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IDENTIFIERS

ABSTRACT:

The second annual compilation and analysis of data on Title II of the Elementary and Secondary Education Act (ESEA Title: II), this report describes how the 50 states, the District of Columbia, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, the Virgin Islands, and the Department of the Interior (for children and teachers in schools operated for Indian children) utilized funds from the program in FY 1967 for the improvement of educational cuality and opportunity through increased school library. resources, textbooks, and other instructional materials. Three aspects are presented: (1) a financial report, showing expenditures ty category: (2) a statistical report, providing data on personnel of the state education agencies and the Department of the Interior, children and teachers participating in the Title II program, and materials acquired; and (3) a narrative report, summarizing and evaluating the program, describing achievements made possible through Title II, and identifying problems. Some supplementary data from 30 states on special-purpose grants projects funded under ESEA Title II are included. Five amendments to the original fitle, provided by Public Law 89-750 are explained. (Author/JD)

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SECOND ANNUAL REPOST

Fiscal Year 1967

TITLE

ELEMENTARY

AND SECONDARY

EDUCATION ACT OF 1965

SCHOOL LIBRARY RESELET TEXTBOOKS, AND OTHER LS

February 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE Robert H. Finch, Secretary

fice of Education

Peter - Mulmhead, Acting Commissioner

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I. INTRODUCTION

This report on Title I' of the Elementary and Secondary Education Act. for fiscal year 1967 is the second annual compromision and analysis of data on the program. Title II provides direct Federal assistance for the accomposition of state of the accomposition of state of the use of children and teachers public and private elementary and secondary schools.

Time report pescribes how the 50 States, the District of Columb's, Guammer Rice, the Trust Territory of the Pacific islands, the Virgin stanssand the Depathment of the Interior (for children and teachers in scales operated for notion children) utilized funds in tiscal year 1967 for the Improvement of enducational quality and opportunity through increases school library researches, textbooks, and other instructional materials.

by State secondary to the U.S. Office of Education for lowing the close of fiscal year 19%. The annual report consists of 3 parts:

The <u>Financial</u> Report shows expenditures in the various categories during the previous fiscal year.

The <u>Statistical</u> Report provides data on personnel of the State education agencies and the Department of the Interior, children and teachers participating in the Title II program, and materials acquired. These data show program accomplishments and the degree of need for continuing financial support.

The Narrative Report summarizes and evaluates the program, describing achievements made possible through Title II and identifying problems.

The forms are included in the appendix of this report. In addition, some supplementary data were obtained from 30 States on the special-purpose grants projects funded under ESEA Title II, and included in this report. Some on the highlights of the program follow:

<u>Participation</u>

school confiden, including 47,184 Indian children enrolled in the elementary and secondary and secondary schools that the Department of the interior conducts for Indian calidren, and I.8 million teachers participated in the Title II program in fiscal year 1967. This is an increase over fiscal year 1966 of about 3 mercent for participating children and about 6 percent for participating teachers.

7

participate the ESEA Title II program in fiscal year 1967, 44.6 million or about 93 ercent actually did participate.

Expenditure of Funds

- \$99.5 million appropriated, the total reported expenditure was
- 2. For accuisitions of impructional materials under approved projects in all categories, State departments of education reported an expenditure of \$90.9 million.
- 3. Expenditure of \$5.7 mi ion was reported for ordering, processing, cataloging, and delivering services, or about 24 cents per item.
 - 4. The amount reported for State administration is \$3.8 million.

Categories c- Instructional Materials Made Available

- I. The States continued in fiscal year 1967 to give priority to school library resources, with lesser priority for textbooks and other instructional materials. The amount expended for school library resources and textbooks increased in fiscal year 1947; however, the amount expended for other instructional materials decreased.
- 2. The amount expended for school library resources was \$83.8 million, or about 92 percent of the amount expended for materials.
- 3. Approximately \$4 million was expended for other instructional materials, about 4 percent of the total amount expended for materials.
- 4. Textbooks accounted for 3.4 percent of the amount expended for materials, about \$3.1 million.
- 5. For books in all categories, including textbooks, the amount reported as expended represents about 75 percent of the total amount spent for materials in all categories.
- , 6. <u>Audiovisual</u> materials comprised 24 percent of the materials in all categories. The amount expended for audiovisual materials in the school library resources category increased from \$13.9 million in fiscal year 1966 to \$20.2 million in fiscal year 1967. The total amount expended for audiovisual materials was \$22.1 million.



State and Local Educational Programs Strengthened

- I A total of 389 administrative, supervisory, clerical, and other positions in full-time equivalents were assigned in State departments of education to administer the ESEA Title II program, an increase from fiscal year 966 of over 100 mositions in full-time equivalents.
- Z. Forty-three of the 50 participating States, Guam, Puerto Rico, and the Department of the Inter or reported establishment of 4,850 new public school libraries in fiscal year 1967. Of these, 4,260 were public elementary school ipraries serving over 2 million public school pupils and 590 were public secondary school libraries serving 381,562 public school pupils.
- 5. In fiscal year 1967, the trend to include in standards for instructional materials provisions to encourage a unified approach to a variety of media and media services continued. A number of States conducting surveys for instructional materials in local educational agencies report significant gains which they attribute to increased local, State, and Federal support.
- 4. The ESEA Title II program was coordinated in fiscal year 1967 with other titles of ESE as well as a number of other programs of Federal financial assistance, in order to achieve maximum educational benefits.
- 5. A total of 15 States funded an estimated 400 special purpose grants programs to demonstrate good media programs and provide instructional mater als for the use of children and teachers in special or exemplary astructional programs. An estimated 400 projects were funded in fiscal year 1967 with expenditures for the materials acquired totaling an estimated 18 mil on.



Approved Plans

Plans were approved in the first year of the program, fiscal year 1966, for the 50 States, the District of Columbia, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, and the Virgin Islands. A plan was approved February 20, 1967, effective November 29, 1966, for the administration of the program for children and teachers in the elementary and secondary schools that the Department of the Interior conducts for Indian children. The only eligible applicants not participating in ESEA Title II in fiscal year 1967 were American Samoa and the Department of Defense for Children and teachers in the overseas dependent schools.

Plan Amendments

Public Law 89-750, signed by President Johnson on November 3, 1966, made five amendments to the original title:

- I. Eligibility was extended to include children and teachers in elementary and secondary schools operated for Indian children by the Department of the Interior and in the overseas dependent schools of the Department of Defense.
- The amount used for administration of the State plan for any fiscal year should not exceed an amount equal to 5 percent of the amount paid to the State for that year, or \$50,000, whichever is greater.
- 3. Out of its funds for administration, a State should make appropriate amounts available to local education agencies for the responsibilities it assigns them for the distribution and control of materials acquired under Title II.
- 4. Section 203(a)(3)(A) concerned with relative need was reworded to read: "... take into consideration the relative need, as determined from time to time, of the children and teachers of the State for such library resources, textbooks, or other instructional materials..." This amendment requires periodic review, and, if necessary, revision of the criteria for relative need.
- To secure the effective and efficient use of Federal funds, officials must provide for appropriate coordination at both State and local levels between programs for the acquisition of library resources carried out under this title and any programs carried out under the Library Services and Construction Act.

The original Title II Regulations were revised in accordance with these amendments, comments contained in reports issued by the Senate! and the House of Representatives, and suggestions received from organizations and State education agencies.

The amendments to the Act and changes in the ESEA Title II Regulations also required the amendment of State plans. On February 16, 1967, a memorandum was sent to the States providing suggestions for amending the State plans and requesting that these amendments be forwarded to the U.S. Office of Education by March 20, 1967. These amendments were submitted and approved from February 2, 1967, to October 20, 1967.

Children and Teachers--Program Participation

Table I shows the number of children and teachers participating in the ESEA Title II program for the first two years. The approved plans served in fiscal year 1967 a total of 44.6 million public and private school children and 1.8 million teachers, an increase over fiscal year 1966 of about 3 percent for participating children and about 6 percent for participating teachers. There was a slight increase over fiscal year 1966 in percent of public elementary and secondary school children participating and a more substantial increase in percent of private secondary school children participating. There was a decrease of slightly more than 10 percent in the number of private elementary school children participating. This decrease may be due to the closing of some parochial elementary schools.

Of the 47.8 million public and private school pupils eligible to participate in the ESEA Title II program in fiscal year 1967, 44.6 million or 93 percent actually did participate. The number of elementary school pupils who participated in the program, 28.5 million, is about 94 percent of the 30.2 million eligible elementary school pupils. For secondary school pupils, the 15.9 million pupils who participated comprised about 93 percent of the eligible number of secondary school pupils.

JU.S. 89th Congress, 2nd Session, Committee on Labor and Public Welfare. Elementary and Secondary Education Amendments of 1966: Report. Senate Report No. 1674. Washington: U.S. Government Printing Office, 1966.

^{2/}U.S. 89th Congress, 2nd Session, Committee on Education and Labor.

<u>Elementary and Secondary Education Amendments of 1966</u>: Report. House
Report No. 1814. Washington: U.S. Government Printing Office, 1966.

Table 1. Total Number of Eligible and Participating Children, Percent of Eligible Children Participating, and Participating Teachers in ESEA Title IN Programs, FY 1966 and FY 1967, by Educational Level and Type of School

Educational Agency		1966 ADA or AD	H.	3	1967 ADA or AD	W	Jeac Partic FY 1966	hers' ipating FY 1967
A	Children In Eligible Agencies	Children Participating	Percent Qf Children Participating	Children In Eligible Agencies	Children * Participáting	Percent Of Children Participating	Teachers Particlpating	Teachers Participating
<i>y</i> }	2	3	4	5	б	7	8	, 9
Public Schools. Total	40,347,018	.37,717,007	9 3	42,250,705	39,124,304	*: 93	,569,958	1,682,143
Elementary	25,251,826	23,746,478	94	³ 26,460,081	24,665,404	93	894,974	947,894
Secondary *	15,095,192	13,970 529	93	15,790,624	14,458,900	92	674,984	734,249
Private Schools Total *	5,873,625	5,708,766	97	5,617,043 *	5,513,707	•	202,321	204,114
Elementary	4 ,60 3,792	4,445,711	97	3,804,011	3,979,457	<u></u>	141,516	130,754
Secondary 1	1,269,833	1,263,055	99	1,340,958	1,534,250		60,805	73,360
Grand Total *	46420460	44.425.773	94	47,867,748 *	44,638,011	[7.	1,772,279	1,886,257

^{*}Detail does not add to total since some States reported only participating private school children.

TABLE 2. TOTAL NUMBER OF AGENCIES ENROLLING CHILDREN ELIGIBLE FOR PARTICIPATION IN ESEA TITLE II PROGRAMS: AVERAGE DAILY MEMBERSHIP OR AVERAGE DAILY ATTENDANCE OF ELIGIBLE AND PARTICIPATING CHILDREN, FISCAL YEAR 1987, BY REGION AND STATE

		<u> </u>	, · · · ·			·	<u> </u>	4	
STATE OR	PUBLIC AG	ENCIES .	.	•	PRIVATE	AG ENCT ES			
OUTLYING AREA,	ENROLLING	CHILDREN	PUBLIC' SCHO		ENROLLING	CHILOREN	PRIVATE SCH	OOL CHILDREN	
BY REGION	ELIGIBLE	PARTICIPATING	ELIGIBLE	PARTICIPATING	ELIGIBLE*	PARTICIPATING	ELIGIBLE *	PARTICI PATING	
·	06 400	84,953	42,250,705	39,124,306	17,258	15,745	5,617,043	5,513,707	•
	96,482	84,733	42,230,703	39,124,306	17,230	13,743	3,017,043	3,323,707	·
restok I	5,260	5,014	2,070,608	2,009,001	1,613	. 1,440	512,432	481,071	
Same and and	1,135	1,036	609,112	572,900	367	324	125,941	121,503	
Competiont	944	877	210,515	209,655	121	102	30,132	16,384	
Mine. Misselmiette	1,866	1,840	897,810	894,945	753	648	259,096	246,712	4 24
New Mangehire	468	468	124,832	124,832	140	140	33,643	33,643	•
Mode Island	355	302	154,798	135,406	159	156	46-576	46,103	·
Verment .	492	491	73,541	71,263	73	70	17.044	16,726	
. —	7,2							•	
MEGION II	11.928	9.907	6.728.043	5.503.755	4,443	3,607	1.802.384	1.446.0221	
Delaware	192	152	108.521	. 90,910	, 55	54	20,016	• 19.574	
New Jersey	2.265	2:217	1,343,563	1,324,221	738	675	330,000	326,456	
How York	4,303	2.720 •	3.053.946	1.888.832	2,002	1.641	837.677	491.458	
Pommeylvania	5.148	4.818	2,222,013	2.199.792	1.648	1.237	614.691	608.534	<u>· · · · · · · · · · · · · · · · · · · </u>
				*				\ \ \	
REGIOW III	10.445	9.766	4,703,430	4.437.798	1.075	1.100	308,759	347.532	
Dist. of Col	175	163	145.321	137,395	66	65	20,426	20.393	
Kentucky	1,466	1.464	687.346	687.161	388	388	96.795	96.795	
Maryland	1,258	1.240	760.387	759.145	347	328	126.514	124.053	
Worth Carolina	2.468	1.905	1.163.039	926,269	≈⊅ 95	46	10.787	6,515	· · · · · ·
Puerto Rico	2.023	2,023	633,973	633,973		94		45.828	
Virginia	1,834	1,789	982,788	969,275	112	112_	38 + 350	38,350	
Virgin Islands	20-	20	9,661	9,481	19	19	4.047	4,047	
West Virginia	.1,201	1,162	320,915	315,101	48.	48_	11.840	11,551	
NEGTON IV	7	ا .۔. ا		, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		506	120 724	160 035	
	10,822	9,504	4,974,653	· 4,572,470°	582	586	128,736	168,935 19,420	
Alabama	1.804	1,804	692,945	692,945		263	80,429	80,429	
Plorida	1,961	1,961	1,189,521	1,187,521	263	. 23	20,618	18,213	
Georgia .	2,108	1,833	1,096,085	1,036,756	46	85		17,294	·-
Pississippi	1,495	1,074	487,920	460,592	94	26	18,274	7,818	
South Carolina	1,301	679	630,550	315,624	37 142	97	9,415	25,761	
Tennessee .	2,153.	2,153	879,032	879,032	192	9/	-	23,701	
REGION V						4:000	1 722 700	1,642,614	
	18,604	16,355	8,615,061	8,143,242	4,884	4,060 1,203	1,723,790	529,590	
Illinois	4,918	4,341	2,215,328	2,091,565	1,645	388	558,156 146,011	140,411	
Indiana	2,438	2,395	1,155,330	1,131,297	430			341,505	
Michigan .	4,480	3,672	2,033,982	2,000,508	975	887	368,319 387,042	374,843	
Ohio	4.161	3.862	2.319.985	2,082,864	906	877 705	264,262	256,265	
<u>Visòonsin</u>	2.607	2.085	890,436	837,008	928	703	204,202	230,203	
REGION VI		ľ l	2 222 222	2 120 020	2 204	1,996	572,389	544.019	
	13.592	11.117	3.372.073	3.138.939 4 6384066	2,286	401	99,706	99,706	
Iowa	2.441 ·	2.441	638.066		247	180	45,610	38,655	
Xansas	2.045	1.605	470.247	411.119	527	499_	163.957	161,006	·
Minnesota	2,238	2.210 1.949	821.389 808.690	820.496 717.275	606	489	168,000	153.527	
Xissouri Tehensler	2,527			270,774	300	255	59,270	- 56,906	
Nebraska Nowth Dalcota	1.713	875 566	322.055 145.160	121,951	73	60	15,081	13,901	
North Dakota South Dakota	783 1.845	1.471	T66.466	159.258	132	112	20,765	20,318	
JOHNI DERUGE	1.843		1002400	7,670		1 -2-	3,1,32		-
REGION VII	.10.646	9,302	4,427,192	4.241.894	1,179	1,030	305,642	286,216	
Arkansas	1,419	1.409	401.054	400,266	138	138	22,686	14,061	
Louisiana	1.485	1.383	991.681	957,973	309,	309	121,438	121,438	
New Mexico	669	662	249,984	248,241	100	83	19,444	18,147	<u> </u>
Oklahoma	1.597	1.273	582,603	559,453	- 82	70		15,181	
Texas	5.476	4.575	2,201,870	2,075,961	- 550	430	142,074	117,389	,
				٠,.		1		1	•
REGIOW VIII	3.659	3,307	1,184,267	1,163,482	429	363	81,079	78,750	
Colorado	1.215	1.171	488.841	486.584	230	220	45,990	46,079	
Idaho	631	618	165.308	164.199	63	36 '	8,046	7,051	· · · · · · · · ·
Montana	785	686	156.922	·154.352	./∗ 82	81	18,251	18,251	<u>-</u>
Utah n	561	556	291.829	289.380	35	- 16	5,453.	4,701	
Wyoming	467	276	81.367	68.967	19	10	3.339	2.668	
<u> </u>					er.	1			
REGION IX	11.295	10.450	6.128.794	5.866.539	767	1,563	181.832	518,548	
Alaska	280	264	58.874	56.358	. 36	36	2.426	2,205	
Arisona	665	452	349.475	248.713	128	88	36.857	27.511	
California	6.536	6.377	4.226.080	4.112.377		965	 -	358,475	<u> </u>
Octava	30	30	18,953	18,953	19	19	5,936	5,936	
Rawali	228	224	165,457	165,330	126	81	32,178	25,660	
Nevada	246	246	107.931	107,931	24	22	4,734	4,718	
Oregon	1.309	1.031	449.619	435.934	106	106	34,579	34,579	
Vashington	1.815	1.640	728,913	697,451	291	212	58,484	, 53,444	
Trust Terr.	186	186	23,492	23,492	37	34	6,638	6,020	
Bur. Ind. Aff.	231	231	47,184	47,184		L		<u> — ==</u>	
*Some States r			private sch	ool children	1.				
	-Lore one's b				•	£.			

