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ABSTRACT

This report is based on an Indiana statewide survey of school library media center collections, budgets, and services which was sponsored by the Association for Indiana Media Educators (AIME). Completed and usable surveys were received from 823 public and private school library media programs representing 44% of the total possible school library programs in the state. Of these surveyed programs, 42% are elementary, 32% are junior high or middle school, and 26% are senior high school. Information on three levels--baseline, comparative, and relationships--is presented through a series of questions so that practicing school library media specialists and school administrators can clearly identify data that can be applied to their local program. Part A contains the following data on budget and expenditures: average amount invested, per pupil, for the purchase of books, periodicals, and equipment; the average amount, per pupil, obtained for school library media center programs from federal funding, Indiana Capital Projects, and gift sources; and the average dollar amount, per pupil, for total program expenditures. Part B contains information on school library media program collections, including average number, per pupil, of titles and volumes of books, audiovisual titles, computer and video programs housed in the library; average number of items--materials or equipment--per pupil, added to and deleted from the library; the ages of the book and audiovisual collections; and the distribution of the book collection among divisions of fiction, non-fiction, reference, and biographies. (Contains 20 references.) (JLB)

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The AIME Statewide Survey of School Library Media Centers: Expenditures & Collections

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and

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This is the first of three reports based on a statewide (Indiana) survey of school library media center collections, budgets, and services. Data was gathered from September through November 1993. This first portion will deal with baseline measures concerning budgets and expenditures as well as with general collections. The summer 1994 IMJ will include a report, based on the survey data, concerning facilities, staff, and services. The fall 1994 IMJ will provide a summary of the finding based on a cross analysis of funding, staff, service and collection levels.

The information provided in these reports is distilled from responses from 823 public and private school library media programs in Indiana. These completed and usable surveys provide a representation of 44% of the total possible school library media programs in Indiana. Of these surveyed programs, 42% are elementary, 32% are junior high or middle school, and 26% are senior high school.

The survey was sponsored by the Association for Indiana Media Educators at the request of Judith Hays, President of AIME and the AIME Board. The Indiana University Center for Survey Research managed the development and distribution of the instrument. Funding from AIME and the School of Library and Information Science at Indiana University covered the printing, mailing, and data compilation. The researchers for this project donated their time to this effort. Data was compiled and manipulated through SPSS. Additional analysis has been completed since the initial presentation of data during the 1994 ILF/AIME State Conference, and some figures may have changed slightly since that report, but the basic conclusions have not changed.

The information is presented on three levels: **baseline, comparative, and relationships**. The first two reports will concentrate on providing a baseline in budget, collection, staff, facility, and service areas. Some comparative data will be presented so that the data will gain meaning when compared to other state reports, national reports, and over time. The third report will establish some relationships among the data gathered in the Indiana (AIME) survey among expenditures, staffing and services.

High funding in and of itself should not be assumed to indicate the quality of a school library media center program. Budgets and expenditures reflect one measure of commitment to such programs, but it is the active dedication of educators at all levels, especially the principal and the school library media specialist working with teachers and parents, which will enrich the student learning environment.

The information is presented through a series of questions so that practicing school library media specialists and school administrators can clearly identify data which can be applied to their local program. All tables and charts have been composed with the expectation that they will be copied for local reports and presentations. The information in this report, therefore, belongs to all of those school library media specialists who gave the hours (in some cases, days and weeks) to complete the survey and to contribute to a statewide "snap-shot" of the current standing of our programs in Indiana. Permission to reproduce the information in these reports is granted to all Indiana school library media specialists and administrators.

Local library media specialists are encouraged to make comparisons against the data reported so that they will be able to either justify their case for the need for additional funding, or demonstrate that, in the case of strong funding, quality collections and information services to students and teachers result. Whenever possible, the figures given are in per pupil or per building amounts. This should allow for a closer comparison between public and private schools, among grade levels, among states, and against national figures over time.

It is important to remember that the data reported here are averages and that dollar amounts must be higher than the norm in smaller school systems in order for even the most basic school library media center collections and services to exist.

THE QUESTIONS

The following questions can be used as a "table of contents" for the first report. The tables and comments generated from the Indiana (AIME) survey are arranged on the following pages according to the list of questions given below.

A. Budget and Expenditure Questions for Indiana School Library Media Programs:

1. What is the average dollar amount invested, per pupil, for the purchase of **books** in the school library media center?

2. What is the average dollar amount invested, per pupil, for the purchase of **periodicals** in the school library media center?

3. What is the average dollar amount invested, per pupil, in the purchase of **microcomputer software and video programs** for the school library media center?

4. How many dollars from local funds (not including Capital Projects or Chapter 2) are invested each year, per pupil, for purchase of **equipment** intended to be managed through the school library media center?

5. What is the average dollar amount, per pupil, obtained for school library media center programs from **federal funding or Chapter 2**?

6. What is the average dollar amount, per pupil, obtained for school library media center programs from **Indiana Capital Projects** funding?

7. What is the average dollar amount, per pupil, obtained for school library media center programs from **gift sources such as parent and teacher organizations**?

8. What is the average dollar amount, per pupil, for **total program expenditures** (excluding capital projects, salaries, Chapter 2, and gift money) from the general fund for the school library media center?

B. Collection Questions for School Library Media Programs in Indiana:

9. What is the average number of **titles** and **volumes of books**, per pupil, housed in the school library media center?

10. What is the average number of **audiovisual titles, computer software programs,** and **video programs**, per pupil, housed in the school library media center?

11. What is the average number of **books**, per pupil, **added to** and **deleted from** the school library media center?

12. What is the average total number of **reference books, periodical subscriptions, video programs, computer software programs, filmstrips, audio recordings, 16mm projectors, microcomputers**, and **video cassette players/recorders**, per building, **added** to and **deleted** from the school library media center?

13. What is the **age of the book collection** in school library media centers?

14. What is the **age of the audiovisual collection** in school library media centers?

15. What is the normal distribution of the **book collection** among divisions of **fiction, non-fiction, reference, and biographies?**

16. Is information contained on **CD-ROM format** or obtained through **online services** available to students and teachers through the school library media center? What are the most common CD-ROM titles and online services currently used in the schools?

17. What **automated circulation systems** are currently used in school library media centers?

18. On the average, how many **books** per student are **circulated** from the school library media center collections?

19. Is there a **collection development policy** for the school library media center? What is the common, basic **content** of these current policies?

