        As an integral part of the library improvement program of the Atlanta Public
School System, the library aide program, funded under Title I of the Elementary and
Secondary Education Act, was developed to relieve librarians of routine clerical and
nonprofessional duties. In order to evaluate the inservice training and library aide
activities, adaptations of the locally developed multi-purpose instrument, "Determining
Task Assignments in Libraries" (D-E-T-A-I-L), were used to (1) evaluate a summer
workshop for librarians, (2) determine the nature and extent to which library services
were performed for classroom teachers and pupils, and (3) determine the nature and
extent to which library aides performed nonprofessional library tasks. The
Atlanta-Library Aide Observation Survey (A-LAOS) was used to ascertain the
librarians' perception of the performance of library aides in the elementary schools,
and a statistical report was made on the materials processed at the Central
Processing Center. It was found that the library aide program has made it possible
for librarians to assume more professional duties, that the planning and development
of the Central Book Processing Center has been a significant success, and that the
team work situations have been a major source of strength in the program. Specific
recommendations are made for expanding and improving the program. Appendixes
include a bibliography of 28 items and data from the D-E-T-A-I-L subtests.
(Author/JB)

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# RESEARCH AND DEVELOPMENT REPORT

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## EVALUATION OF THE LIBRARY AIDE PROGRAM
### 1967-68

### Atlanta Public Schools

### Atlanta, Georgia

*EVALUATION OF THE LIBRARY AIDE PROGRAM*
*1967-68*

Funded Under ESEA Title I, P. L. 89-10

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# I. INTRODUCTION

In achieving present-day educational goals, educators and citizens have come to realize that library services which are based on current educational concepts are essential. Accordingly, today librarians work with teachers and resource people in selecting the best materials to support the curriculum and in administering the changing library as it evolves toward an instructional center. These new dimensions in library services are developing at a time when staff shortages are critical. Hence, as certified librarians are trained and released to assume their expanding professional duties, new personnel are being provided to assist the librarians, including library aides and audiovisual technicians, who are becoming welcomed members of the library staff teams.

The 168 schools in the Atlanta Public School System are striving to transform school libraries into efficiently operating instructional material centers and are experiencing more than ever the need to focus on the effective utilization of staff teams.

During the 1967-68 school year, implementation of Titles I and II of the Elementary and Secondary Education Act of 1965 (ESEA) provided $100,000 to purchase library books and materials; $9,300 for a summer workshop for librarians; and $75,937 for employing 33 library aides, a resource librarian, and a typist.

A total of 174 regularly employed full time librarians in the 168 schools has made it possible for librarians to offer emerging educational leadership on a meaningful basis. The librarians are supported and assisted by a central staff team consisting of a resource librarian from each of the five area offices, the Coordinator of Libraries, and the Coordinator of the Instructional Materials Center. Effective coordination and planning across geographical areas and across library functions have been accomplished through the periodic meetings and conferences of this central staff team.

## II.  OBJECTIVES

The specific objective of the library aide program
provided under Title I of ESEA is to relieve librarians
of routine clerical and nonprofessional duties in order
to enable the librarians to devote more of their time
to the professional duties of working with pupils and
teachers in facilitating learning.


## III.  REVIEW OF RELATED LITERATURE

The provisions made by both Titles I and II of
ESEA:  (1) recognize that library services are an
integral part of the current educational thrust and
(2) provide opportunities for librarians to become
active members of educational teams.  Gibbs (1966)
emphasized the importance of teamwork of the school
administrator, the teacher, and the librarian in
selecting and in using the right educational media at
the right time and in keeping an ever growing quantity
of valuable educational aids readily available to
teachers and students alike.

Research in effective and efficient learning sup-
ports the idea of instructional materials appealing to
multi-senses simultaneously.  The special conference
in Provo, Utah, in January, 1967, sponsored by the
Knapp School Libraries Project, focused on the validity
of a multi-media approach to learning and on how to use
multi-media in educational programs.  Sullivan (1968)
in a continuing report on the Knapp School Libraries
Project described the supportive role of institutions
of teacher education in the research project.  It is
anticipated that the final report of the Knapp School
Libraries Project, which will be available soon, will
illustrate the educational value of a full program of
school library services.

Willingham (1961) reported in her study of the
Forrest Elementary School Library in Atlanta that a
new trend in the organization of library services was
followed. She stated that the library is not just a
repository of books, but it also includes audiovisual
services and materials and provides instruction in the
use of these materials.

Nicholsen (1964) in a speech delivered at the
American Association of School Administrators' Con-
vention in Atlantic City, New Jersey, in February, 1964,
gave a succinct and comprehensive description of an
instructional materials center (IMC). She recommended
either the revolutionary or evolutionary method of
transforming the traditional library services into an
instructional materials center. She emphasized, how-
ever, that whichever method is used it is still impor-
tant that the professional staff gain as rapidly as
possible a thorough knowledge of the content of the
center.

Blake, and others (1966) reported on the work of a
task force in the Atlanta Public Schools which focused
on the role of instructional materials in improving
instruction. Guiding principles for the development
of school libraries as instructional materials centers,
which were reported by the task force included the fol-
lowing:

> The school library in addition to doing
> its vital work of individual reading guidance
> and development of the school curriculum
> should serve the school as a center for
> instructional materials. These instructional
> materials include books, other printed materials,
> films, recordings, and newer media developed
> to aid learning. These newer media should lead
> to broader and deeper approaches to instruction.

King and Lincoln (1968) reported on the role of
pilot programs as a way of bringing about change in the
libraries of the Atlanta Public Schools. These authors

reported on the organization, training, and accomplish-
ments of book processing teams and indicated some of
the implications of the experiences.

The training and use of auxiliary personnel in edu-
cation was studied by the Bank Street College of Educa-
tion for the Office of Economic Opportunity. Although
this study was mainly concerned with auxiliary person-
nel for classroom teachers, the findings also had
implications for the use of library aides. The major
findings were concerned with the following aspects of
involving auxiliary personnel: (1) careful selection
and continuous training; (2) team training of profes-
sionals and of auxiliaries who would be working
together; (3) job definitions to set limits, which
would be applied flexibly; and (4) career development
opportunities for auxiliary personnel.

Asheim (1967) reported on Library Manpower Needs
and Utilization, a conference held in Washington, D. C.,
which brought together library educators, library
administrators, and figures from other fields who were
experienced in work related to the training and utili-
zation of professional personnel. The first-priority
steps to initiate the necessary attack upon the library
manpower problem, as discussed in the final general
meeting of the conference, focused on the identifica-
tion of the role of the library in the society of the
present and the future.


IV. RELATED SCHOOL ACTIVITIES


The improvement of library services in the Atlanta
school system is part of the interrelated activities
of the total educational effort. The school system
has had a centralized audiovisual service and a pro-
fessional library for many years. Recently, the
provision of funds under Titles I and II of ESEA, has
helped to bring about a study of the functions and
organization of these services. This evaluation has

been one in precept and concept. As a result of this study library services related to classroom activities are being merged with audiovisual services into a Learning Resources Department, which will implement the IMC concept on a centralized administrative level and which will identify and develop new resources. A comprehensive computer based operation to include acquisition and processing also is being planned for these coordinated services. Purchasing and circulation of audiovisual materials are already being done with the assistance of a computer. Furthermore, the development of a central book processing center has been accomplished by the coordinated efforts of personnel within the Learning Resources Department.

The employment of library aides has provided a major thrust in the overall goals for improving the library services. Currently, plans are under consideration to develop a curriculum for training library aides and technicians either in the Atlanta Vocational Technical School or in other appropriate training facilities.

