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A Study of the Advantages and Disadvantages of Central Processing of Media Materials

George E. Kidd
Eastern Illinois University

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**A Study of the Advantages
and Disadvantages of Central
Processing of Media Materials**

(TITLE)

BY

George E. Kidd

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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CHAPTER I

INTRODUCTION

Need for the study

The city of Decatur has thirty-eight schools: twenty-six elementary, five junior high schools, four senior high schools, three special facilities, and seven other physical plants that order, store, and use print and non-print materials. These schools employ 857 instructors to serve 19,183 students.

Each year nearly \$100,000.00 is spent to purchase print and non-print materials. When received, these materials must be cataloged in such a way that they may be immediately retrieved from storage when needed. The cataloging of such material in a central processing center is the theme of this study.

For the purpose of this study, a central processing center is: a service center established by a school district to fulfill the routine professional and clerical duties traditionally assigned to librarians. ~~The basic responsibilities of such a center would be to assign classification symbols to all media center materials, prepare catalog cards, attach pockets, letter spines and otherwise prepare the materials for use.~~

If each of the thirty-seven material consultants continue to catalog their own materials, hundreds of hours will be spent in professional cataloging practices and more hundreds of hours will be spent in clerical cataloging practices.

Statement of the Problem

District #61 (Decatur) media specialists at the building level are spending too much time cataloging and processing new materials. In the past, librarians had time to do these tasks. But today's media specialists are involved in a wide range of activities which reflect the changing image of the library in becoming a media center and the librarian becoming a media specialist. The new responsibilities of the media specialist are more important than routine processing of materials. We must find some way to relieve the specialist of this traditional task so he can have more contact hours with students and teachers.

Purpose of the Study

The purpose of the study was to investigate the feasibility of proposing a central processing center for learning materials purchased by Decatur School District #61. Questions to be answered include the following:

1. Would central processing cost more or less money?
2. Would central processing give the materials consultants more time for other duties but require an excess of time on the part of others to accomplish the same tasks?
3. If central processing is the answer, why isn't it used in all but the smallest school districts?
4. What are the problems and can they be overcome? Indeed, how have problems been overcome by school districts who have committed themselves to central processing?

Limitations

The purpose of the three surveys was to acquire accurate information

instead of a quantity of much information. Questionnaires were designed that would be as short as possible (it was felt the participants would simply throw away a long questionnaire) and yet supply the needed information.

The time needed to complete the survey to central processing centers was about three minutes. If participants did not have the exact information to certain questions they were asked to estimate the answers rather than put aside the questionnaire until they had time to research the needed facts. The time needed to complete the survey to materials consultants in District #61 was about five minutes.

Delimitations

The population surveyed consisted of three groups:

1. Coordinators of central processing centers. It was logical to assume those people could give the most pertinent information concerning how to operate centers successfully.
2. Materials consultants in the Decatur School District were surveyed to find what services they wanted.
3. Commercial producers of catalog cards for audiovisual materials were surveyed to ascertain which cards were most likely to meet the needs.

CHAPTER II

RESEARCH-OTHER THAN ORIGINAL

The advantage of this type of research, as opposed to attitudinal surveys, is that we are dealing only with facts. We want to know: what have people done, what did it cost and accomplish, and what is wanted in the future?

Unfortunately information of this type on processing is quite dated. The original interest in central processing took place during the middle and late 1960's. During the 1970's nothing significant has been written on the subject.

By contrast, new processes, needs, equipment, materials, and types of specialized personnel have proliferated during the same period. Just the problems of changes in cost warrant new research and recommendations.

One of the most definitive works on central processing, Centralized Book Processing by Lawrence Leonard, is ~~copy-writed~~ 1969 and emphasized the use of Wilson pre-printed catalog cards in central processing centers. Much to the chagrin of the school media profession, H. W. Wilson discontinued this service in the spring of 1975.