We have attempted to arrange the tables and comments so that any portion of this report can be easily duplicated for handouts or for overhead transparencies. As you use this information, please communicate with the authors concerning such use and the specific additional data you need from future surveys.

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A. BUDGETS AND EXPENDITURES

1. What is the average dollar amount invested, per pupil, for the purchase of **books** in the school library media center?

Some answers from Table 1.1

In each grade level, the average per pupil investment in books for the school library media center in Indiana public schools in 1993 is lower than the **national** averages reported for 1992 by Miller and Shontz.

Indiana Public Elementary Schools are 31% below average.
Indiana Jr. High Schools are 23% below average.
Indiana Sr. High Schools are 39% below average.

Generally speaking, the investment in library media center books, per pupil in Indiana, is 5 to 8 years behind the **national** average.

In Indiana for 1993, investment in books, per pupil, is lower in **private** elementary and junior high schools than in public schools. Investment in books, per pupil, is higher in **private** schools than in public schools.

Normally, across the nation, **smaller** schools must invest nearly twice the average amount per pupil in order to generate enough dollars to purchase a total number of books to maintain at least a minimal school media center program. This means that for the following enrollment levels, the true average in Indiana is higher than the averages reported for all schools in the various levels given in Table 1.1:

Public elementary schools under 300 students: $10.50
Public junior high schools under 400 students: $12.00
Public senior high schools under 500 students: $12.00

Table 1.1
The average dollar amount, per pupil, invested in **books** for the school library media center compared by grade levels, public and private school populations, and national averages over time.

Grade Level Survey Source, Population	1993	1992	1985	1983
Elementary				
AIME, Indiana Public Schools	$5.91			
AIME, Indiana Private Schools	$2.68			
Miller & Shontz, Nationwide		$8.51		
US Dept of Education, Indiana			$5.09	
US Dept of Education, Nationwide			$5.44	
Miller & Shontz, Nationwide			$4.65	
Junior High				
AIME, Indiana Public Schools	$5.85			
AIME, Indiana Private Schools	$3.67			
Miller & Shontz, Nationwide		$7.57		
US Dept of Education, Indiana			$5.07	
US Dept of Education, Nationwide			$6.09	
Miller & Shontz, Nationwide			$6.25	
Senior High				
AIME, Indiana Public Schools	$5.43			
AIME, Indiana Private Schools	$6.85			
Miller & Shontz, Nationwide		$8.88		
US Dept of Education, Indiana			$5.34	
US Dept of Education, Nationwide			$6.72	
Miller & Shontz, Nationwide			$7.61	
All Levels K-12				
AIME, Indiana Public Schools	$5.73			
AIME, Indiana Private Schools	$4.40			$4.58
Miller & Moran, Nationwide				

Figure you school's per pupil book expenditure:

$$\frac{\text{Dollars from the General Fund specifically for library books}}{\text{Total Student Enrollment}} = \text{Per Pupil Expenditure}$$

Compare your average per pupil expenditure for books from the school's General Fund to the figures given in Table 1.1. If you are below the state average, you may have justification to increase investment in books. If you are above the state average, you may still have a case to increase funding given the information which follows on the increase in the costs for trade books. If your average is double or more the average in the state, you should justify the results of such investments through strong collection use and instructional programming. The strength of such services may serve to further increase even the "healthiest" investments.

Some facts about the cost of school library books.

Currently, just over 5,000 new books published each year are written for use by children and young adults. This is an increase of 250% over the past decade. This increase includes higher quality non-fiction titles in science, world cultures, current world affairs, biographies, and geography. These are areas which are often represented by out-of-date materials in school libraries and school textbooks.

Since 1985, prices for trade books have increased at a greater rate than have the expenditures allowed in the general funds for Indiana school library media centers. See Table 1.2. The average book prices have increased at three to five times the rate of the average school library book budget in Indiana.

Table 1.2
The percentage of **increase in average book prices**, compared to the **increase in average book budgets** for Indiana school library media centers and nationally from 1985 to 1993. *[Bowker Annual, 1993]

Grade Level	*Hardback Book Increase	*Paperback Book Increase	Average Budget Increase in Indiana	Average Budget Increase Nationally
Elementary	31%	56%	9%	40%
Jr. High	41%	35%	15%	30%
Sr. High	41%	35%	2%	30%

What will the current library book budget buy?

In Indiana public schools the average per pupil expenditure for 1993 allowed the purchase of one new hardback book for every 2.5 elementary children. The average retail price was $13.50 per book.

In Indiana public schools the average per pupil expenditure for 1993 allowed for the purchase of one new hardback book for every 7 secondary school children. The average retail price being $40.00 per book.

In reality, because of wholesale prices, investment in more and more paperback books, coordinated efforts by Indiana district media supervisors for mass purchase resulting in lower prices, and of gifts, the actual number of titles added is slightly better than described above.

One book is added for every two children in elementary schools and one book is added for every three children in secondary schools. This is still far below the need to have at least two to three new titles per student added each year.

A three book to one student ratio for building the school library media center collection allows removal of out-of-date materials and maintains growth and variety in the collection. If such 3:1 investments were the rule, school library collections would grow in quality to meet the changing curricular demands of a modern school, and the collection would increase in quantity to meet the growing student demands for more reading and research materials.

Indiana compared nationally.

Humphrey [1992] reported that Indiana became the highest ranking state in expenditures for purchase of **textbooks** at a range of $25.39 to $65.42 per pupil in 1991-92. It is use of library books and materials supported by open access and many content choices for students, and reading interests which are modeled and encouraged by school library media specialists, teachers, and parents which result in higher academic achievement. [Krashen, 1993; Lance, Welborn and Hamilton-Pennell, 1993]

White [1990] analyzed the data gathered in the 1985 national survey of public and private school library programs [Williams, 1987] and ranked the states according to a criteria which included measurements of materials and annual investment per pupil. His "collection effort score" ranked Indiana 17th among the states. For specific grade levels, Indiana ranked as follows:

13th in Elementary School Library Collection Effort
27th in Junior High School Library Collection Effort
26th in Senior High School Library Collection Effort

2. What is the average dollar amount invested, per pupil, for the purchase of **periodicals** in the school library media center?

Table 2.1
The average dollar amount invested, per pupil, for **periodicals** in Indiana school library media centers, with comparisons by grade levels, public and private school populations, and national averages over time.

