Elementary Secondary Education Act, Title II Print Expenditures for 1965 – 1966 in Washington State Public Schools

Betty L. Noack
Central Washington University

Follow this and additional works at: https://digitalcommons.cwu.edu/etd

Part of the Educational Administration and Supervision Commons, and the Educational Assessment, Evaluation, and Research Commons

Recommended Citation
https://digitalcommons.cwu.edu/etd/726

This Thesis is brought to you for free and open access by the Master's Theses at ScholarWorks@CWU. It has been accepted for inclusion in All Master's Theses by an authorized administrator of ScholarWorks@CWU. For more information, please contact scholarworks@cwu.edu.
ELEMENTARY SECONDARY EDUCATION ACT, TITLE II
PRINT EXPENDITURES FOR 1965 - 1966
IN WASHINGTON STATE PUBLIC SCHOOLS

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
Of the Requirements for the Degree
Master of Education

BY
Betty L. Noack
December, 1967
APPROVED FOR THE GRADUATE FACULTY

_________________________________
Helen D. Patton, COMMITTEE CHAIRMAN

_________________________________
Kenneth R. Berry

_________________________________
Charles W. Vlcek
ACKNOWLEDGMENT

It is with deep gratitude that the writer acknowledges the time, guidance and suggestions given by Mrs. Helen D. Patton, Chairman of the Graduate Committee in the development of this thesis, and to Dr. Kenneth R. Berry and Dr. Charles W. Vlcek for serving on the Graduate Committee.

Special appreciation is expressed to Mr. Louis Bruno, Washington State Superintendent of Public Instruction who gave the writer permission and encouragement to use State Department data, and to Miss Eleanor E. Ahlers, former State Supervisor of Library Services.

The writer is also grateful for the cooperation given by Mr. Bruno's staff members, Dr. Alan W. Metcalf, Mrs. Jean Badten, Miss Nancy Motomatsu, and Mr. Gerard M. Carlstrom.
DEDICATION

This thesis is dedicated to my children, Douglas and Valerie, and to my mother, Mrs. W. H. Splawn, for their encouragement and understanding during the past several months.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. THE PROBLEM AND DEFINITIONS OF TERMS USED.</td>
<td>1</td>
</tr>
<tr>
<td>The Problem.</td>
<td>2</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>2</td>
</tr>
<tr>
<td>Importance of the Study.</td>
<td>3</td>
</tr>
<tr>
<td>Limitations of the Study</td>
<td>4</td>
</tr>
<tr>
<td>Definitions of Terms Used.</td>
<td>4</td>
</tr>
<tr>
<td>Title II</td>
<td>4</td>
</tr>
<tr>
<td>The Act.</td>
<td>4</td>
</tr>
<tr>
<td>The State Department</td>
<td>5</td>
</tr>
<tr>
<td>The State Plan</td>
<td>5</td>
</tr>
<tr>
<td>Instructional Materials.</td>
<td>5</td>
</tr>
<tr>
<td>Non-Print Materials.</td>
<td>5</td>
</tr>
<tr>
<td>Print Materials.</td>
<td>5</td>
</tr>
<tr>
<td>Elementary School.</td>
<td>6</td>
</tr>
<tr>
<td>Secondary School</td>
<td>6</td>
</tr>
<tr>
<td>Library Resources.</td>
<td>6</td>
</tr>
<tr>
<td>Other Instructional Materials.</td>
<td>6</td>
</tr>
<tr>
<td>School District.</td>
<td>6</td>
</tr>
<tr>
<td>The State.</td>
<td>7</td>
</tr>
<tr>
<td>Library Resource Center.</td>
<td>7</td>
</tr>
<tr>
<td>ESEA</td>
<td>7</td>
</tr>
<tr>
<td>II. REVIEW OF THE LITERATURE</td>
<td>8</td>
</tr>
<tr>
<td>III. GATHERING THE DATA</td>
<td>10</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>IV. RESULTS OF THE STUDY</td>
<td>23</td>
</tr>
<tr>
<td>Initial Elementary and Secondary Education</td>
<td></td>
</tr>
<tr>
<td>Act, Title II, Application, 1965-66</td>
<td>23</td>
</tr>
<tr>
<td>Elementary and Secondary Education Act,</td>
<td></td>
</tr>
<tr>
<td>Title II, Application, 1966-67</td>
<td>27</td>
</tr>
<tr>
<td>V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS</td>
<td>41</td>
</tr>
<tr>
<td>Summary</td>
<td>41</td>
</tr>
<tr>
<td>Conclusions</td>
<td>41</td>
</tr>
<tr>
<td>Recommendations</td>
<td>43</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>46</td>
</tr>
<tr>
<td>APPENDIX A. State Plan</td>
<td>49</td>
</tr>
<tr>
<td>APPENDIX B. Letter Authorizing This Study</td>
<td>89</td>
</tr>
<tr>
<td>APPENDIX C. Title II Application, 1965-66</td>
<td>91</td>
</tr>
<tr>
<td>APPENDIX D. Title II Application, 1966-67</td>
<td>100</td>
</tr>
<tr>
<td>APPENDIX E. Classification of Schools:</td>
<td></td>
</tr>
<tr>
<td>Elementary or Secondary</td>
<td>115</td>
</tr>
<tr>
<td>APPENDIX F. Inventory of Title II Print</td>
<td></td>
</tr>
<tr>
<td>Purchases by School District Size</td>
<td>117</td>
</tr>
</tbody>
</table>
LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>Public School Pupils With and Without School Libraries, 1960-61</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II.</td>
<td>Public Schools With and Without School Libraries, 1960-61</td>
<td>18</td>
</tr>
<tr>
<td>III.</td>
<td>Number of Schools and Districts in the State and Number Applying for Title II Funds for 1965-1966</td>
<td>25</td>
</tr>
<tr>
<td>IV.</td>
<td>Print Needs Identified in 1965-66 Title II Funds</td>
<td>26</td>
</tr>
<tr>
<td>V.</td>
<td>Number of Schools Identifying Subject Area Deficiencies in Print Materials in 1965</td>
<td>28</td>
</tr>
<tr>
<td>VI.</td>
<td>Library Media Inventory of Benefiting Schools by District Size, Location and Level of Instruction 1965-1966</td>
<td>29</td>
</tr>
<tr>
<td>VII.</td>
<td>Number of School Districts and Schools Benefiting from Title II Funds by Size and Level of Instruction</td>
<td>30</td>
</tr>
<tr>
<td>VIII.</td>
<td>Title II Expenditures 1965-66</td>
<td>32</td>
</tr>
<tr>
<td>IX.</td>
<td>Library Resource Centers Established with Title II Funds According to District Size</td>
<td>34</td>
</tr>
<tr>
<td>X.</td>
<td>Print Materials Purchased with 1965-1966 Title II Funds</td>
<td>36</td>
</tr>
<tr>
<td>TABLE</td>
<td>PAGE</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>XI. Number of School Districts That Participated and Reported How Title II Funds Were Used as of June 1, 1967</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>XII. School Districts That Participated and Did Not Report How Title II Funds Were Used as of June 1, 1967</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>XIII. Print Materials Purchased with Title II Funds by Group I School Districts</td>
<td>118</td>
<td></td>
</tr>
<tr>
<td>XIV. Print Materials Purchased with Title II Funds by Group II A School Districts</td>
<td>119</td>
<td></td>
</tr>
<tr>
<td>XV. Print Materials Purchased with Title II Funds by Group II B School Districts</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>XVI. Print Materials Purchased with Title II Funds by Group II C School Districts</td>
<td>121</td>
<td></td>
</tr>
<tr>
<td>XVII. Print Materials Purchased with Title II Funds by Group III School Districts</td>
<td>122</td>
<td></td>
</tr>
<tr>
<td>XVIII. Print Materials Purchased with Title II Funds by Group IV School Districts</td>
<td>123</td>
<td></td>
</tr>
<tr>
<td>XIX. Print Materials Purchased with Title II Funds by Group V School Districts</td>
<td>124</td>
<td></td>
</tr>
<tr>
<td>XX. Print Materials Purchased with Title II Funds by Group VI School Districts</td>
<td>125</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

This paper is concerned with Title II of the Elementary and Secondary Education Act of 1965. This Act, passed by the Eighty-ninth Congress, first session, designated Title II funds for the purchase of school library resources, textbooks and other printed and published instructional materials. The following excerpt from The Act gives the proposal as it was stated by Representative Carl D. Perkins before the House of Representatives.

Title II provides for a five-year program to make available for the use of school children, school library resources and other printed and published instructional materials including textbooks essential to improved educational quality in the schools of the Nation.

A State plan would provide for a method of making available books, periodicals, documents, magnetic tapes, phonograph records and other printed and published materials for the use of all school children in the State.

Materials purchased with Federal funds would not be used for sectarian instruction or religious worship and when made available for the use of students in non-public schools would be the same as those used or approved for use in the public schools of the State. In those States legally unable to provide materials for students in non-public schools, the Commissioner of Education would make available to such children those materials used in the public schools of the State.

Funds would be allotted to the 50 States, District of Columbia, Puerto Rico, Guam, American Samoa, and the Virgin Islands on the basis of the
children enrolled in public and non-profit private elementary and secondary schools in each State or territory. The previous level of non-Federal support for these materials would be maintained and, if possible, increased.

First-year authorization would be $100 million (20:2).

The materials purchased were to be made available for the use of children and teachers in the schools of the state for which the allocation was made. The guidelines clearly state that all children must benefit from this act.

Appendix A is the plan presented by the State of Washington and accepted by the United States Office of Education. (See Appendix A)

I. THE PROBLEM

Statement of the Problem

The Office of the Superintendent of Public Instruction for the State of Washington sent to each school district in the State the following guidelines for Title II:

It is the responsibility of the State (1) To provide for maintenance of inventories, fund accountability, gathering of information pertinent to Title II fiscal, statistical, and program operation and to generally concern itself with the means for achieving the aims and objectives at both the state and local level, implied or stated in the empowering legislation; (2) To annually appraise the scope and status of State and local programs and evaluate the effectiveness of their operation (18:1-2).

The purpose of this thesis was to compile and report the data showing existing print materials for the public
schools in the State of Washington, as shown in the library inventories for the school year 1965-66, and to show the expenditures for Title II, Public Law 89-10 during the same school year, for print materials.

**Importance of the Study**

The importance of this paper was to present a report of how Title II funds were utilized by the public schools in the State of Washington for printed library materials.

The grants authorized under Title II are for the purpose of acquiring school library materials, textbooks, and other printed and published instructional materials, for use by children and teachers in public and private elementary and secondary schools. This grant extends over a five-year period, and each grant is allocated on the basis of school enrollment and need. The United States Department of Education must approve each state plan before that state receives its allocation. Each state was required to make a report of how its share of the 100 million dollar grant was spent. This thesis is concerned only with the public schools of the State as a means of limiting the scope of the study. It was at the invitation of the State Department that the author made this study. In order to make the report more meaningful, it also includes a limited status study showing existing printed materials in each public school district that participated in Title II, as of the Spring of 1966.
Limitations of the Study

The limitations of this study were, for the most part, concerned with the volume of data. Organizing the data into usable form, selecting relevant and related data, eliminating insignificant data, incomplete data, and unavailable data all placed limitations on the study.

The size and scope of the state-wide study posed some limitations. A sampling of selected districts, as well as selective information would have given much more compact data with which to work.

All of the data came from the State Department questionnaires which limited cross-checking of data.

Since no similar studies of this nature existed, no previous criteria for suggested procedures were available.

II. DEFINITIONS OF TERMS USED

Title II

In 1965 the United States Congress passed the Elementary and Secondary Education Act, containing seven titles. This report is concerned with Title II of this act. Title II was to be used for the purchase of school library resources, textbooks, and other printed and published instructional materials.

The Act

The author will refer to the entire Elementary and Secondary Education Act of 1965 on occasion as "The Act".
The State Department

The State Department refers to the Office of the Superintendent of Public Instruction for the State of Washington.

The State Plan

The State Plan, in this report, is the contract for the expenditure of Title II funds between the State of Washington and the United States Office of Education.

Instructional Materials

The term, "instructional materials", will be used to refer to both print and non-print materials when used for the instruction and education of children.

Non-Print Materials

Many types of materials were purchased with Title II funds. Films, filmstrips, tape and disc recordings, slides, transparencies, maps, globes, charts, and programmed materials are classified as non-print materials.

Print Materials

In this report, print materials will refer to books, periodicals, pamphlets, documents, folded maps, pictures, and any other printed materials that rely on reading to convey their meaning.
Elementary School

This term refers to a day or residential school which provides elementary education, grades one through six, or one through eight, as determined under State law.

Secondary School

Secondary school refers to a day or residential school which provides secondary education, grades seven through twelve, as determined under State law, except that it does not include any education provided beyond grade twelve.

Library Resources

This term, for the purpose of this paper, refers to those print materials housed in the library.

Other Instructional Materials

For the purpose of this paper, this term will refer to those print materials that are not housed in the library collection.

School District

The school district is an agent of the State. It comprises an area served by a single system of administration under the jurisdiction of one board of directors to provide educational opportunities for the children residing within its borders.
The State

In this report, this author will refer to the State of Washington as "The State".

Library Resource Center

When print and non-print materials are housed together in one common center, it will be referred to as a "Library Resource Center".

ESEA

ESEA is an abbreviation for Elementary and Secondary Education Act, 1965.
CHAPTER II

REVIEW OF THE LITERATURE

A survey of the history of libraries in the United States reveals a movement from private support of libraries to the present time when libraries are being partially supported by the Federal government. The Elementary and Secondary Education Act, Title II, of 1965 was important legislation to the role of libraries in the educational system of the United States (15:36-37).

Legislation, although not always Federal in scope, was passed in the early history of the United States, for the support or partial support of libraries (3:201-202).

The political, social, and cultural ideas of Europe had been brought into America by books. Because the early leaders were convinced that books and reading could lead to the progressive improvement of man, libraries gradually attained recognition by the American people. It has not been easy to get libraries established as they are today, but we are now realizing the rewards of all past efforts (16:83).

As soon as the Colonists were somewhat established in their society they began to establish libraries. The first libraries were private, and usually belonged to the leaders of the communities. These private libraries indicated
that these men were intellectual and interested in scholarship, as expressed by Johnson. Johnson further states, "It is quite probable that a larger percentage of the educated Americans owned libraries in 1777 than in 1960" (7:287). Another illustration of private interest in libraries is cited by Garceau:

To serve religious education and humanist education New England towns, such as Boston, Oxford, Concord, and New Haven, collected some books and made them publically available (3:6).

At this time, the local government was not concerned with the purchase of books.

Possibly the first library law passed in the Colonies came as a result of the work of the Reverend Thomas Bray who had organized parochial libraries for the use of the clergy.

This legislative act of 1700 in North Carolina placed a minister in charge of the library and gave detailed instructions for its use, but it did open the use of the book to "any inhabitant" of the colony (7:279).

Savage states, "Five years later similar legislation was secured for another library in North Carolina" (17:198).

Benjamin Franklin, in 1731, founded the Philadelphia Library Company (16:87). Savage describes Franklin's subscription library in Franklin's own words:

... 'Those who loved reading were obliged to send for their books from England ... And now I set on foot my first project of a public nature--that for a subscription library. I drew up the proposals ... and by the help of my friends ... procured fifty subscribers of forty shillings each to begin with,
and ten shillings a year for fifty years, the term our company was to continue. We afterwards obtained a charter . . . (17:198-199).

This charter led to other charters and, although these libraries were merely voluntary associations or book clubs, Johnson states that they usually took on the form of a legal corporation chartered by the provincial government. He states,

The Redwood Library in Newport, Rhode Island, was one of the more fortunate of these early libraries. It was operated by the Redwood Library Company, chartered by the provincial assembly in 1747 (7:280).

Passing of laws for the establishment of libraries seemed to be gaining momentum. Predeek covers some of these laws:

The school laws of New York State passed in 1812 and 1827 recommended the establishment of libraries which were to be available to pupils and teachers alike; and by a law of 1835 the levying of taxes for these purposes by administrative units of school districts was approved. The success was enormous. By 1850, 8,000 libraries with 1,300,000 volumes altogether had arisen in some 11,000 school districts which, however, were often rather small in extent. In Massachusetts, where the school system had been organized by the great educator Horace Mann, there were 700 libraries open to the public by 1850. By 1876 seventeen more states had introduced this system (16:92).