9

Of 42.2 million <u>public</u> school children eligible to receive benefits in the Title II program in fiscal year 1967, 39.1 million, or about 93 percent, actually participated. The number of <u>private</u> school children who participated in the program, 5.5 million, is about 98 percent of the 5.6 million eligible private school children. Table 2 shows the total number of agencies enrolling children eligible for participating, the number of agencies enrolling participating children, and the number of public and private school children eligible and participating, by region and State. Not all public and private school children in the United States are included in Tables I and 2. State departments of education reported only children enrolled in eligible schools. Eligible schools are defined as nonprofit or profit schools which provide elementary and secondary education as determined under State law, not beyond grade, I2, and which comply with the State compulsory attendance laws or are otherwise recognized by some procedure customarily used in the State. Schools, of course, must be in compliance with the Civil Rights Act of 1964.

An examination of Tables I and 2 indicates that not all eligible children participated in the program. In the ESEA Title II program, materials are distributed on the basis of relative need and some children and teachers in schools well provided with materials were not served. Some public and private school administrators decided against participation because they did not wish their schools to receive Federal aid. Some children and teachers in schools not in compliance with Title VI of the Civil Rights Act could not be served.

Expenditure of Funds

Table 3 provides the data on funds available under the ESEA Title 11 program and expenditures for acquisitions under approved local education agency projects, the amount spent for State administration, and total expenditures. Of the \$102 million appropriated, the total of reported expenditures is \$99.5 million, or about 97.5 percent of the amount made available.

For acquisitions under approved projects, State departments of education reported expenditures of \$95.7 million. This amount includes \$5.7 million reported for ordering, processing, cataloging, and delivery. The amount reported for State administration is \$3.8 million, or somewhat less than the amount actually available. This figure, however, represents an increase of about \$1.9 million over the amount expended in fiscal year 1966. It should be noted that the ESEA Title II appropriation for fiscal year 1966 (\$100 million) was increased to \$102 million for fiscal year 1967. Also, Public Law 89-750 amended the original title so that the amount used for administration of the State plan for any fiscal year should not exceed an amount equal to 5 percent of the total amount of the projects approved by the State agency, or \$50,000, whichever is greater.

TABLE 3. FUNDS AVAILABLE AND FUNDS EXPENDED FOR ACQUISITIONS AND STATE ADMINISTRA. UND PERCENT OF TOTAL SYPENDED FOR ADMINISTRATION, UNDER ESEA TITLE II PROGRAMS FISCAL YEAR 1967 -

	TITLE	IIPROGRAMS⊌ , I	ISCAL YEAR 1967	• .						
		 								
	STATE OR	1	EXPENDI			ERCENT .				
1.	OUTLYING AREA	·		STATE	TOTAL	EXP. TURES FOR				
•	BY REGION -	ALLOTMENT >	ACQUISITION	ADMINISTRATION	EXPENDITURES	ADM NISTRATION 4		·		
		2	3.	<u> </u>	5			·. •		
		\$102,000,000	\$95,745,032	\$3.812.688	\$99,557,720	, ·				
			1,000				• .			
	MEDION I				1	, ,		١ .		
				- 90 ChE	¥ 720 797	2.1		\		
!	Composiont	1,424,663	1,340,098		1,368,723					
١.	Mine	532,305	501,592	26,473	528,065	5.0			-	
ï	Massachusetts	2,666,346	2,516,932	67,612	2,584,544	2.6				
7		341,491			339,346	4.3				, , , –
١,,	rey Mampehire				433,068	4.3				
Α,	thede [s]and	435,108					· · · — —	ļ —— '—	<u> </u>	
•	(Western to	211,766	199,283	9,643	208,926	4.6			<u> </u>	
			7 4				\ '			1.
1	CIRCLE II					1		i	! ' '	
13	Delevere	263,823	248,645	13,538	262,183	5.2				1.1.
										
	low Joreey	3.294.199	3,100,024	<u>149,221</u>	3.249.245	4.6				
	low Tork	8,420,204	8,174,925	245.279	8,420,204	2.9				
	Permeylvania	5,835,561	5,538,729		5,720,381	3.9		'-a	• • •	
•					-			~ ·		•
- 1	REGION III				· ·		1.	15		
										
	Mist. of Col	347,914	327,315	20,593	347,908	5.9				
i	(entucky 2	1,557,122	1.507.122	50,000	1.557.122	3.2	/			
	aryland	1,860,478	1,656,887	76,883	1,733,770	4.4			L	3
		2,447,284	2.277.759	103,119	2,380,878	4,3				
	orth Carolina									
-	narto:Rico	1.777.382	1.727.382	35,000	1,762,382	2.0				,
1	rirginia	2,132,269	2.078.419	25.132	2.103.551	1.2	<u> </u>	<u> </u>		
-	rirgin Islands	32.867						٠	1	<u> </u>
	fest Virginis	910.963	842.757	29,525	872,282	3.4			l	_ ·
. 4	in Inita	710.703	- 976.13 1	67.363	V/4.4V4		<i>7</i> . •	· · · · ·	17	
٠,	TESTON IV	•		, .			(
										
. •	labama	1.759.538	1.645.047	45.257	1.690.304	2.7			0'	
	lorida \	2,685,012	2.486.719	127.538	2,614,253	4.9				
						3.7	17	-	4. 2.	7
	leorgis	2,205,186	2,118,592	81:048	2.199.640					
1	tississippi -	1,231,368	1.208.172	58,522	1,266,694_	4.6			 	
:	outh Carolina	1.331.933	1,265,336	62,669	1.328.005	4.7	<u> </u>		9. 3	
-	ennssnee	1.845.333	1.736.694	91.744	1.828.438	5.0				
-										
1	TEGION A	W.					·		٠.	,
					5 460 704				· · ·	·
1	llinois .	5.462.794	5.210.048	252.746	5,462,794	4.6				
1	ndiana \	2,589,946	2.481.676	70.357	2.552.033	2.8		e: ,		<u> </u>
	tichigan \	4.775.593	4,496,827	238,780	4,735,607	5.0				L
-		5.514.273	5,236,829	214,527	5,451,356	3.9				
-										
	isconsin '	2.331.479	2.175.854	82,276	2,258,130	3.6			\ .	
				·	[' ' '				do.	· .
	DEGICON VI						<u> </u>		W .	
- 7	Own	1.495.947	1,454,432	41,515	1,495,947	2.8			1	L
-		1140			1,147,676	4.8				
-	ansas	1,148.47	1.093.103	54,573						
1	tirmesota .	2,021.42	1:925.360	82,660	2,008,020	4.1				
1	tissouri	2 7.016	2:227.916	84.765	2.312.681	3.7		`		
1	ebraska' .	728,405	586.973	38,020	624.993	6.1		·		<u></u>
	orth Dakota	349,449	317.358	42.468	329.826	3.8				l
	outh Dakota		354>294		390.647	9.3			,	
- 3	OGEN DEMONS	_390.\650	3347534	36.353	3901047	10.343				
	BOION VII		· · · · ·		1			٠,	1	
		1	2 %	` .	·				 	<u> </u>
7	rkensas	944,690	906,774	38.038	944.812	4.0				<u> </u>
-	oulsiana	1.957.961	1.904.670		1,940,214	1.8			<u> </u>	<u> </u>
-			\$ 556,099	38,703	594,802	6.5				
-	ew Next to	606,099				4.5			1	
-	k1ahom	1,233,761	1,101,373	52.231	1.153:604				 	
. 1	eras	5_460_665	5 170 197	°159_696	5,329,893	3.0		1	 	
-			V	5%		•		l .	1	
,	MOIOM AILL		V :	<u> </u>	L	L				
7	olorado	1 000 5/6	1.020 584		1.072.569	4.8	1	· . ———	I	
-		1.088.546								
	daho	374,102	340.939	27.081	368.020	7.4		· - ·	 "	
2	on tens	386,661	336.430		386.386	12.9				
7	rtah	596.144	546.144	50,000	596.144	8.4				
7	youing	184.724	133.764		177.473	24.6	•			
-				1						
,	2010 IX 5/	ا ـــ ئە	, ,		[\ . '				1 -	/
٥	MERICAN SAMOA -	21.957			100.000				- 	~
. 💆	lesks	- 126.724	110.680	13.872	124,552	11.1		<u> </u>		
1	risona	833.531	766.826	49.720	816.546	6.1	<u> </u>		<u> </u>	L
	alifornia	9.562.774	9.310.222	216.457	9,526,679	2.3		L	<u>l:</u>	<u> </u>
	tra.m	55.881	53.151		53,151		, 	· -		
				28,274	385,418	7.3				
	me110	397.695	352.144						 	
1	èvada	224.572	194.572	27.387	221,959	12.3	L	 		
ō	regon	990.023	437.632	40,060	477,692	8.4		11		!
	ashington	1.599.722 69,881		78,986	1,597,110	4.9	*	· / ·		L
		69.881	1.518:124 89,878		1,597,110			1	1	
10	PRY TERRITORY 1									
	T. OF DEFENSE	404.678					*	7	74 .	
0E	T. OF DEFENSE W	404.676 125.161		1.582	113,189			7		

 $^{^{1/}}$ reports have not been finally settled for some states so that totals do not agree with figures in tables. $^{2/}$ figures in columns 3, 4, and 5 are estimates. $^{3/}$ american sample and the department of defense did not subhit plans.



State Personnel Assigned to Title II Programs

Table 4 provides data on the number of administrative, supervisory, clerical, and other positions assigned in State departments of education to administer the ESEA Title II programs in the first two fiscal years of the program. A total of over 389 positions in full-time equivalents was reported in fiscal year 1967, an increase from fiscal year 1966 of over 100 positions in full-time equivalents.

The increase in positions assigned in State departments of education to administer the ESEA Title II programs can probably be attributed to an increased effort to give direction and leadership for the full development of instructional materials services in education. Administrators and supervisors involved in the ESEA Title II programs have developed programs of service to school administrators, teachers, and school media personnel. In cooperation with State supervisors of instruction, they have served to improve curriculum and instruction and the contribution of instructional materials to education.

In examining Table 4, it should be noted that columns 4 and 8 refer to positions in full-time equivalents, not individuals. For example, in fiscal year 1967 there were only 46 full-time positions in administration but there were actually 94 individuals designated as administrators who had some responsibility in administering Title II programs. This difference means that there were 48 administrators who had responsibilities in addition to Title II.

There were nearly 60 administrative positions in full-time equivalents, accounting for about 15 percent of total staff time. Of total staff involved in the ESEA Title II program, 28 percent or 109.43 positions in full-time equivalents were designated as supervisors—school library supervisors, instructional materials specialists, and curriculum and subject specialists, as examples. There were 35 full-time supervisors assigned to the Title II program, an increase of 18 full-time positions from fiscal year 1966.

There were 192 secretarial and clerical positions in full-time equivalents assigned to the Title II program in fiscal year 1967, accounting for about 49 percent of total staff time. The remaining 28 positions in full-time equivalents include personnel such as consultants, fiscal and statistical personnel, and non-professional employees such as truck drivers and technicians who do not fall into any of the other three categories.

Table 4. Number of State Department of Education Personnel Assigned to ESEA Title | Programs in Full-time Equivalents, Fiscal Year 1966 and Fiscal Year 1967

		Fiscal Y	ear 1966 🛴			Fiscal, A	ear 1967	
Personnel	Number o	f Personnel Part-time	Full-time Equivalent	Total \ Full-time (Cols. 244)	Full-time	f Personnel Part-time	Full-time Equivalent	Total Full-time Cols. 6&8)
	e Z	3	4	5	.6		9 8	9
Total	218	362	66.29	284,29	311	375	78.49	389.49
Administrator	31	66	16.19	47.19	.46	.48	13.96	59.96
Supervisor	67	87	13.84	80.84	. 85	129	24.43	/ 109.43
Secretarial and Clerical					,			*,
Staff	103	. 119	23. 67	126.67	158	150	34.08	192.08
Other Staff	17	90	12.59	29.59	22 !	48	6.02	28.02

_CATEGORIES OF ACQUISITIONS UNDER ESEA TITLE II

Amon the others categories of eligible materials—school library resources books, and other instructional materials—the States continued in fiscal 1967 to give priority to school library resources (Table 5). The amount seemed for school library resources was \$83.8 million, or about 92 percent of the entire amount expended for materials. The amount expended for other instructional materials was \$4 million, or over 4 percent of the amount expended for materials. Textbooks account for the remaining 3.4 percent of the amount expended for materials—about \$3.1 million.

Table 6 shows the number and cost of materials in the eligible categories for the two years that the Title II program has been in operation. The amount of funds expended for school library resources and textbooks increased in fiscal year 1967; however, there was a decline in the amount expended for other instructional materials.

Data on the instructional materials in each of the three categories, provided for loan to public and private school pupils and teachers under the ESEA Title II program, fiscal year 1967, by region and State and costs of ordering, cataloging, processing, and delivering these materials are provided in Table 7. All States purchased items in the school library resources category. Twenty-six States, the District of Columbia, Guam, the Virgin Islands, and the Bureau of Indian Affairs purchased no textbooks with Title II funds. In the other instructional materials category, there were no purchases in 2! States, the District of Columbia, the Virgin Islands, and Guam. The variations, by State and region, in all categories reflect local education agency priority of needs/within the priorities assigned to the three categories by the State departments of education.

School Library Resources

Of the \$83.8 million expended for school library resources, library books account for \$6.5 million, or about 75 percent Table 8, column 3. shows that \$37.6 million was expended for elementary school library books, or more than 61 percent of the total amount spent for books in this category.* The amount spent for secondary school library books was \$23.2 million, or nearly 38 percent of the amount spent for ibrary books. As in fiscal year 1967, the higher proportion expended for elementary school library books reflects the critical need for such materials; however, the 17.9 million library books purchased for the use of all participating pupils represents an increase of less than one library book per pupil for the number of elementary and secondary pupils (44.6 million) participating in the ESEA Title II program. An average of 44 million children have participated in the ESEA Title II program in the first 2 years of operation. A total of 35.6 million library books have been made available in these 2 years so that the ESEA Title II program has not yet purchased one library book per pupil: For books in all categories, including textbooks, the amount reported as expended represents about 75.4 percent of the total amount spent for acquisitions in all categories.

Table 5. Number and Cost of School Library Resources, Textbooks, and Other Instructional Materials Acquired for Loan to Children and Teachers in Public and Private Schools, Under ESEA Title II Programs, Fiscal Year 1967

. —											
		ļ .		<i>!</i>	· · · - · · · · · · · · · · · · · · · · · · ·			ì		, <u>r</u>	
	Categories	1,	PUBLIC 5	SCHOOLS*	• 1		PRIVATE	SCHOOLS*		Ť T0	TAL*
	of				<u>, , , , , , , , , , , , , , , , , , , </u>			<u> </u>			
1	Materials	, ELEMEI			ONDARY		ENTARY		ONDARY		,
		Number '	1 Cost	Number	Cost	Number	Cost	Number	Cost	Number	Cost
_	·	2	3	4	5.	8	0 7	8	9	10	11
١,	SCHOOL LIBRARY RESOURCES	11,873,003	\$43,283,447	6,534,182	\$28,354,844	2,099,545	\$7,246,342	844,553	\$ 3,586,585	21,522,782	\$83,813,850
	Books	10,121,834	32,009,996	15,087,006	20.417.653	-1,844,866	5,685,900	703,535	2,788,396	17,917,392	61,536,291
	Periodicals	97,674	465,918		379,913						938,769
	Other Printed-Materials	168,277	552,582		391,412		116,930				1,098,078
•	Audiovisual Materials	1,485,218	10,254,951	1,091,890		1 ,	1,386,741				20,240,712
	Motion Pictures	31,688	1 1	22,194		⟨1,290		1,256		62,393	
	Filmstrips,	569,176		302,483	1	91,339		150,216		1,016,104	ا شر ا
	Recordings	203,128] .	136,986		25,410		16,929	, ,	383,487	•
	Sildes & Transparencies	234,723	1	288,645		29,310		27,280		580 ,758	
	Programed Instruction Mat.		1	23,521 118, 20 5		6,403	! : "	1,628		60,831	
	Maps, Charts, etc.	177,486	 	118,205	<u>'</u>	33.648		16.325	<u> </u>	345.914	The same of the sa
2.	TEXTBOOKS	784,644	1,519,826	691,925	1,272,589	85,244	228,721	27,747	87,813	1,589,560	3,108,949
3.	OTHER INSTRUCTIONAL MATERIALS	697,035	2,487,617	236,964	967,988	104,372	447,599	. 26 A12	126 007	1 064 703	4 030 211
•	Books	430,998	,1,257,206	79,014	262,412		195,081		126,997 32,803		4,030,211
,	Periodicals	35,580	71,634	37,354		1,732	7,831		22,000) 4,117		133,453
	Other Printed Materials	54,728	141,442	29,383			29,977		5,115		237,529
	Audiovisual Materials	175,729	1,017,335	91,213	595,300		214,710		84,962		1,912,307
	Motion Pictures	1,644	1.	2,770		-184		44	91,702	4,642 •	, , 415
	Filmstrips	56,102	1	20,287	· .	13,770	' i l	5,530		95,689	
í	Recordings	24,400	-	10,236	·	4,556		1,738		40,930	,
	Slides & Transparencies	29,4264		22,197	'	3,833	١.	2,249	• ,	57,705	
	Programed Instruction Mat.	8,217	! <u></u> }	1,412	' •	1,920	۱	580	į,	12,129	
	Maps, Charts, etc.	45,586		20,621		10,944		3,836		80,987	
4.	ORDERING PROC., CAT., & DEL										5,725,851
				1 · · · · .					\		
			p+	į	اران				•	1	
		\ 	<u> </u>						<u>:</u>		

Some States reported only totals rather than individual items.