Grade Level Survey Source, Population	1993	1992	1986	1983
Elementary				
AIME, Indiana Public Schools	$1.13			
AIME, Indiana Private Schools	$ .48			
Junior				
AIME, Indiana Public Schools	$1.91			
AIME, Indiana Private Schools	$1.03			
Senior				
AIME, Indiana Public Schools	$1.91			
AIME, Indiana Private Schools	$3.81			
All Levels				
AIME, Indiana Public Schools	$1.65			
AIME, Indiana Private Schools	$1.77			
Miller studies, Nationwide		$1.51	$1.31	$ .96

Some additional facts concerning the investment in periodicals.

From 1983 to 1992, the average amount, per pupil, invested in periodicals for school library media centers increased nationally by 57%. During the same period, the average price of a periodical subscription for an elementary school title increased by 77% and for a secondary school title by 31%.

The average annual cost of a typical periodical for an elementary school in 1991 was $17.51 and for a secondary school $31.24 [The Bowker Annual, 1993].

Miller has reported in her series of studies on school library media center expenditures for resources that smaller schools (enrollment under 500) tend to invest more than larger schools (enrollment over 1,000) in books, but less, per pupil, in periodical subscriptions. Periodicals represent one of the most up-to-date forms of information for student research and study. Access to a wide variety of periodicals can enhance the reading opportunities and academic skills of at-risk students [Krashen, 1993].

3. What is the average dollar amount invested, per pupil, in the purchase of **microcomputer software** and **video programs**, for the school library media center?

Table 3.1
The average dollar amount invested, per pupil, in the purchase of **microcomputer software** for circulation through the school library media center, compared by grade levels, public and private school populations, and national averages over time.

Grade Level Survey Source, Population	1993	1992	1985	1983
Elementary				
AIME, Indiana Public Schools	$ .58			
AIME, Indiana Private Schools	$ .89			
US Dept of Education, Nationwide			$ .88	
Junior High				
AIME, Indiana Public Schools	$ .60			
AIME, Indiana Private Schools	$1.06			
US Dept of Education, Indiana			$ .29	
US Dept of Education, Nationwide			$ .59	
Senior High				
AIME, Indiana Public Schools	$ .63			
AIME, Indiana Private Schools	$ .69			
US Dept of Education, Indiana			$ .34	
US Dept of Education, Nationwide			$ .51	
All Levels				
AIME, Indiana Public Schools	$ .60			
AIME, Indiana Private Schools	$ .88			
Miller studies, Nationwide		$ .87	$ .86	$ .18

Table 3.2
The average dollar amount invested, per pupil, in the purchase of **video programs** for circulation through the school library media center compared by grade levels, and by public and private populations.

AIME Survey Indiana School Level and Population	1993
Elementary Public Schools Elementary Private Schools	$ .23 $ .25
Junior High Public Schools Junior High Private Schools	$ .22 $ .29
Senior High Public Schools Senior High Private Schools	$ .29 $ .37
All Indiana Public Schools All Indiana Private Schools	$ .24 $ .29

Comments concerning video programs and technology funding.

The average cost for a video program declined 48% from 1985 to 1991 [The Bowker Annual 1993]. At the same time, the number of quality titles for instructional purposes has increased fourfold. Video equipment has also become easier to operate, easier to maintain and manage, and more durable.

The result, over the past five years, has been a dramatic increase in the number of video programs purchased for use in the schools. In addition, many schools are investing in media delivery systems and cable connections which will provide contact with the most current news events and educational reports.

Investments in the television reception and distribution systems tend to come from Capital Projects funding, while investment in the video programs comes from the general fund.

Public and private schools at all grade levels seem to be investing at nearly equal amounts, per pupil, for the purchase of new instructional video programming.

Funds for purchase of equipment remain extremely low for most school library media centers as reported in Table 4.1. Table 6.1 reflects the efforts of many school media specialists to become involved in the planning of capital projects. This often results in a large increase of funding for technology for the school library media center.

Table 5.1 shows that Indiana remains below the national average in federal dollars, per pupil, directed specifically to the library media center. Many of these dollars have been invested in computers and automated circulation systems.

4. How many dollars from local funds (not including Capital Projects or Chapter 2) are invested each year, per pupil, for purchase of **equipment** intended to be managed through the school library media center?

Table 4.1
The average dollar expenditure, per pupil, for **equipment** managed through the school library media center, compared by grade levels in Indiana public and private schools for 1993.

Grade Level and Indiana School Population	1993
Elementary	
AIME Surveyed Public Indiana Schools	$1.50
AIME Surveyed Private Indiana Schools	$ .66
Junior High	
AIME Surveyed Public Indiana Schools	$1.84
AIME Surveyed Private Indiana Schools	$1.01
Senior High	
AIME Surveyed Public Indiana Schools	$1.67
AIME Surveyed Private Indiana Schools	$3.57
All Levels	
Indiana Public Schools	$1.67
Indiana Private Schools	$1.78

5. What is the average dollar amount, per pupil, obtained for school library media center programs from **federal funding or Chapter 2**?

Table 5.1
The average annual dollar amount per pupil obtained from **Chapter 2 federal funding** for Indiana library media center programs compared by grade levels, and national averages.

Grade Level Survey Source, Population	1993	1992
Elementary		
AIME, Indiana Public Schools	$2.51	
AIME, Indiana Private Schools	$2.79	
Miller & Shontz Elementary, Nationwide		$3.52
Junior High		
AIME, Indiana Public Schools	$2.76	
AIME, Indiana Private Schools	$2.99	
Miller & Shontz Junior High, Nationwide		$5.83
Senior High		
AIME, Indiana Public Schools	$2.10	
AIME, Indiana Private Schools	$6.91	
Miller & Shontz Senior High, Nationwide		$5.82
All Levels		
AIME, Indiana Public Schools	$2.47	
AIME, Indiana Private Schools	$3.87	
Miller & Shontz, Nationwide		$5.06

Other facts about the use of Chapter 2 dollars.

Miller and Shontz [1993] reported that federal dollars obtained for the purchase of resources for school library media centers were invested in the following manner, on average, by schools across the nation:

36% of the federal funding was invested in books
36% in microcomputer and related items (online search expenses, equipment, software)
23% in audiovisual materials and related equipment
3% in periodical subscriptions
2% in microforms and related equipment.

The 1990 Millbrook study reported that 59% of the school librarians surveyed in that national study did **not** obtain federal funds. 61% of those responding to the 1993 AIME survey did **not** receive federal funding for the school media center. Of those public schools which **did** secure federal funds from Chapter 2, the average per pupil amount reported in the 1993 survey was **$5.43**.