These public school libraries played an important role in establishing the philosophy that libraries do contribute to general education. Garceau states it this way: "It is well to bear always in mind that the library in its public character at least, is an educational
机构" (3:23).

This school district movement acted as an entering wedge according to Hessel. He states that, "Taxes had been authorized by state legislatures for the support of public libraries" (5:102).

Now, legislation for the support of public libraries came about rapidly. Hessel cites this legislation in this way:

A true public library, supported by public taxation but still without an enabling act, was established by the town of Peterborough, New Hampshire, in 1833. To the state of New Hampshire also goes credit for having passed the first general library law in 1849. But leadership in the movement was soon taken over by the state of Massachusetts and its capital city, Boston. During the first half of the nineteenth century some sixty laws relating to libraries had been passed by Massachusetts. In 1848 the city of Boston was authorized to establish a tax-supported public library. In 1851 a general law extended the privilege to other towns throughout the state. At first limits were set to tax increases for library purposes, but these were later abolished. Since 1890 the state has provided funds for the promotion of libraries and has created a library commission which has served as a model for other states . . . (5:102).

Laws were passed in other states in quick succession for the support of public libraries. Savage gives the following chronological list:

Maine in 1854, Vermont in 1865, Ohio in 1867, Colorado, Illinois and Wisconsin in 1872, Indiana and Iowa in 1873, Texas in 1874, Connecticut and Rhode Island in 1875, Michigan and Nebraska in 1877, California in 1878, Missouri and New Jersey in 1885, Kansas in 1886, and New York in 1892 (17:201).
Predeek states, 

By 1880 all states had passed library laws, and after 1890 most states had adopted a plan for preparing the way for rural library facilities by their own library commissions" (16:107).

As early as 1889 library law in America was very progressive in character, according to Savage. In New York State public libraries with large circulations were granted state aid. In Massachusetts and New Hampshire state commissions were established for the purpose of furthering libraries. In New York State a law was passed in 1891 to put the State library system under the control of the State University. The effect of this enactment was the establishment of travelling libraries. In New Hampshire, a year later, a bill was passed that required each town of a certain size to assess annually a sum solely for the establishment and maintenance of a public library (17:202-3).

The next type of legislation was that of levying taxes for library purposes. Ohio was the first to do so, but California has been the most successful by developing a model system of libraries (16:111).

Government libraries that have been established as an aid to any branch of the Federal Government have also brought about legislation that has been of benefit to libraries in general. The Library of Congress is perhaps the best known Federal library (7:35-36).

Laws and legislation of the State governments gave
impetus to the growth of libraries in the United States.

Johnson shows the beginning of the involvement of the federal government.

After 1933 the federal government entered the library scene with the Works Progress Administration, which aided local libraries in many ways. Library workers, both skilled and unskilled, became available under the W.P.A. and National Youth Administration programs, and funds were also made available for new buildings. Eventually state-wide W.P.A. library programs were set up to demonstrate public library service where there had previously been none, and many of these "demonstration libraries" became permanent. New books were purchased, old ones mended, and bookmobiles were made available to many new areas. Library extension services throughout the country were given new strength, and more people became library conscious than ever before. . . . (7:329-330).

Predeek states that the federal government did not establish a Library Service Division until January 1, 1938. He indicated that this might have been the beginning of federal policy for libraries (16:130).

Johnson wrote that one significant development in libraries was the passage of the Library Services Act by Congress in 1956.

This act provides for federal government aid to library extension in rural areas and in towns of 10,000 or less in population. In its first two years of service it resulted in improved library service in rural areas of 46 states and served as a stimulus for greater effort toward library service on the part of state and local government (7:332).

In 1956, Congress passed the Library Services Act. The implications of this act are given as follows:
The Act marked the beginning of an eight-year State-local-Federal effort to improve public library service for 40 million rural Americans. It made available more than 14 million books and helped to finance hundreds of bookmobiles to bring services to farm homes and remote rural areas.

The Library Services Act was expanded in 1964 by the Library Services and Construction Act, which extended both services and construction assistance to urban as well as rural areas (22:31).

In spite of state and federal legislation that had been enacted to aid public libraries, school libraries have been woefully neglected. The American Library Association, The National Education Association, the National Council of Teachers of English, and the Department of Elementary School Principals have all been active in conducting surveys concerning school libraries and in promoting the growth of school libraries (7:345-6).

McCall's Magazine for November, 1964, in an article by Francis Keppel, United States Commissioner of Education, reported on the appalling state of our school libraries.

Today, Boston's public elementary schools, with more than 55,000 children have no libraries at all. More than 100 of Philadelphia's elementary schools have no libraries. Los Angeles' elementary schools have library collections without librarians. In ten of our largest cities--also including Baltimore, Chicago, Detroit, New York, Saint Louis, San Francisco, and Washington, D. C.--elementary-school libraries were either very substandard or nonexistent in the most recent national survey. Only one out of four schoolchildren in these cities had a library. One city had two elementary-school libraries serving less than 10 percent of the students. Three cities spent less than 15 cents a year for each pupil for library books . . . (9:116).
In 1965 it was reported by The Grade Teacher that:

The great majority of our public schools do not have adequate library resources. In many schools there is an average of less than one-half book per child and some cities spend less than fifteen cents a year per child for library books. Today more than two out of three public elementary schools have no libraries at all and more than eight out of ten lack trained librarians. The current public school level of 6.2 library books per pupil and $2.28 annual expenditure for books per pupil are well below the recommended standards of ten books and $4 to $6 annual expenditure for books per pupil.

To meet the accepted minimum standards for cities with populations above 500,000, there is a need for a fourfold increase in current expenditures for school library materials (14:75).

Congress heard testimonies of people interested in federal aid to school libraries. In one such testimony Miss Cora Bomar, Supervisor, Library and Instructional Materials Services, State Department of Public Instruction, Raleigh, North Carolina, gave the following statements:

According to the United States Office of Education, statistics reveal that the great majority of schools do not have adequate library resources. The average number of 6.2 books per pupil is far below the National standard of 10 books per pupil. Average annual expenditures for books is $2.28, which is too little to maintain a collection, let alone bring a book collection up to standard. National standards state that an annual expenditure of $4 to $6 for books alone is required for replacement of books that are worn out or contain out-of-date information . . . (20:696).

Edwin Castagna, President, American Library Association made the following remarks in his testimony:

1. More than 9 million young people--25 percent of 37 million enrolled--go to schools with no central school libraries.
2. More than half of all public schools have no libraries at all.
3. Our school library book collections average 5 books per pupil--10 are called for by minimum standards.
4. Annual National expenditures for books per pupil are $1.60--$4 to $6 are needed.
5. School librarians try to give professional attention to almost 1,700 pupils per librarian, nearly 6 times the 300 pupils the standards call for.

Mr. Castagna quoted from an editorial he had written for *Parent's Magazine*, April, 1965, concerning the state of school libraries:

'If you visited around you would see for yourself the shameful neglect. Schools having what they call libraries would often show you a small room with jerry-built shelves, holding a shabby assortment of books. You might find an old mutilated encyclopedia or two, and a few tattered reference books. The unappetizing mess would probably be under the part-time supervision of a teacher or volunteer without library training.

'Frequently in schools with neglected or non-existent libraries you will see magnificent playgrounds, enormous, beautifully equipped gymnasiums, sumptuous swimming pools, and shops crammed with expensive gear. In some schools the janitor is on the organization chart but not the librarian' (20:367).

Tables I and II, pages 17 and 18, show data used in identifying the extent to which library resources are available to United States elementary and secondary school systems.

With these and many more testimonies and investigations the Congress of the United States was convinced of the need for improvement of school libraries. The result was
<table>
<thead>
<tr>
<th>Educational level</th>
<th>Total number of school pupils</th>
<th>With school libraries</th>
<th>Without school libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>U.S. total</td>
<td>35,952,711</td>
<td></td>
<td>25,300,243</td>
</tr>
<tr>
<td>Elementary only</td>
<td>21,063,893</td>
<td></td>
<td>11,206,912</td>
</tr>
<tr>
<td>Junior high only</td>
<td>3,829,992</td>
<td></td>
<td>3,623,875</td>
</tr>
<tr>
<td>High school, or senior high, only</td>
<td>5,577,572</td>
<td></td>
<td>5,437,191</td>
</tr>
<tr>
<td>Junior-senior high, only</td>
<td>2,192,884</td>
<td></td>
<td>2,158,511</td>
</tr>
<tr>
<td>Combined elementary and secondary school plant</td>
<td>2,388,370</td>
<td></td>
<td>2,873,754</td>
</tr>
</tbody>
</table>

**SOURCE:** Legislative analysis, American Enterprise Institute, 1965.
### TABLE II
PUBLIC SCHOOLS WITH AND WITHOUT SCHOOL LIBRARIES, 1960-61

<table>
<thead>
<tr>
<th>Educational level</th>
<th>Total number of schools</th>
<th>With libraries</th>
<th>Without libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>U. S. Total</td>
<td>102,487</td>
<td>47,546</td>
<td>46.3</td>
</tr>
<tr>
<td>Elementary only</td>
<td>75,773</td>
<td>23,679</td>
<td>31.2</td>
</tr>
<tr>
<td>Junior high only</td>
<td>5,705</td>
<td>4,934</td>
<td>86.4</td>
</tr>
<tr>
<td>High school, or senior high, only</td>
<td>9,017</td>
<td>8,502</td>
<td>94.2</td>
</tr>
<tr>
<td>Junior-senior high, only</td>
<td>3,795</td>
<td>3,678</td>
<td>96.9</td>
</tr>
<tr>
<td>Combined elementary and secondary school plant</td>
<td>8,197</td>
<td>6,753</td>
<td>82.3</td>
</tr>
</tbody>
</table>

**SOURCE:** Legislative analysis, American Enterprise Institute, 1965.
the passage of the Elementary and Secondary Education Act of 1965 with Title II as one of the major provisions of the act specifically designed to aid school libraries.
CHAPTER III
GATHERING THE DATA

The plan for this thesis evolved as a result of correspondence with Miss Eleanor Ahlers, who was at that time State Supervisor of Library Services. This author was invited to do a study concerning Title II of the Elementary and Secondary Education Act of 1965. There was a need for a study to show how Title II funds were expended in the State of Washington for the school year 1965-66.

Since the scope of this study was to be State-wide, not just a sampling of selected school districts, this study was confined to the print materials which were inventoried before Title II and to Title II purchases of print materials by the public schools in the state of Washington. (For a report of the non-print materials purchased during the school year 1965-66 in the public schools of the state of Washington, see unpublished thesis, Central Washington State College, by Edward C. Noack.)

On July 5, 1966, this author met with Miss Eleanor Ahlers and Dr. Alan Metcalf, Washington State Director of Educational Research, for the purpose of formulating plans for the study. At this time plans were made for collecting the data.
Through correspondence with Mrs. Jean Badten, newly appointed State Supervisor of Library Services, it was suggested that this author should obtain permission to work with State Department data from Mr. Louis Bruno, State Superintendent of Public Instruction. This author corresponded with Mr. Bruno and received not only his permission, but his encouragement to do the study. (See Appendix B)

On October 20, 1966, this author met for a full day with Dr. Alan Metcalf, Mrs. Jean Badten, and Mr. Gerard Carlstrom, Assistant Director of Research. At this meeting the applications which had been sent, in February, 1966, by the State Department, to every school district in the state were studied and discussed, as well as other data that were available to the State Department.

June 12, 1967, was selected as the termination date for reporting from the school districts for the purpose of this thesis. On June 12th, 13th, and 14th, 1967, data were assembled from the summary sheets that had been returned to the State Department by the participating districts. From these sheets information was procured as to the number of items purchased in each of the following categories for each school building that participated: (1) library books; (2) sets of encyclopedias; (3) periodicals (subscriptions); (4) other printed materials (estimated). This information
will be reported in these two categories: (1) those print materials housed in the library; and (2) those print materials housed elsewhere in the building.

School district size was also determined from information available from the State Department. Data was arranged into usable form according to school district size. The categories for size were arranged according to the same size categories that had been used by the State Department in the School Library and Audio Visual Survey report made by the State Department of Education in May, 1964.

The following break-down for district size was used by this author in this thesis:

Group I - A district with more than 20,000 enrollment
Group II A - A district with 10,001 to 20,000 enrollment
Group II B - A district with 5,001 to 10,000 enrollment
Group II C - A district with 2,001 to 5,000 enrollment
Group III - A district with 1,000 to 2,000 enrollment.
Group IV - A district with 250 to 999 enrollment
Group V - A district with 100 to 249 enrollment
Group VI - A district enrolling 99 or fewer students (19:5).

The data will be presented in the following chapter in the above-mentioned categories to show existing print materials for the public schools in the State of Washington, as shown in the library inventories for the school year 1965-66, and to show the expenditures for Title II, Public Law 89-10, during the same school year for print materials.
CHAPTER IV

RESULTS OF THE STUDY

The significant results of this study show how the public schools of the State of Washington utilized Title II funds of the Elementary and Secondary Education Act of 1965, for the school year 1965-66. The results of this study were determined by the data that were made available to this author, by the State Department, as of June 12, 1967.

Initial Elementary and Secondary Education Act, Title II, Application, 1965-66

This application was designed by the State Department as required by the State Plan and prepared by the Washington State Department of Public Instruction on November 9, 1965, received by the United States Office of Education on November 12, 1965, approved by the United States Commissioner of Education on February 3, 1966, and made retroactive to November 9, 1965. This application established the authority by which the local educational agency could make application for funds available under Title II, Public Law 89-10.

This author utilized data from the initial applications submitted by the local education agencies (see Appendix C) and tabulated by the Educational Data Processing Center of the Washington State Department of Public
Instruction, as follows: Part I, Section IA gave the number of elementary schools applying, and the number of secondary schools applying. Table III, page 25 shows that there were 347 school districts with 1,692 schools in the State in October, 1965. Of this total 313, or 90.2 percent of the school districts and 1414, or 83.6 percent of the schools in the State applied for Title II funds. Only 9.8 percent of the school districts in the State did not apply for Title II funds.

Part I, Section III, A-1 of the original State questionnaire, entitled Project Design, identified needs based on an evaluation of existing library resources as shown in Table IV, page 26. It was noted by this author that of the 1414 schools that applied, 635 stated a desire to bring their collection up to the State's recommended standard. In addition 561 indicated a need for encyclopedias and other reference books. This author noted that only 99 schools expressed a desire to add primary books. The total number of identified needs as expressed by the schools has no special significance as needs were expressed in more than one area.

Part II, Number I classified each school as "public" or "non-public." This enabled the author to determine which schools were public schools (as used in this report). The print needs of the public schools, only, are indicated in
<table>
<thead>
<tr>
<th></th>
<th>Number in State</th>
<th>Number Applying</th>
<th>Percent Applying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>1692</td>
<td>1414</td>
<td>83.6</td>
</tr>
<tr>
<td>School Districts</td>
<td>347</td>
<td>313</td>
<td>90.2</td>
</tr>
</tbody>
</table>

**SOURCE:** ESEA Title II applications, 1965-1966.
### TABLE IV

**PRINT NEEDS IDENTIFIED IN 1965 FOR IMPROVEMENT WITH 1965-66 TITLE II FUNDS**

<table>
<thead>
<tr>
<th>Print Needs</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bring Collection Up To State Standards</td>
<td>635</td>
</tr>
<tr>
<td>Add Encyclopedias and Other Reference Books</td>
<td>561</td>
</tr>
<tr>
<td>Meet Needs of Curriculum</td>
<td>260</td>
</tr>
<tr>
<td>Increase Periodicals and Pamphlets</td>
<td>158</td>
</tr>
<tr>
<td>Add High Interest-Low Reading Level Books</td>
<td>111</td>
</tr>
<tr>
<td>Improve Fiction Collection</td>
<td>102</td>
</tr>
<tr>
<td>Add Primary Books</td>
<td>99</td>
</tr>
<tr>
<td>Increase Professional Materials</td>
<td>62</td>
</tr>
</tbody>
</table>

**SOURCE:** ESEA Title II applications, 1965-1966.
Table IV, page 26.

Part II, Number VII, A, B, C, and D gave information enabling this author to identify subject area deficiencies as shown in Table V, page 28. Social studies was ranked as the major deficiency in print materials, with 819 schools identifying needs in this area. Deficiencies in literature and language arts were expressed by 447 schools followed by 338 schools showing deficiencies in science and mathematics. Deficiencies in all areas were claimed by 284 schools.