## V. DESCRIPTION OF PROGRAM

The employment of library aides and other assistants (senior school library assistant and school library assistant) on the library staff teams to relieve the librarian of some technical and nonprofessional responsibilities was chosen as a realistic approach to accomplishing the overall goals of an instructional materials center in the Atlanta school system. Thirty-three library aides were employed with Title I funds during 1967-68 to help accomplish this task. Most of these aides had served during 1966-67. All library aides received preservice and on-the-job training. A major portion of the initial on-the-job training was given at the Central Processing Center or at the Learning Resources Center.

Inservice training was also provided for librarians to help them to develop instructional materials center

concepts and to understand the functions of the various members of their staff team. This inservice training included a summer workshop and assistance from library resource personnel.

The assignments of library aides were made on the basis of their need for on-the-job training and of the timely need for assistance in the library or in the other service centers. The assignments were made by the Library Coordinator after consulting with library resource personnel, librarians, principals, and the aides. The thirty-one library aides who were assigned to the public schools worked in a variety of programs. These programs included: (1) the Title I school libraries, (2) the Central Processing Center, (3) the Learning Resources Center, (4) the area offices serving Title I schools, and (5) the Audiovisual Center. Furthermore one full time library aide (of the thirty-one) was assigned to special library services including: the Child Treatment Center at the Juvenile Court, the Braille Library, and the Radio and Television Center (WETV).

The two library aides who were assigned to the non-public schools were placed through the staff librarian of the Catholic Archdiocese of Atlanta. These two aides assisted with processing books, telling stories to children, and circulating library materials in the non-public schools.

## VI. GATHERING EVALUATIVE DATA

The plan for evaluating the library aide program was based on the objective of the program, which was to relieve the librarians of their routine duties so they might devote more of their time to the professional duties of working with pupils and teachers in facilitating learning. The use of library aides, inservice training for librarians, and the development of the central book processing center were all integral parts of the library improvement program. In order to

assess the inservice training and library aide activities, instruments were developed.

## Instruments

A.  A multi-purpose instrument, Determining Effective
    Task Assignments In Libraries (D-E-T-A-I-L) of
    Atlanta Public Schools, was developed with the
    assistance of the Library Coordinator, the
    library resource personnel, and their committees
    of librarians.  The instrument was designed (1)
    to define certain tasks that are performed in
    the library, (2) to identify the recipients of
    library services, (3) to describe the media
    involved in providing library services, and (4)
    to delineate the roles of various library person-
    nel.  D-E-T-A-I-L intentionally was developed to
    include activities which are compatible with the
    goals of transforming traditionally operated
    libraries into instructional material centers.
    A jury -- consisting of the Library Coordinator,
    the Coordinator of the Instructional Materials
    Center, and the library resource personnel --
    agreed on an expected score which would indicate
    the particular member of the staff team who
    should perform each of the 146 tasks described
    by the instrument.  The expected scores have
    subsequently been used as the norms for the
    Atlanta school system.

    Subtests of D-E-T-A-I-L were developed to
    include 32 direct service activities for pupils
    and teachers and 52 other activities which may
    appropriately be performed by nonprofessional
    members of the staff team.  Responses to each
    of the activities on the subtests were used to
    indicate the frequency of their performance as
    follows:  1 = never, 2 = seldom, 3 = occasionally,
    or 4 = often.

B.  The Atlanta-Library Aide Observation Survey
    (A-LAOS) is a modified form of the Teacher Aide
    Observation Survey (TAOS) which was developed
    locally.  The A-LAOS was used to ascertain the

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librarians' perception of the performance of
library aides.

Plan for Obtaining Data

A. Summer Workshop for Librarians

The librarians who participated in the sum-
mer library workshop scored D-E-T-A-I-L as a
pretest and as a posttest. Opinion difference
scores on the pretest and posttest were derived
by computing the value differences between the
expected scores of the jury and the mean scores
of the 22 librarians for each of the 146 items.
The opinion difference scores of the librarians
on the pretest and posttest were used for com-
puting a rank order correlation to determine if
the librarians agreed more with the experts at
the end of the workshop than at the beginning.

B. Direct Services to Teachers and Pupils

D-E-T-A-I-L was adapted so as to determine
the nature and extent to which library services
were performed for classroom teachers and pupils.
Items included in the instrument were those
which the jury indicated should be performed
for teachers and pupils. Responses were obtained
from elementary librarians and from a sample of
elementary classroom teachers.

C. Services of Library Aides

D-E-T-A-I-L was adapted so as to determine
the nature and extent to which library aides
performed nonprofessional library tasks in
elementary schools. Items included in the
instrument were those which the jury indicated
should be performed by members of the staff
team other than the professional librarian.
Responses were obtained from elementary school
librarians and from the library aides, who
served mainly in the elementary school libraries.

In addition to examining the activities of
the library aides in the elementary schools,
D-E-T-A-I-L was used to determine the activities
of the school library assistants (secretaries),
who served in the high school libraries. Both
the high school librarians and the high school
secretaries responded to the instrument. Subse-
quently, comparisons were made between the
activities of the elementary library aides and
the high school library secretaries.

D.  Librarians' Opinion of the Library Aide Program

A-LAOS was used to ascertain the elementary
school librarians' opinion about the services
of the library aides.

E.  Book Processing Services

A cumulative record of the activities at
the Central Processing Center was maintained
and reported.


VII.  ANALYSIS OF EVALUATIVE DATA


Summer Workshop for Librarians

The purpose of the workshop was to help additional
librarians to gain a better understanding of the con-
cept of libraries as instructional material centers,
including the operations involved. Twenty-three
librarians participated in the workshop, which was held
at the Instructional Services Center where the Learning
Resources Center facilities were utilized. The Library
Coordinator for the Atlanta Public Schools was the
instructor. Each of two resource librarians served as
a staff assistant for one-half of the training period,
one serving July 17 through July 28 and the other
serving July 31 through August 11, 1967. Other per-
sonnel who participated as resource members of the

instructional team included a training coordinator,
a research associate, a curriculum specialist, a
coordinator of audiovisual materials, and a director
of buildings and facilities. The staff team emphasized
the IMC concept and its relationship to the total school
program.

D-E-T-A-I-L was administered as a pretest and as a
posttest to 22 of the 23 librarians who participated in
the IMC workshop. The scores with which the evaluation
was concerned identified the functions which should be
performed by each member of a staff team. The staff
members were listed in the order of the amount of respon-
sibility the position represented: from certified
librarians as "1" for the highest amount of responsi-
bility to library aides as "4" for the lowest amount of
responsibility. The scores were assumed to be continu-
ous.

The 146 items and corresponding scores were then
grouped according to who the experts said should per-
form each function: (1) the certified librarian, (2)
the senior school library assistant, (3) the school
library assistant, or (4) the library aide. Opinion
difference scores for each item were derived to indicate
the value differences between the score of the librarians
and the expected score. A rank order correlation was
computed by using the pretest and posttest opinion dif-
ference scores for each job category.

Table 1 on pages 25 through 27 lists the 92 functions
which the jury said should be duties of the certified
librarian -- indicating also the pretest opinion dif-
ference scores, the posttest opinion difference scores
by rank, and the rank or relative amount of agreement.
The arrangement of rank extends from items in which
there was the most agreement with the expected score
to items in which there was the least agreement with the
expected score. A low opinion difference score indicates
that there was "little difference" between the mean score
of the 22 librarians and the expected score, while a
higher opinion difference score represents a greater dif-
ference. The rank in opinion difference scores indicates

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the relative difference that was shown in the opinions of the jury and of the librarians about the appropriate tasks for the certified librarian.