Over the past decade, a local committee for each school corporation (including representatives from private schools) has determined the investment of federal funding. These dollars could go for a variety of services, one of which has been the school library media center. New federal funding processes are currently being debated and the future of the funding is uncertain. What has been clear in the past, however, and what will probably remain true for the future is that in order for such dollars to be secured for the school library media program, professional library media specialists must have an active voice on the local committees.

6. What is the average dollar amount, per pupil, obtained for school library media programs from **Indiana Capital Projects** funding?

Table 6.1
The average dollar amount, per pupil, invested in the school library media program from the **Capital Projects** account in Indiana public schools for 1993 with a comparison between the state overall average and the average of those media programs which participated in long-range capital planning.

Indiana Public School Level	Average per pupil allotment of those participating in a capital projects long-range plan for 1993	Average per pupil allotment of all schools reporting at this grade level 1993
Elementary	$12.37	$6.93
Junior High	$9.66	$6.34
Senior High	$5.98	$5.13
All Levels K-12	$9.34	$6.13

Comments concerning capital project funding.

Capital project funding normally represents the dollars invested in a long-range (3-5 year) plan for development of technology, including investment in equipment, training in computer skills, and new facilities for technology use. In most cases, securing funding for the school library media program from this account requires that the school library media specialist take part in the overall planning.

A large number of the reporting schools indicated that there was not funding from the capital projects account for the media center. 30% of the reporting elementary schools indicated no funding and no participation in capital projects planning. 27% of the reporting junior high schools reported no such funding and 21% of the senior high schools reported no capital projects funding.

In Indiana, there is an average, per pupil, investment of $6.93 at the elementary school level. This amount increases dramatically when only those elementary media specialists who participate in capital projects planning are considered. Table 6.1 shows this increase to be substantial as those who lead and plan secure an average of $12.37 per pupil in library and information media investment. Similar increases can be seen at the secondary levels.

7. What is the average dollar amount, per pupil, obtained for school library media center programs from **gift sources** such as parent and teacher organizations?

Table 7.1
The average dollar amount, per pupil, received from **gift sources** to be invested in the school library media center reported for 1993 with comparisons by grade levels, and public and private Indiana schools.

Grade Level and Indiana School Population	1993
Elementary Public	$2.33
Elementary Private	$3.42
Junior High Public	$1.61
Junior High Private	$4.43
Senior High Pubic	$1.09
Senior High Private	$4.35
All Levels K-12 Public	$1.84
All Levels K-12 Private	$3.93

Comments concerning gift money.

Miller and Shontz [1993] reported that the average per pupil amount received in gift dollars in 1992 nationally for all public school levels was $1.85. They also reported that gift dollars were spent in the following manner:

48% of the gift dollars went for books
29% for microcomputer software and equipment
20% for audiovisual materials and equipment
2% for periodicals
1% for microforms.

8. What is the average dollar amount, per pupil, for **total program expenditures** (excluding capital projects, salaries, Chapter 2, and gift dollars) from the school's general fund for the school library media center?

Table 8.1
The average dollar amount, per pupil, invested in total **expenditures** from the school's general fund for the school library media center (excluding salaries) compared by grade levels, public and private schools, and national averages over time.

Grade Level Survey Source, School Population	1993	1988	1985
Elementary			
AIME, Indiana Public Schools	$12.57		
AIME, Indiana Private Schools	$ 8.48		
Miller & Shontz, Nationwide		$13.11	
US Dept of Educ, Nationwide			$15.52
Junior High			
AIME, Indiana Public Schools	$12.94		
AIME, Indiana Private Schools	$11.76		
Miller & Shontz, Nationwide		$16.00	
US Dept of Educ, Nationwide			$22.35
Senior High			
AIME, Indiana Public Schools	$11.93		
AIME, Indiana Private Schools	$20.97		
Miller & Shontz, Nationwide		$18.20	
US Dept of Educ, Nationwide			$22.35
All Levels K-12			
AIME, Indiana Public Schools	$12.48		
AIME, Indiana Private Schools	$13.74		

Comments on total expenditures.

If Indiana continues to use $8.50, per pupil, including the salaries of school library media specialists, as a minimum figure to evaluate the investment in school library media programs, the only possible result is that such programs will continue to fall behind other states. No other states include professional salaries in determining the minimum investment in school library media programs. No other area of the curriculum in Indiana is measured with the inclusion of professional salaries. Table 8.1 clearly shows that the average, per pupil, investment in basic materials is above the $8.50 figure established in the mid-1980s in Indiana. Indiana remains below the national average and is clearly 5 to 10 years behind the norm. If progress in collection development and quality services for school library media programs is to be made, the current $8.50 minimum level should be at least doubled and the misguided idea that salaries should be included in that average must be corrected.

Miller and Shontz [1993] reported that local funding for resources in the school library media center was invested in the following manner:

48% was spent on books
23% on audiovisual items and related equipment
16% on microcomputer items and related equipment
11% on periodicals
2% on microforms.

Table 8.2
The average dollar amount, per pupil, invested from the local general fund in **books, periodicals, microcomputer software, and video programs** compared by grade level in Indiana public schools for 1993.

Indiana Public School Grade Level	Books	Periodicals	Computer Software	Video Programs
Elementary	$5.91	$1.13	$ .58	$ .23
Jr. High	$5.85	$1.91	$ .60	$ .22
Sr. High	$5.43	$1.91	$ .63	$ .29

Comments concerning funding of books and equipment.

In Indiana public schools for 1993:

70% to 75% of the general fund dollars for school library materials is invested in the book collection. 70% to 75% of the dollars for investment in equipment and computer technology for the school media center come from the Capital Projects funding and Chapter 2 (federal funding).

B. COLLECTIONS

9. What is the average number of **titles** and **volumes of books**, per pupil, housed in the school library media center?

Table 9.1
The average number of **titles and volumes of books**, per pupil, housed in the school library media center compared by grade level, public and private schools in Indiana, and nationally over time.