Part II, Number XI provided this author with an inventory of library materials according to school district size; grade level of the school; and location of those materials within the school, for the school year 1965-66, prior to enactment of Title II, as shown on Table VI, page 29.

Elementary and Secondary Education Act, Title II, Application, 1966-67

This application was designed by the State Department as required by the State Plan prepared by the Washington State Department of Public Instruction. (See Appendix D)

From this application, the author compiled the following from Part I, Section IA: The number of elementary and secondary schools benefiting from Title II, the first year of enactment, 1965-66, as shown in Table VII, Page 30.
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>819</td>
</tr>
<tr>
<td>Literature and Language Arts</td>
<td>447</td>
</tr>
<tr>
<td>Science and Mathematics</td>
<td>338</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>145</td>
</tr>
<tr>
<td>Other</td>
<td>284</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2033</strong></td>
</tr>
</tbody>
</table>

**SOURCE:** ESEA Title II applications, 1965-1966
TABLE VI
LIBRARY MEDIA INVENTORY OF BENEFITING SCHOOLS BY DISTRICT SIZE, LOCATION AND LEVEL OF INSTRUCTION 1965-1966

<table>
<thead>
<tr>
<th>Size</th>
<th>Located in Library</th>
<th>Located in Other</th>
<th>Total Media</th>
<th>Schools Elementary</th>
<th>Schools Secondary</th>
<th>Total Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td>2,667,645</td>
<td>60,048</td>
<td>2,127,693</td>
<td>232</td>
<td>80</td>
<td>312</td>
</tr>
<tr>
<td>Group II A</td>
<td>978,584</td>
<td>22,231</td>
<td>1,000,815</td>
<td>86</td>
<td>31</td>
<td>117</td>
</tr>
<tr>
<td>Group II B</td>
<td>1,148,417</td>
<td>45,763</td>
<td>1,194,180</td>
<td>161</td>
<td>57</td>
<td>218</td>
</tr>
<tr>
<td>Group II C</td>
<td>1,081,032</td>
<td>43,525</td>
<td>1,124,557</td>
<td>159</td>
<td>66</td>
<td>225</td>
</tr>
<tr>
<td>Group III</td>
<td>490,923</td>
<td>31,185</td>
<td>522,108</td>
<td>82</td>
<td>47</td>
<td>129</td>
</tr>
<tr>
<td>Group IV</td>
<td>628,462</td>
<td>60,525</td>
<td>688,987</td>
<td>119</td>
<td>87</td>
<td>206</td>
</tr>
<tr>
<td>Group V</td>
<td>92,072</td>
<td>19,085</td>
<td>111,157</td>
<td>31</td>
<td>21</td>
<td>52</td>
</tr>
<tr>
<td>Group VI</td>
<td>22,367</td>
<td>7,517</td>
<td>29,884</td>
<td>29</td>
<td>0</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>6,509,502</td>
<td>289,879</td>
<td>6,799,381</td>
<td>899</td>
<td>389</td>
<td>1,288</td>
</tr>
</tbody>
</table>

SOURCE: Title II applications, 1965-1966
### TABLE VII

**NUMBER OF SCHOOL DISTRICTS AND SCHOOLS BENEFITING FROM TITLE II FUNDS BY SIZE AND LEVEL OF INSTRUCTION**

<table>
<thead>
<tr>
<th>Size</th>
<th>School Districts</th>
<th>Elementary Schools</th>
<th>Secondary Schools</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td>5</td>
<td>232</td>
<td>80</td>
<td>312</td>
</tr>
<tr>
<td>Group II A</td>
<td>6</td>
<td>86</td>
<td>31</td>
<td>117</td>
</tr>
<tr>
<td>Group II B</td>
<td>20</td>
<td>161</td>
<td>57</td>
<td>218</td>
</tr>
<tr>
<td>Group II C</td>
<td>42</td>
<td>159</td>
<td>66</td>
<td>225</td>
</tr>
<tr>
<td>Group III</td>
<td>38</td>
<td>82</td>
<td>47</td>
<td>129</td>
</tr>
<tr>
<td>Group IV</td>
<td>92</td>
<td>119</td>
<td>87</td>
<td>206</td>
</tr>
<tr>
<td>Group V</td>
<td>32</td>
<td>31</td>
<td>21</td>
<td>52</td>
</tr>
<tr>
<td>Group VI</td>
<td>29</td>
<td>29</td>
<td>0</td>
<td>29</td>
</tr>
</tbody>
</table>

**Total**  
264  
899  
389  
1288

**SOURCE:** ESEA Title II applications, 1966-1967.
The benefiting schools were determined elementary or secondary by the Educational Data Processing Center of the State Department of Public Instruction. (See Appendix E)

Table VII, page 30, reveals that a total of 1288 public schools benefited from Title II funds. The table shows that a total of 389 secondary schools benefited as compared with 899 elementary schools. Group I with five districts had a total of 312 benefiting schools. Group IIA with six districts had a total of 117 benefiting schools, and Group IIB with twenty school districts had a total of 218 benefiting schools. Group IIC had 42 districts, with a total of 225 schools benefiting, however Group III with 38 districts had a total of 129 benefiting schools. Group size IV, with the largest number of school districts had a total of 206 benefiting schools. Groups V and VI had a comparative number of districts, with 32 for Group V, and 29 for Group VI. However, Group V had 52 benefiting schools, while Group VI had twenty-nine.

From Part I, Section III, this author was able to determine the amount of funds expended for print materials and cataloging. These amounts are shown in Table VIII, page 32. From this table we see that the benefiting schools that reported by June 12, 1967, expended $1,048,562.52 or 71.2 percent of the total expenditure of $1,473,892.23 for print materials. Of this total expenditure for print
TABLE VIII

TITLE II EXPENDITURES 1965-66

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Located in</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Library</td>
<td>%</td>
<td>Other</td>
<td>%</td>
<td>Total</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Print</td>
<td>1,002,614.96</td>
<td>68.1</td>
<td>45,947 56</td>
<td>3.1</td>
<td>1,048,562 52</td>
<td>71.2</td>
<td></td>
</tr>
<tr>
<td>Non Print</td>
<td>307,477 67</td>
<td>20.9</td>
<td>73,842 76</td>
<td>5.0</td>
<td>381,323 43</td>
<td>25.9</td>
<td></td>
</tr>
<tr>
<td>Cataloging</td>
<td>44,009 28</td>
<td>2.9</td>
<td>--------</td>
<td>---</td>
<td>44,009 28</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1,354,101 91</td>
<td>91.9</td>
<td>119,790 32</td>
<td>8.1</td>
<td>1,473,892 23</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

materials $1,002,614.96 or 68.1 percent was assigned to be housed in the library, and the remaining 3.1 percent, $45,947.56, to be housed elsewhere. Cataloging accounted 2.9 percent or $44,009.28 of the total Title II expenditures.

Of the total Title II expenditures reported as of June 12, 1967, 91.9 percent or $1,354,101.91 was used to purchase materials and process materials that were to be housed in the library. The remaining 8.1 percent or $119,790.32 of the total Title II expenditure was reported to be used for the purchase of materials to be housed in places other than in the library.

Cataloging was listed as an expenditure for only those purchased materials that were to be housed in the library. No distinction was made as to whether this expenditure was for print or non-print materials.

Part II, Number 3 of the application revealed how many library resource centers were established with Title II aid. Table IX, page 34, shows that 84 library resource centers were established as a direct result of Title II funds. The 312 benefiting schools in Group I reported that they established 22 library resource centers. Group II A with 117 benefiting schools reported establishing 11 library resource centers, and Group III with 129 benefiting schools and Group IV with 206 benefiting schools each established 16 library resource centers. Group II C with 225
<table>
<thead>
<tr>
<th>Size</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group I</td>
<td>22</td>
</tr>
<tr>
<td>Group II A</td>
<td>1</td>
</tr>
<tr>
<td>Group II B</td>
<td>11</td>
</tr>
<tr>
<td>Group II C</td>
<td>8</td>
</tr>
<tr>
<td>Group III</td>
<td>16</td>
</tr>
<tr>
<td>Group IV</td>
<td>16</td>
</tr>
<tr>
<td>Group V</td>
<td>5</td>
</tr>
<tr>
<td>Group VI</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>84</strong></td>
</tr>
</tbody>
</table>

*Source: ESEA Title II Applications, 1966-1967*
benefiting schools ranked 4th in the establishment of library resource centers with eight. Group V with 52 benefiting schools and Group VI with 29 benefiting schools each established five centers, while Group IIA with 117 benefiting schools established only one center.

Part II, Number 11, columns 2 and 3 listed items purchased with 1965-66 Title II funds as reported by benefiting school districts as of June 12, 1967. These purchases are shown in Table X, page 36. (For a detailed break-down of Title II purchases, by district size and by location of material within the school, see Appendix F.) Table X shows that library books ranked first as the type of printed materials purchased, with 209,661 or 91.9 percent of the 229,368 library books purchased being housed in the library. This leaves 19,707 or 8.1 percent of the purchased library books to be housed elsewhere in the school building. Other printed materials ranked second as to the number of items purchased with 9,510 or 74.2 percent of the 12,851 items being housed in the library. The remaining 3,341 or 25.8 percent were housed in other areas in the school. Periodical subscriptions numbering 1,342 or 88.9 percent of the total purchased are being housed in the library. Of the total 1,514 periodical subscriptions 172 or 11.1 percent are being housed elsewhere. This table also shows that 994 sets of encyclopedias were purchased. Of the total number of sets
### TABLE X

**PRINT MATERIALS PURCHASED WITH 1965-1966 TITLE II FUNDS**

<table>
<thead>
<tr>
<th>Type of Material</th>
<th>Located in</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Library</td>
<td>%</td>
<td>Elsewhere</td>
<td>%</td>
</tr>
<tr>
<td>Library Books</td>
<td>209,661</td>
<td>91.9</td>
<td>19,707</td>
<td>8.1</td>
</tr>
<tr>
<td>Encyclopedias (No. of sets)</td>
<td>835</td>
<td>84</td>
<td>159</td>
<td>16</td>
</tr>
<tr>
<td>Periodicals (Subscriptions)</td>
<td>1,342</td>
<td>88.9</td>
<td>172</td>
<td>11.1</td>
</tr>
<tr>
<td>Other printed Material (Est.)</td>
<td>9,510</td>
<td>74.2</td>
<td>3,341</td>
<td>25.8</td>
</tr>
</tbody>
</table>

**SOURCE:** ESEA Title II Applications 1966-1967
purchased 84 percent, or 835 sets, were listed as being housed in the library. The remaining 159 sets, or 16 percent of the total were assigned to a place other than the library.

Tables XI and XII, pages 38 and 39, show the number of school districts that participated by district group size and the percentage of districts reporting and not reporting how Title II funds were utilized as of June 12, 1967.

Of the 313 school districts that participated in the Elementary and Secondary Education Act, Title II, 1965-66, 264 districts reported how they utilized Title II funds. This gives the school districts in the State of Washington an 84.34 percent of participation in the Elementary and Secondary Education Act, Title II, 1965-66 school year. It could not be ascertained by this author whether the 48 school districts that did not report as of June 12, 1967, utilized the Title II funds that were allocated to them.

Group I and Group II B each reported 100 percent participation. The smaller school districts of Groups V and VI show a reported participation of 71.1 percent and 55.7 percent, respectively.

This author would like to reemphasize that the preceding data was compiled from Elementary and Secondary Education, Title II applications that were available to this author, as of June 12, 1967.
TABLE XI

NUMBER OF SCHOOL DISTRICTS THAT PARTICIPATED AND REPORTED HOW TITLE II FUNDS WERE USED AS OF JUNE 1, 1967

<table>
<thead>
<tr>
<th>GROUP</th>
<th>PARTICIPATED</th>
<th>REPORTED</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>5</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>II A</td>
<td>7</td>
<td>6</td>
<td>85.7%</td>
</tr>
<tr>
<td>II B</td>
<td>20</td>
<td>20</td>
<td>100%</td>
</tr>
<tr>
<td>II C</td>
<td>43</td>
<td>42</td>
<td>97.6%</td>
</tr>
<tr>
<td>III</td>
<td>39</td>
<td>30</td>
<td>97.4%</td>
</tr>
<tr>
<td>IV</td>
<td>102</td>
<td>92</td>
<td>90.2%</td>
</tr>
<tr>
<td>V</td>
<td>45</td>
<td>32</td>
<td>71.1%</td>
</tr>
<tr>
<td>VI</td>
<td>52</td>
<td>29</td>
<td>55.7%</td>
</tr>
<tr>
<td>Total</td>
<td>313</td>
<td>254</td>
<td>84.34%</td>
</tr>
</tbody>
</table>

SOURCE: ESEA Title II Applications, 1966-1967
TABLE XII

SCHOOL DISTRICTS THAT PARTICIPATED AND DID NOT REPORT HOW TITLE II FUNDS WERE USED AS OF JUNE 1, 1967

<table>
<thead>
<tr>
<th>GROUP</th>
<th>PARTICIPATED</th>
<th>NOT REPORTING</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>II A</td>
<td>7</td>
<td>1</td>
<td>14.3%</td>
</tr>
<tr>
<td>II B</td>
<td>20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>II C</td>
<td>43</td>
<td>1</td>
<td>2.4%</td>
</tr>
<tr>
<td>III</td>
<td>39</td>
<td>1</td>
<td>2.6%</td>
</tr>
<tr>
<td>IV</td>
<td>102</td>
<td>10</td>
<td>9.8%</td>
</tr>
<tr>
<td>V</td>
<td>45</td>
<td>13</td>
<td>28.9%</td>
</tr>
<tr>
<td>VI</td>
<td>52</td>
<td>23</td>
<td>44.3%</td>
</tr>
<tr>
<td>Total</td>
<td>313</td>
<td>48</td>
<td>15.66%</td>
</tr>
</tbody>
</table>

SOURCE: ESEA Title II Applications, 1966-1967
Future studies of this nature, through more complete questionnaires may be able to obtain information that was not available for this study. All districts that participated indicated subject area needs, but the available data did not indicate if these needs were satisfied. This study was unable to determine if quality print materials were purchased or how well the purchased materials were utilized. No conclusions could be made as to the extent of interchange of materials between public and non-public schools.
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this thesis was to compile and report data showing how Title II funds were utilized by the public schools in the State of Washington for printed instructional materials. Conclusions were formulated from data compiled from the returned State questionnaires. Recommendations included further study of the quality of purchased materials and the utilization of materials purchased.

Conclusions

From this study it was found that participation of the public schools in the utilization of Elementary and Secondary Education Act, Title II funds was high. Of the 347 school districts in Washington State, 313 made application in 1965 for Title II funds for the school year, 1965-66. This 90.2 percent of application for federal funds seemed to show a high level of interest by school administrators in sources of funds outside of the State and their local districts to help finance the educational programs they are administering.

The desire expressed by school districts to bring their collections up to State standards, and to add encyclopedias and other reference books seemed to indicate
that administrators and librarians were well aware of the fact that their collections are sub-standard to State recommendations. The State Plan had emphasized that for the first year of federal aid library book collections should be brought up to State standard as much as possible. The fact that print materials far exceeded the non-print materials purchased indicates that there was a desire to follow the recommendations of State leaders as indicated in the State Plan for Title II. There have been established standards by the State Department for print media for several years, whereas it has been only within the last year that the State Department has indicated establishing guideline standards for non-print collections.

Social studies and literature and language arts ranked higher than science and mathematics as subject area deficiencies. This is not surprising for since the days of Sputnik there had been more emphasis placed on science and mathematics, perhaps causing those collections to be more up-to-standard than other subject areas in the curriculum.