A rank order correlation was computed between the pretest and posttest opinion difference scores. The resulting correlation of 0.80 was significant at the .01 level, which indicates that the librarians agreed generally with the experts at the beginning and at the end of the workshop. However, the means of the opinion difference scores indicate that there was a tendency for the librarians to agree more with the experts at the end of the workshop than at the beginning.

The 15 functions of the senior school library assistant as identified by the jury are listed in Table 2 on page 28 -- indicating also the pretest opinion difference scores, the posttest opinion difference scores by rank, and the rank or relative amount of agreement on each function. A low opinion difference score indicates "little difference" in the way the 22 librarians and the jury viewed the function of the senior school library assistant; but as the opinion difference scores increased, more differences were shown. The rank in opinion difference scores indicates the relative value differences that existed between expected and posttest scores of the librarians on the functions of the senior school library assistant.

A rank order correlation was computed between the pretest and posttest opinion difference scores. The correlation coefficient (0.40) was not significant at the .05 level. This indicates that there was little change during the workshop period in the way the librarians viewed the job of the senior school library assistant. However, there was a tendency for the librarians to agree more with the jury at the end of the workshop than at the beginning.

Table 3 on page 29 lists the 22 functions which according to the experts, should be performed by the school library assistant -- including also the pretest opinion difference scores, the ranked posttest opinion

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difference scores, and the rank or relative amount of difference in opinion on each function. A lower opinion difference score indicates that the librarians and the jury viewed the functions of the school library assistant in the same way; but as the opinion difference scores increased, greater differences in the way they saw the job of this staff member were indicated. The rank in opinion difference scores shows the relative value difference in the opinions of the jury and of the librarians concerning the functions of the school library assistant.

A rank order correlation was computed on the pretest and posttest opinion difference scores. The obtained correlation of 0.43, significant at the .05 level, indicates that generally the librarians agreed with the jury at the beginning and at the end of the workshop. The opinion difference score means indicate that there was a tendency for the librarians to agree more with the experts at the end of the workshop than at the beginning, even though the difference was not significant. Accordingly, it is implied from these data that the librarians understand what the duties of the school library assistant should be.

Table 4 on page 30 lists the 17 functions which the jury said should be performed by the library aides -- including also the pretest opinion difference scores, the ranked posttest opinion difference scores, and the rank or relative amount of agreement on each function. A lower opinion difference score implies that the librarians and jury agreed that the specific function should be performed by library aides, but a larger score implies that they disagreed about who should perform the task. The rank in opinion difference scores indicates the relative value difference in the way the librarians and the jury viewed the job of the library aides at the end of the workshop.

A rank order correlation was computed on the pretest and posttest opinion difference scores. The obtained correlation of 0.84, which is significant at the .01 level, indicates that the librarians and jury viewed the job of the library aide in much the same way

at the beginning and at the end of the workshop. However, the means of the opinion difference scores indicate that there was a tendency for the librarians to agree more with the jury at the end of the course than at the beginning.

The data of Tables 1, 2, 3, and 4 imply that the librarians agreed substantially with the jury at the beginning and at the end of the workshop on the functions that should be performed by each IMC staff member except those functions which should be performed by the senior school library assistant serving in the high school libraries. In other words, participants in the workshop were, for all practical purposes, as knowledgeable about the functions of an IMC staff at the beginning of the workshop as they were at the end of it. They, in general, already knew the relationships measured by the described instruments. However, an item analysis of the functions of each staff member pinpointed the changes made in the opinions of the librarians during the training period. The rank in opinion difference for each job category in the various tables indicates the relative amount of agreement by functions. This information should be helpful to the personnel concerned with the further development of instructional material centers.

An examination of the scores by items in Tables 1 through 4 will show the activities on which the librarians agreed and disagreed with the jury. It is expected that the items on which the librarians disagreed most with the jury will be identified by the Library Coordinator and by the resource librarians as areas of responsibility which should be further clarified.

## Direct Services to Teachers and Pupils

The subtest of D-E-T-A-I-L used to evaluate the direct library services included 32 direct services which the jury indicated should be performed for teachers and pupils by members of a library staff team. The data on the responses of the elementary school librarians and of the sample of elementary school teachers

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are shown in Table 5 on pages 31 and 32. Twelve of the 32 direct service activities were related to providing books and materials which had been requested: 11 activities were concerned with instruction such as teaching pupils how to use the library, guiding individuals in using library resources, and telling or reading stories to pupils; and 8 activities included special services such as giving assistance to pupil clubs or organizations, publishing a handbook for pupils and faculty members on using the library, and encouraging pupils to use the library. Generally, according to the teachers, the activities concerning instruction and the provision of books and materials for teachers and pupils were performed often, whereas the special services were only occasionally performed. However, the scores assigned to the activities by the librarians indicated that they thought they had performed the special services as frequently as those other services concerning instruction and the provision of books and materials for teachers and pupils.

A Pearson $r$ correlation of the mean scores of the teachers and the librarians did not show a significant relationship at the .05 level. However, the negative correlation coefficient (-0.27) indicated that the teachers tended to think that the direct library services to the teachers and pupils had been performed more frequently than the librarians thought they had been performed. Accordingly, it may be concluded that the teachers generally were favorably impressed with the services which they had received from the library staff.

## Services of Library Aides

In addition to serving in the elementary school libraries, the library aides also served in the Central Processing Center, in the Learning Resources Center, in the area offices serving Title I schools, in the Audio-visual Center, and in the special libraries at the Child Treatment Center of the Juvenile Court, at the Braille Library, and at the Radio and Television Center. In some cases the library aides were rotated on the various jobs because of their need for on-the-job

training. At times additional aides were assigned to
the Central Processing Center because of the large
volume of books and materials to be processed. Table
6 on page 33 shows the monthly schedule of library aides
serving in the elementary school libraries. Because of
the variation in the assignments of the aides, the
services which the librarians indicated had been per-
formed in the elementary school libraries by the aides
were not completely inclusive; for they did not include
the activities of the aides when they had served in the
special libraries previously mentioned. Hence, no high
correlation was expected between the responses of the
librarians and the library aides concerning the activi-
ties of the aides. However, the Library Coordinator
had expected that the secretaries serving in the high
school libraries would generally perform the same kinds
of activities as the library aides.

In order to determine which of the 52 nonprofessional
activities identified in D-E-T-A-I-L were performed by
the elementary library aides and by the high school
library secretaries, responses were obtained from the
library aides and from the librarians in the elementary
schools, as well as from the librarians and secretaries
in the high schools. The data concerning these
responses are shown in Table 7 on pages 34 and 35. The
responses of the library aides indicated that they most
frequently performed those activities related to pro-
cessing books and materials. The responses of the
elementary school librarians indicated that the activities
which the aides performed most frequently in the libraries
included clerical tasks and activities related to circula-
tion, as well as processing books. A series of Pearson
$r$ correlations was computed on the mean scores of those
responding to the 52 items of D-E-T-A-I-L. The ob-
tained correlation of 0.63 between the responses of
the library aides and of the high school library
secretaries was significant at the .01 level. Also,
the responses of the high school librarians and of the
high school library secretaries were significantly
correlated (0.92) at .01 level. As was expected, the
correlation (0.07) between the responses of the librar-
ians and of the library aides in the elementary schools

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was not significant. Hence, in order to get a total
picture of the activities of the library aides, their
activities in the Central Processing Center in the area
offices, and in the special libraries should also be
included.