Table 6. Number and Cost of School Library Resources, Textbooks, and Other Instructional Materials Acquired for Loan to Children and Teachers in Public and Private Schools, Under ESEA Title II, Fiscal Years 1966 and 1967, By Educational Level and Type of School

Instructional Materials		PUBLIC SC	CHOOLS	, 1		PRIVATE	SCHOOLS ,		TC	TAL*
By Category	. ELEMEI	NTARY	SEO	QNDARY	ELEMEI	ntary	SEC	ONDARY		
, ,	Number	Cost	Number	Cost '	Number	Cost	Number	• Cost	Number	* Cost
	2	3	1 4	5 ,	. 6	7	8 '	91	10	
SCHOOL LIBRARY RESOURCES*	•		1	"					1	γ,
Fiscal Year 1966 Fiscal Year 1967	1 \ 750,260 11,873,003	\$41,544,1 4 4 63,283,447	6,052,447- 6,534,182	\$25,134,197 28,354,844	1,849,608	\$6,967,836, 7,246,342		\$2,524,302 3,586,585	20,530,737	\$77,520,136 83,813,850
desired as	,				. '	∮ .		•	, , ,	↓
TEXTBOOKS#				\	•		•		,	1 1
Fiscal Year 1966 Fiscal Year 1967	443,257 784,644	1,310,213 -1,519,826	780,815 691,925	1,453,458 1,272,589		153,506 228,721	10,605 27,747	42,308 87,813	1,298,433 1,589,560	2,959,485 3,108,949
OTHER INSTRUCTIONAL MATERIALS*								1		
Fiscal Year 1966 , Fiscal Year 1967	848,3 9 4 697,035	2,330,603 \2,487,617	239,403 - 236,964	2,157,765 967,988	125,218 104,372	608,626 447,599		230,479 126,997	1,243,700	5,327,473 4,030,201
			•				,			

^{*}Detail does not add to totals in columns 10 and 11 since some States reported only totals rather than individual items.

TABLE T. NUMBER AND COST OF SCHOOL LIBRARY RESOURCES, TEXABOOKS, AND OTHER INSTRUCTIONAL MATERIALS ACQUIRED FOR LOAN TO CHILDREN AND TEACHERS, AND COSTS OF ORDERINS, CATALOGINS, PROCESSING, AND DELIVERING MATERIALS, UNDER ESEA TITLE II PROGRAMS, FISCAL YEAR 1967, BY REGION AND STATE

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2

₹.1

			O' VUD DÉFIASSIM					"EGIOT AND SIAIL	/ '	
		2 6,000						OHDERÍNO, PRO-	Τ , ,	
	STATE OR		LIBRARY	l			TRUCTIONAL	CESSING, CATA-	tro	TAL (
	CUTLYING AREA,	, NUMBER	URCES	TEXT	BOOKS .	MATE	RIALS	LOGING, AND DELL	Y <u>-</u>	
	BY REGION	, number '	COST	MUMBER	cosi •	- NIMALE		FRINC CAST	MISMOCO	1205
٠.		21,522,782	CO3 012 050	1 500 540	47 100 040	1.064.707	1 ** 070 00.	45 305 05.	9	70
		21,022,702	\$83,813,850	1,589,560	\$3,108,949	1,064,783	34,030,201	\$5,725,851·	24,177,125	\$96,678,851
		7				•		**	,	
	MESTON I	869,332	4,493,835	12,024	36,606	129,501	459,280	335,609	1,010,857	5,325,330
	Connection:		1,293,691							
		136,494		K1		14.050		67,003	, , , , , , , , , , , , , , , , , , , ,	1.360.694
	Maine ,		444,1321			14,952	40,108	11,773	1 151,446	496,013
*	Massachusetts_	520,578	1,927,318	4,349	17,151	108,170	378,092	194,373.	638,097	42,516,934
	New Hampshire	60,761	282,764	829	2,380	4,415	27,044	.17,914	66,005	330;102
	finede Jeland	96,041	351,242	6,846	17,075	1,964	14,036	-32,123	104,851	414,476
	- Vermont's	55,458*	194,688						55,458	
	- <u>144 - 144 - 1</u>	32,100						12,423	22,420	207,111
·	REGION II	7 070 075				•			1	ľ
		3,930,935	15,432,990	128,331	216,647	24,575	133;268	1,309,698	4,080,841	603, 992, 71ر
	Delaware	65,065	216,936	45		1,065	4 271)	- 22,984	66,130	244(191
	New Jersey	388,481	3,020,217					121,868	588,481	3,142,085
	How York	1,884,786	7,242,260	7		20,510	28,997	796.341	1,905,295	
										8,167,598
	Promoglyamia	1,392,604	4,953,577	128,331	216,647	<u></u> -		368,50 <u>5</u>	1,520,935	5,538,729
· •	REGION III	1					,		l	
		2.164:020	8,219,787	788,697	1,113,250	205,133	930,240	228,308	3,157,850	10,491,585
	Dist. of Col	81.925	,327,,267	1		***	±4-	48	81,925	327,315
	Kentucky	240,707	1,197,724	26,702	133,512					
_						37,430	216,788		304,839	1,548,024
PTT	Haryland "	408.853	1.492.992	666	- 1.918	18,858	12.936	89.039	<u>428,377</u>	1.656.885
	North Carolina	612:081	2.231.906	14	25	8,217	22,717	25.821	6204312	2,280,469
	Puerto Rico -	167.605	501.927	745,189	924,171	41,226	264,510	36,774	954,020	1,727,382
	Vifginia	535.226	1.988.783			9,303	57,166	32,470	544,529.	2.078.419
	Virgin Islands	4:479	30,334			9,303	27,100			
				16 102					4,479	30.334
	West Virginia	113.144	4484854	16,126	53,624	90,099	296,123	44,156	219,369	. 842,757
	MEGION IN	11. 25.	1	•	. [' n				•
		2,582,088	8,960,635	307,233	619,187	108,081	319,166	610,038	2,997,402	10,509,026
	Alabama	313:845	1,167,157	158,417	264,215	76,847	251,402	31,356	549,109	1,714,130
	Florida	635,277	2,246,480	10,043	29,601	22,198	35,756		667,518	
		536,554						174,878		2,486,715
	Qeorgis_		1,775,644	87,484	175,356	9,036	32,008	135,584	633,074	2,118,592
٠.	Mississippi	293,865	1,066,932	9,234	36,938			67:364	303,099	1,171,234 (
	South Carolina	300,961	1,158,484					106,852	300,961	1,265,336
	Tennès see	501 586	1,545,938	42,055	113,077			94,004	543.641	1,753,019
1 '					.,,,,,,,		٠,	- 21,001		.,,
4	KEGION V	4,796,152	17,048,936	144,225	512,298	249 015	050 354	1 045 766	0 E 100 700	
٠,		4,790,102			212,296	248,015	1,058,356	1,045,366	05,188,392	19,664,956
	Illinois	1,249,831-	· 4,974,919			45,791	173,401	128,970	1,291,622	5,277,290
3	Indiana	· 527,888	2,132,767			76,363	218,876	147,514	604,251	2,499,157
	Michigan	1,423,011	3,785,157	47,774	257,938			432,732	1,470,785	4,475,827
	Ohio	1,276,295	4,593,352	83,351	204,864	30,806	183,990	254,622	1,590,452	-5,236,828
-	Visconsin '									
- 2	1100/1917	323.127	1.562.741	13,100	49,496	95,055	482,089	81,528	431,282	2,175,854
. 1	REGION VI	1.	j	1	1				. 1	.*
		1.756.819	7.470.136	637	31,095	26 ,8 07	103,741	489,640	1,795,263	8,094,612
	Iowa .	171,499	1.342.632					127,261	171,499	1,460,893
3	Cansas	234.137	1.036.514						234,137	
-	timesota							56,589		1,093,103
-		°462.919	1.807.913			`		117,447	462,919	. 1,925,360
-	tissouri	591.363	2.043.119	11.637	31.095	6.475	31,064	120,638	6091475	<u>2,227,916</u> ,
	lebraska .	136.491	580,005			20.332	72.677	54,006	156.823	706.688
1	forth Dakota	84.056	317,358		1				84,056	317,358
	South Dakota'	76.354	340,595				+	13,699	76,354	354,294
	2-71-				, 		797	7,077	10,04	
1	GEGION ALL	7 .70 .77	1,44		700 500	•	545			0.505
-		7.179.132	B.443.676	172.422	389.5291	179.683	549.026	303,415	2,531,237	9,685,646
	Transas .	218.372	906.774				<u></u> .		218,372	906,774
1	ouisians J	432.738	1.744.094	33.521	80,073			80,548	466,259	1,904,715
	ew Mexies	109.447	381,406	19.357	58,076	21,422	85,108	509, וני	150,226	556,099
	k lahoma	201,802	718,078	83.262	168.691	64,894	249,491	11,601	349,958	1,147,861
•	Nexas ,	1.216.773	4.693.324	36,282	82,689	93,367	214,427	179,757	1,346,422	5,170,197
_			100000	70,202	02,009	77,307	214,46/	117,121	1,270,422	2,170,137
	DEGION VIII	450 513		ا مند ما			ne }-			'n
-		459.647	1.962.834	10.805	43,556	71,252	254,758	116,693	541,704	2,377,841
_	olorado	203.872	764,895		[45,202	152,939	102,750	249,074	1,020,584
Ţ	daho	64,070	253,717			22,198	78,120	9,102	86,268	340,939
×	lontana	84.255	336,410						84,255	336,410
	tah .	72.507	502.768	10,720	43,376	8			83,227	
_										546,144
-	youing .	34.943	105.044	85	180	3,852	23,699	4,841	38,880	1 133,764
	MCIOW IX	· . [i		1]				
_		2.753.280	11.689.488	14,186	146,781	63,587	205,919	1,281,875	2.831.053	13,324,063
A	laska	24.252	77.255			5,800	29,407	4.018	30,052	110,680
	risona	191,288	737,181	·		9,280		2,367		767,599
							28,051		200,568	
	alifornis	1.891.589	8,120,618	4,632	127.764			1,061,840	1,896,221	9,310,222
_	UA.M	13.826	49,419					3,712/	13,826	53,131
	maii	89,554	333,456					23,688	89,554	357,144
7	Tada	32.488	185,051					9,521	1. 32,488	194,572
	regon	202,396	850.264			4,588	. 19,954	72,495	206,984	942,713
	shington									
		282.876	1.298.100	 +		43,047	126,086	93,938	325,923	. 1,518,124
TRI	UST TERRITORY	25,011	38,144	9,554	19,017	872	2,421	10,296	35,437	69,878
						11,149	16,447	5,209	42,526	113,189
<u>au</u>	R.INDIAN AFFAIRS	31:377	91.533			11,149	10,44/	2,207	42,720	113,103
		-						**		

16

Tables 5 and 9 provide data on the number and cost of audiovisual materials loaned to pupils and teachers as school library resources and other instructional materials. The total amount expended for such materials in the school library resources category is \$20.2 million, or about 24.1 percent of acquisitions in this category. The amount expended for audiovisual materials in the school library resources category increased from \$13.9 million in fiscal year 1965 to \$20.2 million in fiscal year 1967. This significant increase indicates State and local interest and effort in developing unified school media programs where a full range of materials is organized and made available for use.

The total amount spent for audiovisual materials in all categories is \$22.1 million, or over 24 percent of materials in all categories. In some States, reports for audiovisual materials were provided as totals rather than a breakdown of separate items. The most outstanding increase in audiovisual items was for filmstrips, where the number purchased in fiscal year 1966 was very meanly doubled in fiscal year 1967 (Table 10). The number of filmstrips reported purchased in fiscal year 1967 (1.1 million) accounts for about 34 percent of all audiovisual items purchased in fiscal year 1967.

The number of motion pictures purchased under the ESEA Title 11 program increased from 30,461 reported purchased in fiscal year 1966 to 67,035 reported for fiscal year 1967 (Table 10). The large increase in number of motion pictures purchased may be due to the popularity of 8mm.film loops, or cartridges.

In the school library resources category, periodicals and other printed matter such as documents and pamphlets represented an expenditure of \$2.0 million or about 2 percent of the \$83.8 million expended for school library resources (Table 5). This is an increase of \$271,388 from the amount expended for such items in fiscal year 1966.

Textbooks

Textbooks accounted for about 3.4 percent (\$3.1 million) of the total amount expended for acquisitions under the ESEA Title II program in fiscal year 1967. This expenditure is an increase of \$149,464 over the amount expended in fiscal year 1966 and made approximately 1.5 million textbooks available on a loan basis to children and teachers in public and private elementary and secondary schools in 25 States, Puerto Rico, and the Trust Territory of the Pacific Islands.

The number and total cost of separate audiovisual items, by region and State and by educational level, may be found in Tables A-D in the Appendix.

Table 8. Number and Cost of Books Loaned to Children and Teachers by Educational Level and Category of Instructional Materials Under ESEA Title 11 Programs; Fiscal Year 1967

			A second
	See .		
CATEGORY OF	BOOKS LOANED	BOOKS LOANED .	
INSTRUCTIONAL, Materials	TO ELEMENTARY SCHOOL CHILDREN	TO SECONDARY	TATAL
	SOIROL GITLDREN	SCHOOL CHILDREN	TOTAL
	Number Cost	Number Cost	Number Cost
	2 3	4 ' 5	6 .1.
SCHOOL LIBRARY RESOURCES	11,966,700 \$37,695,896	5,790,541 \$23,206,049	17,757,241 \$60,901,945
TEXTBOOKS	869,888 1,748,547	719,672 1,360,402	1,589,560 3,108,949
OTHER INSTRUCTIONAL MATERIALS	489,836, 1,452,287	87,634 295,215	577,470 1,747,502
) ⁹	
TOTALS	[3,326,424 \$40,896,730	6,597,847 \$24,861,666	19,924,271 \$65,758,396
	4,010,011,00	\$27,001,000	10,747,411 403,120,390
			#

Table 9. Number and Cost of Audiovisual Materials Loaned to Children and Teachers, by Educational Level and Category of Instructional Materials, Under ESEA Title II Programs, Fiscal Year 1967

CATEGORY OF INSTRUCTIONAL MATERIALS	LOANED TO	L MATERIALS ELEMENTARY CHILDREN	LOANED TO	L MATERIALS SECONDARY CHILDREN	TO	ITAL $^{1/}$
	Number	Cost	Number	Cost	Number	Cost
SCHOOL LIBRARY RESOURCES	1,687,198	\$11,641,692	1,212,726	\$7,892,014	2,899,924	\$19,533,706
OTHER INSTRUCTIONAL MATERIALS	211,336	. 1,232,045	105,315	680,262	316,651	1,912,307
TOTAL 1/	1,898,534	\$12,873,737	-1,318,041	\$8,572,276	3,216,575	\$21,446,013

Detail does not add to totals given in Table 5 since some States reported only totals cather than individual items.

Table 10. Number and Total Cost of Audiovisual Materials Loaned to Public and Private Elementary and Secondary School Children and Teachers, Under ESEA Title II Programs, Fiscal Years 1966 and 1967

	<u> </u>			
ITEM .	FISCAL YEAR	1966	FISCAL ⁽ Y	EAR 1967
	Number <u>l</u> /	Cost <u>2</u> /	Number <u>l</u> /	Cost <u>2</u> /
4. \$. 2	3	4 .	5
AUDIOVIŞUAL MATERIALS	2,052,535 \$	16,499,187	3,227,639	\$22 53,019
Motion Pictures	30,461	****	67,035	
Filmstrips	579,856		1,111,793	
Recordings	272,982		424,417	
Slides and Transparencies	430,361		638,463	
Programed Materials	42,074		72,960	
Maps, Charfs, etc.	206,780		426,901	***

Detail does not add to total since some States reported only totals rather than the number of individual items.

Most States reported only total cost rather than cost of individual items.