The conclusion was made that the larger the school district the more likely it was to participate in the utilization of Elementary and Secondary Education Act, Title II funds. The smaller districts did not participate as fully, as indicated by Table XI, page 38.
Another conclusion made by this author was that the limitation of background material caused by incomplete and poorly completed application forms by participating districts limited the scope of this study. The incomplete and poorly completed application forms led this author to conclude that the State Department of Education is understaffed for the purpose of thoroughly handling Elementary and Secondary Education Act, Title II funds.

This study revealed that 64 library resource centers were established as a result of Title II funds. This may indicate a significant trend toward the library becoming the learning center of the school. Worth noting is that most materials purchased were reported as being stored in the library, indicating again that the libraries are becoming the learning centers of the schools.

Finally, the conclusion was made by this author that Elementary and Secondary Education Act, Title II funds definitely did benefit the students of the State of Washington.

Recommendations

It would seem that further studies of the expenditures of Title II funds should be made. It may be important to educational leaders to see what the future trends of purchasing will be.
There is a need for a study to be made of the titles of print educational materials purchased. The scope of the applications used by the State Department did not indicate the nature of the materials purchased. Therefore, no conclusions could be made as to whether districts actually satisfied indicated needs.

Since the primary purpose of Title II was to supplement print and non-print materials of each school, it would appear to this author that some means of making these funds more readily available to the smaller districts must be established. As concluded, it appears that a study should be made as to why the smaller districts did not participate as fully as the larger districts. As a result of this study, it seems to indicate that several smaller districts should go together to hire one federal projects coordinator.

It appears that the State Department is understaffed for the additional duties required to handle the Elementary and Secondary Education Act funds. To efficiently utilize the ESEA funds the State Department may need to hire additional personnel.

Perhaps school districts will need to give consideration to hiring more staff members for their local library resource centers. As shown in this thesis, materials are being purchased, and, for the most part, are being housed in the library resource centers. We must not overlook the need for an adequate staff on the local level to provide
professional guidance in the use of instructional materials.

A study of how 1965-66 ESEA Title II funds were utilized for print materials by non-public schools is also recommended.


A STATE PLAN FOR MAKING AVAILABLE SCHOOL LIBRARY RESOURCES, TEXTBOOKS, AND OTHER INSTRUCTIONAL MATERIALS, UNDER SECTIONS 201-207 OF TITLE II AND SECTIONS 601-605 OF TITLE VI, P.L. 89-10

Submitted by the State of WASHINGTON

Approved by Luis Bruno
State Superintendent of Public Instruction

On

The following to be completed by the Office of Education

Date received by the Office of Education: NOV 2 1965

Date on which plan is effective in the State: NOV 2 1965

Please note:
The signatures have been redacted due to security reasons

Superintendent of Public Instruction
Olympia, Washington

Signature is illegible

U. S. Commissioner of Education

Date

FEB 3 1966
The State of Washington through the Superintendent of Public Instruction hereby submits this Plan for making available school library resources, textbooks, and other instructional materials pursuant to the provisions of Section 201-207, inclusive, of Title II and Section 601-605, inclusive, of P.L. 89-10 and the regulations issued pursuant thereto.

1.0 State Plan Administration

1.1 Name of Agency

The name of the sole agency for the administration of this plan is the Superintendent of Public Instruction whose official address is: Old Capitol Building, Olympia, Washington.

1.2 Administration

1.21 The official title and address of the State officer authorized to submit State plan materials is:

Superintendent of Public Instruction
Old Capitol Building
Olympia, Washington

1.22 The official title and address of the officer who has legal authority to receive and to have custody of Federal funds is:

State Treasurer
Legislative Building
Olympia, Washington

1.23 The official title of the officer who will have authority to authorize expenditures under the State plan is:

State Superintendent of Public Instruction

1.24 The official titles of the officers and sub-administrative units in the State agency which will share administration of the State plan are:

Assistant Superintendent for Administration & Finance
Assistant Superintendent for Curriculum & Instruction
Director of Federal Program Coordination

1.25 The organization of the staff of the State agency administering this plan is shown on the chart attached hereto. The Superintendent of Public Instruction has delegated to the Director of Federal Program Coordination responsibility for coordinating the preparation of State plans, and as the focal point for communication with school districts, federal agencies, and other State agencies in
the various titles of P.L. 89-10. In the processing of applications from local educational agencies and the payment of funds to local educational agencies, and in the collection of the necessary data to administer and report on the progress of Title II, the following arrangements are planned:

(1) The Assistant Superintendent of Curriculum and Instruction and professional staff members, specifically those in library and audio-visual services, will review and approve applications in terms of criteria and standards. This division will also maintain such records as are necessary for future analysis and reporting on program aspects of Title II, P.L. 89-10.

(2) The Assistant Superintendent for Administration & Finance, the Fiscal Administrator of Federal Programs, and the Assistant Fiscal Administrator of Federal Programs will review and approve applications in terms of financial requirements of the applicant; arrange for processing claims and making payments to districts in accordance with project approvals; and maintain such records as are necessary for financial analysis and reporting.

(3) The Director of Federal Program Coordination shall coordinate communication with local educational agencies and reporting by these agencies, and processing of applications within the State agency; and shall maintain such records of a general nature as are essential for administering Title II, P.L. 89-10.

(4) Professional and non-professional staff members will be added by the Superintendent of Public Instruction to each division as is necessary to provide leadership and supervisory services to local educational agencies and to carry out the activities described above within the State educational agency.
1.26 A Title II Advisory Committee representative of public and private schools has been appointed by the Superintendent of Public Instruction. The advisory committee is composed of district and county superintendents, principals of elementary, junior and senior high schools, specialists in the library, audio-visual and curriculum fields, and representatives from private and parochial schools. The membership has been chosen and will be maintained from among public and nonpublic schools, reflecting a proper balance of interests. The committee will be convened upon call as problems arise.

(1) The duties of the advisory committee are to:

a. Provide for the Superintendent of Public Instruction advisory services appropriate to the design of a State plan as required under Title II regulations.

b. Serve the Superintendent of Public Instruction at his request as an advisory resource on any and all matters connected with the operation of the Title II plan.

(2) Other special committees will serve in an ad hoc capacity to assist the staff of the Superintendent of Public Instruction in formalizing criteria, compiling lists of aids for selection of materials, and in revising and promulgating standards for school library and instructional resources programs.

1.27 The Superintendent of Public Instruction shall be the elected officer for administering the State plan and shall exercise continuing responsibility for the effective operation of the program.

The general plan for administration of Sections 201-207, inclusive, of Title II, P.L. 89-10 is as follows:

(1) The Superintendent of Public Instruction in discharging his Constitutional responsibilities for supervision over all matters pertaining to public schools shall receive all project applications from local public educational agencies on behalf of the public and private school children and teachers within a local district. The Superintendent of Public Instruction shall determine the "relative need" and the maintenance of effort factor for such district, the feasibility and suitability of the proposed plan for serving children and teachers on an equitable basis, and the amount of the federal grant or
allotment. Before authorizing any purchases, the Superintendent will evaluate each proposal for conformance to the standards for books and materials established in this State plan.

The Superintendent may make advanced grants to the local educational agencies for such purchases as have been authorized, and may also liquidate each annual acquisition program by claims for reimbursement.

(2) The Superintendent of Public Instruction does not contemplate the use of other public agencies outside the legal educational structure in administering Title I of Public Law 89-10. He may, however, make use of the offices of county superintendents of schools to provide services to schools in cases where such services can be rendered more appropriately by the county office than can be done with local school district effort alone and/or for two or more districts to cooperate in carrying out the purposes of this Title.

Under Chapter 28.19, R.C.W., Laws of 1965, intermediate districts combining existing county offices are authorized in order to adapt to the "changing economic pattern in the educational program in the State, so that the children in the State will be provided with equal educational opportunities." These intermediate districts may be used under Title I to provide for library and audio-visual services.

Each local public educational agency shall take steps to assure that those materials purchased with Title II funds will be readily available to children and teachers in private schools located within the school district boundary. The local educational agency will retain title and administrative control over all such materials which must be those approved for use by public school authority in the State. The public educational agency having title to, and control and administration of, the use of these resources acquired under the State plan may recall or replace any or all of such resources if the reason for so doing is consistent with the State plan and with the purposes for which the materials were acquired. The local educational agency will be responsible for the inventory reports for all materials made available with Title II funds to public and private school children and teachers.
(3) School library resources, textbooks and other instructional materials purchased under this plan shall be available to children and teachers according to the accepted local district practices without distinction between private and public school students and teachers. Local educational agencies may loan such materials to students and teachers individually or may deposit needed books and materials in private school libraries on a loan basis, whichever method of distribution or combination of methods is approved by the State administrative agency. If a local public education agency declines to apply for a grant, the responsibility for the unserved private school children and teachers may be met by another local education agency or by a county superintendent of schools.

1.3 The State Agency's Authority

The State agency's authority to supervise matters pertaining to public schools is set forth in the following constitutional provision:

"The Superintendent of Public Instruction shall have supervision over all matters pertaining to public schools and shall perform such specific duties as may be prescribed by law..." Art. III, Sec. 22, Constitution of the State of Washington.

The specific authority to receive and administer federal funds made available by Acts of Congress for the assistance of school districts is set forth under R.C.W. 28.02.100.

"The State of Washington and/or any school district is hereby authorized to receive Federal funds made or hereafter made available by acts of Congress for the assistance of school districts in providing physical facilities and/or maintenance and operation of schools or for any other educational purpose, according to provisions of such acts, and the State Superintendent of Public Instruction shall represent the State in the receipt and administration of such funds."
(R.C.W. 28.02.100)

1.4 The Superintendent of Public Instruction will participate in periodic consultations with the Commissioner and his staff, and will make such reports to the Commissioner as he may consider reasonably necessary to carry out his responsibilities under P.L. 89-10, and will comply with such other provisions as the Commissioner may reasonably request as to the accessibility, correctness and verification of reports and related documentary information.
1.5 State Administration Review and Evaluation

1.51 The Superintendent of Public Instruction shall establish procedures for an annual review of practices associated with the administration of this plan. In consultative procedures with staff assignees, he shall finally determine the appropriateness and effectivity of the following, and where necessary will promulgate rules and regulations relating thereto in accordance with R.C.W., Ch. 34.04, (Administrative Procedures Act):

(1) The standards and criteria for the instructional resources program and recommended changes deemed necessary.

(2) The "relative need" criteria for library resources, textbooks and other instructional materials.

(3) The procedure established for making resources available to children and teachers in private elementary and secondary schools.

(4) Procedures for approval of project applications and distribution of funds.

(5) Inservice education and consultative assistance to local personnel.

(6) Dissemination of information to local personnel.

(7) The role of the State advisory committee.

(8) Evaluation of the effectiveness of the Title II program in improving school library resources, and on the improvement of teaching and learning and curriculum enrichment.

(9) The role of other advisory committees and/or the need for such special committees.

RECEIVED
Division of Plans and Supplementary Centers Central File
Jan 19 1963
2.0 Fiscal Management, Accounting, and Auditing Procedures

2.1 Determination of Funds Available for State Administration

An administrative approval by the State agency administering the plan for acquisition, or of the estimated cost of such acquisition, constitutes the basis for determining the amount available for State administration.

2.11 Definition of Expenditure for State Administration

Expenditures for State administration of the plan occur upon the date of execution of documentary evidence of a binding commitment for the acquisition of goods or services acquired by purchase order or contract, as adjusted to the net amount actually paid, and the performance of personnel services or travel are expenditures on the basis of the time when the services are rendered or received or the travel performed. All obligations and contracts must be made during the fiscal year for which the allotment is available. The obligation method of accounting will be used. Liquidation of all obligations will be made by the end of the fiscal year following the fiscal year in which the obligation was incurred except as permitted by State law which allows a further period of twenty (20) days for the liquidation of obligations. (See Chapter 124, Laws of 1965 Extraordinary Session (R.C.W. 28.65.170).

The same provisions apply when the State makes expenditures of program funds from the State allotment.

2.12 Definition of Expenditure for Local Agency

Expenditures by local agencies occur upon the date of execution of documentary evidence of a binding commitment for the acquisition of goods by purchase order or contract, as adjusted to the net amount actually paid. Obligations by purchase order or contract must be incurred during the fiscal year the contract was approved.

Obligation method of accounting will be used. Liquidation of all obligations will be made by the end of the fiscal year following the fiscal year in which the obligation was incurred.
2.2 Fiscal Records and Auditing of State Agency

2.21 The official accounts and documents showing receipts and expenditures of funds by the State agency under the approved State plan will be maintained by the following agencies:

Superintendent of Public Instruction
Olympia
Washington

State Treasurer
Olympia
Washington

Central Budget Agency
Olympia
Washington

State Purchasing Agent
Olympia
Washington

Such records shall be maintained in accordance with Regulation 117.37 of the Regulations issued by the Department of Health, Education, and Welfare, Office of Education for Title II, Section 201-204 of Public Law 89-10, which specifies that the State educational agency shall provide and keep accessible and intact all records supporting claims for grants or relating to the accountability of the grantee agency for expenditures of such grants:
(1) For three years after the close of the fiscal year in which the expenditure was made by the State or local educational agency; or

(2) Until notified of the completion of the department's fiscal audit, whichever is later.

2.22 The accounts of the Superintendent of Public Instruction are audited by the State Auditor at least once every two years. Reports of such audits will be available in the following State offices:

Superintendent of Public Instruction
State Treasurer
Governor
State Auditor
Central Budget Agency

2.3 Fiscal Records and Auditing: Local Level

2.31 The official accounts and documents showing receipts and expenditures of funds by local public agencies (if any) involved in the operations of this program, will be maintained by the following agency:

The State Auditor, Division of Municipal Corporations, will audit the fiscal records of the local public agencies pertaining to all expenditures claimed for Federal financial participation under the provisions of Title II of P.L. 89-10. These audits will be made yearly and copies of such audits will be available through the Superintendent of Public Instruction.

2.32 The authority for the state audit of a local district or other local educational agency account is found in R.C.W. 43.09.190, entitled Division of Municipal Corporations.

"there shall be in the office of the State Auditor a division to be known as the Division of Municipal Corporations, the principal officer of which shall be the State Auditor....."

R.C.W. 43.09.260

"The State Auditor, chief examiner, and every State examiner shall have the power by himself or by any person legally appointed to perform the service, to examine into all financial affairs of every public office and officer."

The examination of the financial affairs of townships, cities, and towns shall be made at least once every year whether examined by a State examiner or by
independent examiners as provided for in R.C.W. 43.09.260 through 43.09.350. All other examinations shall be made at least once every two years.

R.C.W. 43.09.200, Washington law provides that accounts to be audited "shall show the receipt, use and disposition of all public property and the income, if any, derived therefrom; all sources of public income and the amount due and received from each source; all receipts, vouchers, and other documents kept or required to be kept necessary to isolate and prove the validity of every transaction...." 11

The audit standards and procedures to be followed are listed below:

(1) The Superintendent of Public Instruction shall furnish the State Auditor sufficient information to establish the nature of the program and the conditions covering the grant to local public educational agencies.

(2) The Division of Municipal Corporations will audit Title II, Public Law 89-10 funds at the local level to determine that:

a. Funds disbursed by the State to the local agency were received and properly accounted for.

b. Grants received by the local agency were actually paid to the vendors and that they conform to applicable laws and regulations, including procurement requirements.

c. Refunds and discounts, etc. were properly credited to the Title II program.

d. Payments are supported by adequate evidence of the delivery of authorized purchases.

e. Encumbrances or obligations included in the report of expenditures were actually incurred during the fiscal year in which the expenditure was claimed and upon liquidation were adjusted properly for any deviation.

f. The same items are not reported as expenditures for two or more years.
g. Expenditures claimed were made for properly approved projects, are easily identifiable with these projects, and are the individual expenditures described in the project approval and the claim for the covering grant.

h. State and local agency rules applicable to the maintenance of inventory records and other controls are followed.

i. The type of funds expended for Federal reimbursement projects are stated correctly; that Federal funds from one program are not used for matching funds purposes under another Federal program, except as specifically authorized; and that the same expenditures are not claimed under more than one Federal program.

j. Unexpended or unearned Federal funds advanced or overpaid are returned promptly or are otherwise clearly accounted for.

k. Any exceptions or irregularities will be noted in sufficient detail on the audit report to permit the Superintendent of Public Instruction to lift out and certify his findings to the proper State and Federal level and make appropriate adjustment to the individual account of the local recipient.

l. The audit of State agency expenditure in its administrative capacity will follow the procedure required by law and implementing regulations.

m. The State administrative agency will receive a copy of the local audit report based on the foregoing requirement. If the local agency is on a fiscal year different from the Federal fiscal year, the audit report should also reflect outstanding obligations as of June 30, in sufficient detail to permit identification of subsequent payment with the applicable obligations, and permit comparison with the reports submitted by the local agency to the State agency.