### Librarians' Opinion of the Library Aide Program

The librarians indicated in response to the Atlanta-
Library Aide Observation Survey (A-LAOS) that because
of the use of library aides they were able to spend, on
an average, ten additional hours per week in performing
duties as follows: about 3 hours in planning and prep-
aration; about 3 hours in working directly with pupils;
about 2-1/2 hours in working directly with teachers;
and about 1-1/2 hours in working with other adult
groups, including parents.

The librarians implied in responses to A-LAOS that
since library aide services were available, their services
to teachers and pupils were "slightly higher" and that
the attitude of teachers and pupils toward library
services were "slightly better." The librarians also
indicated that the library aide training program was
"somewhat effective."

### Book Processing Services

Additional books and materials provided by ESEA
Titles I and II funds increased the time-consuming
processing tasks, many of which were nonprofessional
activities. The previous experience of book processing
teams composed of library aides, National Youth Corps
aides, and a librarian demonstrated the need for a
central processing center, which was subsequently
developed. The premise on which this center was estab-
lished was that books and materials can be more effi-
ciently processed in a carefully planned sequence of
procedures. Furthermore, since new acquisitions are
now shipped directly to the processing center, the
handling of books is minimized.

During an eight-month period (from October 2, 1967, through June 1, 1968) a total of 25,581 books were processed at the Central Book Processing Center and were thereafter shipped through the local school delivery service to the libraries for which they had been ordered. This service was accomplished by a staff librarian who coordinated the work of five Title I library aides who had occasional part-time help from the other aides.

The utilization of library aides in processing books has made it possible to establish and arrange libraries for immediate service to pupils and teachers in five new schools.

## VIII. SUMMARY OF FINDINGS

The library services in the Atlanta school system are an integral part of a learning resources service which implements the IMC concept on a centralized administrative level as well as on a local operational level. The employment of 33 library aides was for the specific purpose of relieving librarians of routine clerical and nonprofessional duties in order to enable the librarians to devote more of their time to the professional duties of working with pupils and teachers in facilitating learning. The evaluation of library services involving the use of library aides was based on this objective. Adaptations of the locally developed multi-purpose instrument, D-E-T-A-I-L, were used: (1) to evaluate a summer workshop for librarians, (2) to determine the nature and extent to which library services were performed for classroom teachers and pupils, and (3) to determine the nature and extent to which library aides performed nonprofessional library tasks. The <u>Atlanta-Library Aide Observation Survey</u> (A-LAOS) was used to ascertain the librarians' perception of the performance of library aides in the elementary schools. Comparisons were made between the identified activities performed by the library aides and those performed by the library secretaries in the

high school libraries. A statistical report was made on the books and materials processed at the Central Processing Center.

The evaluation of the summer workshop for 22 librarians showed that the librarians agreed with the jury, both at the beginning and at the end of the workshop, concerning the functions that should be performed by each IMC staff member except the senior school library assistant who serves in the high school library. More specific implications were shown by functions of each staff member. This detailed information pinpointed the changes which had been made during the training period in the opinions of the librarians and of the jury. Furthermore, the rank in opinion difference for each job category has indicated the relative amount of agreement by functions. It is expected that those responsible for the inservice training of library personnel and for coordinating the library services will further clarify the areas of responsibility which have been identified by the items on which the librarians and the jury disagreed most.

Teachers indicated that the library staff often provided books and materials for the classrooms, frequently instructed teachers and pupils in using the library resources, and repeatedly read or told stories to pupils -- while they only occasionally provided special services such as giving assistance to pupil clubs or organizations. The teachers tended to think that the library services had been performed more frequently than the librarians thought they had been performed.

The library aides were mainly assigned to serve in the elementary school libraries. However, they also served on a full time or part-time basis in special assignments such as the Central Processing Center and the Learning Resources Center.

The librarians indicated that the nonprofessional activities which the library aides had performed (in the elementary school libraries) most frequently in-

cluded clerical tasks and those activities related to
the circulation and processing books. Generally, the
library aides indicated that they most frequently had
performed those activities related to processing books
and materials. The high school librarians and
secretaries agreed that the high school library
secretaries generally had performed the same nonprcfes-
sional activities which the library aides had performed.

Elementary school librarians indicated that, because
of the use of library aides, they were able to spend
about ten additional hours per week in activities such
as planning and working directly with teachers and
pupils. These librarians also indicated that, because
library aide services had been available, the library
services to teachers and pupils were "slightly higher,"
the attitudes of the teachers and pupils toward library
services were "slightly better," and the training pro-
gram for library aides was "somewhat effective."

A total of 25,581 books were processed at the
Central Processing Center and were subsequently shipped
through the school delivery service to the libraries
for which they had been purchased. The utilization of
library aides in processing books has made it possible
to establish libraries for rendering immediate service
to pupils and teachers in five new schools.


IX.  DISCUSSION AND RECOMMENDATIONS


The development of library services in the Atlanta
Public Schools as an integral part of instructional
resources, is consistent with current educational con-
cepts. The provision of library aides has made it
possible for librarians to assume more professional
duties which are appropriate for accomplishing overall
educational goals.

The planning and development of the Central Book
Processing Center has been a significant success in

that this service has made it possible to process books
more efficiently than previously and to eliminate the
unnecessary handling of books.

There has been evidence in this report and in the
research associate's informal conversations with library
resource personnel, librarians, and library aides that
the positive human relations element in team work
situations has been a major source of strength in the
library program involving the use of library aides.

Recommendations

A. Consideration should be given to employing the
   library aides on a twelve-month basis.  This
   would make it possible to provide improved
   direct services to teachers and pupils during
   the summer; to plan for activities during the
   forthcoming year; to retain aides who need
   full time work; and to plan for a twelve-
   month, four-quarter school year.

B. Consideration should be given to expanding
   the scope and services of the Library Processing
   Center to include the processing of materials
   for all schools.

C. The feedback information provided in Table 5
   on pages 31 and 32, concerning the library
   services to teachers and pupils, and the
   information in Table 7 on pages 34 and 35, con-
   cerning the activities of library aides, should
   be used as a basis for discussions between
   librarians and library resource personnel --
   as well as for inservice sessions involving
   librarians, teachers, and principals.

D. Those schools which need additional library
   staff services should give consideration to
   employing a library aide.

E. A plan should be devised to provide opportunities
   for library aides to advance in the established
   job categories of library services.

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F.  Librarians should become more actively involved
    than previously in providing materials and
    services for improving instructional programs.

G.  Should the school system proceed with comput-
    erizing library processes, appropriate
    retraining and reassigning of the library aides
    and of the other members of the library staff
    teams should be accomplished.

H.  Further consideration should be given to
    developing a curriculum for training library
    aides and technicians in either the Atlanta
    Vocational Technical School or in local
    college and/or university facilities.

I.  Consideration should be given to changing the
    title  "library aide" to "instructional
    materials aide" or to a title that would more
    appropriately reflect the concepts of instruc-
    tional material centers than the present
    title reflects.

