraries through an on-line teleprocessing terminal. The automated library system activities of Project LEEDS has failed to explore all of the potential services that could be achieved through the OTIS-LEEDS cooperative resources. There had not been an adequate effort to explore all of the potential service areas for alternatives to state-wide processing. Perhaps this was beyond the realm of the objectives of Project LEEDS, but if the system is feasible to be operated on a state-wide basis it must explore all alternatives for providing this service. In terms of cost analysis there is no assurance that the present system design is feasible to be operated on a state-wide basis.

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[5]Touche, Ross, Bailey, and Smart in a letter to Dr. Dale Parnell, Superintendent of Public Instruction, Salem, Oregon documenting the review of Project OTIS conducted between May 5 and June 3, 1969.

Conclusions

Project LEEDS was a worthwhile undertaking. It successfully demonstrated a library program organized on a district level and integrated within the school district educational program. The value of commitment, organization, cooperation, and district-wide centralization in providing effective and efficient utilization of resources was emphasized. Project LEEDS demonstrated that "centralization" is not synonymous with organizational control or is not a threat to individual effort or uniqueness of service.

The evidence gathered in this evaluation clearly shows that visitors gained ideas and carried them back to their own school districts. There is less evidence, however, that changes were made or ideas incorporated to the extent that they resulted in implementation of similar district library programs. The evidence suggests that many of the visitors came to the demonstration more for the purpose of comparing their district library activities with those of the Springfield School District. Actual implementation of change in school districts depends a great deal upon the leadership ability of the planner. Project LEEDS could only demonstrate the value of Springfield's school district library program, but could not improve the leadership qualities of visitors. The leadership factor, coupled with the fact that a minority of school administrators attended the demonstration, probably resulted in the high number of cases where change was not initiated. Since change takes time, the true impact of Project LEEDS may not be known for several years.

The potential strength of Project LEEDS was in the area of automated

library systems. In a time where cooperative effort is being demanded by educators and taxpayers, better utilization of resources is essential. The potential of a centralized acquisitions-cataloging system should be looked upon favorably by educators and decision-makers. If the products of centralized library services can be converted into a state-wide service then the demonstration will have more than achieved its objectives.

Finally, the financial expenditure for Project LEEDS was well justified. A valuable and well-organized demonstration provided for LEEDS visitors an awareness of the need to plan for improved library services and programs on a district, regional, or state-wide basis.

APPENDIX

TABLE 1

BACKGROUND INFORMATION BY OCCUPATION
AS REPORTED BY 99 VISITORS

Occupation	Number	Percentage
Elementary Librarian/IMC Specialist	26	26%
" Principal	13	13%
" Teacher	2	2%
Junior High Librarian/IMC Specialist	13	13%
" Principal	2	2%
" Teacher	0	-
High School Librarian/IMC Specialist	2	2%
" Principal	2	2%
" Teacher	0	-
District Superintendent	3	3%
Other District Administrators	3	3%
District Library Supervisor or Coordinator	6	6%
Other	25	25%

TABLE 2

PERIOD OF ATTENDANCE
AS REPORTED BY 99 VISITORS

Time	Number	Percentage
1 hour	1	1%
2 hours	2	2%
3 "	6	6%
4 "	2	2%
5 "	2	2%
6 "	5	5%
1/2 day	15	15%
3/4 "	3	3%
1 "	53	53%
1 1/2 "	2	2%
None indicated	8	8%

TABLE 3

LODGING ARRANGEMENT WHILE ATTENDING DEMONSTRATION
AS REPORTED BY 99 VISITORS

Arrangement	Number	Percentage
Commuted from home in Eugene-Springfield metropolitan area	22	22%
Commuted from area outside Eugene-Springfield metropolitan area	68	68%
Stayed with friends in Eugene-Springfield metropolitan area	1	1%
Stayed in Eugene-Springfield motel or hotel	4	4%
None indicated	4	4%

UTILIZATION OF "LEEDS" DEMONSTRATION: PROJECT "LEEDS" EVALUATION--Phase III (DR ROBERT E. KEMPER, CONSULTANT)

Check the appropriate square to indicate the stage of development for your school district's library/instructional materials activities and materials listed below. For each item which is in or beyond the formal planning phase, please give (1) the approximate beginning date (month and year) (2) a two or three sentence summary, and (3) the name of the staff member who may be contacted for further information.

ACTIVITY OR MATERIAL	STAGE OF DEVELOPMENT				(1)	(2)	(3)
	Not Started	Formal Planning	Completing Writing and Details	Operational-Completed-Implemented	Beginning date	COMMENTS	CONTACT
Centralized district IMC service							
Automated Library System							
Library Handbook for Teachers (describes policies and services)							
Manual for District Librarians (describes library procedures and institutions)							
District Scope and sequence program (use of library instruction)							
Curriculum library Collection							
Organized collections of materials in all schools (both print and non-print)							