2.4 Identifying and Prorating Expenditures

It is anticipated that some personnel will be working on programs under this plan and on other programs in
the State agency. Where the same individual is performing other functions, these will appear in the position description together with the proportion of the individual's time which will normally be devoted to each activity. The salary of such individuals will be prorated in accordance with periodic reports of statements signed by the individual or his supervisor on an 'after the fact' basis. Travel expense will be charged in proportion to the actual time spent on each program. If other personnel, supplies, or equipment are used in part for work not under a plan program, similar provisions will be made.

3.0 Program for Making School Library Resources, Textbooks, and Other Printed and Published Instructional Materials Available for the Use of Children and Teachers in Public and Private Elementary and Secondary Schools in the State.

3.1 The methods employed to insure that the resources provided by this program are made available for the use of children and teachers in public and private elementary and secondary schools shall be as follows:

(1) The program shall be administered under the Superintendent of Public Instruction to local public school districts and other qualified public agencies, which, in turn, will assume the responsibility for administering the program locally for the children and teachers in both public and private schools within their districts. There shall be evidence of cooperative planning between representatives of the local public educational agency and persons working on behalf of children and teachers in private schools.

(2) Application forms shall be distributed to all qualified public agencies by the Superintendent of Public Instruction, with an administrative handbook containing instructions and guidelines to assist in the preparation of project proposals.

(3) The local educational agency shall then submit to the Superintendent of Public Instruction a project application on behalf of the children and teachers in the public and private schools within its boundaries. Upon approval, Federal funds shall be made available to the applicant by a combination of advanced payments and reimbursement as set forth in Section 5.3 of this plan. Approval of the project shall constitute authority for the issuance of purchase orders and for other approved expenditure commitments by the applicant.

(4) The local application project shall give indication of the following:
a. That library resources and other instructional materials will be selected in a manner consistent with the standards set in Section 3.4 of this plan and according to the criteria established for selection located in Appendix A of this plan; and from professional selection lists approved by the State agency.

b. That the system devised locally for the purchasing, processing and distribution of materials acquired under this Title will make them easily available to children and teachers in both public and private schools.

c. That resources acquired will be placed and organized according to facilities available, with loan procedures consistent with existing local educational agency policies and according to the needs of the educational program, and with adequate inventory procedures.
3.2 Administration of State Plan

3.21 Three departments of the State agency will be involved in the administration of Title II: the Executive Services Division, the Division of Curriculum and Instruction, and the Division of Administration and Finance.

(1) Executive Services Division

a. The Administrative Assistant who is directly responsible to the State Superintendent of Public Instruction has, as one of his major functions, the coordination of the activities of all departments including Federal programs.

b. The Director of Federal Project Coordination is delegated responsibility to give general direction to planning and implementation of programs for allocating funds from Federal sources to school districts for strengthening their instructional programs and also to provide expanded supervisory and consultant services to local school districts.

c. The Director of Research has been assigned responsibilities for the assessment of the quality of techniques used in evaluation of all Federal projects and for the dissemination of the results of these programs. Professional staff members will assist State staff members and school district personnel in the development of effective evaluation methods and in planning for communicating these results statewide.

(2) Division of Curriculum and Instruction

a. The Assistant Superintendent for Curriculum and Instruction will be responsible for the program aspects of the State plan. He is responsible directly to the State Superintendent of Public Instruction. He provides leadership and direction in the planning, organization, supervision, and administration of the curriculum and instructional activities for the common schools of Washington.

b. The Coordinator of Federal Project Proposals (a new position) will direct the review and evaluation of the program portion of projects in instruction or curriculum for which Federal funds are being requested under Titles I, II and III of P.L. 89-10. He is directly responsible to the Assistant Superintendent for Curriculum and Instruction. The Coordinator of Federal Project Proposals also works closely with the Director of Federal Program Coordination. A major duty of this position is the determination of the specialists within the division.
to whom the projects shall be referred for evaluation and review.

Qualifications for this position emphasize the need for a broad range of instructional and school administrative experience which will permit this individual to make the value judgments required. He must possess insight which will enable him to handle projects which embrace several subject areas, grade levels, or other facets of the school program.

It is estimated that 50% of his time will be spent on the Title II program.

c. The Supervisor of Library Services will be concerned with policy decisions which affect the Title II program and will give leadership in improving standards and criteria for upgrading programs at all levels. Evaluation of projects for eligibility, the establishment of priority needs, and the inter-relationships with other Federal programs will come within the province of this office. The guidelines for consultant services, inservice programs, and evaluation will be developed through this office with close inter-relationship with the Supervisor of Audio-Visual Services.

Qualifications for this position require a master's degree in library science, successful experience as a classroom teacher and as a school librarian. Experience in a library supervisory role is also required.

About 40% of this supervisor's time will be spent on the administration of the Title II program.

d. The Assistant Supervisor of Library Services (two new positions to be established) will be directly responsible to the Supervisor of Library Services for judging the eligibility of library materials requested in project applications, for helping to interpret the Federal program in the field, for developing consultative and inservice activities, for planning publications, and for the consistent improvement of the standards of the library programs in the schools of the State.

Qualifications for these positions include a master's degree in library science, teaching and library experience associated with schools to include supervisory experience in school library services.

One Assistant Supervisor's position will be approximately full time and one half time on Title II programs.
e. The Supervisor of Audio-Visual Services will be responsible for the preparation and interpretation of standards and criteria related to the acquisition and use of audio-visual materials under the State plan. He gives leadership in planning for the improvement of state-wide programs, works cooperatively with the Supervisor of Library Services and serves as a consultant on questions which concern audio-visual materials and programs.

Qualifications for this position require one year of graduate study in the field of audio-visual education, successful experience as a classroom teacher and as a director or coordinator of an instructional materials program.

It is estimated that 30% of this supervisor's time will be spent on the Title II program.

f. The Assistant Supervisor of Audio-Visual Services (one new position to be established) is responsible directly to the Supervisor of Audio-Visual Services. He is primarily responsible for the review and evaluation of projects submitted in this field by local school districts for Federal support. The increased emphasis on materials centers as the central library service facility will require this individual's close and continuous cooperation with the Assistant Supervisors of Library Services. This individual will also assist in interpreting Federal programs in the field, and through inservice and consultative activities, continuously work toward upgrading the instructional materials program of the local schools.

Qualifications for this position call for graduate study in the field of audio-visual education and experience as a classroom teacher. Additional experience in administering an audio-visual service program is also required.

This is a full-time position under Title II.

g. Personnel for all the specialized areas in curriculum and instruction may be called upon for support in interpreting the specific needs of subject matter, grade level, appropriate project ideas and currency of materials for project grants, in inservice education programs, and in the evaluation of Title II programs.
(3) Division of Administration & Finance

a. The Assistant Superintendent for Administration and Finance operates under the direction of the Superintendent of Public Instruction in providing leadership and direction in the planning, organization, and administration of financial affairs and services of the State educational agency; and in that capacity deals with various Federal aid to education programs which are combined for administrative purposes in a Federal Projects section.

b. The Fiscal Administrator of Federal Projects carries general responsibility for the fiscal aspects of Public Law 815 and 874 and his duties are now extended to Title II and other phases of Public Law 89-10. Through general informational services and individual consultations this individual and his assistant disseminate information regarding conditions governing local participation, particularly with respect to project proposals, submission of financial and statistical data, local accounting requirements and the manner in which funding is accomplished, etc.

The Federal Projects Section is further concerned with the establishment of local allotments and with the financial and statistical analysis and evaluation of project proposals, and is responsible for all fiscal phases of the State plan for Title II, Public Law 89-10 operations.

The Fiscal Administrator and his staff maintain close liaison with the Division of Curriculum and Instruction which has the sole responsibility for the approval of local acquisition programs under this Title.

The qualifications for Fiscal Administrator stress a high degree of competency in school finance, particularly as it relates to State and national sources of revenue. He shall have a thorough knowledge of Federal and State laws and regulations pertaining thereto and a thorough understanding of the principles of fund accounting and budgetary procedures. He shall have had previous experience in the operation of State and Federal programs.

It is estimated that 10% of his time will be required for the supervision and direction of staff assisting him in performing his duties.

c. The Assistant Fiscal Administrator of Federal Projects shares the responsibility for directing
the work of the Federal Projects Section but has as his special concerns Title III and V-A of NDEA, in addition to Title II of Public Law 89-10. He will exercise supervision and direction of the fiscal activities connected with Title II and will oversee the distribution and disbursement of Federal funds.

The qualifications for the Assistant Fiscal Administrator require that he shall have a thorough knowledge of both State and local budgetary and accounting procedures and shall be thoroughly familiar with the fiscal provisions of the Federal Act and implementing regulations. He shall have a general knowledge of other Federal aid to education programs administered by the State and shall have had previous experience in the operation of one or more of these programs.

The initial phases of his work will require a high concentration of time but it is expected that an allotment of 20% will suffice once the program is firmly established.

d. The Fiscal Plans Analyst will review, analyze and evaluate all fiscal and statistical data submitted in local project proposals to insure compliance with the established State and Federal requirements under Title II and will determine and report the adequacy of local fund accounting systems. He will also maintain appropriate records and be responsible for the preparation of such statistical and fiscal reports as may be required in the administration of the Act.

The qualifications for this position are in accordance with or exceed the qualifications for Accountant I established by the State Personnel Board which governs employment standards for this department.

This is a full-time Title II position.

e. Such other services as are required in the administration and supervisory operation of Title II, Public Law 89-10 will be supplied by the Division of Administration and Finance, Research Division, Data Processing Section, etc. This will entail the services of at least one full-time programmer and supportive clerical personnel in all departments.
3.22 The State program of administration, leadership, and supervision to be incorporated as a part of this plan is as follows:

(1) In line with their separate and respective responsibilities set forth in this plan, (Sec. 3.21) members of both the fiscal department and the division of curriculum and instruction will provide:

a. Consultative services to local agencies in all aspects of program development and fiscal and administrative operation of this plan.

b. Dissemination of information through bulletins and other written communications, speaking engagements, phone calls and correspondence.

(2) The library and audio-visual specialists will be assisted by other specialists in the department of curriculum and instruction in the following:

a. Preparation and interpretation of standards and criteria relating to the selection, acquisition and use of materials under the State plan.

b. Supplying aids for the selection of quality materials.

c. Helping local agencies to strengthen and improve school library services as instructional materials centers.

d. Providing and encouraging leadership in the development of instructional resources centers at all levels from the building to district, county or intermediate service areas.

e. Assisting local agencies in the planning of inservice programs for teachers, librarians and audio-visual personnel responsible for the selection of materials and the improvement of instruction through the use of materials.
Development and Revision of Standards for School Library Resources, Textbooks, and Other Printed and Published Instructional Materials

The Superintendent of Public Instruction shall take the following steps to assure development of appropriate qualitative and quantitative standards (to include annual review and revision if necessary) and to make them available to local public and private schools:

(1) The local educational agencies shall use the present State standards in evaluating both quantitative and qualitative aspects of school library programs serving children and teachers in public and private schools -- Recommended School Library Services and Standards approved by the State Board of Education in January, 1960 -- for 1965-66.

(2) The revision of standards is the responsibility of the State Board of Education in conjunction with appropriate staff in the Office of the Superintendent of Public Instruction. (R.C.W. 28.04.120 (7) (11) and S.B.E. Code, Sec. 48-8, p. 4).

(3) As standards are revised and approved by the State Board of Education, they will be printed, disseminated, and interpreted by the Superintendent of Public Instruction and his staff.

(4) Under the direction, supervision, and according to the administrative policies of the State Board of Education, standards for the instructional resources programs will be revised continuously as the specialists in the department of curriculum and instruction evaluate school programs and assess the degree of change, by means of surveys, reports and field work. Members of the professional associations concerned, as well as local school library, audio-visual, curriculum and administrative personnel, will be involved in the process of revising standards.
3.3 Criteria Used in Allocating School Library Resources, Textbooks and Other Printed and Published Instructional Materials.

The School Library and Audio-Visual Survey published in the State in 1964 indicated inadequate amounts of instructional resources (both print and nonprint) throughout the State; therefore, the need has been determined to be universal, although the degree may vary from district to district or from school to school. In addition, the professional staff members of the division of curriculum and instruction in the State agency have repeatedly reported a paucity of materials for children and teachers in many schools which they have visited and evaluated.

3.3 The following criteria have been established to be used in allocating school library resources, textbooks, and other printed and published instructional materials provided under this program in accordance with the relative need of the children and teachers of the State:

(1) Because of the almost universal need to bring school libraries up to State standards, certain minimum funds will be made available to each school district based upon the number of children enrolled in public and private schools located within the district.

(2) Realizing that great need exists in very small districts and that a per capita allocation would build a collection within the school at an extremely slow rate, each district, unless judged not remote and necessary, will be assured a minimum of $200 available for the acquisition of eligible library resources and instructional materials on approved projects, in carrying out the provisions of (1) above.

(3) Relative need shall be determined by comparing the base revenues available to each district in addition to those guaranteed by the state program of equalized support. The degree of need shall vary in a direct inverse relationship to the amount per pupil (including private and public school children) of available funds in excess of the minimum support level.
District eligibility for funds shall be determined by the following formula:

(1) Approximately 45% of the State's allotment for the fiscal year shall be available to local educational agencies on a per capita basis. Each operating district of the State, except those non-high districts enrolling less than 100 students and declared to be not remote and necessary by the State Board of Education, shall be eligible for an entitlement based on its actual enrollment of full-time students in public and private schools, except that no eligible district shall receive less than $200.00.

(2) Approximately 50% of the State's allotment shall be made available, for the first fiscal year (or portion thereof) following Federal acceptance of this plan until such time as a more accurate determination of relative needs can be established, in the following manner: The amount of each district allocation from this portion of the State allotment will vary in inverse proportion to the amount per pupil of the district's available base revenues in addition to the level guaranteed by the State as a minimum. This relationship shall be computed on figures reported for the most recent completed school year.

The allocations under this plan will be made only for approved expenditures based on application proposals submitted by the local educational agencies and approved by the Superintendent of Public Instruction.

The present apportionment formula governing basic State school support is geared to the relative needs of local districts for educational services and materials which include library resources and audio-visual materials. Preliminary data indicate a correlation between library and audio-visual expenditures and the revenues available to a district from this and other sources. The Superintendent of Public Instruction is presently researching and conducting other appropriate studies and surveys designed to make a more accurate determination of relative need. These findings will be used as a basis for review and revision of the distribution feature of this plan at the end of the current fiscal year.
3.32 The criteria to be used to insure that the school library resources, textbooks, and other printed and published instructional materials made available by this program will be provided on an equitable basis for the use of children and teachers in private elementary and secondary schools in the State eligible for participation in this program are:

(1) Children and teachers in nonpublic schools may participate in the use of materials purchased under this Title, in those instances where the private school complies with the compulsory attendance laws of the State.

(2) The children and teachers in each eligible private school shall have the opportunity to share equitably in the use of resources made available under Title II through the local public educational agency within whose boundaries the private school exists.

(3) It shall be the responsibility of the local public educational agency to notify each private school within the boundaries of its district of the opportunity to participate in the program during each application period provided under the State plan. If the local public agency chooses not to make an application in any given application period for which it is eligible for funds, then the eligibility for funds due to private school enrollment may be assigned by the Superintendent of Public Instruction to another local educational agency or a county superintendent of schools, which agency shall then make the approved materials available to students in the nonpublic school.

(4) Criteria established under the State plan for the allocation of resources as determined by relative factors, criteria established for the selection of materials, and standards set for school library and other instructional resources programs shall
prevail over the participation of children and teachers in private as well as public schools.