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## TABLE 1

### Functions of Certified Librarian

| Item | Function | Opinion Difference Scores | | |
|---|---|---|---|---|
| | | Pretest (Unranked) | Posttest (Ranked) | Rank on Posttest |
| 1. | Visits and observes in other libraries | 0 | 0 | 7.0 |
| 2. | Cooperates with college, public, and professional libraries | 0 | 0 | 7.0 |
| 3. | Plans nature and scope of instruction on the use of the library | 1 | 0 | 7.0 |
| 4. | Participates in professional organizations | 0 | 0 | 7.0 |
| 5. | Coordinates library activities with those of total school program | 0 | 0 | 7.0 |
| 6. | Serves as liaison to professional organizations, such as ALA, GEA, and NEA | 4 | 0 | 7.0 |
| 7. | Organizes and schedules instruction on the use of the library | 1 | 0 | 7.0 |
| 8. | Encourages staff to participate in inservice training | 1 | 0 | 7.0 |
| 9. | Represents library at faculty and administrative meetings | 2 | 0 | 7.0 |
| 10. | Plans and executes budget | 2 | 0 | 7.0 |
| 11. | Evaluates library collection to identify needs | 2 | 0 | 7.0 |
| 12. | Writes a library handbook for faculty | 5 | 0 | 7.0 |
| 13. | Writes a manual of policies and procedures for staff | 3 | 0 | 7.0 |
| 14. | Develops with faculty the policies for selecting materials | 3 | 1 | 24.0 |
| 15. | Plans orientation and inservice training | 0 | 1 | 24.0 |
| 16. | Takes responsibility for annual report | 5 | 1 | 24.0 |
| 17. | Reads and reviews professional literature | 2 | 1 | 24.0 |
| 18. | Prepares work schedules for staff | 2 | 1 | 24.0 |
| 19. | Evaluates work of staff | 0 | 1 | 24.0 |
| 20. | Makes job analyses | 2 | 1 | 24.0 |
| 21. | Participates in inservice training as instructor as well as learner | 0 | 1 | 24.0 |
| 22. | Conducts staff meetings | 0 | 1 | 24.0 |
| 23. | Interprets regulations and directions to staff | 4 | 1 | 24.0 |
| 24. | Determines library policies and objectives | 1 | 1 | 24.0 |
| 25. | Interviews salesmen and examines various book series | 1 | 1 | 24.0 |
| 26. | Plans for more effective methods of handling library tasks | 2 | 1 | 24.0 |
| 27. | Encourages library-community contacts through open-house, discussion groups and PTA committees | 3 | 1 | 24.0 |
| 28. | Suggests improvements and innovations in instruction on the use of the library | 2 | 1 | 24.0 |
| 29. | Attends faculty meetings | 5 | 1 | 24.0 |
| 30. | Develops and maintains a climate for good public relations | 4 | 1 | 24.0 |

TABLE 1 (Contd.)

| Item | Function | Opinion Difference Scores | | |
| --- | --- | --- | --- | --- |
| | | Pretest (Unranked) | Posttest (Ranked) | Rank on Posttest |
| 31. | Serves on curriculum committees . . . . . . . . | 4 | 1 | 24.0 |
| 32. | Decides on physical arrangement of library . . . . . . | 4 | 1 | 24.0 |
| 33. | Investigates nature and causes of library administrative problems . . | 1 | 1 | 24.0 |
| 34. | Develops policy and criteria for the acceptance of gifts . . . . | 2 | 1 | 24.0 |
| 35. | Evaluates degree to which library program meets school needs . . . | 0 | 2 | 38.0 |
| 36. | Provides orientation of new faculty to library needs . . . . . | 0 | 2 | 38.0 |
| 37. | Gives book talks and reviews to groups . . . . . . . | 5 | 2 | 38.0 |
| 38. | Assigns library staff duties . . . . . . . . . . | 2 | 2 | 38.0 |
| 39. | Encourages pupil and faculty recommendations for acquisitions . . . | 5 | 2 | 38.0 |
| 40. | Makes recommendations to administration regarding renovation and remodeling needs . . . . . . . . . . | 4 | 2 | 38.0 |
| 41. | Keeps abreast of school activities . . . . . . . . . | 2 | 2 | 38.0 |
| 42. | Writes a library handbook for pupils . . . . . . . . | 1 | 3 | 42.5 |
| 43. | Sets policies for preserving, rebinding, and weeding materials . . | 1 | 3 | 42.5 |
| 44. | Plans for the reorganization and relocation of collections and materials . . . . . . . . . . . . | 5 | 4 | 45.0 |
| 45. | Develops and implements rules and regulations governing circulation . . | 8 | 4 | 45.0 |
| 46. | Reads and/or reviews new books and publications for the purpose of classifying . . . . . . . . . . . | 5 | 4 | 45.0 |
| 47. | Promotes library through various publicity media, such as newspapers, radio, and television . . . . . . . | 10 | 5 | 48.0 |
| 48. | Assists with research work and answers reference questions . . . | 6 | 5 | 48.0 |
| 49. | Prepares lists of materials needed in special subject areas . . . | 15 | 5 | 48.0 |
| 50. | Plans for the observance of such special occasions as Book Week and National Library Week . . . . . . . . | 8 | 6 | 53.5 |
| 51. | Previews audiovisual materials for possible borrowing and purchasing . | 8 | 6 | 53.5 |
| 52. | Maintains collection of professional books and sample texts for faculty | 19 | 6 | 53.5 |
| 53. | Organizes activities and establishes routine . . . . . . . | 9 | 6 | 53.5 |
| 54. | Guides the reading of individual children . . . . . . . | 4 | 6 | 53.5 |
| 55. | Determines criteria for selecting pupil aides . . . . . . | 3 | 6 | 53.5 |
| 56. | Determines methods and routines for mechanical preparation of materials | 11 | 6 | 53.5 |
| 57. | Gives assistance to pupil organizations . . . . . . . | 12 | 6 | 53.5 |
| 58. | Establishes policies and procedures for handling reference work . . | 4 | 7 | 59.5 |
| 59. | Trains adult library staff . . . . . . . . . . | 1 | 7 | 59.5 |
| 60. | Instructs pupils in research methods and encourages the use of standard sources, such as The Reader's Guide . . . . | 5 | 7 | 59.5 |

| No. | Task | | | % |
|---|---|---|---|---|
| 61. | Explains lending policies to patrons and handles complaints | 9 | 7 | 59.5 |
| 62. | Keeps patrons advised of new acquisitions and services | 10 | 8 | 63.5 |
| 63. | Examines material for discard and replacement | 14 | 8 | 63.5 |
| 64. | Maintains up-to-date reference materials | 12 | 8 | 63.5 |
| 65. | Assigns classification numbers and subject headings to all materials | 8 | 8 | 63.5 |
| 66. | Arranges library tours for school and youth groups | 8 | 9 | 66.5 |
| 67. | Schedules pupil attendance for instructional and/or group work | 8 | 9 | 66.5 |
| 68. | Guides the reading choices of groups of children | 5 | 10 | 70.0 |
| 69. | Supervises various library work activities | 14 | 10 | 70.0 |
| 70. | Organizes a vacation reading program | 1 | 10 | 70.0 |
| 71. | Supervises classifying and cataloguing all types of material | 13 | 10 | 70.0 |
| 72. | Conducts orientation to library for new pupils | 9 | 10 | 70.0 |
| 73. | Provides a ready-reference shelf | 12 | 11 | 74.5 |
| 74. | Sponsors a pupil library club | 12 | 11 | 74.5 |
| 75. | Returns materials sent through error | 23 | 11 | 74.5 |
| 76. | Keeps the library open for community education and adult education classes | 12 | 11 | 74.5 |
| 77. | Develops a collection of vocational information materials in the library | 14 | 12 | 77.5 |
| 78. | Acknowledges gifts of materials | 13 | 12 | 77.5 |
| 79. | Composes answers to correspondence | 10 | 13 | 79.0 |
| 80. | Provides a community resource file (people, places, and things) | 10 | 16 | 81.0 |
| 81. | Provides and plans displays, bulletin boards, exhibits, and book fairs | 14 | 16 | 81.0 |
| 82. | Supervises and facilitates inter-library loans | 17 | 16 | 81.0 |
| 83. | Provides for home loan multiple copies of paperback books in demand | 12 | 17 | 83.5 |
| 84. | Verifies and approves invoices | 20 | 17 | 83.5 |
| 85. | Compiles bibliographies and special indexes | 10 | 19 | 85.0 |
| 86. | Designs forms to be used for routine activities, such as overdue notices and permit slips | 23 | 21 | 86.0 |
| 87. | Maintains reading records for individuals | 33 | 22 | 87.0 |
| 88. | Reads or tells stories for taping | 21 | 26 | 88.0 |
| 89. | Maintains a collection of college catalogues in the library | 25 | 27 | 89.0 |
| 90. | Makes photo-duplication service available to pupils | 29 | 28 | 90.0 |
| 91. | Tells or reads stories tc groups | 17 | 32 | 91.0 |
| 92. | Teaches the use of the library to groups | 7 | 46 | 92.0 |
| | Mean | 7.2 | 6.8 | |