TABLE 11. JOTAL MIMBER AND COST OF BOOKS AND AUDIOVISUAL MATERIALS ACQUIRED AS SCHOOL LIBRARY RESOURCES, AND OTHER INSTRUCTIONAL MATERIALS, MINORE ESEA JITLE 11 PROPRIATES BY REGION AND STATE FISCH, VAN 1972

٠	- LIND ER	ESEAJITLE II PI	OF BOOKS AND AUDIO	AND STATE, FLS	LS ACQUIRED AS S SCAL YEAR 1967	CHOOL LIBRARY RE	SOURCES, AND OTH	ER INSTRUCTIONAL	MATERIALS,	21
•	STATE OR SCHOOL LIBRARY RESOURCES . OTHER INSTRUCTIONAL HATERIALS									
	BY HEGICA	MUP18ER		- NUMBER	T non-		900KS	AUDIOVISU	AL MATERIALS	1
		2	3	4	5	NUMBER :	COST	NUMBER	COST	
		17,919,39	2 261 ,536 ,291	2,910,988	20,240,712	577,470	\$1,747,502	316,651	\$1,912,307.	
-4-	REMOTOR I	777,139	3,338,003	81,387	1,093,815	107 570	-		,	
	Composition!		659, 455		615,987	107,620	316,834	19,642	129,832	<u> </u>
	Mine Massalmsette	130,546		4,416	23,585	14,557	37,453		2,533	
٠,	For Buspehire	463,985		49,545 16,416	304,942 95,897	90,506	265.398	15.924	101.459	
	thede Island	, 86,836	306,494	7,881	39,652	752	2,539	2.145	14.475	
	Verment	52,329	180,936	3,129	. 13,752		2.009	1.192	11.365	
	ABOZON XX	3,417,018	12.269.136	395,571	3 35			1	·	
	Delaware	49,660		11,258	2,961,839	3,528 882	13.199	12.293	114.643	-7
•	New Jersey	369,069	1.375.1861	205,863	1.581.553		3.521	101	546	
	Pomeylvania	1,671,320		114,115	1.086.339	2,646	9,678	12,192	114.097	
	REGION III	1,320,989	4.713.385	64,335	232,692	+		j		
	· ——	1,763,450	5.962.690	345,436	2.145.830	95,594	313,261	95,854		
	Dist. of Col.	69,897	230,800	12,028	96.467			793.834	575.467	 .
	Haryland	193,523 315,911	774.052	39,156 86,974	391.560	19,867	79,468	11,178	111,780	<u> </u>
	Worth Carolina	469,361	1.575.813	125,065	423.076 620.946	6,106 4,094	25,383	10.604	47.368	
	Puerto Rico	167,605	501.927	· ·		/	10,200	2.832 41.226	7,944 264,510	 .
	<u> </u>	463,323		58,912	474.023	5,391	14,926	13,652	38,839	
	Vest Virginia	79,698	22,561 303,469	22,954	7.773 131.985	60 136	197 305			
,	SECION IN					60,136	183,284	26.362	105,026	
٠,	Alabama	2,295,405	7,468,391	230,108	1,277,001	76,483	229.015	7.536	46.829	, a.
	?lorida	508,851	924,219	121,876	208.515	72,177	220,565	3,828	25.802	
	Teorgia	515,506	1,633,757	17,2674	606,439	4,306	8,450	7 1700		
٠.	desissippi doubt Carolina	276,388	962,071			3		3.708	21.027	
	Tennasses	271,610 457,689	1,020,428	24,821 37,345	115,402					
	REGION V	127,002	1,300,213	27,345	217,431					
	Illinois	3,823,441	11,119,668	770,078	5,243,868	135,823	435,741	76.201	500.628	· Ville
	Indiana	353,852	3,414,412	188,020	1,428,167	26.388	67.633	11.302	85.711	<u> </u>
	Hichigan	1,185,525	2.187.507	218,934	809,669 1,379,244	54.080	122,192	19.336	78.219	
	Onio	1,049,187	3.496.827	123,170	990.971	8,387	58,043	10.989		: '
	Visconsin	215,988	863.952	90,830	635,817	46,968	187,873	34,873	94.675 242.023	 -
	ESGION AI	1,393,847	4.945.661	314,162	2 302 707	17.750				
	Iowa	160,151	634.346	11,064	2.392.703 707.006	13,759	41,418	9,163	54,481	<u> </u>
	Yansas Minnesota	138,177	552.708	93,909	469,546		,			
	Missouri	408,294	1.314.020	54,625 94,628	493,893			\		
,	Nebraska	105,104	403.898	24,855	415.925 160.565	2,825 J0,934	31,358	. 2,355	16,819	
	South Dakota	71,094	252.300	10,531	57.854			6,808	37,662	
	-	47,332	230,156	24,550	87.914					
	ERGION VII	1,875,613	6.575.439	244,885	L.687.939	64,979	193,275	50 400	7.	
	Louisiana	200,856	783.232	15,167	113.616	04,979	193,275	50,402	271,107	
	New Mexico	366,713 83,515	292 308	54,657 21,803	371.430					
	Oklahoma .	175,125	292.308 566.434	20,324	76.713 . 121.861	7,118	24,912	12,534	56.214	
	Texas	1,049,404	3.626.367		.004.319	17.335	120.618 47.745	15.694	1113,406	·
	REGION VIII	394,651	1.502.045	53 395					112.400	
	Colorado	176,463	603.691	23.163	142,801	30.733	83.806	29.560	144.972	· · ·
	Idaho	56,602	198.619	5.466	46,709	12.544	28.630 55.176	24.726 - 2.493	112.934	
	Hontana Utah	83,298	333.076	616	2.088			2.493	18.072	 ·
	Myoming	43,345 34,943	105.044	24.110	214.874			·		
	REGION IX		1					2.341	13.966	
	Alaska	2,152,719	8.284.166	471,287 3	011,988	39.649	112.160	14.377	67.740	
	Arizona	16,550	501.815	7,100 46,729	27,225	5.300	15.733	250	12.887	
į	California .	1,549,154		246,552	217.501 - 914.692	4.793	10.521	2.159	11,259	
	Pusm	12,455	42.781	854	4.940	<u>i</u>			-+-	
	Kawa11	26,739	106.030	56,215	177.267					
-	recon	134,938	78.069 505.162	61,176	105.851	2.046			-	
1	fashington	230,801	959.094	40,035	332.284 220.679	2,846 26,626	74,674	9 490	8.780	
-	HUST TERRITORY	24,275	26.407	715	11,549	84	293	9,480 788	32,686 2,128	
	UR INDIAN AFFAIRS	26.049	71.092	4,719	19,257	9,302	8,793	1,623	0,008	

Of the total amount expended for textbooks, approximately \$1.7 million, or about 58 percent, was expended for 869,888 textbooks for loan to elementary school children. The <u>number</u> of textbooks provided for loan to secondary school children is 719,672, for which a total of \$1.3 million was expended.

Other Instructional Materials

The amount of funds, as reported by State departments of education; expended in the other instructional materials category declined from \$5.3 million expended in fiscal year 1966 to \$4.0 million in fiscal year 1967. Other instructional materials are defined as the same items as school library resources except that they are not processed and cataloged. The decline, both in number of items purchased and funds expended, in this category, reflects growth in the number of centralized school media centers. Also, this category is excluded in 23 States where school library resources are also made available to many children and teachers in schools without centralized media centers to increase the accessibility and availability of materials.

Tables 7 and 9 provide data on expenditures for books and audiovisual materials in the other instructional materials category. Books account for about 42.5 percent of the total reported as expended for other instructional materials (\$1.7 million). For audiovisual materials in the school library resources category, the total reported was \$1.9 million, or 47.5 percent.

The amount expended for periodicals and other printed materials in the other instructional materials category was \$370,392, or about 9 percent of the category (Table 5). This figure represents a small decrease from the amount expended in fiscal year 1966.

Ordering, Processing, Cataloging, and Delivering

The ESEA Title II plans describe all ordering, processing, cataloging, and delivery services that may be included as part of acquisitions costs and establish an allowable cost for these services. (In fiscal year 1966, ordering was not an allowable cost in the acquisition program.)

In fiscal year 1967, State departments of education reported expenditures of \$5.7 million for ordering, processing, cataloging, and delivery services (Table 7). This represents an expenditure of about 24 cents per item for ordering, processing, cataloging, and delivering the 24.1 million items of school library resources, textbooks, and other instructional materials. This is an average increase of only about 6 cents per item from fiscal year 1966 and is an indication that much of the cost for these services continues to be absorbed by local educational agencies and ESEA Title II funds are used to buy materials.



There were seven States—Arkansas, Connecticut, Hawaii, Montana, New Hampshire, Utah, and Wyoming—and the District of Columbia, Puerto Rico, and the Virgin Islands reporting no expenditures for processing, cataloging, and delivery services in fiscal year/1966. Of these, Arkansas, Montana, Utah, and the Virgin Islands reported no costs for these services, including ordering, in fiscal/year 1967. North Dakota and Kentucky also reported no acquisitions costs in fiscal year 1967; however, the Kentucky report for fiscal year 1967 has not been finally settled.



IV. STATE PROGRAMS FOR THE STRENGTHENING OF INSTRUCTION THROUGH IMPROVED RESOURCES AND SERVICES

Improvement of School Library Resources

Data on the number of new public school libraries established and the number of existing public school libraries expanded in each State as a result of ESEA Title II programs are shown in Table 12. Forty-three of the 50 States, Guam, Puerto Rico, and the Bureau of Indian Affairs participating in Title II reported establishment of 4,850 new public school libraries in fiscal year 1967. Of these, 4,260 were public elementary school libraries serving over 2 million public school pupils and 590 were public secondary school libraries serving 381,567 public school pupils. No new public school libraries were reported to have been established under Title II, fiscal year 1967, in the District of Columbia, the Virgin Islands, Trust Territory of the Pacific Islands, Florida, Iowa, Montana, Nevada, South Dakota, Tennessee, Utah, and Wyoming.

The number of new public elementary school libraries established ranged from only 1 in Hawaii to 510 in Texas. There were 13 States—Alabama, California, Illinois, Indiana, Kansas, Massachusetts, Michigan, Missouri, New Jersey, New Mexico, Ohio, Pennsylvania, and Texas—where more than 100 new public elementary school libraries were established.

The number of new public secondary school libraries established was much smaller, due to the fact that more secondary schools had centralized libraries prior to the establishment of the Title II program. The number of new public secondary school-libraries established ranged from I each in West Virginia and Guam to 152 in Texas. There are 6 States—California, Illinois, Indiana, Missouri, Pennsylvania, and Texas—where more than 25 new public secondary school-libraries were established in fiscal year 1967.

The variation among the regions in the number of public school libraries established under ESEA Title II in fiscal year 1967 ranges from 68 in Region VIII (Colorado, Idaho, Montana, Utah, and Wyoming) to 1,458 in Region VI (Illinois, Indiana, Michigan, Ohio, and Wisconsin).

The first annual report on the ESEA Title II program stated that libraries had been established in 7 percent of the estimated 47,000 public elementary schools that lacked libraries prior to 1965. Projecting from these figures, and using the statistics reported by State departments of

f .

U.S. Department of Health, Education, and Welfare. Office of Education.

First Annual Report, Fiscal Year 1966, Title II, Elementary and Secondary

Education Act of 1965: School Library Resources, Textbooks, and Other

Instructional Materials. Washington: U.S. Government Printing Office,

1967. p. 34.

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TABLE 12. NUMBER OF NON-PUBLING SCHOOL LIBRARIES ESTABLISHET AND NUMBER OF PUPILS SERVED BY THESE LIBRARIES; NUMBER OF EXISTING PUBLIC SCHOOL LIBRARIES EXPANDED, AS A RESULT OF ESEA TITLE II PROGRAMS, FISCAL YEAR 195 ... BY EDUCATIONAR LEVEL, REGION, AND STATE.

	-STATE OF	30900	BER OF NEW PUBLIC	RLISHED	SERVED 8	F PUBLIC SCHOOL IS	RARIES	LIBRAR	F EXISTING PUBLI Y COLLECTIONS EX	
1.	OUTLYHES MEEA.		SECONDARY	107.1	ELEMENTARY	SECONDARY	- '''''	B B	9	
266 53 52 52 58 57 57 57 58 57 57 58 57 57	BY RESION		590	4,850	2,037,175	381,567	2,418,742	48,672	21,924	70,59
Second Column	Ť		· < 5%	-321	86.297	38 154	124.451	2,061	879	2,94
September Sept	mass total									. 75
Section 12		50	7							270
10 10 10 10 10 10 10 10	esachmeette		23			15,840				1.03
Second Column Second Colum										28
Section Sect										. 49
Simpart Sept	- Lineig	-	- 4	10	1,000	7,300	2,000		· · · · ·	
	ENGE II	563	44	607	337,247	46,824		6.302	2,200	8.50
######################################	lavero		-1				2,230			13
March 196 197 19	w J errer	219								1:99
1000 111 162										
162 34 196 62,891 42,991 122,622 1,342 3,803 1,11 1,	ylvais.	•249	27	• 276	149,400	26,260	1/5,660	2.943	984	3.92
## 15 15 15 15 15 15 15 15	GIOW III	160	3.4	106	82.891	42.981	125.872	7.324	3.693	
Section Sect	st. of Col									16
Pyrished 45 10 55 19.062 9.250 28.312 875 310 1.1			-	· 51	15,300			437	917	1,35
rein Carrolline 15	ryland		10	55_						الما ا
Princip 32 3 35 16.638 3.686 20.324 1.427 453 1.8										1-90
										. <u>18</u>
12							20.324	- 1.44/		
2006 13 249 71.111 17.663 88.774 5.911 2.948 8.8 131 21 152 33.3399 4.669 38.368 661 574 1.2 132 152 33.3399 4.669 38.368 661 574 1.2 132 155 9 449 19.383 6.780 26.163 1.386 403 1.7 132 155 9 449 19.383 6.780 26.163 1.386 403 1.7 132 155 9 449 19.383 6.780 26.163 1.386 403 1.7 132 155 9 449 19.383 6.780 26.163 1.386 403 1.7 132 150 1.346 112 1.458 270,739 63.825 634.564 40.674 4.054 14.7 130 170 1.346 112 1.458 270,739 63.825 634.564 40.674 4.054 14.7 130 130 130 130 130 130 130 130 130 130 130 130 130 130 130 130 130 130 130 130 130 130 130 130 130 14 14 15 15 15 15 15 15							29.889	3,101		4.34
							T .			
	210# IA		43							8.85
Second S	ab amp		21		33.399	4.669	38.368			1-23
Seriestypt 35							26.167			
1.650						6.780				1.02
1,644 509 2,1			!3			0.214				. 69
130 1					1					2.15
1300 134		•								
Mana	100(Y.	1.346	.112							14.72
### 235	linois	404		420						
10						27,454				
Second						12 602				2.68
1300 VI						-				2.35
1988 215 6 221 60,526 1,170 61,696 882 430 1,3									٠.	
Section 1988 215 6 221 60,526 1,170 61,696 882 430 1,3 Section 20		418	59		131,757	20,383		4.612		6,81
Second S										
114 26										
										85
Per Ducoba 9 6 - 15 1.617 455 \$2.072 354 212 55 and housts										55
## Dekrota		9	6.	-2, 15						56
770 168 938 299.644 66.452 366.096 4.721 3.51.1 8.2 1.245 540 859 1.3 1.245 540 859 1.3 1.245 540 859 1.3 1.245 540 859 1.3 1.245 540 859 1.3 1.245 540 859 1.3 1.245 540 859 1.3 1.246 540 859 1.3 1.247 540 859 1.3 1.248 540 859 97. 1.248 540 859 97. 1.249 540 850 97. 1.249 540 859 97. 1.240 540 774 474 1.2 1.240 510 152 6624 207.586 57.246 264.832 2.408 1.505 3.9 1.247 540 7.4 7.4 7.4 1.248 7.4 7.4 7.4 1.248 7.4 7.4 7.4 1.248 7.4 7.4 7.4 1.249 7.4 7.4 1.240 7.4 7.4 1.240 7.4 1.250 7.3 1.260 7.3 1.260 7.3 1.260 7.3 1.260 7.3 1.260										-1.43
TRIBLE TO 168 938 299.644 66.452 366.096 4.721 3.51.1 8.2					9			3		
State Stat						66.452				8.23
# Next so						7.700				1.39
Section Sect										
150										1.24
100 100	_									3.91
10 68 99.257 7.390 106.64 1.250 702 1.250 1.					. 2					
the 7- 2 9 1.679 597 2.276 143 1103 2 12 12 12 16 16 16 6 6 6 6 6 6 6 6 6 6										2.25
Sear			<u>8</u>							79 24
##		-			1	597				68
State						 _				43
100 X				-	-					9.
sks 7 2 9 240 300 540 203 52 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2					<u> </u>					·
Signa 9										7-15
15qmis 364 69 47 411 326,117 67,928 394,045 3,045 791 3,8										25°
1						 -				
##15					F- 668-11/					. 30
rede				4_	267				Y	22
gon 70 12 82 21,542 6,678 28,220 596 287 8 Inhangton 10 2 12 2,686 1,343 4,029 845 376 1,2 ST I ERRITORY - - - 24 8		1	-	-				182	64	240
hington 10 2 12 2,686 1,343 4,029 845 376 1,2 ST TERRITORY 24 8		70			21.542			_	287	88
N 10M11VII		10	2	12	2,686		4.029			1.22
UNDIAN AFFAIRS 8 2.529 - 2,529 85 14	T TERRITORY	•			l	i•				3:
		8		8	2,529		2,529	' 85	14	99

14.

education, libraries have now been established under ESEA Title II in nearly 10 percent of the 43,622 public elementary schools that lacked libraries at the beginning of fiscal year 1967. The fiscal year 1966 report indicated that of the estimated 1,056 public secondary schools without libraries before 1965, 25 percent had established them. Projecting from these figures and using the fiscal year 1967 data, libraries have now been established in about 74 percent of the 797 secondary schools that were without libraries at the beginning of fiscal year 1967. Many school libraries have also been established with State and local funds and under ESEA Title I; however, the number established is not known.

Under the Title II program during the first 2 years of operation, 7,638 new public elementary school libraries serving 3.4 million public school children have been established. During the same period, 849 new public secondary school libraries serving over a half million public secondary school children were established.

With regard to the improvement of existing school libraries, 48,672 public elementary school library collections and 21,924 public secondary school library collections were expanded. The range by State was from 30 public school library collections expanded in Guam to 5,497 public school library collections expanded in Illinois. The variation among the regions in number of public school library collections expanded was from 2,253 in Region VIII (Colorado, Idaho, Montana, Utah, and Wyoming) to 14,728 in Region V (Illinois, Indiana, Michigan, Ohio, and Wisconsin):

Maintaining and Increasing Effort

The approved ESEA Title II plans establish methods of giving assurance that Pederal funds made available under the Title for any fiscal year will supplement and to the extent practical, increase the level of State, local, and private school funds that in the absence of Federal funds normally would be budgeted and expended for the acquisition of school library resources, textbooks, and other instructional materials.

Data on the total expenditures for school library resources, textbooks, and other instructional materials from State, local, and private school funds, fiscal year 1967, were collected by State departments of education and reported to the U.S. Office of Education. State and local funds expended to provide school library resources, textbooks, and other instructional materials for public school children and teachers who participated in Title II, fiscal year 1967, are shown in Table 13. Private school funds

28
TABLE 13. STATE AND LOCAL EXPENDITURES FOR SCHOOL LIBRARY RESOURCES, TEXTBOOKS, AND OTHER INSTRUCTIONAL MATERIAL TEXTS. TOTAL TEXTS.