(5) The public educational agency shall hold title to all materials acquired under Title II for the use of public and private school children and teachers; those materials acquired through funds allocated for use by private school children and teachers shall be made available on a loan basis, with the lending procedure established at the local level in accordance with existing practices for similar procedures.

(6) The local public educational agency application shall give evidence of cooperative planning with persons working on behalf of the children and teachers in private schools in determining the way in which materials will be selected, processed and made available to these private school children and teachers.

### 3.4 Criteria to be Used in Selecting the School Library Resources, Textbooks, and Other Printed and Published Instructional Materials.

#### 3.41 The following criteria (See Appendix A for detailed criteria) for selection of materials have been established:

1. All materials selected for use by children and teachers in public and private elementary and secondary schools shall be selected according to the interests and abilities of the school clientele, for quality, and for their relationship to the curriculum.

2. Selection shall be based on knowledge of the instructional program, of the pupils and teachers to be served, and of materials presently available.

3. School librarians, audio-visual and teaching personnel shall select materials jointly as a continuing process throughout the school year, as directed by the school principal or other administrative official.

4. Reliable professional selection tools, lists and reviewing media shall be used as guides and, to the extent possible, materials shall be examined and evaluated by professional school staff before purchase.

5. Selection of new materials and weeding of out-of-date and poor quality materials shall be
systematic so that the resulting collections of library resources and other instructional materials will be balanced, of good quality, and selected to serve the total instructional program.

(6) Application proposals from local educational agencies shall indicate the methods used for selecting materials for use by both public and private school children and teachers, and shall provide assurance that no materials for sectarian purposes or religious worship will be included.

(7) The local educational agency shall indicate in the selection of materials the professional lists and reviewing media consulted for the purchase of library books and printed reference materials, and for periodicals; the source of audio-visual materials from professional lists where possible, and/or standard catalogs of recognized producers. Otherwise, for all districts, lists of titles of materials for purchase shall be supplied when these materials have been selected from other than approved selection aids.

3.5 Criteria to be Used in Determining the Proportions of the State's Allotment Which Will be Expended for School Library Resources, Textbooks, and Other Printed and Published Instructional Materials.

3.51 Criteria to be used in determining that portion of the allotment to be expended for school library resources:

(1) In view of the serious need for library resources, priority will be given to bringing school library resources up to standard and to expanding the collections in both public and private schools in areas where there is a special need; e.g., special subject areas, certain levels, for special types of children.

(2) The local educational agency shall determine the percentage allotment for the purchase of print and nonprint materials, keeping in mind that audio-visual materials have been purchased in large quantities for district use through the use of NDEA Title III funds and that the 1964 survey revealed the over-all average for school library books was only three-fifths of the recommended State standard.

3.52 Criteria to be used in determining that portion of the allotment to be expended for textbooks:
Textbooks may be approved for purchase under Title II funds for use by children and teachers in public or private schools at such time when library resources are adequate for the needs of the curriculum (but not in 1965-66) and based on an evaluation and analysis of needs.

3.53 Criteria to be used in determining that portion of the allotment to be expended for other printed and published instructional materials:

Other printed and published instructional materials may be purchased with Title II funds for schools without central libraries, but local educational agencies will be urged to plan for the development of a central library in each school from which library resources (those processed and organized for use) will be made available.

3.54 Criteria will be reviewed annually in order to meet changing needs and conditions throughout the State, based on the revision of standards, or determined by surveys or other evaluative processes.

3.6 The Methods and Terms by Which School Library Resources, Textbooks, and Other Printed and Published Instructional Materials Will Be Made Available for the Use of Children and Teachers in the State.

3.61 The methods and terms by which materials shall be made available are as follows:

1. Library resources and other instructional materials purchased under Title II funds shall be made available to public and private school children and teachers on a loan basis in accordance with the established lending procedures of the school district or school concerned.

2. The local public educational agency shall retain title and administrative control over all such materials used by public and private school children and teachers, shall determine procedures for making them available, and shall be responsible for the inventory reports.

3. All materials acquired through Title II funds for use by private school children and teachers shall be approved for use by the local public educational agency and meet requirements stated in this plan.
(4) The Superintendent of Public Instruction shall notify all public local educational agencies about the provisions of this State plan and the procedures for application. Each local agency shall notify the representatives of the children and teachers in every private school within its district boundaries of the opportunity to participate with the local public educational agency under the State plan. The local public agency will submit the application to the State agency on behalf of the public and private school children and teachers in the district and will indicate the methods by which the organization of materials and the loan policy established will provide distribution on an equitable basis to all children and teachers in public and nonpublic schools.

(5) An annual report will be required by the Superintendent of Public Instruction of each local educational agency based on reports from public and private schools within the boundaries of the school district; questions will be asked about the efficiency of the arrangements made for the use of materials by public and private school children and teachers, and provision will be made for suggestions for improving services.

3.7 Procedures Established by the State Agency to Assure That Federal Funds Under This Program Will Not Supplant State, Local, and Private School Funds Normally Budgeted and Made Available for the Acquisition of School Library Resources, Textbooks, and Other Printed and Published Instructional Materials.

3.7.1 Procedures established to assure that Federal funds will not supplant normally budgeted funds are as follows:

(1) The public school agency receiving funds under this program will further provide satisfactory assurance through the instrument of application that the agency will expend during the fiscal year for which the grant is requested (from funds other than those received under this Title and other federally-supported programs) for resources in an amount not less than the annual amount it has expended per capita for such resources during the most recent fiscal year for which such information is available, with a judgment to discount extraordinary non-recurring expenses during the base period.
(2) For all approved projects from local public educational agencies, the administrator of the public agency shall obtain and submit with his claim for payment a similar certification from each private school.

(3) These certifications from public agencies and private schools shall also include statements that any funds expended for the purchase of materials used for religious instruction or worship have not been included in the determination of these levels of expenditures.

(4) The Superintendent of Public Instruction shall analyze each year the reports of local educational agencies participating in this plan and shall determine whether or not the total expenditures of State, local and private funds have increased or at least remained the same for the acquisition of library resources and other instructional materials. The results of such analyses will be made to the U.S. Office of Education through annual reporting.

3.8 Procedure for Establishing That School Library Resources, Textbooks, and Other Printed and Published Instructional Materials Made Available by This Program, Have Been or Will be Approved by an Appropriate State or Local Educational Authority for Use in the Public Elementary and Secondary Schools of the State.

3.81 To insure that all resources made available by this program will be approved by an appropriate public agency the following procedures have been established:

(1) As provided in this plan the control and administration of the use of school library resources and other printed and published instructional materials shall be vested in a public educational agency only, and all materials acquired for the use of public and private school children and teachers shall be selected in accordance with the criteria set forth in Section 3.4 and Appendix A of this plan. Each project must carry certification of the chief administrator of the local public educational agency that the materials have been approved by qualified professional personnel in the local public educational agency and will not be used for any form of religious instruction.

(2) All local educational agencies shall maintain records of materials acquired for use by public
and private school children and teachers; the Superintendent of Public Instruction shall have the final authority in determining whether or not these materials are appropriate for use in the public elementary and secondary schools of the State.

4.0 Public Control of Library Resources, Textbooks, and Other Instructional Materials.

4.1 Public Agencies Retaining Title

The general types and functions of the public agencies which will retain title to the resources, books, and materials are:

(1) Any of the State's public institutions or agencies having administrative control and direction of a public elementary or secondary school. These include:

a. Local public school districts as recognized by Washington law
b. County or intermediate education units as recognized by Washington law
c. Laboratory schools operated by tax supported teacher training institutions in accordance with Washington law
d. Special public schools for handicapped and exceptional children operating under the authority of Washington law

4.12 The public agency retaining title to the school library resources, textbooks and other printed and published instructional materials made available under this plan shall reserve the right to recall or replace any such items made available for the use of children and teachers in the elementary and secondary schools of the State. The following are the conditions under which the recall and replacement procedures of the title-retaining public agency shall function:

(1) The public agency shall maintain records which indicate the location of the materials on loan for use by public and private school children and teachers.

(2) Such materials may be recalled or replaced for:

   a. Recirculation or renewal of collections
b. Violations of the provisions or intent of the terms of the loan

c. The permanent closing of the school, district reorganization, or other circumstances which merit a redistribution of items

d. Reorganization of the library or instructional materials center system

e. Replacement or repair of worn out items

f. Replacement of inappropriate instructional materials items

4.2 Inventorying Methods

4.21 The methods for inventorying and the maintaining of records of school library resources, textbooks, and other printed and published instructional materials furnished pursuant to this plan are:

(1) Each local public educational agency receiving funds under this plan for the acquisition of school library resources, textbooks and other printed and published instructional materials shall maintain a separate continuing record of all such materials.

(2) This inventory record shall indicate the placement, location and eventual disposition of all materials acquired under Title II funds according to procedures established by the State agency.

(3) Such inventories shall be available at any time for examination by the Superintendent of Public Instruction staff.

4.22 The practices to be followed in removing school library resources, textbooks, and other printed and published instructional materials from inventory records because of loss, obsolescence, and wearing out are:

(1) All materials shall be inventoried before the end of each school year.

(2) Inventory control cards shall be checked with materials on hand, and lost or missing materials indicated in a temporary manner until final searching has been made.
(3) When it is determined that some materials cannot be located after a careful search, information to that effect shall be indicated on the inventory card.

(4) After all materials have been checked with the inventory control cards, a summary of materials at hand and materials missing shall be prepared.

(5) This inventory record shall be included as part of the annual report submitted before the end of the fiscal year to the State Superintendent of Public Instruction; it shall include:

   a. An accounting for all the items acquired under Title II as either on hand, missing, lost, or withdrawn because of obsolescence or wearing out.

   b. A reporting in terms of the total number of items of each type, rather than by the listing of individual titles, under the ownership of the local public educational agency.

5.0 Program for the Acquisition of Library Resources, Textbooks, and Other Printed and Published Instructional Materials.

5.1 Method of Distribution

   (1) The chief administrator of each school district shall be notified by the Superintendent of Public Instruction of the dates of each period for making applications for an allotment of funds under this plan. It shall be the responsibility of the chief administrator of each local public educational agency to notify the representatives of children and teachers in each eligible private school within the boundaries of his school district.

   (2) Forms for project applications and necessary guidelines shall be distributed to the chief administrators of local public educational agencies and through them to the representatives of children and teachers in eligible private schools.

   (3) Local public educational agencies receiving grants under this program will be allocated funds for both the public and private elementary and secondary school children enrolled in schools within the district's boundaries.
(4) Agencies eligible to submit applications for both the public and private schools in their boundaries shall be:

   a. Local public school districts as recognized by Washington law

   b. County or intermediate educational units as recognized by Washington law

   c. Public agencies having administrative control of public elementary and secondary schools.

(5) Consultative service shall be provided by the staff of the Superintendent of Public Instruction regarding application proposals.

5.2 Project or Application Approval Procedure

5.21 The following procedures have been established for the submission of applications:

   (1) The Superintendent of Public Instruction shall periodically notify all approvable educational agencies as indicated in the preceding section of an open period, with a closing date, for the submission of project applications covering the acquisition of library resources or other printed and published materials.

   (2) Upon receipt of the projects, they shall be individually evaluated by both fiscal and program specialists, including the supervisors of library and audio-visual services and other subject area specialists as needed in the department of curriculum and instruction specifically as follows:

      a. Projects shall be directed by the Director of Federal Program Coordination to the Supervisor of Federal Project Proposals in the Division of Curriculum and Instruction.

      b. Projects will be read by this Supervisor and referred to appropriate divisional personnel.

      c. Relevant sections of projects, as indicated by the Supervisor of Project Proposals, will be reviewed by sectional supervisors.

      d. Sectional supervisors will recommend approval, revision, or rejection of projects.
e. Projects, with recommendations, will be returned to the Supervisor of Federal Project Proposals.

f. Supervisor of Federal Project Proposals will summarize recommendations and return them, along with the projects, to the Director of Federal Program Coordination.

(3) When this evaluation is completed, the local educational agency shall be notified by the Superintendent of Public Instruction relative to the approval or rejection of its application for a project or projects under this plan. If rejected, consultants and/or staff responsible to the Superintendent of Public Instruction will counsel with the local educational agency about the possibility of improving its application for re-evaluation.

5.3 Purchasing Procedures

(1) The State agency, upon approval of a given application for Title II, Public Law 89-10 Federal funds, shall authorize and advance 40% of the approved cost. On or before April 1, an additional 30% may be advanced and the adjusted remainder forwarded at the close of the fiscal year.

The final payment must be supported by documented evidence that the total expenditures have been accomplished consistent with the terms of the approved application, that the account is true and just, and can be verified by a subsequent audit.

Any underpayments or overpayments occurring under this plan shall be adjusted for each fiscal year.

(2) Subject to any amending action, the State plan does not now provide for any direct purchases by the State agency for placement in either public or private schools.

(3) Public agencies eligible for participation include the following:

a. Local public educational agencies operating as school districts providing education to elementary and secondary school students;

b. Intermediate units involving one or more counties for local districts requesting a coordinated program through the intermediate agency.

c. Any public institution or agency having the
5.4 **Processing of Claims for Advancement or Reimbursement of Federal Funds**

Applications received from public, local educational agencies for financial support under Title II, Public Law 89-10 shall state specifically from what lists approved by the State agency materials have been selected for purchase. Before final payment is made, the chief officer of the participating agency shall certify that the approved purchases have been made, that payment has been accomplished and that substantiating records of all transactions have been maintained in accordance with required auditing records.

Underpayment or overpayment of Federal grants shall be made by immediate additional payments or by adjustments to the local account in the following year or as soon as a State audit has revealed the discrepancy.
5.5 Expenditures Allowable for the Processing, Cataloging, and Delivering of School Library Resources, Textbooks, and Other Printed and Published Instructional Materials.

5.51 The following procedures have been established:

(1) Expenditures for making school library resources and other printed and published materials available for use by public and private school children and teachers may be included as a part of acquisition costs. These expenditures may include the following:
   a. The necessary and essential costs of processing and cataloging of materials.
   b. The delivery of materials to the point in the local educational agency where materials are initially received.

(2) Cost allowances for such expenditures will be made on the following basis:
   a. Actual costs up to a maximum of $1.00 per item for materials cataloged and processed either by the local agency or by a commercial firm.
   b. Delivery charges for the shipping or transporting of materials from the supplier to the place within the local school district where the materials are initially received.

(3) Funds under this plan may not be used for redistribution of such resources after delivery to the place where initially received.
6.0 Certification of Plan

6.1 Certificate of Officer Authorized by State Agency to Submit the State Plan

State of WASHINGTON

I hereby certify that the State plan was adopted by the Washington Superintendent of Public Instruction on November 1965. I further certify that the plan attached to this certification is the plan approved by the Washington Superintendent of Public Instruction. The plan as submitted constitutes the basis for the operation and administration of the State's program established pursuant to Sections (201-207) inclusive of Title II and Sections (601-605) inclusive of Public Law 89-10. All information, statements, and representations contained in the plan as of this date are accurate, to the best of my knowledge and belief.

(Signed) Luis Bruno
Superintendent of Public Instruction

(Date) November 1965

Please note: The signature has been redacted due to security reasons.
6.2 Certification of State Attorney General or Other Appropriate State Legal Officer

State of WASHINGTON

I hereby certify:

1. That the Superintendent of Public Instruction is qualified as a State agency in accordance with Section 203 of Title II of Public Law 89-10.

2. That said agency has the authority under State law to submit a State plan pursuant to Section 203 of Title II of Public Law 89-10.

3. That all the provisions of the foregoing plan are consistent with State law; and

4. That the Superintendent of Public Instruction has been duly authorized by the Superintendent of Public Instruction to submit the foregoing State plan and to represent the Superintendent of Public Instruction in all matters pertaining thereto.

(Signed) Signature is illegible

Attorney General

(Date) November 10, 1965

Please note:
The signature has been redacted due to security reasons.
Mr. and Mrs. Ed Noack  
604 Manitoba  
Ellensburg, Washington  

Dear Mr. and Mrs. Noack:  

I was delighted to learn of your interest in initiating a research project using data from Title II of the Elementary and Secondary Education Act as a part of your graduate thesis at Central Washington State College of Education. This office is always interested in seeing graduate programs developed which will contribute to the educational progress of the boys and girls of our State. The project could be of real value to the Office of Public Instruction as we begin to evaluate the impact of Title II funds upon the improvement of instruction in our schools, and we are pleased that you will be helping us to interpret this information.  