TABLE 2

Functions of the Senior School Library Assistant

| Item | Function | Opinion Difference Scores | | |
| --- | --- | --- | --- | --- |
| | | Pretest (Unranked) | Posttest (Ranked) | Rank on Posttest |
| 1. | Assists pupil in selecting materials . . . . . . . . . . | 12 | 6 | 1.0 |
| 2. | Provides cards to teachers for giving library advanced warning on assignments . . . . . . . . . . | 22 | 7 | 2.0 |
| 3. | Gives instruction in the operation of audiovisual equipment . . | 6 | 10 | 4.0 |
| 4. | Takes responsibility for upkeep of audiovisual equipment and materials . . . . . . . . . . | 8 | 10 | 4.0 |
| 5. | Supervises mechanical preparation of materials . . . . . . | 17 | 10 | 4.0 |
| 6. | Supervises work schedules . . . . . . . . . . | 12 | 12 | 6.5 |
| 7. | Supervises library in absence of certificated personnel . . . | 8 | 12 | 6.5 |
| 8. | Supervises inventories . . . . . . . . . . | 14 | 14 | 8.5 |
| 9. | Keeps inventory records . . . . . . . . . . | 21 | 14 | 8.5 |
| 10. | Produces materials for the school, such as graphics, mounted pictures, and transparencies . . . . . . | 8 | 15 | 10.5 |
| 11. | Makes up classroom collections as requested . . . . . . . | 19 | 15 | 10.5 |
| 12. | Checks filing of cards and corrects irregularities . . . . . | 14 | 16 | 12.0 |
| 13. | Trains pupil library staff . . . . . . . . . | 17 | 18 | 13.0 |
| 14. | Reserves materials for home loan . . . . . . . . | 19 | 22 | 14.0 |
| 15. | Labels materials . . . . . . . . . | 25 | 29 | 15.0 |
| | Means . . . . . . . . . | 14.8 | 14 | |

TABLE 3

Functions of School Library Assistant

| Item | Function | Opinion Difference Scores | | |
| --- | --- | --- | --- | --- |
| | | Pretest (Unranked) | Posttest (Ranked) | Rank on Posttest |
| 1. | Withdraws cards from catalogue . . . . . . . . . . | 17 | 10 | 1.0 |
| 2. | Produces mimeographed materials appropriate to the library . . . . . . . . . . | 14 | 11 | 3.0 |
| 3. | Handles sale of paperback books in school . . . . . . . . . . | 14 | 11 | 3.0 |
| 4. | Checks on invoices of outstanding orders . . . . . | 26 | 11 | 3.0 |
| 5. | Prepares credit memorandum and transmits invoices to appropriate office. | 20 | 12 | 5.0 |
| 6. | Sorts and distributes mail . . . . . . . . . . | 10 | 13 | 6.0 |
| 7. | Maintains circulation records . . . . . . . . . | 18 | 14 | 8.0 |
| 8. | Maintains listings of magazines, serial publications, and other appropriate materials . . . . . . | 20 | 14 | 8.0 |
| 9. | Compiles bindery lists and keeps bindery records . . . . . | 15 | 14 | 8.0 |
| 10. | Compiles various statistical reports, such as monthly and annual reports, attendance reports, and circulation reports . . . . . | 25 | 15 | 10.5 |
| 11. | Writes overdue notices and receives fines . . . . | 18 | 15 | 10.5 |
| 12. | Files all kinds of materials . . . . . . . . . | 19 | 16 | 13.0 |
| 13. | Accessions materials (numbers) . . . . . . | 14 | 16 | 13.0 |
| 14. | Keeps supplies orderly and readily accessible . . . | 18 | 16 | 13.0 |
| 15. | Reports errors in shipment . . . . . . . . . | 22 | 17 | 15.0 |
| 16. | Sets up circulation desk each day . . . . . . . | 19 | 18 | 16.5 |
| 17. | Verifies and approves invoices . . . . . . . | 20 | 18 | 16.5 |
| 18. | Determines supplies needed . . . . . . | 20 | 19 | 18.5 |
| 19. | Checks invoices with shipment and order . . . . . | 18 | 19 | 18.5 |
| 20. | Reproduces and replaces missing pages . . . . . | 18 | 20 | 20.5 |
| 21. | Sets up reserve collections from lists . . . . . . | 27 | 20 | 20.5 |
| 22. | Handles requests from teachers for materials and services . . . | 23 | 26 | 22.0 |
| | Means . . . . . . . . | 18.9 | 15.7 | |

## TABLE 4

### Functions of Library Aides

| Item | Function | Opinion Difference Scores | | |
|---|---|---|---|---|
| | | Pretest (Unranked) | Posttest (Ranked) | Rank on Posttest |
| 1. | Pastes book pockets and date-due slips in materials | 2 | 1 | 1.0 |
| 2. | Stamps ownership in books and magazines | 0 | 3 | 2.5 |
| 3. | Maintains the order, appearance, and housekeeping of the shelves, files, and tables | 3 | 3 | 2.5 |
| 4. | Jackets materials | 5 | 6 | 4.0 |
| 5. | Types cards for catalogue | 14 | 7 | 6.0 |
| 6. | Types cards and pockets for all materials | 13 | 7 | 6.0 |
| 7. | Letters materials | 22 | 7 | 6.0 |
| 8. | Sorts materials for shelving after classification | 20 | 10 | 8.0 |
| 9. | Makes order cards and types cards of all kinds | 16 | 14 | 9.0 |
| 10. | Inspects books returned from the bindery and returns them to circulation | 21 | 16 | 10.0 |
| 11. | Operates audiovisual equipment | 29 | 19 | 11.0 |
| 12. | Prepares purchase requisitions | 45 | 20 | 12.0 |
| 13. | Opens and collates new materials | 31 | 21 | 13.5 |
| 14. | Handles clerical aspects of correspondence | 21 | 21 | 13.5 |
| 15. | Checks materials for duplicates | 20 | 28 | 15.0 |
| 16. | Adapts catalogue cards | 31 | 30 | 16.0 |
| 17. | Carries out the actual relocation and recognition of materials | 37 | 31 | 17.0 |
| | Means | 19.4 | 14.4 | |