Grade Level Survey Source, Population	1993 vol's	1993 titles	1991 vol's	1985 vol's
Elementary				
AIME, Public Schools, Indiana	17	11		
AIME, Private Schools, Indiana	19			
Humphrey, Public, Indiana			16	
Miller & Moran, Nationwide				17
Junior High				
AIME, Public Schools, Indiana	14	10		
AIME, Private Schools, Indiana	22			
Humphrey, Public, Indiana			15	
Miller & Moran, Nationwide				18
Senior High				
AIME, Public Schools, Indiana	12	8		
AIME, Private Schools, Indiana	18			
Humphrey, Public, Indiana			15	
Miller & Moran, Nationwide				17
All Levels				
AIME, Public Schools, Indiana	15			
AIME, Private Schools, Indiana	20			
Miller & Moran, Nationwide				17
US Dept of Educ, Public, N'wide				20
US Dept of Educ, Priv, N'wide				33

Comments concerning number of volumes and titles.

The national survey conducted in 1985 by the United States Department of Education reported the average number of volumes held in public school library media centers with a school **enrollment under 300 to be 32 per pupil.**

The number of books, per pupil, available through the Indiana school library media centers has remained unchanged over the past 15 years, even though the number of quality print information materials for school children has nearly tripled in the same time period.

10. What is the average number of **audiovisual titles, computer software programs,** and **video programs,** per pupil, housed in the school library media center?

Table 10.1
The average number of **audiovisual titles, computer software programs, and video programs,** per pupil, housed in the school library media center compared by grade levels and by public and private Indiana schools.

Grade Level & Indiana School Population	Audiovisual Programs	Computer Software	Video Programs
Elementary Public	2.1	0.4	0.3
Elementary Private	0.8	0.2	0.3
Jr. High Public	0.4	0.3	0.3
Jr. High Private	0.2	0.2	0.4
Sr. High Public	0.3	0.1	0.3
Sr. High Private	0.3	0.03	0.4

Comments concerning nonprint collections.

Miller and Moran [1987] reported the average number of audiovisual titles, per pupil, housed in school library media centers **nationally** to be:

3.3 in elementary schools
2.4 in junior high schools
2.7 in senior high schools.

Although the numbers from Miller and Moran would indicate that Indiana schools are below average in the number of nonprint programs, per pupil, housed in the school library media center, White's [1990] analysis of the 1987 US Department of Education's national survey concluded that, in 1985, Indiana public schools at all levels were slightly above average in nonprint holdings when compared to the other fifty states.

Although results for this survey would indicate that audiovisual collections in Indiana public elementary schools are higher than the national average, this may be because of the large amount of out-of-date materials purchased in the 1960s and 1970s which remains on the shelves of the media center. Filmstrips, transparencies, and sound recordings, especially, all need to be extensively weeded in collections around the state. Over 40% of the elementary school media specialists responding to the survey indicated the need to clean out their dated av collections. The need, of course, is to not only remove the materials, but to replace and update them with new books and multi-media sources. Out-of-date materials need to be removed from the media center, and should not be donated to the classroom where they become even more accessible to children and teachers.

11. What is the average number of **books**, per pupil, **added to** and **deleted from** the school library media center collection?

Table 11.1
The average number of **books**, per pupil, **added** to and **deleted** from the school library media center collection, with book collection growth compared by grade levels and for public and private Indiana schools in 1993.

Grade Level and Indiana School Population	Books Added	Books Deleted	Book Collection Change
Elementary Public	0.7	0.4	+ 0.3
Elementary Private	1.4	0.5	+ 0.9
Junior High Public	0.5	0.5	0.0
Junior High Private	1.3	0.5	+ 0.8
Senior High Public	0.3	0.5	- 0.2
Senior High Private	1.1	0.3	+ 0.8

Comments concerning book collection growth.

Humphrey [1992] reported the average number of new books, per pupil, added to the secondary school library media centers in Indiana to be .59 in 1991. He demonstrated that at such a rate, non-fiction collections could never be kept up-to-date nor effectively serve the wide interests of the students.

The 1993 AIME survey indicates no growth in junior high school book collections and even a decline in the book collections in senior high schools.

The measurement for quality collections in current school library media centers must be based on the commitment to remove dated materials and to provide growth in the collection through adding new, quality titles. This means that some schools may need to go through a few years of decline in total number of titles in the collection as extensive weeding takes place. But a commitment must also be present not only to replace the materials removed, but to increase the total collection over time.

This means that library media information plans must be a part of the overall curriculum and capital projects plans. As new information technology systems are acquired, support print materials will be necessary. Schools may want to target selected areas of science, geography, social studies, or other areas in order to develop depth in some portions of the collection in support of full student inquiry. In other cases, schools may need to plan more cooperative sharing of resources among school buildings and with the local public library.

12. What is the average total number of **reference books, periodical subscriptions, video programs, computer software programs, filmstrips, audio recordings, 16mm projectors, microcomputers,** and **video cassette players/recorders**, per building, **added** to and **deleted** from the school library media center?

Table 12.1
The average number, per building, of **reference books and periodical subscriptions added to and deleted from** the school library media center compared by grade level and by public and private Indiana schools in 1993.

Grade Level and Indiana School Population	Reference Books Added	Reference Books Deleted	Periodical Subscription Added	Periodical Subscription Deleted
Elementary				
Public Schools	17	5	4	2
Private Schools	15	3	2	1
Junior High				
Public Schools	30	12	4	2
Private Schools	14	2	2	1
Senior High				
Public Schools	49	17	4	2
Private Schools	29	5	2	1

Comments concerning reference books and periodicals.

Indiana schools at all levels reported information in 1993 which would suggest growth in the reference book collections and an increase in periodical subscriptions.

Table 12.2
The average number, per building, of **video programs, computer software programs, filmstrips, and audio recordings added to and deleted from** the school library media center, compared by grade levels, and by public and private Indiana schools in 1993. (vid=video programs; com=computer software; fil=filmstrips; aud=audio recordings; +=added; -=deleted)

Grade Level Indiana School Population	vid +	vid -	com +	com -	fil +	fil -	aud +	aud -
Elementary								
Public Schools	22	1	9	2	3	15	2	3
Private Schools	18	0	9	0	1	0	2	4
Jr. High								
Public Schools	22	1	7	2	3	31	1	2
Private Schools	19	1	8	0	0	0	1	5
Sr. High								
Public Schools	38	2	9	2	3	15	2	3
Private Schools	35	2	9	0	1	0	2	5

Comments concerning nonprint collections.

Video Programs:
There has been a great deal of growth in video collections at the building levels in school media centers across the nation since the late 1980s. This is because of the increase in the number of quality titles and the 50% decline in prices for such materials over the past decade. In 1993, it was clear that all schools, K-12, public and private in Indiana, were adding more video programs and deleting only a few. It is likely that the minor number deleted was more because of the program being worn out or damaged than being out-of-date.