If questions arise concerning the project, I would suggest that you work directly with Dr. Babcock, Assistant Superintendent, Division of Curriculum and Instruction, or Dr. Alan Metcalf, Director of Research, both of whom will, of course, be working closely with Mrs. Badten and Mr. Thomas Hannan.  

Sincerely yours,  

Louis Bruno  
Superintendent of Public Instruction  

Please note:  
The signature has been redacted due to security reasons.
APPLICATION FOR SCHOOL LIBRARY RESOURCES
AND OTHER INSTRUCTIONAL MATERIALS UNDER
THE PROVISIONS OF TITLE II, PUBLIC LAW 89-10

The local educational agency named below hereby applies to the state educational agency for financial assistance pursuant to Public Law 89-10, Title II. Authorization for this application together with the designation of an authorized representative of the local educational agency was voted and made a part of the minutes of an official meeting of the governing authority or Board of Directors held on _______________.

__________________________________________

Name of Edu. Agency ______________________ Number ____________

Address __________________________________ County __________

City __________________________ Zip Code __________ Telephone ______

Authorized Representative __________________________ Title ______

____________________________________________

PART I - DISTRICT PROJECT SUMMARY

Instructions
This is a total district application including non-public schools, if any. Submit original and 3 copies to State Superintendent of Public Instruction. A second section, Part II provides supporting information from individual schools.

State Agency Use
Project No. __________________________
Date Received _______________________
Date Approved _____________________
Allotment _________________________
Amount Approved _________________
Signature _________________________
Title ______________________________
SECTION I - SCOPE OF PROJECT

A. Number of Schools in District and Number Not Participating

NOTE: When elementary and secondary grades are housed in one school plant, count elementary and secondary grades as two schools. Count junior high schools as secondary schools.

<table>
<thead>
<tr>
<th>Number in District</th>
<th>Number Not Participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Public Elementary</td>
<td>______________________</td>
</tr>
<tr>
<td>2. Public Secondary</td>
<td>______________________</td>
</tr>
<tr>
<td>3. Non-public Elementary</td>
<td>______________________</td>
</tr>
<tr>
<td>4. Non-public Secondary</td>
<td>______________________</td>
</tr>
<tr>
<td>Total</td>
<td>Total</td>
</tr>
</tbody>
</table>

SECTION II - MAINTENANCE OF EFFORT


1. PUBLIC SCHOOLS

(a) Total 1964-65 Expenditures for Library and Audio-visual materials as reported in School District Financial Statement:
   - Library book replacements (261) $________
   - Periodicals and newspapers (264) ________
   - Other reference expense (265) ________
   - Audio-visual films (271) ________
   - Maps, charts and globes (273) ________
   - Other (274) ________
   - New Library books (1235) ________
   - For new buildings (2232) ________

(b) Total expenditures $________

(c) Less Federal direct support for library and A-V expenditures $________

(d) State & local funds expended $________

2. NON-PUBLIC SCHOOLS

(a) Total expenditures for July 1, 1964 to June 30, 1965 for library and A-V materials only $________

(b) Less federal funds, if any $________

(c) Total private school funds expended $________

Total public and private funds $________
B. Amount budgeted for library and A-V materials for 1965-66 exclusive of any actual or anticipated direct federal support in the above categories.

1. Public Schools $_____
2. Private Schools $_____
3. Total State, local and private school funds budgeted $_____

C. If your 1965-66 budget for library and A-V materials has been adjusted downward to a decreased enrollment, please fill out this section.

<table>
<thead>
<tr>
<th>Average Daily Attendance</th>
<th>Expenditures from State, local &amp; Private Funds</th>
<th>Per Pupil Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1964-65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. 1965-66</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D. If A-1.(d) and A-2.(c) combined are greater than B-3, and this can be explained by an unusual circumstance during either year, please indicate this fact. Use specific figures and separate sheet if needed.

SECTION III - PROJECT PROPOSAL

A. Project Design

Your proposal for the use of Title II funds on a district-wide basis shows the design for providing additional materials based on curriculum needs in both public and non-public schools. Explain carefully how this will be accomplished for the current year. Include the following:

1. Identify needs based on an evaluation of existing library resources and other instructional materials.

2. Indicate planned procedures for meeting the identified needs.

3. Describe the techniques to be used in the evaluation of this project.
B. Total Title II funds requested 1965-66

1. Library resources
   (a) Printed materials $_______ ________%
   (b) Audio-visual materials $_______ ________%

2. Other instructional materials
   (a) Printed materials $_______ ________%
   (b) Audio-visual materials $_______ ________%

3. Estimated costs for cataloging and processing if to be claimed
   $_______
   Total $_______

SECTION IV - PRIVATE SCHOOL PARTICIPATION

A. What procedures are proposed for the loan or use of Title II materials on an equitable basis to private elementary and secondary school students and teachers in your district?

B. List names of non-public schools not participating, if any, and give reasons for non-participation, if known.
STATE OF WASHINGTON  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
OLYMPIA, WASHINGTON  

APPLICATION FOR SCHOOL LIBRARY RESOURCES  
AND OTHER INSTRUCTIONAL MATERIALS UNDER  
THE PROVISIONS OF TITLE II, PUBLIC LAW 89-10  

PART II. SUPPLEMENTAL REPORT FROM EACH SCHOOL  

Please submit the original and three copies for each school.  

School district Name __________________________ District No. _____  
Name of Individual School ____________________________  
Address __________________________ Zip Code _______  
Head of School __________________________ Title ________  

1. Classification: Public School ☐ Non-public School ☐  
2. Circle each grade enrolled: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12  
3. Does this school have a central library? Yes ____ No ____  
4. This school has on its staff a librarian:  
   Full time ☐ One-Half Time ☐ Part Time ☐  
5. This school has a person designated as an audio-visual coordinator:  
   Librarian ☐ Teacher ☐ Principal ☐ Other ☐
6. **Maintenance of Effort**

To be filled in by non-public schools only

(a) Report only private school funds spent or budgeted for library resources and other instructional materials, excluding textbooks.

Actual expenditures for fiscal 1964-65 $__________

Budgeted expenditures for fiscal 1965-66 $__________

(b) Report expenditures here on a per-pupil basis:

<table>
<thead>
<tr>
<th>Average Daily Expenditures</th>
<th>From Private School Funds</th>
<th>Per Pupil Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1964-65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1965-66</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. On the basis of the inventory, an analysis of curriculum needs, and evaluation of the quality of library resources and other instructional materials, the following needs have been identified:

<table>
<thead>
<tr>
<th>All Areas That Need Improvement in both Short and Long-term Planning</th>
<th>Areas that this Title II Project will help improve this year (Check)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td></td>
</tr>
<tr>
<td>B.</td>
<td></td>
</tr>
<tr>
<td>C.</td>
<td></td>
</tr>
<tr>
<td>D.</td>
<td></td>
</tr>
</tbody>
</table>

* It is assumed that unchecked items in Question 7 are inadequacies that will be strengthened in the future.
8. Indicate planned procedures for meeting the identified needs. Include such items as kinds of materials, grade levels, subject areas. Include for example, how the materials will be used in 8th grade social studies. (Attach additional sheets as needed.)

9. Describe the procedures and techniques to be used in evaluating the effectiveness of the project materials in this school with respect to identified needs and proposed procedures. (Attach additional sheets as needed.)

10. If materials have been selected from lists or sources other than those indicated in the Guidelines, please list sources below.
II. Inventory of all instructional materials in this school building:

<table>
<thead>
<tr>
<th>Type of Material</th>
<th>NUMBER OF ITEMS LOCATED IN THIS SCHOOL</th>
<th>CHECK IF AVAILABLE FROM:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Library Resources*</td>
<td>Other Instructional Materials**</td>
</tr>
<tr>
<td>Library books (volumes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen. Encyclopedias (number of sets, 1960 or later)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magazine subscriptions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newspaper subscriptions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pamphlets (estimate only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maps, folded (estimate only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pictures (estimate only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (List)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8mm Films</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16mm Films</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filmstrips</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slides</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tape recordings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disc recordings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transparencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kinescopes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microfilms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maps (wall type)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Globes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Models and realia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programed materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (List)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Library Resources includes all materials, both printed and audio-visual (except textbooks) which are processed and organized for use in a central library or instructional materials center within the school.

**Other Instructional Materials includes both printed and audio-visual materials not organized in library collections, but housed in classroom/departmental collections. If there is no central library count all materials in column Other Instructional Materials.
APPLICATION FOR SCHOOL LIBRARY RESOURCES
AND OTHER INSTRUCTIONAL MATERIALS UNDER
THE PROVISIONS OF TITLE II, PUBLIC LAW 89-10

The local educational agency named below hereby applies to the state educational agency for financial assistance pursuant to Public Law 89-10, Title II. Authorization for this application together with the designation of an authorized representative of the local educational agency was voted and made a part of the minutes of an official meeting of the governing authority or Board of Directors held on ________________ (Date).

Name of Educ. Agency __________________________ Number __________________

Address __________________________ County __________________

City __________________________ Zip Code ________ Telephone ____________

Authorized Representative __________________________

Title __________________________

PART I - DISTRICT PROJECT SUMMARY

Instructions
This is a total district application including non-public schools, if any. Submit original and 2 copies to State Superintendent of Public Instruction. A second section, Part II provides supporting information from individual schools.

State Agency Use
Project No. __________________
Date Received __________________
Date Approved __________________
Allotment __________________
Amount Approved __________________
Signature __________________
Title __________________

SECTION I - SCOPE OF PROJECT

Note: When elementary and secondary grades are housed in one school plant, count elementary and secondary grades as two schools. Count junior high schools as secondary schools.

A. Statistical Data - Public School

<table>
<thead>
<tr>
<th></th>
<th>El.</th>
<th>Sec.</th>
<th>El.</th>
<th>Sec.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools in district</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment in dist.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers in dist.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Statistical Data - Non-Public School

<table>
<thead>
<tr>
<th></th>
<th>El.</th>
<th>Sec.</th>
<th>El.</th>
<th>Sec.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools in district</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment in dist.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers in dist.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SECTION II - MAINTENANCE OF EFFORT

A. Expenditures for all printed and published materials including audio-visuals but excluding textbooks for fiscal year 1965-66 beginning July 1, 1965 and ending June 30, 1966. Consider obligations as expenditures.

1. PUBLIC SCHOOLS - 1965-66 EXPENDITURES -- Classify expenditures and obligations according to the classification in current use established in the Accounting Manual for Public School Districts. In most cases the reported figures should reconcile with your general District Financial Statement which annually reports all district expenditures.

   a. Library books (261) $_____
      In (1235) $_____
      In (2232) $_____
      Periodicals and newspapers (264)$_____
      Other reference expense (265) $_____
      Audio-visual films (271) $_____
      including rentals
      Maps, charts and globes (273) $_____
      Other printed and published materials (274) $_____

   b. Total expenditures from Federal, State, local & private funds (donations)$_____

   STATE USE
   ONLY
   $________
   $________
   $________
   $________
   $________
   $________
   $______
c. Less amount of direct federal support received, due or payable for purchase of printed and published library and A-V materials in 1965-66

<table>
<thead>
<tr>
<th>Title</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>III, N.D.E.A.</td>
<td></td>
</tr>
<tr>
<td>I, E.S.E.A.</td>
<td></td>
</tr>
<tr>
<td>II, E.S.E.A.</td>
<td></td>
</tr>
<tr>
<td>III, E.S.E.A.</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Total Federal Support</td>
<td>$</td>
</tr>
</tbody>
</table>

d. State, local and non-public funds less federal funds (less c.)

<table>
<thead>
<tr>
<th>$</th>
</tr>
</thead>
</table>

e. 1965-66 enrollment (from Oct. 1965 report)

<table>
<thead>
<tr>
<th>$</th>
</tr>
</thead>
</table>

f. Per pupil expenditure from State, local and private funds (d.)

<table>
<thead>
<tr>
<th>$</th>
</tr>
</thead>
</table>

2. NON-PUBLIC SCHOOLS - 1965-66 Expenditures

a. Total expenditures and obligations from July 1, 1965 to June 30, 1966 for printed and published materials excluding textbooks

<table>
<thead>
<tr>
<th>$</th>
</tr>
</thead>
</table>

b. Less federal funds due, received or payable, if any

<table>
<thead>
<tr>
<th>$</th>
</tr>
</thead>
</table>

c. Total non-public school funds expended

<table>
<thead>
<tr>
<th>$</th>
</tr>
</thead>
</table>

d. 1965-66 enrollment (Oct. 1965)

<table>
<thead>
<tr>
<th>$</th>
</tr>
</thead>
</table>

e. Per pupil expenditure from local funds (c.)

<table>
<thead>
<tr>
<th>$</th>
</tr>
</thead>
</table>
B. Amount budgeted for printed and published materials for 1966-67 excluding textbooks and also excluding any actual or anticipated direct federal support for such materials.

1. PUBLIC SCHOOLS
   a. Budgeted expenditures for printed and published materials excluding textbooks
   b. 1966-67 Enrollment (Oct. report)
   c. Proposed expenditure per pupil

2. NON-PUBLIC SCHOOLS
   a. Proposed total 1966-67 expenditures
   b. 1966-67 Enrollment (Oct. report F-74)
   c. Proposed expenditure per pupil

C. If the comparative reports for fiscal 1966 and fiscal 1967 for public school district do not show full maintenance of effort, please list causative factors.
SECTION III - PROJECT PROPOSAL

A. Project Design--Your proposal for the use of Title II funds on a district wide basis should show a planned design for providing learning materials based on curriculum needs in both public and non-public schools. Explain carefully how this will be accomplished for the current year in terms of: (a) procedures and activities and (b) evaluation. Use supplementary sheet if needed.

1. Identify needs based on curriculum needs in single subject areas or related subject groups or branches of instruction

<table>
<thead>
<tr>
<th>Areas of Need in the District</th>
<th>No. of Schs.</th>
<th>Areas of Need in the District</th>
<th>No. of Schs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Language Arts</td>
<td></td>
<td>10. Music</td>
<td></td>
</tr>
<tr>
<td>2. Social Studies</td>
<td></td>
<td>11. Art (Crafts)</td>
<td></td>
</tr>
<tr>
<td>3. Mathematics</td>
<td></td>
<td>12. Agriculture</td>
<td></td>
</tr>
<tr>
<td>5. Foreign Language</td>
<td></td>
<td>14. Distributive Education</td>
<td></td>
</tr>
<tr>
<td>8. Industrial Arts</td>
<td></td>
<td>17. Other (Please specify)</td>
<td></td>
</tr>
</tbody>
</table>
B. Division of Title II Funds As Limited By Allotment

1. Library resources (Cat. & Organized)

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Books</td>
<td>$________%</td>
<td>$________%</td>
</tr>
<tr>
<td>b. Periodicals</td>
<td>$________%</td>
<td>$________%</td>
</tr>
<tr>
<td>c. Other printed material</td>
<td>$________%</td>
<td>$________%</td>
</tr>
<tr>
<td>d. Audio-visual Material</td>
<td>$________%</td>
<td>$________%</td>
</tr>
</tbody>
</table>

2. Other instructional materials

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Books</td>
<td>$________%</td>
<td>$________%</td>
</tr>
<tr>
<td>b. Periodicals</td>
<td>$________%</td>
<td>$________%</td>
</tr>
<tr>
<td>c. Other printed material</td>
<td>$________%</td>
<td>$________%</td>
</tr>
<tr>
<td>d. Audio-visual material</td>
<td>$________%</td>
<td>$________%</td>
</tr>
</tbody>
</table>

3. Estimated additional costs

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$________%</td>
<td>$________%</td>
</tr>
</tbody>
</table>

Total (must not exceed allot.) $________100% $________100%

Does above include commercial processing? Yes/------- No/-------

Preferred processing firm, if any ________________________________

SECTION IV - NON-PUBLIC SCHOOL PARTICIPATION (Revised)

A.