The research done in the 1960's can be of help in that many fine directories were published listing central processing centers. The best and most current is Hendrick's. It is an alphabetical listing by state indicating school districts with central processing centers. It is extensive but not comprehensive¹.

¹Donald D. Hendricks, "Centralized Processing: A Directory of Centers," Library Resources and Technical Services, (Summer, 1970), 461.

In 1966 Vann² wrote a report in which she strongly recommends complete standardization of services to materials centers served by a central processing center.

Pennsylvania attempted a state-wide central processing plan which failed. But Vann reports on a southeastern Pennsylvania center which succeeded within the state. She attributes this success to an insistence that all participating materials centers agree to standard processing rules and not ask the processing center to deviate. A processing center which tries to process materials a different way for each materials center would soon be swamped in a backlog of work. The usefulness of the processing center and the materials centers it serves would be severely limited.

Another dated but still useful report is that of Badter³. Badter argues against complete central processing and encourages centers to use the services of commercial firms whenever possible. She states that, "...few centers can match the mass production costs and efficiency of commercial firms..." The author's greatest contribution is a list of questions for evaluating commercial services.

²Sarah K. Vann, "Southeastern Pennsylvania Processing Center Feasibility Study: A Summary, "Library Resources and Technical Services," (Fall, 1966), 355.

³Jean Badter, "Has Your Library Considered Precataloging?" Instructor, (November, 1967), 14.

It is a paradox that while it is possible to evaluate the services of commercial processing firms, it is impossible to evaluate the central processing centers that use such services. The varied classifications of personnel and their duties, costs varying from area to area, and quality of work, make it impossible to create an evaluation instrument that could be applied to all centers.⁴

In fact, all the reading available and all the comparing of studies does not answer the question of whether a school district should commit itself to central processing. It has already been stated that the Pennsylvania plan failed because it was too large (state-wide). But a report in the Library Journal, February, 1968 quotes several librarians as saying that only a central processing system as large as a state-wide system could succeed.⁵

Hendricks⁶ suggests that a school district should contract a larger system to do its processing instead of establishing its own central processing. But on the other side of the coin is District 214 in Mt. Prospect, Illinois with facts to prove the opposite. When materials were being processed by each school librarian the cost was \$1,000.00 per year.

⁴Kenneth F. Duchac, "Evaluation of the Processing Centers," Library Trends, (July, 1967), 14.

⁵"New Jersey Library Group Debates Central Processing," Library Journal, (February, 1967), 50.

⁶Donald Hendricks, "Cooperative Growing Pains," Library Journal, (November, 1965), 4699.

The Director of Library Services reassigned two clerks in order to establish central processing. For each title added to the collection, one set of catalog cards was purchased (eight cards per set). A duplication machine was bought and as copies of a title were purchased extra sets of the original cards were duplicated. The yearly cost of processing 2,000 items dropped from \$1,000.00 to \$150.00 - \$200.00.⁷

Perhaps we cannot find the answer to the problem by reading what others have done. But it is very tempting to imitate the experience of Port Huron, Michigan, a community comparable in facilities and student enrollment to Decatur. Port Huron automated its processing of new materials. At the same time it subscribed to Library of Congress catalog card copy. The cost of processing was reduced by 50%.

It is hoped that once the machinery is set in motion to establish Decatur's central processing center visits can be made to one or more of the central processing centers surveyed in this paper. The information gathered from surveys to these centers has been useful but there is no substitute for first-hand observation.

⁷"Mt. Prospect Stencils Its New Library Cards," Library Journal (July, 1968), 41.

CHAPTER III
DESIGN OF THE STUDY

Most districts that have developed centralized processing can fit into one of three categories:

1. Complete technical processing.
2. Ordering, cataloging, and classifying.
3. Cataloging and classifying.

These three degrees of service accurately correspond to the three major cataloging responsibilities:

1. Descriptive cataloging.
2. Classification.
3. Subject cataloging.

Sarah Vann⁸, in another study supports development of one of three centers listed above. According to Miss Vann, one has the option of establishing a center which is autonomous. Such a center has its own director, staff, and budget. It requires nothing from outside its own facilities.