Computer Programs:
Although most schools probably add more than ten microcomputer software titles to the curriculum each year, fewer than ten, on average K-12, are being added directly to the school media center collection annually. The 1993 survey indicated removal of some software programs, probably those purchased in the mid-1980s for the early Apple and TRS series microcomputers.

Filmstrips:
Clearly, there is movement to eliminate the filmstrip collections in the public schools, K-12, although Indiana private schools do not seem to be remo ng out-of-date media from their collections. Both silent and sound filmstrips will probably become a much lesser used instructional format over the coming decade to be replaced with multimedia laser disc formatted materials and continued high use of vhs video tape.

Audio Recordings:
The story on audio recordings is not evident with the numbers gathered in this survey, although there seems to be no growth in such collections K-1 Over the coming decade, it is quite likely that the preferred audio format will become laser disc. It may be a few more years before an increase in both the equipment and the software for new recordings begins to show in the schools. Many school library media specialists are beginning to consider weeding the collections of educational long-playing recordings accumulated in the 1960s and cassette recordings accumulated in the 1970s.

Table 12.3
The average number, per building, of **16mm film projectors, microcomputers, and video cassette player/recorders added to and deleted from** the school library media center, compared by grade levels, and by Indiana public and private schools for 1993. (16m=16mm film projectors; mic=microcomputers; vid=video cassette player/recorders; +=added; -=deleted)

Grade Level Indiana School Population	16m +	16m -	mic +	mic -	vid +	vid -
Elementary						
Public Schools	0	0	3	0	2	1
Private Schools	0	0	1	0	1	0
Jr. High						
Public Schools	0	1	2	1	3	1
Private Schools	0	0	1	0	1	0
Sr. High						
Public Schools	0	1	3	0	2	1
Private Schools	0	0	1	0	1	0

Comments concerning audiovisual equipment.

16mm Film Projectors:
It is quite unlikely that there will be any substantial growth in 16mm educational film collections in the schools for the coming decade, and most experts are predicting a complete elimination of this medium by the year 2000. Although not dramatic, the 1993 survey does reflect this trend at the building level. Few, if any, new 16mm projectors were purchased in 1993, and secondary public schools were beginning to move them off their inventories.

Microcomputers:
Microcomputer units are being added to school library media centers across Indiana and the entire nation. Some are being added to support computer-assisted instruction, and about one third of the public school library media centers also house the school's computer laboratory. Most of the additional computers, however, are to support the growing number of reference materials in CD-ROM format, a greater desire of school library media specialists to put students and teachers in contact with electronic information online, new plans for online catalogs, as well as continued growth (and revision) in automated circulation systems.

Video Cassette Player/Recorders:
The growth in the use of vhs cassette materials is symbolized by the growth in the number of player/recorders added to the school library media center in 1993 alone. Secondary public schools seem to be adding the most equipment in this area and most signs indicate that more video equipment, including video-disc, will be added across all grade levels through the end of this decade.

13. What is the **age of the book collection** in school library media centers?

Table 13.1
The average percentage of the **non-fiction book** collection which represents book titles over 25 years old, for **selected** topic areas, housed in Indiana school library media centers in 1993, compared by grade levels, and by public and private Indiana schools.

Dewey Number Non-fiction Classification	Elem Public	Elem Private	Jr. Hi Public	Jr. Hi Private	Sr. Hi Public	Sr. Hi Private
303 Gender Role Change	7%	11%	9%	9%	8%	14%
323 Civil Rights	31%	30%	26%	34%	34%	46%
520 Astronomy	29%	34%	34%	35%	40%	41%
530 Physics	51%	57%	26%	58%	59%	60%
540 Chemistry	47%	44%	51%	45%	56%	70%
575 Evolution	34%	15%	33%	32%	32%	44%
613 Promotion of Health	14%	6%	14%	9%	13%	13%
616 Diseases	9%	19%	12%	16%	15%	15%
629.4 Space Flight	25%	30%	28%	30%	38%	38%
910 Geography & Travel	52%	54%	52%	57%	54%	54%

Comments concerning age of the collections.

Although 21% of the responding schools stated that they had recently weeded their collections, a third of the responding schools reported the need to weed extensively in these areas:

career education
health sciences
geography
environmental education
genetics information.

Those who reported recent extensive weeding also reported recent adoption of a new automated circulation system.

Of course, not all non-fiction titles which are over twenty years old are totally useless. There are many situations where some of these titles remain useful for the purpose of historical perspective. A challenging assignment for secondary school science student might be to examine the old chemistry and physics books in the library and to determine the changes since the book was printed.

But in some portions of our school library collections today, nearly one third of the books are clearly out-of-date, and as high as one half of the non-fiction collection could be updated.

Most school library media specialists want to weed the collections extensively, to move the dated materials out of school use completely. Dated materials moved from the library to the classroom does not solve the problem, it only makes out-of-date materials more accessible.

Table 13.2
The average percentage of the **total non-fiction book** collection (including reference books, but not including biographies) which is over 25 years old, in Indiana school library media centers in 1993, shown in relation to other average percentages for age of the non-fiction book collection, compared by grade levels, and by public and private schools.

Age of the Non-Fiction Books	Elem Public	Elem Private	Jr. Hi Public	Jr. Hi Private	Sr. Hi Public	Sr. Hi Private
Under 5 years	15%	10%	12%	11%	12%	13%
5-14 years	31%	24%	30%	23%	29%	28%
15-24 years	24%	28%	28%	31%	29%	37%
25 years old and older	30%	38%	30%	35%	30%	22%

Comments concerning age of books in secondary schools.

There is a higher proportion of the non-fiction collection in Indiana secondary schools which is over 25 years of age than that found in the elementary schools. While it is reasonable to suggest that **some selected** older materials may be retained in secondary collections in order to present historical perspectives, it is difficult to justify that over a third of the collection should be so old. In educational environments where students are expected to be aware of current issues and in a world where students are surrounded by mass media coverage of world events, it is essential that students have current and relevant materials at their access. New electronic technologies will provide some of this access to recent issues, but in-depth discussions still come from the most current periodical and book materials. Most schools would not use a textbook with a 1970 or earlier copyright date, and such should be the case as well with most library materials.