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TABLE 5

Direct Services To Teachers And Pupils With Ranked Performance Scores
As Assigned By Elementary School Teachers and Librarians

| Item | Activity | Teachers | | | Librarians | | |
|---|---|---|---|---|---|---|---|
| | | Mean | s.d. | Rank | Mean | s.d. | Rank |
| 1. | Handles request from teachers for materials and services | 3.58 | 3.70 | 1 | 1.85 | 2.17 | 26 |
| 2. | Teaches the use of the library to groups | 3.54 | 3.64 | 2 | 3.04 | 3.30 | 8 |
| 3. | Guides the reading choices of groups of children | 3.53 | 3.64 | 3 | 2.33 | 2.64 | 23 |
| 4. | Tells or reads stories to groups | 3.53 | 3.65 | 4 | 0.85 | 1.43 | 32 |
| 5. | Makes up classroom collections as requested | 3.48 | 3.62 | 5 | 1.59 | 2.41 | 29 |
| 6. | Helps with research work and answers reference questions | 3.42 | 3.55 | 6 | 2.50 | 2.87 | 19 |
| 7. | Provides and plans displays, bulletin boards, exhibits, and book fairs | 3.32 | 3.46 | 7 | 2.76 | 3.08 | 11 |
| 8. | Organizes and schedules instruction on the use of the library | 3.29 | 3.45 | 8 | 2.54 | 2.89 | 17 |
| 9. | Gives new pupils an orientation to the library | 3.25 | 3.43 | 9 | 1.37 | 2.12 | 31 |
| 10. | Keeps patrons advised of new acquisitions and services | 3.24 | 3.37 | 10 | 3.09 | 3.25 | 7 |
| 11. | Reserves materials for home loans | 3.14 | 3.37 | 11 | 2.41 | 2.82 | 21 |
| 12. | Guides the reading of individual children | 3.14 | 3.31 | 12 | 2.02 | 2.42 | 24 |
| 13. | Operates audiovisual equipment | 3.13 | 3.32 | 13 | 3.28 | 3.50 | 2 |
| 14. | Instructs pupils in research methods and encourages the use of standard sources, such as The Reader's Guide | 3.13 | 3.31 | 14 | 1.85 | 2.71 | 27 |
| 15. | Sets up reserve collections from lists | 3.12 | 3.32 | 15 | 2.35 | 2.71 | 22 |
| 16. | Produces mimeographed materials appropriate to the library | 3.09 | 3.31 | 16 | 3.52 | 3.69 | 1 |
| 17. | Checks materials requests for duplicates | 3.09 | 3.27 | 17 | 1.61 | 1.90 | 28 |
| 18. | Compiles bibliographies and special indexes | 2.91 | 3.14 | 18 | 2.65 | 2.93 | 14 |
| 19. | Gives assistance to pupil organizations | 2.92 | 3.12 | 19 | 2.43 | 2.80 | 20 |
| 20. | Gives book talks and reviews to school groups | 2.84 | 3.08 | 20 | 3.17 | 3.38 | 5 |
| 21. | Supervises and facilitates inter-library loans | 2.80 | 3.05 | 21 | 1.41 | 2.18 | 30 |
| 22. | Provides orientation of new faculty to library services | 2.68 | 2.94 | 22 | 2.70 | 3.03 | 13 |
| 23. | Produces materials for the school, such as graphics, mounted pictures, and transparencies | 2.62 | 2.88 | 23 | 3.00 | 3.24 | 9 |
| 24. | Sponsors a pupil library club | 2.61 | 2.97 | 24 | 2.76 | 3.08 | 12 |
| 25. | Organizes a vacation reading program | 2.26 | 2.61 | 25 | 3.22 | 3.40 | 4 |

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TABLE 5 (Contd.)

| Item | Activity | Teachers | | | Librarians | | |
|---|---|---|---|---|---|---|---|
| | | Mean | s.d. | Rank | Mean | s.d. | Rank |
| 26. | Arranges library tours for school and youth groups . . . . . . | 2.25 | 2.50 | 26 | 3.24 | 3.46 | 3 |
| 27. | Gives instruction in the operation of audiovisual equipment. . | 2.14 | 2.44 | 27 | 2.57 | 2.84 | 15 |
| 28. | Encourages library-community contacts through open-house discussions groups, and PTA committees . . . . . . : : : | 2.13 | 2.42 | 28 | 3.11 | 3.45 | 6 |
| 29. | Plans orientation and inservice training for teachers . . . : | 2.00 | 2.24 | 29 | 2.50 | 2.84 | 18 |
| 30. | Provides for home use of multiple copies of paperback books in demand . . . . . . . . . . . . . . . . | 1.84 | 2.15 | 30 | 2.89 | 3.12 | 10 |
| 31. | Writes a library handbook for faculty . . . . . . . . . | 1.57 | 1.83 | 31 | 1.87 | 2.71 | 25 |
| 32. | Writes a library handbook for pupils . . . . . . . . . | 1.53 | 1.79 | 32 | 2.54 | 2.92 | 16 |

**TABLE 6**

**Monthly Schedule of Library Aides Serving in Elementary
School Libraries Full Time or Part-Time, 1967-68**

No.
Aides



Months
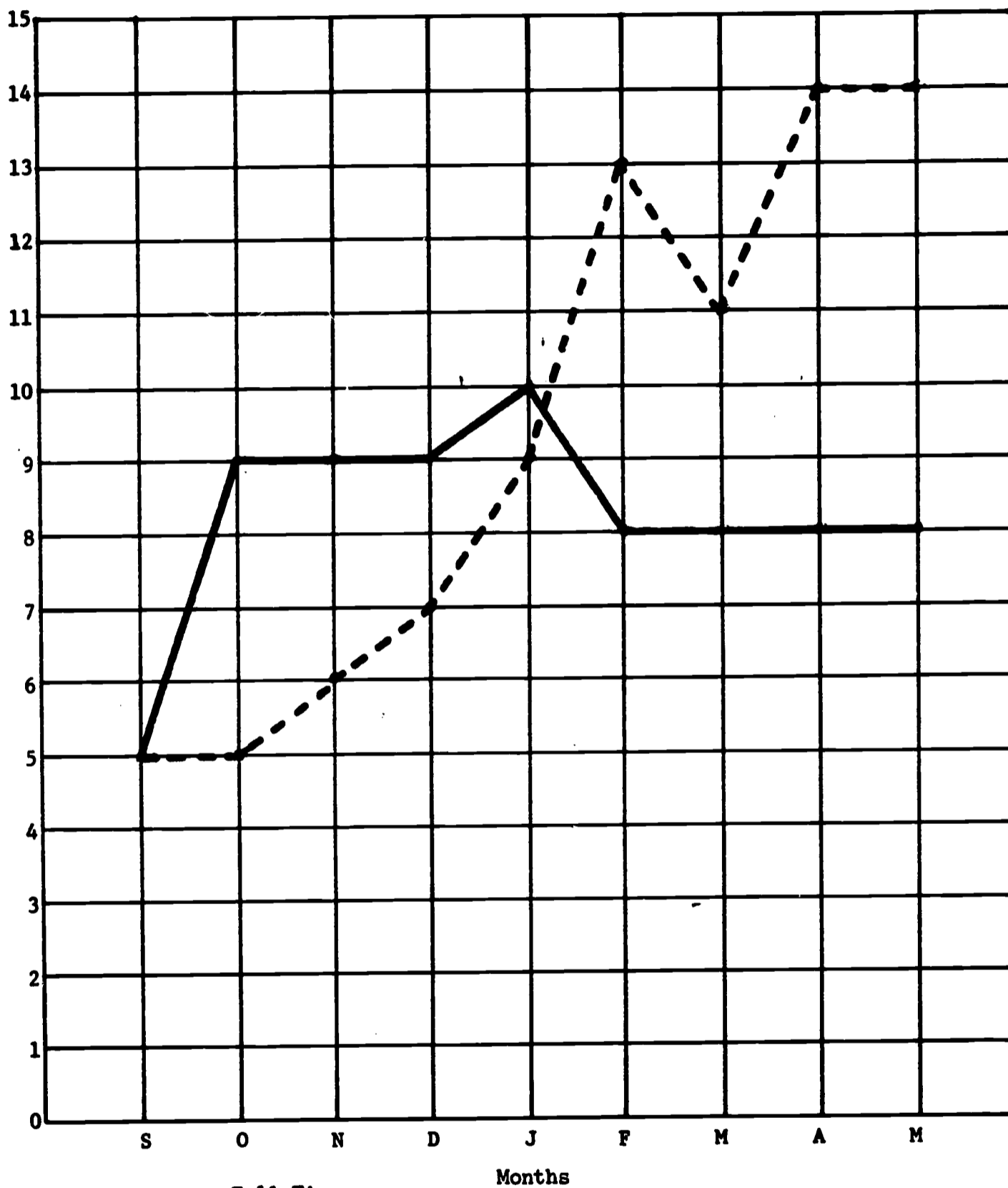
———————  Full Time

‒ ‒ ‒ ‒  Part-time

Table 7

Service And Maintenance Library Activities With Ranked Performance
Scores Assigned To Library Aides And To Library Secretaries