STATE OR CUTLYING AREA;		DOL LIBRARY RESO	₁	I	TEXTBOOKS 2	.a	UI HER	INSTRUCTIONAL M	
BY 45610M	ELEMENTARY	SECONDARY .		ELEMENTARY	SECOMO ARY	TOTAL	ELEMENTARY	SEDONDARY	TOTAL
1	558 ,295,690	\$50,352,911	\$153,018,25	\$64,354,353	\$33,894,193	122,967,912	571.511.703	\$7.888.663	26.174.0
1 100208	2,319,491	2,686,555	··· 5,006,044	7,373,357	6,095,180	13,468,537	2,699,376	2,587,631	5,287,0
ennest feet	662,582	996 ,551	1,659.13	2,147,883	1,880,701		137,469	526.344	663.8
ntee	268,254	255,171.	523.42	931,977	473,880	1,405,857	1.291.915	1.135.343	2.427.2
noscolmoette	858,372 123,771	1,016,792	1.875.164 287.73	3,108,112 351,566	2,758,616 243,879	5,866,728 595,445	640.546	356,510 · 170,572	997.0
<u>propire</u>	259,383	146,034	405,417		472,957	985,120	218.803 401.419	391,473	389.3 792.8
ermet .	147,129	108,043	255,172		265,147	586,803	9,224	7,389	16.6
020W II	1	•		10,900,158	,		Γį		
laware	11.402.082	13.725.630	25.127.712		6,131,338	17,031,496		_294.240	617.0
W Jersey	314.893 2.677.570	191,941 2,380,102	5.057.672			- 7	4.946	-	4.5
w Tork	5.086.089	707.843	9.793.932		• •		317.880	294,240	- 612.1
meylvania	3.323.530	6.445.744	9.769.274	10,900,158	6,131,338	17,031,496	7 -		-
anow III								•	
	5.520.444	4.500.996	10,021,440		5,707,037	12,390,672	3,618,496	1.743.974	5.362.4
st, of Col.	126.321	67,547 593,024	193.868	483,428 249,210	264,914 420,019	748,342	17.826	14 548	32.3
ryland	715.246 887.075	696.987	1.308.270 1.584.062	2,194,973	1.724,622	3,919,595	297.676 1.250.844	246.878 982.806	2.233.6
rth Carolina	1 788 544	· 12 185 811	2.974 355	1,975,070	1,746,305	3,719,375	1,455,834	358.022	1.813.8
erto Rico	33,702	50.358	* 84 060	1,162;162	1,397,077	2,499,239	15,000	8.300	23.3
rginia	1.651.714	1.607.145	3,258,859	نير - 24 200	-	-	•		
rgin Islands	30,000	26,000 274,124	56.000	44,000 636,792	37,000	81,000 753,892	501 716	137 420	7141
et Virginia	287.842	2/4,124	561,966	0.70,772	117,100	733,892	581.316	133,420	714.7
SION IA	5.613.448	4.560.621	10.997.060	3,746,489	2,614,663	9,479,819	705.778	362,259	4.683.8
وسه طه	726.844	800,177	(.527.021	-	-	:-	250.531	28.222	278.7
orida	2.259.250	1.894.332	4.153,582	47,563	39,881	87,444	71.345	59.821	131.1
orgia_	1.759.982	1.257.131	3.017.113	3,384,820	2,417,729	5.802.549	383.902	274.216	658.1
ssissippi uth Carolina	406.687 460.685	353.344 255.637	760.031 716.322	314,106	157,053	471,159			-
messes	460-062	. 233.837	822.991		-	3,118,667	-	· -	3.615.8
				-			-		7.01.7.1
RIOR A	20.268.145	13.340.772	44.293.072	11,211,511	7,117,360	18.378.871	2.556.839	1,538,547	4.095.3
linois	6.245.642	3.868.564	10.114.206	-	- -			<u> </u>	-
diane	7 100 000	2,500,328	10.684.155	4.381.475	3,275,465	7.656.940	1.057.001	·	1 757 7
shigan io	3.100.000	1.870.836	5.600.328 9.196.767	6,830,036	3.841.895	10.671.931	1,057,201 1,499,638	695,000 843,547	1,752,2 2,343.1
seonsin	7.596.572	5.101.044	12.697.616	-	-		-	17.77	
GIOW VI									5
	5.110.331	5.055.734	12,795,094	1.366.572	1.431.241	9.354.429	43,729	64,726	1.731.4
mana .	1.426.045	1.350,894	2.631.495	-	<u> </u>	1 -		-	-
mesota 4	1 669 569	1 793 206	3:482:495			-	·~ -		- -
ssouri			2 246 197	-		6.556.616	-	- ,	1.622.9
raska	564,534	-650,146	1,214,680	1,057,160	951.378	2.038.538	100		
rth Palmta	169.582	251.037	430.619	309,412	449.863	759.275	4.729	64.726	108.4
uth Dakota	-	+1-	382.832			` -		-	-
OION VII	2.697.901	2,395,062	11,239.581	5 308 285	3,955,940	9.733.744	1.074.986	844.631	1.919.6
tensas	641.478	1518,100	1,159,578	1.083.590	-	1.083.590	-	-	-
disiana -	698.484	698.484	1.396.968	2,013,335	2,013,335	4.026.670			
W Mexico	354.523	278,554	633.077	1.040.708	817.700	1.858.408	1.074.986	844.631	1.919.6
Lahoma	1,003,416	**899,924	1,903,340 6,146,618	1.170.652	1.124.905	2.295.557			-
TAS .	 -		0.140.018			469.519			
ODOM AILI	540,378	430,595	3,862,528	l		2.485.036		<u></u>	1.534.90
lorado	-		1,569,217		_	1 -		· _	1,043,5
the *	163,090	214,902	377,992		<u>, </u>				
tana .	377,288	215,693	592,981						
ed.ng			1,067,237 255,101			1,984,808 500:228			491 3/
	2.5	- 	Ī		7				
IOW IX	4,823,470	3,656,948	29,675,723	17.764.346	841:434	30,695,308	489 673	452 655	942,32
ska	97,515	. 56,394	153,909	140.421	91,098	231 519	39,006	17, 35%	56 35
zona	763,477	452,663		15.707.786	63,208	15.770.994	182 332	66,262	248 50
1fornia	30,570	17,774	21,195,305 48,344	95.076	- 65 106	12,089,528			_ <u>' - '</u>
mii	1.507.809	502,605	2.010.414	85.076 1.813.563	65,106 604,522	150,182 2,418,085	-8 284	24 843	33.12
reda .	297.324	170,837	468,161			7.418.5017			
gon	1.226.015	J.103.035	2,329,050		_		30.611	2.535	33,14
hington	897,760	1.346.640	2.244.400	-	- ,		224.440	336,663	561.10
	3,000	7,000	10,000	17,500	17,500;	35,000	5,000	5,000	10,00

NO SEPARATE FIGURES FOR ELEMENTARY AND SECONDARY LEVELS WERE REPORTED FOR TENNESSEE, INDIANA, MISSOURI, SOUTH DANOTA, TEXAS, COLORADO, UTAH, WYOMING, AND CALIFORNIA.

AND CALLFORNIA.

2 TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS ARE INCLUDED IN THE FIGURES REPORTED ON SCHOOL LIBRARY RESOURCES FOR INDIANA AND WISCONSIN.

^{3/} NO SEPARATE FIGURES FOR ELEMENTARY AND SECONDARY LEVELS ARE REPORTED FOR TENNESSEE, MISSOURI, TEXAS, UTAH, WYOMING, AND CALIFORNIA.

NO SEPARATE FIGURES FOR ELEMENTARY AND SECONDARY LEVELS ARE REPORTED FOR TENNESSEE, MISSOURI, COLORADO, AND WYCHING.

*expended to provide these same materials for private school children who participated in ESEA Title II, fiscal year 1967, are provided in Table 14. The figures in columns 4, 7, and 10, Tables 13 and 14, should be studied in relation to columns 5 and 9, Table 2, in order to derive amounts expended per participating pupil.

School Library Resources - State and Local Funds Expended

The total amount expended from State and local funds to provide school library resources for the use of <u>public</u> school children and teachers participating in ESEA Title II, fiscal year 1967, was \$153 million (Table 13). Of this amount, \$58.2 million was reported as expended for <u>elementary</u> school library resources and \$50.3 million was reported as expended for <u>secondary</u> school library resources. A number of States were able to provide only totals expended for school library resources so that no figures could be shown by grade level.

The range reported as expended from State and local funds for elementary school library resources was from \$3,000'in the Trust Territory of the Pacific Islands 16 \$6.2 million in Illinois. (The \$7.5 million reported as expended in Wisconsin includes expenditures for textbooks and other instructional materials as well as school-library resources). Seventeen States --Florida, Georgia, Hawaii, Illinois, Iowa, Kansas, Michigan, Minnesota, New Jersey, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Virginia, and Wisconsin -- reported State and local expenditures for elementary school library resources over \$1 million. For the 45 States reporting. State and local expenditures for elementary school library resources, the average expenditure per public elementary school child participating in the Title II program was about \$2.56. This is a decrease of about 14 cents from the amount reported expended for school library resources in 47 States in 1965; however, California, Texas, and Wisconsin figures for school library resources could not be included bécause these three States reported only totals. The range reported as expended from State and local funds for secondary school library resources was from \$7,000 in the Trust Territory of the Pacific Islands to \$6.4 million in Pennsylvania. Seventeen States -- Florida, Georgia, Illinois, Iowa, Kansas, Massachusetts, Michigan, Minnesota, New Jersey, New York, North Carolina, Ohio, Oregon, Pennsylvania, Virginia, Washington, and Wisconsin -- reported expenditures over \$1 million. (The \$5.1 million reported as expended in Wisconsin includes expenditures for textbooks and other instructional materials as well as school library resources.) For the 45 States reporting State and local expenditures for secondary school resources, the average expenditure per secondary school pupil participating in the ESEA Title II program in these States was about \$4.22, an increase of 50 cents from the \$3.72 per pupil reported expended in 47 States in 1965.

TABLE 14 PRIVATE SCHOOL EXPENDITURES FOR SCHOOL LIBRARY RESOURCES, TEXTBOOKS, AND OTHER INSTRUCTIONAL MATERIALS, BY RESIGN, STATE AND EDUCATIONAL LEVEL,

FISCAL	YEAR 1967						· ·		·	
STATE OR		OL EIBRARY RESOUR	Kee!	l	TEXTBOOKS 2/	3/	, muse .	THISTRUCTIONAL MATERIALS 2/ 4/		
OUTLYING AREA, BY REGION	ELEMENTARY	SECONDARY	TOTAL	FLEMENTARY	SECONDARY	TOTAL	ELEMENTARY	L SECONDARY	TOTAL	
1	7	3	. 4	1	1 5	1 /	1 8	9	10 -	
	\$7,652,617	\$3,774,338	\$13,934,212	\$5.036.394	\$1,728,547	\$12,523,188	פנו,נדנ,ונ	\$762,680	\$2,446,694	
I BOISER	415,095	511,276	926,371	1.418.758	496,156	1,914,914	289,388	328,419	617,807	
Composition:	148,082	199,851	348,533	541_350	142 902	684.252	69,922	70,888	140,810	
Massachusette	17,677	46+074	63,751 369,947	760 386	96.040 191.946	96.040 952.332	170,012	187,183 42,637	187,183 212,649	
For Bampehire	16,908	28,759	45,667	69 388	57.221	126,609	36,687	15,975	52,662	
Mode Island	43,445	30,900	74,345	47,634	8_047	55.681	5,267	7,148	12,413	
Yermont	16,334	7,794	24,128		- 45		7,500	4.590	12.090	
NAME OF II.	1,036,249	820,310	3,552,412	21,277	34,792	4,551,022	62,652	51,208	113.860	
Polamero	- P6.083	11.588	427.47L	21,277	34,792	56,069	19,174	21.590	40.764	
y See Jersey	322.503	307.483	629,986 1,1999102	<u> </u>		<u> </u>	43,478	29,618	73,096	
Four Tork Pouncylvania	697.663	501.439	1.695.853			4,494,953	- 43,478	29,010		
ARGION III	. :	,						·		
,	246,440	314.527	560.967	244,650	129,306	372,956	150,703	83,535	234,238	
Dist. of Col Kentucky	91.728	109,371	201.099	113.729	65,443	179.172	53,398	37,820	91,218	
Maryland	90.199	143: 361	233,560	45.279	31,159	76.438	40,067	20,641	60.708	
Forth Carolina	9,5684	6.951	16.519	23.053	8,864	31,917	5,079	1,934	7:013	
Fuerto Rido Virginia	50.040	51.101	101_141	55.192	13,407	68.599	30,612	22,389	5 <u>3,001</u>	
Virgin Islands			<u> </u>				3			
West Virginia	4.905	3.743	8.648	7,397	9,433	16,830	21,547	751	22,298	
REGION IV	(202-252	75 667	: 277 104	25 050	9,674	35,724	21,466	16,447	37.913	
Alabama	202 253	75.667	377.186 9.232	26,050	7,074	- 37,724	7,647	250	7,897	
Ploride	166,516	57,921	224.436	3 506	1,219	4,725	5,258	1,829	7.087	
0eorgia	17.713	16.596	34.309	22,544	8,455	30,999	8,561	14.368	22.929	
Mississippi South' Carolina	- 8,793	- 1,150	9.943			- 5 1				
Tennessee		-	99.266						1	
REGION Y	4 415 55-			11 074 640	CAE 025	2 420 475	300 430	245 245	1 005 715	
Illinois	4.412.223 821.548	1.3 7.452 465.726	5.729.675 1.287.274	1,874,648	545,827	2,420,475	790.470	215.245	_1.005.715_	
Indiana	636.220	79.597	715.817					-	=	
Highigan	400,460	235,000	635.460	50,000	25,000	75,000	387.000	100.079	487.079	
Onio Viseogsin	704.567. 1.849.428	201,111 336,018	- 905.678 2.185.446	1.824.648	520.827	2.345.475	403.470	115.166	518.636	
KROIGE AI	1.043.448	4 10.016	<u> </u>	Ţ,				- 3	-	
	626,059	361,861	1,020,089	1.209.841	49 641	629.482	207,138	46,734	253.872	
Iowa Xangas	88.762	28.869	117,631		-		, <u> </u>	-		
Kinnesota	179.986	101: 787	281,773							
Missouri	252 395	129,927	382, 322	1.18 743	404.177	1.588.920	-182,109	· 39,471	221.580	
Hebraska.	77_036	73 110	150,146 56,048	25.098	15,464	40.562	17,841 7,188	7,263	17,841	
South Dakota	27 880	78 168 -	36,048	2,098	12,404		<u> </u>	- 1,263	14,421	
- REGIOW VII	1					25.			-) -F	
Arkansas .	466.168	226_884	727 <u>-919</u> 34.867	158.943	98.818	<u>25</u> 7 <u>.761</u>	 -	- (1	
Louisiana	74.776	50.615	125.391	158,943	• 98,818	257.761			-	
New Mexico	36.983.	28.168	65.151					1.	·	
Oklahoma Texas	82.399 272.010	22.036 126.065	104.435 398.075	<u> </u>				· - /		
REGION VIII	- 2/2-010	120.007			, 			/	7	
	33,952	17,470	107.804	13.779	2.459	16.238	7.716	2.236	100.931	
Colorado Idaho	6,036	2,839	56.382 8.875			-, -		-	90.879	
Nontana	25.353	13.878	39.231		-				<u> </u>	
Utah	-									
Vyording 1	2.563	753	3.316	13.779	2,459	16,238	7.716	2.336	10.052	
REGION IX	214.178	128.894	931.789	68,448	42,874	1,324,616	63,602	18.756	82.35%	
Alaska	3,850	2.455	6.305				700	483	1_183_	
Arisona	22.580	21.143	43.723			- 1 213 204	20.807	1.247	22.054	
California Cuam			588.720		: -+	1.213.294			<u> </u>	
Hawaij	61.939	41.799	103.738	64.948	38.874	103.822				
jovade	9.293	3.553	12.846				4 567 /	-	4 667	
Oregon	· 60.903	34.905 L	95,808	<u></u>			4,553	-	4,553	
			70 140	_ 1	_ 1	_ '	36 747 [16 A26 I	52 7KR	
Washington IRUSI TERRITORY	55.113 500	24.036	79,149	3,500	4,000	7,500	36,742 800.	16,026	52,768 1,800	

^{1/} NO SEPARATE FIGURES FOR ELEMENTARY AND SECONDARY LEVELS ARE REPORTED FOR PENNSYLVANIA, TENNESSEE, SOUTH DAMOTA, ARKANSAS, COLORADO AND CALIFORNIA.

 $^{^{4\}prime}$ NO SEPARATE FIGURES FOR ELEMENTARY AND SECONDARY LEVELS ARE REPORTED FOR COLORADO.



^{2/} TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS ARE INCLUDED IN SCHOOL LIBRARY RESOURCES FOR INDIANA, TENNESSEE, WISCONSIN, AND OKLAHOMA. . .

 $rac{3}{2}$ NO SEPARATE FIGURES FOR ELEMENTARY AND SECONDARY LEVELS ARE REPORTED FOR PENNSYLVANIA AND CALIFORNIA.

School Library Resources - Private School Funds Expended

The total amount expended in private school funds to provide school library resources for the private school children and teachers participating in ESEA Title II, fiscal year 1967, was \$13.9 million (Table 14). Of this "amount, \$7.6 million was reported as expended for elementary school library resources and \$3.7 million was reported as expended for secondary school library resources. A number of States were able to provide only totals expended for school library resources so that no figures could be shown by grade level.

The range reported as expended from private school funds for elementary school library resources was from \$500 in the Trust Territory of the Pacific Islands to \$821,548 in Illinois. (The totals reported as expended in Indiana, Tennessee, Oklahoma, and Wisconsin include expenditures for text-books and other instructional materials as well as school library resources.) Twelve States -- Connecticut, Massachusetts, New Jersey, New York, Florida, Illinois, Indiana, Michigan, Ohio, Minnesota, Missouri, and Texas reported expenditures over \$100,000. For the 39 States reporting private school funds expended for elementary school library resources, the average expenditure per private elementary school child participating in the ESEA Title II program was about \$1:72.

The range reported as expended from private school funds for secondary school library resources was from \$753 in Wyoming to \$501,439 in New York. Fourteen States — Connecticut, Massachusetts, New Jersey, New York, Kentucky, Maryland, Illinois, Michigan, Ohio, Wisconsin, Minnesota, Missouri, Texas, and Washington reported expenditures over \$100,000. (The figures reported for Indiana, Tennessee, Wisconsin, and Oklahoma include expenditures for textbooks and other instructional materials as well as school library resources). For the 38 States reporting private school expenditures for secondary school library resources, the average expenditure per private secondary school child participating in the Title II program in these States was about \$3.10.