Table 13.3
World politics
What is missing and how the world is described in school library books with copyright dates prior to 1970.
[The New York Public Library Book of Chronologies]

Marcos recently elected President of Philippines
Ho Chi Minh is alive
Little pressure on South Africa to end apartheid
Anwar Sadat not yet President of Egypt
"Brezhnev Doctrine" recently proclaimed, prohibiting an acts of independence in Soviet satellite countries
Nixon has yet to begin Strategic Arms Limitations Talks or to plan trip to China
You have to be 21 to vote in the United States
The Civil Rights Act (prohibiting housing discrimination) has just been passed; The Equal Rights Amendment has yet to be debated in Congress (it will eventually fail state ratification)

Table 13.4
Space exploration and other areas of science
Missing discoveries in school library books with a copyright prior to 1970.
[The New York Public Library Book of Chronologies]

Borman, Lovel, Anders soon to become first men to orbit the moon and to see the dark side (we have not yet landed, nor taken "giant step and leap")
American scientists are five years from building the first continuous-wave LASER
Human growth hormone has yet to be synthesized
Researchers at the University of Wisconsin are three years from making first completely synthetic gene
Scientists have yet to discover process by which RNA code is transcribed on DNA
Scientists begin to question gradual evolutionary changes described by Darwin, suggesting instead that abrupt changes to species also may be part of the process
First black hole discovery yet to be made

Table 13.5
Medicine, Environment, Technology
Important issues and inventions missing in library books which have a copyright prior to 1970.
[The New York Public Library Book of Chronologies]

First transplants of human eye, heart, or lung yet to be performed
Heimlich maneuver will not be introduced for another decade
Karen Quinlan is a healthy and active person
National Environmental Policy Act and U.S. Water Quality Act yet to be passed
Texas Instruments is yet to produce the first pocket calculator
Pascal computer language has not been introduced, BASIC has been around for just a couple of years
Bubble memory system for computers just invented; allowing for retaining information (saving) even after computer is turned off

Table 13.6
Examples of information which can be found in non-fiction library books with copyright dates prior to 1970 and still available on many shelves in schools in Indiana and across the country.

A landscaping book recommends the use of asbestos stepping stones in the family garden.
Another book provides frequent recommendations to use DDT for pest control.
A title from the health section of the collection gives the benefits of smoking as a means of healthy relaxation.
"The beginnings of television go back less than thirty years. Today there are nearly 45 million sets in the world, most of them in the United States. Television is one of our fastest growing industries."
"No one has ever seen the surface of Venus because it is surrounded by heavy gas. Some scientists think Venus may be a dry desert. Others believe that under the clouds, Venus may be covered with water."
"The uses of lead are many. As a metal, lead is used to make pipes, coverings for cables, led foils, X-ray shields, toys, bullets, and other small articles. Telephone and ocean telegraph cables are protected from moisture by lead covering. Many foods are wrapped in lead foil for the same reason."
"Fat people are usually contented, and it is this mental attitude that enables their bodies to digest the food they eat; and if they eat too much, as fat people are prone to do, they grow fatter. That is why after years of striving in business, men who succeed grow fat quickly."

14. What is the **age of the audiovisual collection** in school library media centers?

Table 14.1
The average percentage of the **total audiovisual collection** (including sound recordings, filmstrips, 16mm and 8mm films, but not including video programs nor computer software) which is 25 years old, in Indiana school library media centers in 1993, shown in relation to other average percentages for age of the audiovisual collection, compared by grade levels, and by public and private schools.

Age of the Audiovisual Materials	Elem Public	Elem Private	Jr. Hi Public	Jr. Hi Private	Sr. Hi Public	Sr. Hi Private
Under 5 years	9%	10%	6%	8%	6%	8%
5-14 years	34%	34%	34%	30%	28%	24%
15-24 years	33%	28%	39%	31%	42%	33%
25 years old and older	24%	28%	21%	31%	24%	35%

Comments concerning age of the audiovisual collection.

Although many of the older audiovisual titles may still be useful in such areas as literature, history, and other portions of the curriculum which do not "change", there is clearly a growing portion of the audiovisual collection across the state which should be examined closely for possible removal because it is out-of-date and often no longer used for instructional purposes.

Table 14.2
The average percentage of the **video program** collection which is 25 years old, housed in Indiana school library media centers in 1993, shown in relation to other average percentages for age, and compared by grade levels, and by public and private schools.

Age of Video Programs	Elem Public	Elem Private	Jr. Hi Public	Jr. Hi Private	Sr. Hi Public	Sr. Hi Private
Under 5 years	44%	57%	35%	49%	40%	29%
5-14 years	49%	37%	57%	44%	47%	65%
15-24 years	5%	4%	6%	5%	9%	5%
25 years old and older	2%	2%	2%	2%	4%	1%

Table 14.3
The average percentage of the **microcomputer software (computer-assisted instruction materials)**, housed in Indiana school library media centers in 1993, shown in relation to other average percentages for age, and compared by grade levels, and by public and private schools.

Age of Computer Programs	Elem Public	Elem Private	Jr. Hi Public	Jr. Hi Private	Sr. Hi Public	Sr. Hi Private
Under 5 years	45%	61%	54%	49%	49%	59%
5-14 years	51%	37%	43%	49%	48%	39%
15-24	4%	2%	3%	2%	3%	2%
25 years old and older	0	0	0	0	0	0

15. What is the normal distribution of the **book collection** among divisions of **fiction, non-fiction, reference,** and **biographies?**

Table 15.1
The average percentage for **distribution of the book collection** by the general categories of fiction, non-fiction, reference, and biographies, in Indiana school library media centers for 1993, compared by grade levels, and by public and private schools.

General Book Category	Elem Public	Elem Private	Jr. Hi Public	Jr. Hi Private	Sr. Hi Public	Sr. Hi Private
Fiction	39%	43%	29%	37%	22%	17%
Non-Fiction	33%	31%	41%	38%	51%	48%
Reference	6%	8%	8%	7%	9%	12%
Biography	8%	8%	8%	9%	7%	10%
Other or not identified	14%	10%	14%	9%	11%	13%

Comments concerning the distribution of books.

As would be expected, there is a shift from emphasis on fiction in the elementary school book collection to non-fiction in the secondary school book collection. On average, fiction materials account for around 40% of the total book collection in elementary schools. In senior high schools, this drops to around 20% with over half of the book collection devoted to non-fiction materials for student research and study. The high demand for non-fiction materials in the secondary schools is another reason why such collections need to be weeded and up-dated.

The proportion of the book collections devoted to reference materials and biographies seems to remain constant at just under 10% in both elementary and secondary schools.