Vann's second classification is "Neo-departmental". In such a facility, the processing center would use the staff, finances, and materials of many departments. The strength of such a center is the fact that the initial cost of establishing the center would be low.

The third center is one which would advise while materials consultants would continue their own processing. Such advice would include

⁸Sarah Vann, "Centralized processing Technologically Feasible, But...", Pennsylvania Library Association Bulletin, (May, 1968), 228-231.

budget, building, staffing, guidance in material selection and weeding, and processing.

Whatever the final decision concerning the type of center and to what degree of involvement, the number of decisions to be considered are almost infinite.

For instance, should a center do all the processing for print and non-print materials? Should the center contract with commercial processors to do as much of the work as possible? Should the center find a balance somewhere between these two extremes? Should sets of cards be purchased? Should cataloging information be purchased and cards made at the center?

In turn, the last two questions stated above must be answered by the following facts concerning catalog cards:

1. Percentage of available printed cards applicable to the collection in question.
2. Quality of cataloging information needed.
3. Number of copies needed.
4. Time lapse between ordering and delivery of cards.
5. Card preparation of foreign language materials.

Having dwelled extensively on catalog cards, let's look briefly at kits. A kit refers to a unit containing the following items for print and non-print materials. There are eight catalog cards, charge card, pocket, and spine label.

Alanar, a subsidiary of Bro-Dart, furnishes such kits. Kits are available for materials in "Elementary School Library Collection", "Bro-Dart Elementary School Library Collection", and "Children's Catalog". It should be explained that while the titles just quoted mention book titles the contents have been altered to include audiovisual materials.

Because of the constant change in costs which we are currently experiencing, prices are not included in this study. It is to be noted, however, that the cost of a kit may be two or three times more costly than catalog cards alone. The cost of complete commercial processing is about twice as costly as that of kits. Two prices will be quoted to furnish a point of departure: both Baker and Taylor and Library Book Selection Service supply kits at \$.39 each. Partial processing (without plastic covers) is \$.59 from Baker and Taylor and \$.69 from Library Book Selection Service. When bidding, Library Book Selection Service will lower their price to \$.59. In each case the cost of complete processing with plastic covers is \$.10 more. In deciding whether a central processing center should purchase kits it must be kept in mind the time required by clerks and typists to prepare and apply pockets, charge cards, and spine labels.

The more books and audiovisual materials a center processes the lower the cost per item will be whether partial or complete processing is done. It has long been an established fact that the more materials processed the lower the costs. It is recommended that when the volume of cards made for a media center reaches 4,000 (1,000 items) yearly, the center should invest in a duplicating machine such as Print-O-Matic.

Weynar⁹ has listed six advantages of centralized processing for print and non print materials:

1. Increased efficiency in processing a greater amount of material at lesser cost.
2. Higher quality of cataloging practice.
3. Centralization and simplification of business routines.

⁹Bohdan S. Weynar, "Introduction to Catalog and Classification," Littleton, Colorado: Libraries Unlimited, 1967, p. 263.

4. Better utilization of professional staff.
5. Utilization of more sophisticated equipment.
6. Possible creation of union catalog.

Methodology

It was decided that the most efficient means to find the answers to the many questions involved would be to survey districts that maintain successful central processing centers. Therefore, questionnaires were sent to five such school districts in Illinois (Appendix A).

Information sought from such a survey would hopefully indicate what practices are carried on in a central processing center, what services are not offered in a central processing center and why, and what practices have been tried and rejected.

Since these school districts inaugurated central processing many years ago, it seemed appropriate to use their experiences to avoid costly mistakes in proposing a district-wide central processing center.