Textbooks - State, Local, and Private School Effort

Twenty-nine State departments of education reported a total of \$122 million in State and local expenditures to provide textbooks for <u>public</u> school children. Of this amount, \$64.3 million was expended for elementary school textbooks and \$33.8 million expended for secondary school library resources. Some States were unable to give textbook expenditures by grade level.

Private school expenditures to provide textbooks for private school children totaled \$12.5 million. The reported expenditure for elementary school textbooks from private school funds was \$5.0 million, with a reported expenditure of \$1.7 million for secondary school textbooks from private school funds. Textbook expenditures from private school funds were not reported for 29 States and no separate figures for elementary and secondary levels, were reported for 6 additional States.



Other Instructional Materials - State, Local, and Private School Effort

In 31 States, the total of State and local expenditures reported for other instructional materials for public school children and teachers was \$26.1 million. Of this amount, \$11.5 million was reported as expended for public elementary school children and teachers while \$7.8 million was reported expended for public secondary school children. Only total expenditures were reported in 6 States.

Private school expenditures for other instructional materials in 28 States totaled \$2.4 million, of which \$1.5 million was for elementary schools and \$762,680 for secondary schools. A number of States were unable to provide separate figures for elementary and secondary levels.

Standards for Instructional Materials

In fiscal year 1967, many States continued the development or revision of standards for school library resources, textbooks, and other instructional materials. These standards have served the general purposes of all educational standards: to set minimum levels below which no instructional program can be effective and to encourage efforts not only to meet standards but to go beyond them toward excellence in educational opportunity.

In fiscal year 1967, the tendency to include in standards provisions to facilitate a unified approach to a variety of media and media services continued. The following excerpts from the States' reports for fiscal year 1967 illustrate the kind of activity faking place:

California's school library and audiovisual standards developed by the California Association of School Librarians and the Audiovisual Education Association of California have been published and are being distributed to schools. These will not, however, be adopted until after field testing and revision.

In <u>Florida</u>, the State accreditation standards are now in the process of revision.

A statement of guidelines for the improvement of learning through the provision and effective use of a wide variety of instructional materials in Indiana schools was accepted as official Guidelines for the State of Indiana by the Commission on General Education, State Board of Education, May 12, 1966.

State standards for school libraries in <u>Louisiana</u> have been revised and greatly increased to conform to the standards of the Southern Association of Colleges and Secondary Schools. It is anticipated that these newly proposed standards will be adopted by the State Board of Education during the current fiscal year.



In Ohio, the Division of Elementary and Secondary Education is responsible for developing standards for Ohio schools. The State Board of Education has adopted new quantitative standards for junior high and senior high schools. These standards became effective July 1968. The State Board of Education has authorized a review and possible revision of the elementary school standards in Ohio.

In Oklahoma, several regulations in State standards were revised. In consideration of the fact that each school now has increased funds for library resources, the regulation concerning expenditures was raised. Qualifications for elementary school libraries were established.

Pennsylvania has revised State standards upward to meet the changing demands of schools. The Title II program has made the schools aware of these changing needs.

Standards developed or revised under ESEA Title II have served as factors in establishing relative need for the distribution of materials under the Title II program and have also served as measures for determining the relative need of children and teachers for items in the three categories.

Some States have conducted surveys of instructional materials collections in local education agencies and report significant gains. The State of <u>Washington</u>, for example, reports an increase of 46 percent in the number of library books per school since 1962. The average number of books per child has risen from 6.2 to 8.5 -- a 37 percent increase; however, the standard of 10 books per child is not yet reached. The survey data indicates an average of 119 filmstrips and 111 recordings per building in 1965-66. An additional 192,651 filmstrips and 355,827 recordings are needed to meet Washington's suggested <u>Standards for the Learning Resources Center</u>.

South Carolina reported: The median number of books per pupil in South Carolina elementary schools is 8.1. The State standard for elementary school libraries this year was 8 books per pupil; next year (1967-8) it will be 9 and the following year (1968-69), 10. The high school libraries average a little better than 6 books per pupil. The State standard for high schools is still 5 books per pupil. The standard in this case needs to be strengthened and efforts are being made in this direction.

The <u>District of Columbia</u> report states: In 1965, the survey which preceded the formulation of our State plan showed that we had 6 books per pupil in our public school elementary libraries. At the rate of acquisition permitted by regular budget allocations, the ratio of books per pupil could not have exceeded 1.7 by fiscal year 1967. However, this year we average 3.4 books per pupil. Thus, with the aid of ESEA Title II funds, we should be able to reach our standards of 1965 in half the time originally estimated. The same survey showed that we had an average of 4 books per pupil in our junior high libraries. This year we have 5.8, a figure reached in two years with the aid of ESEA Title II. Likewise, on the senior high level, we had an average of 4 books per pupil, whereas we now have 5.5 books. Without ESEA Title II, this figure probably could not have been reached until 1969.

In 1964, a study of elementary, junior high and senior high school libraries made in <u>Oregon</u> showed that only 72 percent of the 1,099 schools responding to the questionnaire had centralized library collections housed in a library room. In only 66 percent was the library available for use throughout the school day. Only 93 school libraries were open for use during the summer of 1964. Less than half of the 792 centralized libraries (374) were supervised by librarians or teacher-librarians serving half-time or more.

Using this study as baseline data, Oregon schools were again surveyed as part of the ESEA Title II program. The 1967 data were reported by 1,082 schools with a high correlation between those responding to the 1964 survey and those participating in the 1967 Title II program. The 1967 survey showed progress in every area questioned, including the critical areas of facilities, collections, budget, personnel, and availability.

The greatest gains were in Oregon's elementary schools with an increase of 170 centralized col·lections in the three-year period. The percentage of elementary schools reporting book col·lections of 8 or more per pupil rose from 54 percent in 1964 to 75 percent in 1967. Those reporting cataloged col·lections of audiovisual materials rose from 26 percent in 1964 to 58 percent in 1967. Two significant factors, both of which became effective during 1967, might account for the rapid growth in school library services—Oregon's revised Minimum Standards for Public Schools and the ESEA Title II program.

Coordination

The ESEA Title II program was coordinated in fiscal year 1967 with other titles of ESEA, as well as a number of other programs of Federal financial assistance, in order to achieve maximum educational benefits.

In fiscal year 1967, all ESEA Title II plans were amended to assure appropriate coordination at both State and local levels between the ESEA Title II program with respect to school library resources and any program carried on under the Library Services and Construction Act (P.L. 88-269). A number of States reported plans for development of a joint policy statement on public library-school library relationships by State departments of education and State library agencies. Several States have indicated that representatives from the Title II staff serve on LSCA advisory committees and that LSCA staff serve on ESEA Title II advisory committees. Other forms of coordination include cooperative planning by local school and public library administrators concerning library services to students in the same geographic area and cooperative planning in such areas as selection of materials inservice education, processing, and interlibrary loans.

As in fiscal year 1966, the most extensive coordination between other programs of Federal financial assistance and ESEA Title II involved programs funded under ESEA Title II and NDEA Title III. Many new media centers in elementary schools serving disadvantaged children have been established using



funds under ESEA Titles I and II. Title I funds are used to obtain media facilities, professional and clerical media personnel, and media center equipment and supplies, which are not eligible under ESEA Title II. Title II funds are utilized to buy such library materials as books and audiovisual materials. Materials are also purchased under the ESEA Title I program.

The scope of Title I assistance in school media programs is illustrated by the following examples:

- In <u>Florida</u>, Title I funds have been the means of providing needed audiovisual or other equipment, renovation of library quarters and facilities, additional personnel and services. The number of positions for library personnel approved for employment under Title I in 1966-7 was 137.
- Over 600 reading projects have been funded under Title I in New York, indicating that school media services have been substantially improved to meet new demands for appropriate reading materials to undergird the reading program.
- A report on the role of aides in ESEA Title I programs in North Carolina stated that 497 of the 3,794 aides employed in 1966-67 were library aides. A significant number of these aides indicated that they now plan to take additional college work so that they can, in time, become certified teachers and librarians.
- Oklahoma reported cooperation between Titles I and II staff in the State Department of Education. The directors of both titles have appeared together on numerous programs over the State to acquaint the participating schools with the details of each title. A substantial amount of Title I funds are being spent for library resources and library aides.

Coordination of NDEA Title III and ESEA Title II was reported at both State and local levels. Media and subject specialists employed in State departments of education with NDEA Title III funds on a matching basis frequently gave consultative assistance in the selection, organization, and use of instructional materials acquired under Title II. ESEA Title II funds frequently provided the audiovisual materials needed for using equipment acquired under NDEA Title III.

Title III of ESEA was designed to encourage local school districts to develop imaginative solutions to educational problems; to utilize effectively research funding; and to create, design, and make intelligent use of supplementary centers and services. In fiscal year 1967, 128 Title III projects related to school media programs were identified. These media programs in which Title III funds were utilized included art media centers, audiovisual

Moses, Kathlyn J. (comp.). <u>Elementary and Secondary Education Act. Title III</u>, <u>Selected Projects (1966-67) Related to School Libraries and Instructional Materials Centers</u>. Washington, D.C.: U.S. Office of Education. Mimeographed.



media centers, educational television, film libraries, individualized instruction, instructional materials centers, independent study programs, information storage and retrieval, language media centers, music resource centers, tape libraries, team teaching, and ungraded school programs.

Examples of the variety of ESEA Title III projects related to school media programs are cited below:

- A cultural enrichment program was established in six <u>Georgia</u> counties to give students the opportunity of presenting their artistic endeavors to the adult community, in order to improve the cultural level of the entire community. The program utilizes musical instruments and teaching materials, art materials, and reference books, and provides for the inservice training of teachers Approximately \$8,500 from ESEA Title II funds was expended for materials for this project.
- In Minnesota an inservice training program prepared teachers to guide students in comprehensive independent study. The program necessitated a reallocation of teaching time and classroom space and provided a wide variety of instructional materials. Materials and qualified personnel were made accessible through the development of research centers as "satellites" of a library program. Materials were provided through the ESEA Title II program.
- A program to motivate elementary school students to read was developed in <u>Missouri</u>. Volunteer teacher aides stimulated reading activities and worked with students having reading problems to help them develop a greater interest in reading. Books were made available through ESEA Title II funds.
- In New York, 14 minigrants were made under ESEA Title II to the regional educational centers established under ESEA Title III. The major part of each grant was used to acquire a collection of recommended instructional materials selection aids. In addition, collections of professional reference books selected on the basis of specific local need are available in each center.
- An instructional media center was established in <u>Utah</u> to serve a seven-county area by acquiring and distributing instructional materials and related equipment, providing videotape and mobile units to extend the use of the educational television system, and conducting inservice training for teachers and staff to expand the use of instructional media. Materials were purchased through programs under ESEA Titles II and III.
- A resource center and educational program at Selah, Washington, emphasizes development of student responsibility, research skills, and broadened knowledge, under the guidance of professional staff who utilize a multi-media approach to independent study activity.

The collection in the junior high school participating in this project reached national standards through the cooperative efforts of ESEA Titles II and III.

Other examples of the coordination of ESEA Title II programs with other programs of Federal financial assistance include:

- An educational mediamobile operates as a satellite of the Center for Learning Resources, North Carolina Department of Public Instruction. Established through Titles II and V of ESEA, the functions and services of the Center are now expanded to include consultant services to school personnel for the implementation of ESEA projects compiling and distributing bibliographies on specific subjects, and assisting with inservice education programs.
- In Oklahoma, members of the State Department of Education ESEA. Title II staff have worked with NDEA Title V staff in workshops and assisted in the development of a bibliography for guidance and counseling.
- Rhode Island reported that students in the Office of Economic Opportunity programs have worked as student library aides, assisting in remodeling quarters or making draperies. Teacher aides employed under these programs have also worked as library aides.

Inservice Education

In fiscal year 1967, State departments of education continued their programs of providing leadership, supervision, and inservice education to local educational agencies participating in the ESEA Title II program as described in Section 3.22 of the State plan. These programs have been conducted to help teachers and media specialists understand the value of a broad base of instructional materials, to know the materials, and to know how to use them effectively. The following excerpts from the States' Annual Report for FY 1967 are examples of the kind of inservice education provided:

- Nevada conducted three inservice programs at the State level involving superintendents and Title II coordinators. The consultant visited every school district in the State and worked on an individual basis with administrators, Title II consultants and librarians in developing Title II programs. Two workshops were conducted.
- Office conferences and on-site visitations by Ohio Title II consultants in addition to four two-day workshops aided local school districts in all aspects of the program. Consultation was offered in areas of selection, organizing collections, processing, fiscal control, and utilization of materials. Each member of the Title II staff was given a geographical area for concentrated effort in inservice education.



- In Oklahoma, a series of six workshops were held in November and December. There were 487 persons in attendance representing seventy-two counties. Participants included school superintendents, principals, librarians, teachers, audiovisual consultants, library and reading supervisors, curriculum directors, high school and college students, and clerical aides.
- The <u>Oregon</u> ESEA Title II staff planned and carried out an extensive inservice program to inform school personne of the opportunities available under Title II and guide them in the use of Title II funds so that the dollars spent would result in the strengthening and improving of educational quality and educational opportunity. This inservice program included:
 - 13 one-day workshops ... for administrators, teachers, librarians, and media specialists
 - . A TV presentation by the Department of Education explaining the various ESEA titles
 - A conference for district and county supervisors is library and media services.
- Five regional inservice programs were held in South Carolina for the librarians who were inexperienced and/or not certified. There was a one-day conference with an out-of-State consultant who discussed the program in a school library. Two hundred fifty librarians from the 108 districts were invited to this conference. In addition to the school librarian, all school library supervisors and all library school faculty members were invited. The presentation by the outside consultant was followed by small discussion groups led by subject supervisors from the Division of Instruction. At the time participants were invited to the conference, they were requested to hold meetings of the librar ans within the district to discuss the library program when they returned home. Tapes were made of the talk at the State meeting, and these were used in many of the local meetings...the State supervisor also had a one-day meeting with all library supervisory personnel.

Sixteen two and one-half day workshops were conducted by <u>Texas</u> library consultants for 380 participants to implement the <u>Title II</u> program...general inservice education scheduled twenty library sections which attracted 1,055 participants who received assistance in advancing the Title II program. Ten workshops designed to give information on types and use of programed instruction were offered for approximately 150 persons.

...small school districts were encouraged to invite a representative from other districts in the county to a meeting conducted by a library consultant or a media consultant in an attempt to provide assistance to as many districts as possible.

Utah held twelve State-sponsored regional inservice programs during September and December. State personnel spent time with...school media groups...discussing details of the ESEA Title II program and its relation to other Federal programs. Guidelines for purchasing materials were given local personnel and individual questions were answered.

The program of the Wyoming county superintendents' meeting included a ...workshop on organizing a library for schools with I to 100 students, and usually lower than 50.

V. SPECIAL-PURPOSE GRANTS PROGRAM IN 19 STATES

In implementing the relative-need factors concerned with the requirements of children and teachers in special or exemplary instructional programs, a number of States have included in their relative-need formulas provision for the development of selected model public school libraries or media centers to demonstrate good media programs, or for special-purpose grants to provide instructional materials for the use of children and teachers in special and exemplary instructional programs. These programs not only serve the children and teachers in the schools concerned but also provide the stimulus for the development of adequate State and local media programs by interpreting the role of instructional media in education for school board members, administrators, teachers, media specialists, and lay groups.

The First Annual Report of the ESE Title II program described briefly the special-purpose grants program in the 17 States where special projects were funded in fiscal year 1966. 1/ Although these data were incomplete, it was estimated that more than 150 special projects in these States were funded, with expenditures for the materials acquired totaling an estimated \$5 million. Table 15 provides data on the increase in fiscal year 1967 and estimates for 1968 in the number of States providing special-purpose grants under the Title II program, the increase in number of projects funded, and funds expended for materials acquired for use in these projects.

First Annual Report, Fiscal Year 1966, Title II, op. cit., pp. 52-60.

Table 15. ESEA Title II, Special-Purpose Grants at a Glance

Number of States with Special-Purpose Grants in:

1966 17 (California, Delaware, Kansas, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New York, North Carolina, Ohio, Pennsylvania, Vermont, Virginia)

1967 19

1968 30

Number of States adding program for first time in:

1967 3 (New Hampshire, Oregon, South Dakota)

1968 II (Alabama, Arizona, Connecticut, Florida, Illinois, New Mexico, North Dakota, Washington, Wisconsin, Wyoming, and Distraict of Columbia)

Number of States dropping program in.

1967 | (Vermont)

1968 🐪 0

Number of States increasing amount available for grants in:

1967 2 (New York, North Carolina)

1968 , 5 (Massachusetts, Nebraska, New York, North Carolina, Virginia)

Estimated number of Special-Purpose Grants in:

1966 150

1967 400

Estimated expenditures for materials in Special-Purpose Grants in:

1966 **\$5** million

1967, \$8 million

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Developing Special_Purpose Grants Programs

Though the U.S. Office of Education provides interpretations of the regulations and develops guidelines to assist the States, each State is responsible for the administration of its own program. As a result, the ESEA Title II program, including the special-purpose grants program, varies from State to State, according to different circumstances and objectives.

Under the ESEA Title II program, several States established pilot school media center programs in order to demonstrate good media practices and to bring about change in educational programs. ESEA Title II administrative and supervisory staff in State departments of education, with the assistance of Title II advisory committees, developed criteria for the selection of schools applying for the special-purpose grants. These criteria were generally intended for use in selecting schools: (I) where school administrators were willing to provide additional personnel and facilities, if needed, to make the entire school a demonstration situation; (2) where faculty and administration were committed to the support and development of a continuing good school media program; (3) where geographic location, transportation, and facilities made a demonstration program practicable and productive for visits by interested educators.