16. Is information contained on **CD-ROM format** or obtained through **online services** available to students and teachers through the school library media center? What are the most common CD-ROM titles and online services currently used in the schools?

Table 16.1
The percentage of Indiana public school library media centers which currently (1993) provide materials on **CD-ROM format** and access to information through **online services**, compared by grade levels.

Computerized information format	Elementary	Junior High	Senior High
Reference Materials or Indexes on CD-ROM	31%	70%	86%
Reference, Index, Communications Online	2%	28%	26%

Comments concerning CD-ROM and online services.

Of the junior high schools reporting that they provided access to online services, the most common services were: Prodigy (38%) and Kidsnet (24%). In senior high schools Dialog (60%), Ideanet (21%) and Dow Jones (14%) were the most common online services listed.

A 1993 survey (NCLIS) of ten states concluded that 54% of elementary and 74% of secondary school media centers provide reference or index materials on CD-ROM. Indiana is slightly behind on the elementary level and about average to slightly ahead on the secondary school level for student access to this new information technology when compared to this national sample.

Of the Indiana school library media specialists who reported owning materials on CD-ROM, 51% from junior high school reported owning more than three titles and 73% of those in senior high schools reported owning more than three titles as of 1993.

The 1993 AIME survey indicates that the basic investment in CD-ROM materials in growing in Indiana across all grade levels. Elementary school libraries tend to own electronic encyclopedia systems with some growing interest in electronic visual libraries on disc. Senior high schools have tended to invest more than other levels in computerized indexes and access to special periodical and newspaper collections. See Table 16.2.

Table 16.2

The most **common CD-ROM materials** currently (1993) held in Indiana public school library media centers which reported having such materials, compared by grade levels. (Percentages represent the portion of the media specialists at that level who reported having CD-ROM materials and held that specific title.)

Elementary	Junior High	Senior High
Grolier's Encyclopedia (58%)	Grolier's Encyclopedia (71%)	InfoTrack: TOM (34%)
Compton's Encyclopedia (49%)	World Book Information Finder Encyclopedia (47%)	SIRS (34%)
National Geograhic Mammals (38%)	Compton's Encyclopedia (41%)	Microsoft Book Shelf (23%)
World Atlas (38%)	National Geographic Mammals (37%)	NewsBank (22%)
	Microsoft Book Shelf (29%)	National Geographic Mammals (20%)
		Grolier's Encyclopedia (17%)
		McGraw Hill Science & Technology (17%)

17. What **automated circulation systems** are currently used in school library media centers?

Table 17.1
The percentage of 1993 Indiana public school library media centers with **automated circulation systems**, compared by grade levels.

Elementary	Junior High	Senior High
45%	59%	62%

Table 17.2
The most common **automated circulation systems** used by Indiana public school library media centers in 1993, compared by grade levels. (Percentage of responding school library media specialists who use this specific automated system.)

Elementary	Junior High	Senior High
Follett Circulation Plus (36%)	Follett Circulation Plus (37%)	Follett Circulation Plus (35%)
GEAC-CLSI (23%)	Winnebago (22%)	Molli (25%)
Surpass (15%)	Brodart Integrated Precision One (14%)	Bibliofile (8%)
Winnebago (15%)	Molli (14%)	Dynix (8%)
	GEAC-CLSI (6%)	Winnebago (8%)
		Gateway (6%)

18. On average, how many **books**, per student, are **circulated** from the school library media center collections?

Table 18.1
The average number of **books**, per student, **circulated** in 1993 from Indiana school library media centers, compared by grade levels and by public and private schools.

Grade Level Indiana School Population	Annual number of books circulated per pupil: 1993
Elementary	
Public Schools	36
Private Schools	17
Junior High	
Public Schools	14
Private Schools	16
Senior High	
Public Schools	7
Private Schools	7

19. Is there a **collection development policy** for the school library media center? What is the common, basic content in these current policies?

Table 19.1
The percentage of school library media specialists who reported having a **written collection development policy**, compared by grade levels, Indiana public and private schools, and nationally.

Grade Level Survey and School Population	1993	1985
Elementary		
AIME, Indiana Public	64%	
AIME, Indiana Private	20%	
Miller & Shontz, Nationwide Public		79%
Junior High		
AIME, Indiana Public	72%	
AIME, Indiana Private	22%	
Miller & Shontz, Nationwide Public		80%
Senior High		
AIME, Indiana Public	85%	
AIME, Indiana Private	36%	
Miller & Shontz, Nationwide Public		80%

Comments concerning written collection development policies.

A 1990 survey of Missouri public schools [Helmick], reported that 70-75% of the school library media centers had written collection development policies.

A 1993 survey of South Dakota public schools [Gilliland], reported that 92% of the school library media centers had written collection development policies.

In a 1990-91 national study, Hopkins [1992] found that 75% of the public schools reported a written collection development policy for the school library media center.

The 1993 AIME survey indicates that collection development policies are common in both public and private schools across all grade levels. However, public schools are more likely to have a written process concerning possible challenge to materials and are more likely to have negotiated the process until reaching agreement with the School Board.

Table 19.2
Percentage of responding Indiana school library media specialists with written collection development policies who reported **specific elements** included in such policies, compared by grade levels, and public and private schools.

Policy Elements	Elem Public	Elem Private	Jr. Hi Public	Jr. Hi Private	Sr. Hi Public	Sr. Hi Private
Mission, Goals & Objectives	92%	78%	93%	86%	91%	88%
Materials Selection Involves Teachers	84%	90%	87%	88%	89%	88%
A Criteria for Selection is Stated	95%	78%	98%	63%	96%	88%
Specific Selection Tools are Identified	86%	67%	84%	75%	84%	100%
Process for Addressing a Challenge to Materials	97%	56%	96%	63%	98%	88%
The Policy has the Approval of the School Board	90%	33%	94%	38%	93%	50%

Additional comments on collection development policies.

Several studies [Hopkins, 1992; Bracey, 1982] have concluded that the presence of a well constructed and Board approved policy will not decrease the likelihood of a challenge to controversial titles housed in the school library media center. However, presence of such a policy which has been developed with the Board and understood by Board members will increase the likelihood that challenged materials will be fairly and openly reviewed (rather than unilaterally removed based on one person's decision) and more frequently results in a decision to retain the challenged materials.

In Indiana [Callison, 1990], the percentage of public schools with development policies which contain a process for defense of challenged materials has moved from 15% in 1975 to 55% in 1985 and currently stands at 70%.

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