Proposed procedures and methods for the loan or use of Title II materials on an equitable basis to public and non-public elementary and secondary school students and teachers in your district, bearing in mind that in all cases both public and non-public schools and/or systems are required to provide, at least, a limited list of Title II materials available for circulation as conditioned by Subsection B of this Section.

1) Provide Title II collections in public school libraries

   (a) Open to public school children and teachers only Yes/------- No/-------

   (b) Open to both public and non-public school children and teachers Yes/------- No/-------

2) Establish loan collections at non-public school locations for the use of non-public school children and teachers Yes/------- No/-------

3) Other methods to be used including catalogs or lists. Please explain.
B. ACCESSIBILITY OF LOAN MATERIALS

In order to assure reasonable accessibility and availability of materials to children and teachers in both public and non-public schools, each district must provide for the maintenance of catalogs or lists of materials acquired under E.S.E.A., Title II grants. Such catalogs or lists may be limited in content, for example, to materials designed for children with special needs or to materials supporting particular areas of curriculum and which are not otherwise generally available to the affected children and teachers. Such catalogs or list or other systems may be maintained on the basis of such limited and defined geographical areas as may be appropriate to assure distribution of materials on a feasible basis.

The circulation of such materials shall be subject to such restrictions as may be required to maintain an equitable distribution thereof among the children and teachers. The loan terms should be based on educational principles of services to instructional programs so that children and teachers in the schools where the school library resources and other instructional materials are first placed will not be deprived of their use when needed. (See excerpt from Federal Regulations under Section 4, Part I - Instructions.)

(1) How will you make such lists accessible and available to all school children and teachers, both public and non-public?

C.

If your district has adopted a written book selection policy, please attach a copy.

SECTION V - MISCELLANEOUS INFORMATION

A. Federal regulations suggest, but do not make mandatory, coordination between the appropriate titles of the Elementary and Secondary Education Act, the National Defense Education Act, and any other federal titles under which library benefits are available to public schools. If you are using any of these Federal titles in conjunction with Title II to improve library services or resources, please explain. For example, Title I or Title III, E.S.E.A. might be used to provide library staff or these same titles plus Title III, N.D.E.A. be used to provide printed and published non-textbook materials.
b. Federal regulations also require that there be appropriate coordination between the program carried out under Title II of the Act with respect to school library resources and any program carried out under the Library Services and Construction Act (20 U.S.C., Chapter 16).

If your application is approved, do you make such assurance?
STATE OF WASHINGTON
SUPERINTENDENT OF PUBLIC INSTRUCTION
OLYMPIA, WASHINGTON

APPLICATION FOR SCHOOL LIBRARY RESOURCES
AND OTHER INSTRUCTIONAL MATERIALS UNDER
THE PROVISIONS OF TITLE II, PUBLIC LAW 89-10

PART II. REPORT FROM EACH SCHOOL BUILDING

(All school buildings within the District participating and non-participating must complete PART II.)

Please submit the original and two copies

Name of District __________________________ District Number ______

Name of School __________________________ School Building Number ______

Address of School __________________________ Zip Code ______ Phone ______

Check or fill in appropriate spaces for this particular building.

1. Public School: El. [ ] Sec. [ ] Enrollment ______ No. of teachers ______
   Non-public School: El. [ ] Sec. [ ] Enrollment ______ No. of teachers ______

2. Circle each grade included: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

3. Was a central library established with Title II aid last year?
   Yes [ ] No [ ]

Will a central library be established this current year because of Title II aid? Yes [ ] No [ ]
4. **Maintenance of Effort**

To be filled in by non-public schools only

(a) Report only non-public school funds spent or budgeted for library resources and other instructional materials, excluding textbooks.

<table>
<thead>
<tr>
<th>Actual expenditures for fiscal 1965-66</th>
<th>$__________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budgeted expenditures for fiscal 1966-67</td>
<td>$__________</td>
</tr>
</tbody>
</table>

(b) Report expenditures here on a per-pupil basis:

<table>
<thead>
<tr>
<th></th>
<th>Expenditures from Non-public School funds</th>
<th>Per Pupil Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1965-66, October F-74

1966-67, October F-74

(c) Explain any significant variation between expenditures for 1966 and proposed expenditures for 1967.
5. Your proposal for the use of Title II funds must be incorporated in the district wide project in which the district is asked to identify needs in single subject areas or related subject groups or branches of instruction. Please check appropriate column.

<table>
<thead>
<tr>
<th>AREAS OF NEED</th>
<th>Library Resources</th>
<th>Other Instr.**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Books</td>
<td>Periodicals</td>
</tr>
<tr>
<td>1. Language Arts</td>
<td>Other Printed Material</td>
<td>Audio-visual Material</td>
</tr>
<tr>
<td>2. Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Foreign Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Business Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Home Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Industrial Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Physical Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Art (Crafts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Agriculture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Trades &amp; Industry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Distributive Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Guidance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Other (Please specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Describe the procedures and techniques to be used in evaluating the effectiveness of the project materials in this school with respect to identified needs and proposed procedures. (Attach additional sheets as needed.)

7. If materials have been selected from professional lists or sources other than those indicated in Selecting Learning Resources (See December, 1966 "Notes from Everywhere for Washington School Librarians"), please list those professional sources below, OR attach list of materials for approval by this office.

* See Number II
** See Number II
Next year we will be faced with a mandatory revision of our State Plan. The following information would be helpful in determining the present adequacy of library facilities, services and personnel.

8. **Facility**—Check appropriate column
   
   a. Central facility
   
   b. Adequate seating space
      
      - Elementary Library—Can seat largest class
      - Secondary Library—Can seat largest class with space left for independent study
   
   c. Card catalog and vertical file—check yes only if you have both
   
   d. Shelving adequate and appropriate for books, current periodicals, etc.
   
   e. Adequate storage for nonprint materials
   
   f. Adequate working space for technical and clerical activities
   
   g. Adequate storage for audio-visual equipment
   
   h. All of the following included in service area—
      
      - typewriter, sink with running water, work table, shelving, book and equipment carts

9. **Program of Service**—Check appropriate column:
   
   a. Open throughout the school day
   
   b. Open before and after school
   
   c. Regularly scheduled study halls, or classes in this facility
   
   d. Planned program for developing student library skills
   
   e. Written policy for selection of materials
   
   f. Loans of special collections to classrooms, departmental resource centers, etc.
10. Please list number of library and/or audio-visual staff in each category assigned to this building.

<table>
<thead>
<tr>
<th>TIME ASSIGNED:</th>
<th>PROFESSIONAL</th>
<th>NON-PROF.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Library</td>
<td>Audio-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visual</td>
</tr>
<tr>
<td>At least one-half time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than one-half time but not less than one hour per day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No scheduled time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LIBRARY SERVICE PREPARATION:
- Less than 18 quarter hours
  Library Science
- 18 - 45 quarter hours
  Library Science
- Library Degree or equivalent hours

AUDIO-VISUAL PREPARATION:
- Less than 18 quarter hours
  Audio-visual/Media preparation
- 18 - 45 quarter hours
  Audio-visual Media preparation
- Audio-visual/Media Degree or equivalent hours

* Count only paid non student help. Do not count students involved in paid work study programs.
II. Inventory of all instructional materials in this school building:

<table>
<thead>
<tr>
<th>Type of Material</th>
<th>1965-66 Inventory (Excluding items purchased under Title II)</th>
<th>1965-66 Inventory (Items purchased under Title II only)</th>
<th>TOTAL</th>
<th>Check if available from:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library books (volumes)</td>
<td>No.</td>
<td>No.</td>
<td>No.</td>
<td>School Library Resources*</td>
</tr>
<tr>
<td>Encyclopedias, No. of sets 1961 or later</td>
<td>No.</td>
<td>No.</td>
<td>No.</td>
<td>Other Instr. Material**</td>
</tr>
<tr>
<td>Periodicals (subscriptions)</td>
<td>No.</td>
<td>No.</td>
<td>No.</td>
<td>School Library Resources</td>
</tr>
<tr>
<td>Other printed material (Est.)</td>
<td>No.</td>
<td>No.</td>
<td>No.</td>
<td>Other Instr. Material</td>
</tr>
<tr>
<td>Films</td>
<td></td>
<td></td>
<td></td>
<td>School Dist. or Reg. Center</td>
</tr>
<tr>
<td>Filmstrips</td>
<td></td>
<td></td>
<td></td>
<td>County Library Instr. Resources</td>
</tr>
<tr>
<td>Tape and disc recordings</td>
<td></td>
<td></td>
<td></td>
<td>County Library Instr. Resources</td>
</tr>
<tr>
<td>Slides and transparencies</td>
<td></td>
<td></td>
<td></td>
<td>County Library Instr. Resources</td>
</tr>
<tr>
<td>Programmed instructional materials</td>
<td></td>
<td></td>
<td></td>
<td>County Library Instr. Resources</td>
</tr>
<tr>
<td>Maps, charts, globes, etc.</td>
<td></td>
<td></td>
<td></td>
<td>County Library Instr. Resources</td>
</tr>
</tbody>
</table>

* School library resources includes all materials, both printed and audio-visual (except textbooks) which are processed and organized for use in a central library or instructional materials center within the school.

** Other instructional materials includes both printed and audio-visual materials not organized in library collections, but housed in classroom/departmental collections. If there is no central library count all materials in column Other Instructional Materials.
To Mrs. Betty Noack

From Donald L. Swezey

Re: Instructional Materials Inventory

In response to our phone call of January 26, 1967, I have added a count of schools by district to your original list of desired data. However, I believe it important to explain the method I used to determine whether a school was elementary or secondary.

The schools reported the grade span from the lowest to the highest. I said that any school which reported their lowest grade taught to be six or less would be coded "elementary" and all schools whose lowest grade was seven or above would be "secondary." This method of classification may result in placing a school into one category, while the district considers it the other.

If you have any questions regarding this data, please feel free to call on me.
# TABLE XIII

**PRINT MATERIALS PURCHASED WITH TITLE II FUNDS**

**BY GROUP I SCHOOL DISTRICTS**

<table>
<thead>
<tr>
<th></th>
<th>Housed in Library</th>
<th>Housed Elsewhere</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBRARY BOOKS</td>
<td>41,503</td>
<td>411</td>
<td>41,914</td>
</tr>
<tr>
<td>ENCYCLOPEDIAS (SETS)</td>
<td>223</td>
<td>1</td>
<td>224</td>
</tr>
<tr>
<td>PERIODICALS</td>
<td>559</td>
<td>13</td>
<td>572</td>
</tr>
<tr>
<td>OTHER (ESTIMATE)</td>
<td>2,682</td>
<td>25</td>
<td>2,707</td>
</tr>
</tbody>
</table>

5 Districts Reporting

Group I District Size = 20,000 and more enrollment

SOURCE: ESEA Title II Applications, 1966-1967
<table>
<thead>
<tr>
<th></th>
<th>Housed in Library</th>
<th>Housed Elsewhere</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBRARY BOOKS</td>
<td>29,172</td>
<td>5,430</td>
<td>34,602</td>
</tr>
<tr>
<td>ENCYCLOPEDIAS (SETS)</td>
<td>69</td>
<td>1</td>
<td>70</td>
</tr>
<tr>
<td>PERIODICALS</td>
<td>61</td>
<td>26</td>
<td>87</td>
</tr>
<tr>
<td>OTHER (ESTIMATE)</td>
<td>626</td>
<td>232</td>
<td>858</td>
</tr>
</tbody>
</table>

6 Districts Reporting
Group II A District Size = 10,001 to 20,000 enrollment
SOURCE: ESEA Title II Applications, 1966-1967
<table>
<thead>
<tr>
<th>Material Type</th>
<th>Housed in Library</th>
<th>Housed Elsewhere</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Books</td>
<td>45,816</td>
<td>8,846</td>
<td>54,662</td>
</tr>
<tr>
<td>Encyclopedias (Sets)</td>
<td>126</td>
<td>31</td>
<td>157</td>
</tr>
<tr>
<td>Periodicals</td>
<td>282</td>
<td>13</td>
<td>295</td>
</tr>
<tr>
<td>Other (Estimate)</td>
<td>3,095</td>
<td>1,126</td>
<td>4,221</td>
</tr>
</tbody>
</table>

20 Districts Reporting
Group II B District Size = 5,001 to 10,000 enrollment
SOURCE: ESEA Title II Applications, 1966-1967
TABLE XVI
PRINT MATERIALS PURCHASED WITH TITLE II FUNDS
BY GROUP II C SCHOOL DISTRICTS

<table>
<thead>
<tr>
<th></th>
<th>Housed in Library</th>
<th>Housed Elsewhere</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBRARY BOOKS</td>
<td>48,455</td>
<td>950</td>
<td>49,405</td>
</tr>
<tr>
<td>ENCYCLOPEDIAS (SETS)</td>
<td>197</td>
<td>38</td>
<td>235</td>
</tr>
<tr>
<td>PERIODICALS</td>
<td>160</td>
<td>16</td>
<td>176</td>
</tr>
<tr>
<td>OTHER (ESTIMATE)</td>
<td>1,094</td>
<td>655</td>
<td>1,749</td>
</tr>
</tbody>
</table>

42 Districts Reporting
Group II C District Size = 2,001 to 5,000 enrollment
SOURCE: ESEA Title II Applications, 1966-1967
TABLE XVII
PRINT MATERIALS PURCHASED WITH TITLE II FUNDS
BY GROUP III SCHOOL DISTRICTS

<table>
<thead>
<tr>
<th></th>
<th>Housed in Library</th>
<th>Housed Elsewhere</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBRARY BOOKS</td>
<td>18,177</td>
<td>697</td>
<td>18,874</td>
</tr>
<tr>
<td>ENCYCLOPEDIAS (SETS)</td>
<td>93</td>
<td>40</td>
<td>133</td>
</tr>
<tr>
<td>PERIODICALS</td>
<td>97</td>
<td>1</td>
<td>98</td>
</tr>
<tr>
<td>OTHER (ESTIMATE)</td>
<td>783</td>
<td>878</td>
<td>1,661</td>
</tr>
</tbody>
</table>

38 Districts Reporting
Group III District Size = 1,000 to 2,000 enrollment
SOURCE: ESEA Title II Applications, 1966-1967
TABLE XVIII
PRINT MATERIALS PURCHASED WITH TITLE II FUNDS
BY GROUP IV SCHOOL DISTRICTS

<table>
<thead>
<tr>
<th></th>
<th>Housed in Library</th>
<th>Housed Elsewhere</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBRARY BOOKS</td>
<td>19,391</td>
<td>2,470</td>
<td>21,861</td>
</tr>
<tr>
<td>ENCYCLOPEDIAS (SETS)</td>
<td>102</td>
<td>33</td>
<td>135</td>
</tr>
<tr>
<td>PERIODICALS</td>
<td>162</td>
<td>79</td>
<td>241</td>
</tr>
<tr>
<td>OTHERS (ESTIMATE)</td>
<td>1,161</td>
<td>425</td>
<td>1,586</td>
</tr>
</tbody>
</table>

92 Districts Reporting
Group IV District Size = 250 to 999 enrollment
SOURCE: ESEA Title II Applications, 1966-1967
<table>
<thead>
<tr>
<th>Material Type</th>
<th>Housed in Library</th>
<th>Housed Elsewhere</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Books</td>
<td>4,313</td>
<td>527</td>
<td>4,840</td>
</tr>
<tr>
<td>Encyclopedias (Sets)</td>
<td>15</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>Periodicals</td>
<td>15</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td>Other (Estimate)</td>
<td>38</td>
<td>0</td>
<td>38</td>
</tr>
</tbody>
</table>

32 Districts Reporting
Group V District Size = 100 to 249 enrollment
SOURCE: ESEA Title II Applications, 1966-1967
<table>
<thead>
<tr>
<th></th>
<th>Housed in Library</th>
<th>Housed Elsewhere</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBRARY BOOKS</td>
<td>2,834</td>
<td>376</td>
<td>3,210</td>
</tr>
<tr>
<td>ENCYCLOPEDIAS (SETS)</td>
<td>10</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>PERIODICALS</td>
<td>6</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>OTHERS (ESTIMATE)</td>
<td>31</td>
<td>0</td>
<td>31</td>
</tr>
</tbody>
</table>

29 Districts Reporting
Group VI District Size = 99 or fewer students
SOURCE: ESEA Title II Applications, 1966-1967