Information about the special-purpose grants program was disseminated to local educational agencies through State department of education brochures, professional conferences, and news releases. Applications were evaluated by ESEA Title II advisory committees and representative State department of education personnel, sometimes assisted by consultants drawn from the field. Following selection of the schools to receive the grants, State department of education personnel in some States were assigned to serve as field consultants to the projects throughout the demonstration period. Workshops for the administrators, media personnel, and teachers in the demonstration schools were conducted in a number of States and brochures describing the programs of the demonstration school published and distributed to all schools in the State, with invitations to visit the pilot schools.

How the Funds Were Spent

During the first 2 years of operation (fiscal years 1966-67), the estimated cost of school library resources, textbooks, and other instructional materials acquired for use in special-purpose programs amounted to more than \$12.7 million. The program required no State or local matching funds. The amount expended represents slightly more than 6 percent of the ESEA Title II appropriation for the 2 years. During this period, more than 550 special-purpose projects were approved in 19 States. These programs served children and teachers in both elementary and secondary schools.



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In addition to textbooks, eligible instructional materials under the ESEA Title II program include books other than textbooks, periodicals, documents, pamphlets, photographs, reproductions, pictorial or graphic works, musical scores, maps, charts, globes, tape and disc recordings, processed slides, transparencies, films, tilmstrips, kinescopes, video tapes, and other types of printed and published and audiovisual materials. The types of instructional materials acquired for use in special or exemplary instructional programs reflect the needs of the children and teachers participating in the programs, and the effort to emphasize the use of the school library as a learning laboratory, providing a sufficient variety of materials for the independent study activities of all students.

Frequently, the special-purpose grants projects emphasized audiovisual materials, as schools and school libraries moved toward the development of unified media programs. For example, in <u>Maryland</u> in fiscal year 1967, the 17 special-purpose projects included 18,290 audiovisual items. <u>Ohio</u> reports that over 65 percent of special-purpose grant funds were used for the acquisition of audiovisual material in the 37 projects funded in fiscal year 1967.

Significant programs have been shaped through the selection of materials appropriate for achieving the basic objectives of the special-purpose grants project. For example, children enrolled in the Columbus, Ohio, State School for the Blind have available a collection of maps, globes, and audio materials. The resources are being used to explore the effect these media have on the spatial orientation, abstract reasoning, and educational progress of blind children when such materials are used in conjunction with materials in Braille. High interest, low vocabulary books, recordings, and filmstrips are provided for the use of pupils at Michigan Avenue Junior High School, Coos Bay, Oregon, where 48 percent of the students read below grade level. A special effort was made to include multi-ethnic materials in the collection made available to pupils at Riverton Junior High School, Clarksdale, Mississippi.

Special-Purpose Grants Funds in High Priority Programs

The special-purpose grants projects funded under ESEA Title II have provided children and teachers in many types of schools with instructional materials; however, because of special concern with certain high priority programs, a number of projects involving these priorities in 1967 have been identified.

Planning and Evaluation

A number of special-purpose grants projects have emphasized service to teachers and provided materials for the use of school personnel involved in making critical appraisals of educational programs being carried out in local educational agencies as a guide in taking action for program planning and evaluation.

The district materials center in Anne Arendel County, Maryland, has been provided with approximately 3,000 source books in the social studies for the use of curriculum development committees. Other professional materials have been made available in the center, including 16 mm, films; microfilm of periodicals indexed in Education Index; and tapes, transparencies, and phonorecordings for duplication.

Two resource/planning/learning centers in Wyoming City School District, Cincinnati, Ohio, house a special collection of multi-media materials. Space is provided for teachers to meet and to select and prepare materials. Delivery service to schools within the district is also available.

In Hudson Falls, Washington County, New York, the emergence of new curriculum patterns and changes in teaching philosophy led to the development of a multi-media professional library. The collection will provide teachers with research and study materials necessary for implementing curri-volum change.

Pupils in special or exemplary instructional programs are involved in experimental programs and are provided with materials under the ESEA Title II program. A multi-media library collection supports controlled experimental courses taught in advanced biology and physics at Watauga High School, Boone, North Carolina. Experiments in the development of creativity in English are conducted with academically talented students. Plans are also projected for experimentation with self-contained programmed courses for independent study by a select group of students in specified subjects.

Cultural or Linguistic Needs of Children and Teachers

One of the priorities to be considered in the development of relativeneed criteria for the allocation of school library resources, textbooks, and
other instructional materials among elementary and secondary school children
and teachers is the cultural or linguistic needs of children and teachers.
A number of States have funded special-purpose grants projects under ESEA
Title II to support programs that serve such children and their teachers.
Special attention is given in these projects to the selection of materials
to help culturally and educationally deprived children to acquire more
adequate communication skills.

A carefully selected materials collection is provided for the use of the many children with a bilingual background who are enrolled in an intermediate school in Coachella School District, Riverside County, <u>California</u>. The program is designed to expand the learning opportunities of Mexican-American children and help them to make the transition from Spanish to effective use of English.

A collection of books, periodicals, and recordings provide foreignlanguage materials to elementary school students from foreign-language-speakling families in Hempstead, New York, to help them maintain their language skills. Materials are also used to extend and enrich the foreign-language courses being taught in area schools.



Mentally or Physically Exceptional Children

Under the ESEA Title II program, instructional materials were made available to handicapped children enrolled in regular public and private elementary and secondary schools which either comply with the State compulsory attendance laws or are recognized by some other procedure customarily used in the State, according to the relative need of children and teachers for instructional materials. Also, instructional materials were made available, according to need, to handicapped children in special schools for the mentally or physically exceptional, where education equivalent to that of the public elementary or secondary school is provided.

In some States, special-purpose grants have been made to provide materials for handicapped children and their teachers. A collection of library materials is available for the use of the pupils and teachers of Loma Alta School which serves as the school for the Marin County; California, Juvenile Hall and Family Rehabilitation Center. Faculty members hope to assess the effects of adequate library resources upon "negativistic" feelings which these youngsters harbor about school and the impact that library services may have on their education.

Materials were provided for the individual programing of a small class of emotionally handicapped children enrolled in Clay Elementary School, Kapsas City, Missouri Public School District. Materials were selected to suit short attention span and academic retardation of pupils and to be as free as possible from crisis-provoking stimuli.

A media center has been set up at the State Agricultural and Industrial School, Industry, New York to support programs of educational rehabilitation involving boys committed to the school by Family Court. A remedial reading clinic is provided and special attention is given to selecting materials in terms of pupil need and ability.

The Wichita, Kansas, Regional Library for the Visually Impaired and Blind provides books in Braille, large print books, the New York Times in large print, talking books, and tapes as well as other media for the use of visually handicapped children and young people. These students learn to enjoy good books, broaden reading areas, and are able to pursue individual interests. They become acquainted with and use a variety of media and find ways of developing dairy living skills. A similar provision has been made in California where for 3 years a special-purpose grant to the Bureau for Physically Exceptional children has obtained books for loan to visually handicapped children.

Early Childhood Education

The age limits of children eligible to participate in the ESEA Title 41 program are the permissible ages for attendance at the public elementary and secondary schools of the State. Where a State provides kindergarten or pre-kindergarten education programs for children in public schools, such children are eligible to participate in the ESEA Title 11 program.

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Early childhood education programs generally include instruction at the nursery, kindergarten, and primary (grades one, two, and three) levels. ESEA Title II special-purpose grants in a number of States have served children at these levels and their teachers. A model multi-media instructional materials collection is available to pupils at Canton Central School, Canton, New York, which serves grades K-3. After-school and Saturday service is available. The library collection emphasizes social studies because of an experimental program in the school.

A program in the Sunset Grade School, West Linn, Oregon, provides school library experiences for pre-school children. The program is designed to give varied experiences to build language skills and prevent reading disabilities.

A multi-media collection of materials meeting national standards is available to pupils, grades K-5, enrolled at Ella School, Marysville Joint Unified School District, Yuba City, California. Independent study areas, including facilities for listening and viewing, are provided. An instructional resource center serving grades K-4 provides materials for the use of 20 teachers and approximately 500 children in Martin City Elementary School, Grandview, Missouri.

In New York City, an early childhood reading center has been developed to provide enrichment materials for use by children in grades I and 7 who are included in the district reading clinic program. This reading center serves students from 34 public and private schools. The books and audiovisual materials were chosen to strengthen the language arts program and encourage reading. The materials selected give emphasis to urban life and Negro and Puerto Rican heritage.

Individualized Instruction

In a number of States, special-purpose grants have provided instructional materials for use in independent study programs, where students are involved in self-directed learning activities. These can involve research in a library, construction in the shop, and investigation in a laboratory. Such programs require large collections of printed and published materials of all types so that students can use materials according to their own needs and ability.

A multi-media collection of resource materials enables secondary school pupils in Sycamore City School District, Cincinnati, Ohio, who have special interests and ability to pursue a problem in depth through independent or small-group study under the direction and guidance of a teacher. Satellite library collections will augment the central library collection to furnish adequate support for the independent study program at South Tahoe High School, Lake Tahoe Unified School District, El Dorado County, California. Stanford University is assisting in the development of the flexible scheduling and independent study concept as a model for schools of this size, capacity, and location.



Instructional materials for use in language arts, social studies, mathematics, science, and vocational education are available through subject resource centers to support the independent study program in Findlay, Ohio, Senior High School. Secondary school teachers in these fields will serve as guidance-resource personnel.

A variety of school library resources supports the social studies program, grades 3-6 at Edgewood School, Elmira, New York. Study carrels are equipped for use of multi-media materials and independent work is encouraged. Secondary school pupils in Aurora, Ohid are involved in an organized seminar program where emphasis is placed on self-responsibility and self-regulation for learning. Books, films, tapes, and other instructional materials provide opportunity for these students to study an area in which they are deeply interested.

Amory Middle School, Amory, <u>Mississippi</u>, the only middle school in the State, is making extensive use of library materials in its move from text-book study to individualized study. This new school with outstanding media center facilities is experimenting with small-and large-group instruction in team teaching. Additional school library resources for the use of children in Okten Elementary School, McComb, <u>Mississippi</u>, have enabled teachers to employ the individualized approach to the teaching of reading. Special emphasis is placed on remedial reading and speech therapy in regular and summer programs.

Pupils enrolled in an individualized reading program at Bridgewater-Raynham Regional High School, Bridgewater, Massachusetts, have access to a good collection of school library resources. At beginning levels, students read widely to develop enthusiasm for independent work and a broad base of reading experiences. Senior high school students p ogress to more specialized work, developing background in subject areas, guided by faculty and school library advisers.

Increased instructional materials for the use of children and teachers have made it possible for some schools to decentralize media collections and develop multiple media centers. These supplementary media centers, structured on a subject or grade-level basis, rather than form of media, contain special collections of instructional materials and are administered by the central school media center. Media specialists and teachers are available in these supplementary media centers to assist students.

A collection of materials provided for pupils and teachers of Governor Thomas Johnson High School, Frederick County, Maryland, is made available from 13 resource centers and a central materials center. School library resources are made available through media center areas adjacent to each grade level area in the Walnut Scone Elementary School, Pleasanton Joint Elementary School District, Alameda County, California. The librarian works with teacher teams in planning for the provision of extensive opportunities for students to pursue meaningful activities through the library program.

The seminars and collections of a centrally located media center at South Tahoe High School, Lake Tahoe Unified School District, El Dorado County, California, are supplemented by subject collections in resource centers specializing in communications, arts, science, social science, industrial arts, physical education, commercial arts, musico, speech, and fine arts. A master control file in the main media center facilitates inter-departmental retrieval of materials.

Rugal Schools

In developing relative-need criteria for the allocation of school library resources, textbooks, and other instructional materials among children and teachers, some States have given high priority to children and teachers in small communities and rural areas as a means of enriching opportunities.

A model media center for rural schools in northern California has been established at Jonesville Elementary School, Jonesville Union Elementary School District, Lassen County, California. Media of all types will supplement the present collection to bring the school's media collection up to recommended standards and help overcome the learning handicaps of the numerous disadvantaged students in the area.

A collection of printed and audiovisual material has been provided for the use of children (grades 1-12) enrolled at DeKalb, Mississippi Attendance Center where there is a developmental and remedial reading program for all grades. The new materials will emphasize social studies and the humanities.

Pupils and teachers at Bertie High School, Route 3, Windsor, North Carolina, have access to instructional media of many kinds in their media center. Filmstrip and viewers, as well as printed materials, are available for use at home. A professional library for the use of teachers is equipped for pre-viewing audioviseal materials and is also available for group study and individual conferences.

Printed and audiovisual materials are available in two instructional materials centers in a rural school district in Tioga County, New York. A reading specialist works with teacher and pupils in achieving optimum use of all materials. A summer library and reading program is funded under ESEA Title 1.

Disadvantaged Children and Children in Inner City Schools

The basic objective of ESEA Title II is the improvement of educational quality and opportunity for educationally disadvantaged children, through the provision of school library resources, textbooks, and other instructional materials. Some State plans for ESEA Title II have given high priority to schools genrolling children from low-income families, especially children in



inner city schools. Special-purpose grants of instructional materials have assisted these schools in designing special programs to meet the needs of these children.

In Buffalo, New York, a demonstration school library has been established in a "target area" school through the combination of school and Federal programs to point up the part organized resources play in developing quality educational programs. Long-range plans envision more such elementary school libraries and a coordinated elementary library system.

Many special programs such as individualized reading, team teaching, an ungraded reading program, and a listening center are in operation at Barry Avenue School, Yuba City Unified School District, Sutter County, California Instructional materials provided under the ESEA Title II special-purpose grant program support these activities. The media program serves the large number of culturally disadvantaged students enrolled and demonstrates how an exemplary program can lead to improved education.

High school students enrolled in St. Timothy's School, Baltimore, Maryland, participate in a tutorial program for disadvantaged pupils in the inner city. Under the ESEA Title II program, a special-purpose grant of materials on urban problems and education of the disadvantaged has been made available on loan for the use of these students in their work.

The educational opportunities of deprived children in Waterloo Middle School, Howard County, Maryland, have been enriched by increasing provisions for learning through all media of instruction. The new materials include many audievisual materials in all areas of the curriculum, with emphasis on the needs of children of low ability.

The Influence of Special-Purpose Grants Projects on Instructional Programs and Practices

The special-purpose grants programs have affected significantly the instructional programs in the 19 States funding such projects under ESEA Title II in fiscal year 1967. The programs have served the children and teachers in the schools concerned and provided professional and lay groups with the opportunity to observe superior programs. For example, in North Carolina, over 2,000 people visited ten schools in the project during a three-month period to discuss new trends in school library development with library personnel; observe use of library materials and equipment; visit classrooms to observe teaching of study skills and use of library resources; and observe the coordinated efforts of school administration, faculty, parents, and students in the demonstration program.

The reports from visitors who have observed these demonstration programs thave been enthusiable. They indicate that parents, teachers, school board members, and school administrators who have made these visits have been able



to effect changes in their local school media programs and that the changes effected can be at least partly attributed to their visits to the schools.

A county school library consultant in <u>California</u> states: "...Numerous ideas have been put into effect in schools where district personnel have visited the Title II project and have used the program as a model. The project in our county has had an impact on the establishment and improvement of library services in other schools."

Reaction to the special-purpose grants projects funded under the ESEA Title II program in <u>California</u> indicates clearly the unique importance of this opportunity for developing superior school media programs. The ESEA Title II report from <u>California</u> in fiscal year 1967 states:

The Phase II (Special-purpose grants) program continues to inspire the development of truly superior school library programs. The necessary evaluation of a current school library program and the equally essential development of long-range plans for a given school situation focus the forces for optimum success in a Phase II project. Librarians, audio-visual specialists, curriculum co-ordinators, and administrators are finding new ways of working together. Communication is increasing between school districts developing innovative school library programs. Individuals and groups are visiting outstanding school libraries and groups are visiting outstanding school l

A research paper on the demonstration school library program in North Carolina was prepared by Mrs. Jacqueline G. Morris in partial fulfillment of requirements for a graduate degree in library science at Wayne State University. 2/ After studying project objectives, criteria for selection of the schools, and data obtained through questionnaires and interviews with school personnel, Mrs. Morris reached the following conclusions:

Almost 100% of teachers, principals, and librarians in the project schools felt that the project was making a great contribution to the school's instructional program. Student attitudes were improved. Pupils were proud of being selected and greater freedom in the library and easier access to many materials gave them a sense of responsibility.

Morris, Jacqueline G. The Demonstration School Libraries Project in North Carolina. 1966-67. Unpublished master's essay. Detroit: Wayne State & University, 1967. 60 p.



A higher level of local support was a result. This was expected to spread to other schools in the system and continue after special funds stopped. Opinion varied on acceptance of innovative ideas as a result of having a resource center. Use of ion printed material can be a positive factor.

The quality of library supervision was important access. So were publicity and public relations. The more the sect has been discussed and publicized within the school the most local interest and aid for the school. Newspaper publicity was a lactor in numbers of visitors. Proximity to population was not decided the most visitors.

An interesting result of the demonstration school library program in North Carolina included the development through local funds of a second demonstration school library in Haywood County. When Tuscola High School, Waynesville, North Carolina, was selected to be a demonstration school library, the Haywood County Board of Education appropriated funds to strengthen the library resources at Pisgal High School, Canton, North Carolina, so that it, too, might serve as a demonstration center. The facilities and curriculum of these high schools are similar and in each school every attempt has been made to provide the same learning environment since the needs of the pupils are similar.

One result of increased instructional materials under the ESEA Title II program is increasing pressure to make all materials available for teacher, pupil, and parent use, at home and at school. In many schools, special training programs have been developed so that children, teachers, and parents can become acquainted with the operation of equipment and care of materials.

Project Open Door, a brochure developed in the Oregon State Department of Education to describe the demonstration school fibrary program in fiscally year 1967 states:

In the past a student might be entrusted with a \$5 or \$6 book after elaborate precautions were taken to insure its safe return. Now, almost any evening of the school year, a Mill City student may be seen entrusted with a \$600 projector and films totaling twice that amount. Despite forecasts that, with large scale media usage, students would tend to abandon the ancient art of reading, carefully maintained circulation data have proved this to be untrue.