| | Elementary Library Aide Scores | | Rank of Mean Scores | | | |
|---|---|---|---|---|---|---|
| | | | Elementary | | High School | |
| Item  Activity | Mean | s.d. | L.A. | Libr. | Sec. | Libr. |
| 1. Types cards and pockets for all materials | 3.89 | 3.99 | 1 | 33 | 1 | 2 |
| 2. Makes spine labels for books | 3.83 | 3.95 | 2 | 51 | 13 | 13 |
| 3. Stamps ownership in books and magazines | 3.78 | 3.97 | 3 | 31 | 8 | 14 |
| 4. Sorts materials for shelving after classification | 3.78 | 3.97 | 4 | 50 | 16 | 19 |
| 5. Pastes book pockets and date-due slips in materials | 3.72 | 3.92 | 5 | 48 | 24 | 33 |
| 6. Types cards for catalogue | 3.67 | 3.81 | 6 | 25 | 3 | 1 |
| 7. Maintains the order, appearance, and housekeeping of the shelves, files, and tables | 3.67 | 3.78 | 7 | 14 | 20 | 30 |
| 8. Adapts catalogue cards | 3.67 | 3.87 | 8 | 9 | 30 | 38 |
| 9. Jackets materials | 3.67 | 3.87 | 9 | 8 | 40 | 45 |
| 10. Files all kinds of materials | 3.56 | 3.70 | 10 | 4 | 14 | 10 |
| 11. Checks filing of cards and corrects irregularities | 3.50 | 3.67 | 11 | 43 | 23 | 31 |
| 12. Makes order cards and types cards of all kinds | 3.50 | 3.74 | 12 | 1 | 2 | 6 |
| 13. Checks invoices with shipment and order | 3.39 | 3.54 | 13 | 44 | 11 | 8 |
| 14. Keeps supplies orderly and readily accessible | 3.39 | 3.69 | 14 | 10 | 4 | 4 |
| 15. Opens, checks, and/or collates new materials | 3.33 | 3.59 | 15 | 38 | 26 | 17 |
| 16. Handles request from teachers for materials and services | 3.22 | 3.54 | 16 | 32 | 35 | 26 |
| 17. Sets up circulation desk each day | 3.11 | 3.44 | 17 | 2 | 21 | 15 |
| 18. Maintains circulation records | 3.11 | 3.45 | 18 | 7 | 31 | 28 |
| 19. Verifies prices of materials | 3.06 | 3.36 | 19 | 18 | 27 | 16 |
| 20. Writes overdue notices and receives fines | 3.00 | 3.32 | 20 | 52 | 9 | 23 |
| 21. Supervises library in absence of certified personnel | 3.00 | 3.26 | 21 | 47 | 7 | 7 |
| 22. Produces mimeographed materials appropriate to the library | 2.94 | 3.18 | 22 | 46 | 10 | 3 |
| 23. Handles clerical aspects of correspondence | 2.89 | 3.23 | 23 | 13 | 5 | 5 |
| 24. Maintains listings of magazines, serial publications, and other appropriate materials | 2.83 | 3.20 | 24 | 11 | 37 | 27 |
| 25. Prepares purchase requisitions | 2.78 | 3.06 | 25 | 21 | 22 | 12 |

| No. | Task | | | | | | |
|---|---|---|---|---|---|---|---|
| 26. | Carries out the actual relocation and reorganization of materials | 2.72 | 3.05 | 26 | 27 | 34 | 37 |
| 27. | Sorts and distributes mail | 2.67 | 3.04 | 27 | 24 | 32 | 39 |
| 28. | Makes up classroom collections as requested | 2.61 | 2.97 | 28 | 3 | 46 | 40 |
| 29. | Withdraws cards from catalogue | 2.56 | 2.96 | 29 | 45 | 18 | 25 |
| 30. | Compiles various statistical reports, such as monthly and annual reports, attendance reports, and circulation reports | 2.50 | 2.79 | 30 | 15 | 28 | 18 |
| 31. | Labels audiovisual materials | 2.50 | 2.87 | 31 | 16 | 45 | 42 |
| 32. | Reports errors in shipment | 2.50 | 2.85 | 32 | 35 | 38 | 34 |
| 33. | Checks material requests for duplicates | 2.44 | 2.87 | 33 | 30 | 33 | 36 |
| 34. | Accessions materials (numbers) | 2.44 | 2.93 | 34 | 37 | 6 | 11 |
| 35. | Determines supplies needed | 2.44 | 2.74 | 35 | 29 | 17 | 9 |
| 36. | Reserves materials for home loan | 2.39 | 2.77 | 36 | 20 | 44 | 43 |
| 37. | Keeps inventory records | 2.39 | 2.81 | 37 | 19 | 25 | 29 |
| 38. | Supervises mechanical preparation of materials | 2.33 | 2.74 | 38 | 42 | 39 | 21 |
| 39. | Trains student library staff | 2.22 | 2.56 | 39 | 40 | 19 | 32 |
| 40. | Reproduces and replaces missing pages | 2.17 | 2.53 | 40 | 22 | 48 | 48 |
| 41. | Sets up reserve collections from lists | 2.17 | 2.53 | 41 | 6 | 36 | 20 |
| 42. | Inspects books returned from the bindery and returns them to circulation | 2.17 | 2.60 | 42 | 41 | 12 | 24 |
| 43. | Supervises inventories | 2.17 | 2.60 | 43 | 17 | 29 | 44 |
| 44. | Produces materials for the school, such as graphics, mounted pictures, and transparencies | 2.06 | 2.41 | 44 | 12 | 50 | 49 |
| 45. | Takes responsibility for upkeep of audiovisual equipment and materials | 2.06 | 2.53 | 45 | 5 | 51 | 50 |
| 46. | Checks on invoices of outstanding orders | 2.06 | 2.53 | 46 | 49 | 42 | 35 |
| 47. | Compiles bindery lists and keeps bindery records | 2.00 | 2.43 | 47 | 26 | 15 | 22 |
| 48. | Assists in selecting student aides | 2.00 | 2.45 | 48 | 28 | 41 | 46 |
| 49. | Operates audiovisual equipment | 2.00 | 2.33 | 49 | 39 | 49 | 52 |
| 50. | Supplies cards to teachers for giving library advanced warning on assignments | 1.72 | 2.05 | 50 | 23 | 47 | 47 |
| 51. | Gives instruction in the operation of audiovisual equipment | 1.67 | 1.95 | 51 | 36 | 52 | 51 |
| 52. | Prepares credit memorandum and transmits invoices to appropriate office | 1.56 | 1.89 | 52 | 34 | 43 | 41 |