One of the indirect benefits of the ESEA Title II special-purpose grants projects is their coordination with preservice teacher-education programs. A few States have included plans for making the project available for teacher training purposes, or proximity to a teacher-training institution among selection criteria. Examples of laboratory schools enrolling children and teachers receiving special-purpose grants are:

- Watauga High School; laboratory school for Appalachian State University, Boone, North Carolina
- Montebello Elementary School, Baltimore, Maryland, demonstration school and student teaching center for institutions in the area
- Dansville Central School, Dansville, New York, student teaching center for State University at Geneseo
- Frederic Burk School, San Francisco, California, laboratory school for San Francisco State College.

College and university students who study and work in the special-purpose grants schools have the opportunity to receive instruction in the selection and use of instructional materials in an atmosphere where students and teachers take full advantage of the resources and services of a superior program. Teachers and media personnel work individually with student teachers to teach them the effective selection, evaluation, and use of materials in all formats.

The materials provided through the special-purpose grants program have supported in-depth instructional programs in specific subject fields. An extensive local and State history collection is being provided at Brogden Junior High School, Durham, North Carolina. The collection includes books, films, filmstrips, recordings, and materials relating to North Carolina fauna and flora for correlation with geography and science.

The Talawanda School District, Oxford, Ohio, received a special-purpose grant to support service programs. Films, tapes, records, and printed materials related to physical science topics, including earth science, oceanography, outer space, and elementary physics, are available for the use of pupils from grades 5-9 enrolled in science.

The impact of the special-purpose grants projects on instructional programs, as described in this section, is a direct result of the ESEA Title II (special-purpose grants) program. The increased use of materials has affected the development of school media programs. These projects have contributed to the improvement of educational quality and opportunity in the following ways:

- . Accelerated the development of unified programs of audiovisual and printed resources and services in elementary and secondary schools
 - Supported school programs of innovative curricula and instructional techniques
 - Stimulated educational planning in elementary and secondary schools

- Demonstrated superior media programs
- Provided inservice and preservice training opportunities for school personnel

Promoted local interest in and support for school media programs.

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VI. BENEFITS UNDER ESEA TITLE II TO CHILDREN AND TEACHERS IN ELEMENTARY AND SECONDARY SCHOOLS OPERATED FOR INDIAN CHILDREN BY THE DEPARTMENT OF THE INTERIOR

Public Law 89-750, signed by the President on November 3, 1966, amended the original ESEA Title to extend eligibility to include the children and teachers in elementary and secondary schools operated for Indian children by the Department of the Interior. A plan was approved on February 20, 1967, effective November 29, 1966, for the administration of this program.

Responsibility for the administration of the ESEA Title II program for the children and teachers in the elementary and secondary schools operated for Indian children rests with the Assistant Commissioner (Education) of the Bureau of Indian Affairs. Administrative functions are then channeled to subadministrative units, with the assistance of a Title II Advisory Committee.

The Advisory Committee, composed of the education specialist (Library Science), a librarian (central office), and other program and education specialists and school librarians, delegates some functions to a regional subcommittee composed of area, agency, and local school education personnel. The duties of the Title il Advisory Committee include implementation of the Department plan and dissemination of information regarding provision of the plan. Along with program activities, the committee provides consultative service to help school librarians in long-range planning to improve or extend library services and instructional planning.

Substandard economic conditions are roughly the same among all children in Indian schools. Therefore, a portion of acquisitions under Title II was made available in all schools. Up to 5 percent of the acquisitions were reserved for children and teachers in schools in which special efforts have been made in the past to provide an abundance of high-quality instructional materials. The remaining portion of acquisitions (about 45 percent) was distributed on a relative-need basis using quality and quantity of materials available in relation to standards.

in fiscal year 1967, the Bureau of Indian Affairs plan for ESEA Title II served 47,184 children and teachers in 231 schools (Table 2). Of the \$125;161 allotted under Title II, the Bureau of Indian Affairs expended \$113,189. Almost the entire amount was used for acquisitions (\$113,189), with only \$1,582 expended for administration of the plan (Table 3). Of the amount expended for acquisitions, \$5,209 was expended for ordering, processing, cataloging, and delivering the 45,526 individual items of school library resources and other instructional materials made available for the use of Indian children and their teachers. This represents an average expenditure of about 12 cents per item. The Bureau of Indian Affairs undoubtedly absorbed the major costs of these services and used the ESEA Title II funds to provide materials.

The plan gave priority in the first year of the program to school library resources and other instructional materials, with textbooks being excluded as a lesser priority. School library resources accounted for nearly 81 percent of the \$113,189 expended for instructional materials loaned to children and teachers in schools operated for Indian children by the Bureau of Indian Affairs (Table 7).

Of the \$91,533 expended for school library resources, \$71,092 or over 77 percent was expended to make available 26,049 library books (Table II). The 26,049 library books represent an increase of less than I library book for the number of elementary and secondary school Indian children (47,184) participating in the program. Audiovisual materials account for about 21 percent, or \$19,257, of the total expended for school library resources. The amount expended in the school library resources category for periodicals and other printed matter such as documents and pamphlets is less than 2 percent of the funds expended in this category.

The total amount reported as expended by the Bureau of Indian Affairs in the other instructional materials category is \$16,447, or about 14.5 percent of the amount expended for acquisitions (Table 7). Other instructional materials are defined as the same items as school library resources except that they are not processed and cataloged.

Books account for \$8,793, or slightly more than 53 percent of the total, reported as expended for other instructional materials (Table II). For audiovisual materials in this category, the total reported was \$6,608; or about 40 percent. The amount expended for periodicals and other printed materials in this category is less than 7 percent of the entire amount expended for other instructional materials.

For books in both categories, the amount reported as expended (\$79,885) represents about 70 percent of the total amount reported as expended for acquisitions. The total amount expended for audiovisual material in both categories is \$25,865, or nearify 23 percent of the total amount expended for acquisitions. The total amount expended for periodicals and other printed matter is less than 7 percent of the total acquisitions for loan to Indian children and their teachers.

Under ESEA Title II, the Bureau of Indian Affairs reported establishment in fiscal year 1967 of 8 new elementary school libraries serving 2,529 Indian elementary school children (Table 13). No new secondary school libraries were established under ESEA Title II. Libraries have now been established in about 6 percent of the estimated 132 schools operated for Indian children that lacked libraries at the beginning of fiscal year 1967.

With regard to the improvement of the existing school libraries, all schools operated by the Bureau of Indian Affairs having libraries at the beginning of fiscal year 1967 were expanded as a result of the ESEA Title II program. Of the 99 school libraries expanded, 85 were elementary school libraries and 14 were secondary school libraries.



VII. THE STATES REPORT

In fiscal year 1967, the ESEA Title !! coordinators, State school library supervisors, and State supervisors of instruction were asked to respond to a number of questions concerning the ESEA Title !! program. Their answers indicated the impact of the Title !! program on the improvement of educational opportunity for children, additional needs for materials to support instructional programs and for staff to increase the accessibility and utilization of materials, and innovations or special ways by which instructional programs were strengthened through the ESEA Title !! program. Their answers also showed the tendency of schools to unify media programs, by providing children and teachers with a variety of media and media resources. The following sampling from the narrative reports submitted by State departments of education provides evidence of ESEA Title !! program impact and its effect on children and teachers in public and private elementary and secondary schools.

Region I

Connection t

There is evidence that Title II programs have contributed significantly to the improvement of educational opportunity for the children and teachers in the public and private elementary and secondary schools in Connecticut.... Based on the numerous contacts with teachers, school librarians, school administrators, and audiovisual personnel, we feel that the schools in Connecticut reacted very favorably to the Title II program... Title II has been an important factor in improving teacher morale and the morale of audiovisual supervisors, who have felt frustration for many years as a result of the gap between what staff members were requesting and the materials they were able to obtain... Certainly Title II has created a climate for increasing the purchase and use of all types of materials to enrich the school curriculum. The availability of these new and up-to-date materials has given a tremendous impetus and encouragement to classroom teachers to change and improve their teaching techniques....

The ESEA Title II Narrative Report Form, Fiscal Year 1967, may be found in the appendix.



Massachusetts.

The most striking impact of Title II in increased utilization appears to be the first major opportunity for public and private schools to individualize their instructional materials in line with local educational philosophy. Up until ESEA, many school systems provided basic general collections which were expected to span many purposes rather than meeting more innovative requests for special curriculum revisions and experimental efforts which make healthy educational growth. Especially in the second year of the program, the heartwarming interest of department heads and faculties was apparent in cooperative planning with media specialists for feasible yet creative instruction. This is the heart of Federal aid—the extra help to try something new, evaluate it, and improve upon it in subsequent years of effort....

Region II

New Jersey (

Statistical analysis of centralized libraries indicates that schools have increased collections of library resources and audiovisual materials. Most important has been the maintenance of local effort so that Title II funds could supplement holdings... Elementary schools are increasing the use of library and instructional materials in all phases of teaching... Secondary schools are beginning to develop special collections, such as back periodicals on microfilm, sight-saving books, and regional or local history... Supervisors report that schools are beginning to develop greater strength in subject areas which have been neglected, particularly the area of fine arts... The acceleration of requests for elementary school librarians since the distribution of Title II materials suggests that schools are using the materials and recognize the importance of service....

<u>Pennsylvania</u>

The need for professional personnel in the educational media areas is great. Providing materials to... the children and teachers of the State has demonstrated the immediacy of the need for professional personnel.... Schools which had not provided instructional materials for their teachers and children prior to the Title II advent have been motivated to establish local effort through the demonstration of the educational benefits the Title II resources are providing... There continues to be a general need for all kinds of instructional materials, print and nonprint, and at all grade levels with perhaps a special priority being given by the local educational agencies to acquisition materials for the elementary grades...

Region III

<u>Puerto</u> Rico

It is difficult to ascertain the impact of the Title II program on the improvement of student achievement. On the other hand, we have ample evidence of the effect of this program on the improvement of teachers and librarians in their methods of presenting and organizing content matter and teaching methods.... The feedback from teachers all over the land, their new enthusiasm, their desire to evaluate materials, initiate proposals, and start Title II projects in their schools points up the invigorating effects of the program.

West Virginia

Although ESEA Title II has made a significant contribution to the improvement of instructional resources in West Virginia schools, there is still much to be done. One cannot say that the efforts of Title II are yet to be felt because there have been some noteworthy advances. The problem is that there was such a paucity of teaching material prior to ESEA that there has not been sufficient time or money to overcome the "lag." All subject fields and grade levels are still lacking for quality instructional materials... There has been a dramatic improvement in the quality of library resources.... The often neglected elementary children and teachers have seen a new emphasis on instructional materials related to the special needs of boys and girls. Sometimes for the first time, children and teachers have been able to move from the restrictions of a single, inadequate textbook to a broader source of materials appropriate to the wide range of ability and interest found in our classrooms....

Region IV

Ala Jama 🦠

No other single Federal program has had the effect of Title II on the educational program. One of the most neglected areas of the entire educational system in Alabama has been in Library service. The State has never allocated funds specifically for library and other instructional materials nor have they provided a teacher unit for librarians... The establishment of criteria in the State plan for centralization of school libraries as a requirement for full participation in Title II has caused the development of many new libraries... The instructional program has been enriched so that teachers can now get away from one-textbook teaching. We feel that with the continued assistance from Title II funds, we will someday bring our libraries up to the adequate standard necessary for the education of our students... Title II has definitely increased the instructional resources in the subject matter fields. In elementary science, it has made possible a greater range of science topics (other than those in the textbooks) and has provided for variations in experiences.



Mississippi

teacher interest in the library as a learning center. Most libraries have a new look, a new philosophy of expanded ervice, and a new atmosphere. We think Title II, ESEA is the primary cause. ... The State has still not reached its standards for each of the three categories of materials, although ESEA monies are helping. ... Mississippi schools still have a lang way to go provide quality library materials to meet State standards... It is becoming increasingly apparent that the availability of good library materials is changing teaching methods and making for more depth in study in our classrooms. Individual needs of boys and gifts can be better met.

Region V

Illinois

There has been an Increase this year in the involvent coat school library supervisors and curriculum specialists, with a great inderstanding developing among administrators of the need for this involvement and in appreciation of the merit of the Title II program, heretofore not prevalent. The second year of the program has indicated a much stronger awareness by school boards and communities of the value of centralized school library resources.... The weakness persists in the lack of adequately trained manpower to staff the local schools, improve the selection process, and assist teachers in their selection... A widening of the scope of instructional materials housed in school libraries has been one of the main trends since the advent of the Title II program. A second important trend has been the implementation of library programs so that a student orientation unit is expanded to reference and reading guidance, book talks, individual instruction, orientation in the use of audiovisual materials, bibliographic services to students and teachers, etc.

Ohio

Ten percent of Ohio's Title II allocation is withheld for special-purpose grants. The purpose of these grants is to establish special collections of books and materials to meet special curriculum emphases... Eighteen local school districts received grants for special collections of materials to strengthen existing school library collections and services. These model programs, well distributed throughout the State, have served to encourage neighboring school districts to further develop and improve their own library and instructional programs... The continuing need in Ohio for materials is still that of elementary library resources... The reaction to the Title II program from all groups in the State has been positive.... A typical comment, which would most closely summarize the reaction to Title II, is that it is one of the best Federal programs even though the funds are limited...

Region Vi

<u>Missouri</u>

The influx of increased school library resources within the schools has without doubt increased the epportunity for the improvement of education. It is rewarding to see schools that had little on no library resources now have these materials available for the use of the children and teachers... The involvement of teachers, counselors, librarians, audiovisual and reading specialists, and special services personnel in the selection of the Title-II resources increased the utilization of the materials... Our emphasis has been on school library resources and we believe progress has been made. Textbook needs are pretty well met for the public elementary schools with local and State funds. There is still need for textbooks on the secondary level in all subject fields. However, the greatest need is still for books for the school library and audiovisual and supplementary materials for all grade levels and most subject areas.

South Dakota

Mo school library in the State met standards, therefore, children and teachers in all schools were eligible. All funds were expended for school library resources and at least 50 percent was spent for books..."Using just" library resources was well received and the materials have bolstered the need areas..., The evidence that we have at the present time is that Federal funds under Title II were used to supplement and increase State and local financial effort to provide materials... We are initiating a détailed survey of school libraries which we hope will enable us to better evaluate the relative need of our children and teachers... Books and audiovisual materials at all levels are still lacking when quality of instruction is considered...

Region VII

Arkańsas

A review of all public school budgets indicates that in nearly all instances, the amount of local school district funds budgeted for library resources and other instructional aids again represented a significant increase over the previous year... The impact of the Title II program... has been almost unbelievable in many sections of the State. There have been new books on many subjects made available to children and teachers on a larger scale than even before. Schools that had never been able to provide filmstrips, recordings, flat pictures, etc., have enriched their resources and the experiences of the children enrolled. Teachers have been able to broaden their instructional program and modernize educational opportunities for children. Children now have access to information that will challenge them to explore many fields of interest....



Texas

districts, has encouraged the more able districts to move toward media centers, and has made materials available to private school children and teachers. In addition, this program has contributed greatly to curriculam development... Parents, teachers, school librarians, school administrators, and the general public, including representatives from private schools attest to the favorable impact made by ESEA Title II... Elementary schools, as well as secondary schools in both public and private systems, still need library materials and personnel to meet the 1960 A.L.A. standards...Many small schools have tess than 5.9 books per pupil.... A special study of library problems and needs, including Title II benefits... is being conducted... (and)... will provide direction and recommendations for future school library development in Texas.

Region VIII

Idaho

The greatest strength in making materials available to children and teachers in both public and private schools was allowing local agencies to select materials they determined best met the needs in their district. Private school librarians and teachers were consulted and served on selections committees... The Title II program put an emphasis on improving school libraries which was long overdue. In addition to materials which were made available, the attitudes of teachers, children, and administrators toward the library have changed. There is a growing-trend to make the library a true materials center. At the present time, there are not enough trained librarians to fill the present vacancies but each year finds more schools establishing a central library, adding additional staff, expanding physical facilities or planning library improvement in other ways... Title II has enabled the State Department of Education to employ a school library consultant and several districts have been encouraged to employ elementary library coordinators...

Wyoming

that most districts lacked adequate funds to purchase needed books and instructional materials. Although Title II funds have not been adequate to meet the need, the additional funds have shown what can be done, and some districts have increased the rown efforts... Title II funds have definitely helped to strengthen participating programs. Collections of audiovisual materials have been significantly expanded... Knowledge of the use and availability of audiovisual materials of all types and at all levels is still very much lacking on the whole... Although most collections are more up-to-date than they used to be in the sciences, due to NDEA II funds, emphasis on this subject field, as well as the more crucial fields of social studies, fine arts, and applied arts is most necessary...

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Region IX

Arizona

There is overwhelming evidence of increased interest in library usage, by both teachers and students. Although this evidence is largely subjective, there is no doubt of its reliability. Nor is there any doubt but that this increased interest is due in large measure to the availability of increased numbers and varieties of resources... Much voluntary correspondence has been received from school personnel describing the importance of supplementary materials which could not have been acquired through school funds. Administrators, have been pleased that Title II procedures for participation have been somewhat s/impler than other programs... Perhaps the most outstanding improvement in services offered by libraries which can be attributed directly to Title II is the increasing number of formerly total print libraries which are now acquiring audiovisual materials and making them available to individual pupils....

Oregon

The ESEA Title II programs, by providing an average of \$2 per child for additional materials, has helped schools move forward in their efforts to provide resources for teaching and learning. However, this financial assistance is minimal in view of the high cost of books, periodicals, audiovisual materials, and the inadequacy of existing school library collections to meet today's needs and demands... The greatest program and development of better media services in Oregon schools is found in those districts which have combined funds from various sources. Since no one source seems to provide enough money for all of the elements of effective media services (facilities, personnel, and collections), ingenuity must be used to find ways of financing an adequate program...