The primary goal was to establish an efficient processing center offering the most services at the lowest cost. The introduction of any innovative procedures in the process would be a by-product of the stated goal and not a goal in itself.

However, it was the desire to those planning such a facility to tailor-make the services to meet the unique needs of Decatur School District #61.

A second survey aimed at eliciting responses from materials consultants was devised (Appendix C). This survey was short (only three pages including 24 questions) because it was believed an extensive survey would discourage consultants from replying. Whenever possible their responses were limited to checking (✓) the appropriate space instead of requiring written answers. Again, it was believed that a survey

requiring extensive writing would discourage consultants from replying. The survey was mailed to 23 materials consultants with instructions to return in a few days. There was no personal contact between the surveyor and the participants. It was believed such contact would influence the participants to answer in a manner to please the surveyor.

In order to limit the range of answers consultants were given one choice. For example: Would they prefer to have audiovisual materials or print materials processed? To arrive at a standard procedure for processing all materials, consultants were asked how they would prefer to have materials processed. It was decided that a tally would be made of all answers and that majority opinion would be the deciding factor.

Processing of print material is already quite standardized. Therefore, the bulk of the survey concerned questions about audiovisual materials such as symbols and color coding. The response to the survey was 100%. When all surveys were returned the results were tabulated. The results have made it possible to recommend initial steps in establishing a central processing center which would immediately fill the needs of materials consultants.

A third group, commercial producers of audiovisual catalog cards were also surveyed (Appendix D). Thirty-two producers were contacted by mail and asked to submit samples of their audiovisual and print catalog card kits. When all kits were received they were examined to see which kits would be most suitable for the specific needs of District #61. Questions to consider were: which cards were annotated and to what degree, which centers used Library of Congress or Dewey Decimal Classification, what symbols were used, and how complete were the kits in regard to other materials included.

DEFINITIONS

Before examining the results it may be well to review terms used.

Central processing center: refer to page 2.

Commercial processing: all the services listed in the definition for a central processing center on page two is done by the jobber. Materials arrive at the school ready for use.

Original processing: any of the duties listed in the first definition above that are done in the school materials center by the consultant.

Kit: ~~commercially prepared catalog cards, charge card, pocket and spine label.~~ The kit is usually added to the yet unprocessed book by the media specialist.

CHAPTER IV

RESULTS OF SURVEY

Consultants unanimously agree there is a dire need for central processing. Appendix C is a copy of the questionnaire sent to materials consultants. Appendix F is a compilation of the results of that survey.

Materials consultants were evenly divided on what would be first priority for services offered. If given a choice between audiovisual and print processing by a central processing center, 50% wanted audiovisual and 50% wanted print material processed first. This was an unexpected response since it is very difficult to process the multitude of audiovisual materials. Processing of print material is established and standardized.

Many responses indicated that, although most felt obligated to say they wanted central processing, they were very reticent to give up their independence preferring to do most of the work themselves. Either a great deal of diplomacy will be needed to win over the long-tenured, traditional librarians or an autocratic approach should be used.

All consultants feel audiovisual catalog cards should be interfiled with print materials rather than separately. Most believe audiovisual materials should be classified according to the Dewey System as are print materials. This is especially beneficial since a student need only know one number to find a subject whether it be a film, cassette, slide, etc. It is doubly beneficial because many materials centers

are now intershelving print and non-print materials.

It was found that all materials consultants use color-banded catalog cards to indicate audiovisual materials. Although a variety of colors were used, it was usually a blue-band across the top of the card that indicated to a teacher or student that the item represented by the card was audiovisual rather than print.

In cases where all audiovisual materials are represented by a blue-banded card it is necessary to indicate on the card what type of material is being represented. Thus: F/S = Filmstrip, Cas = Cassette, Trans = Transparency, etc.

The transition to centralized processing will be made easier by the fact that most materials centers used blue-banded cards and are fairly uniform in using symbols to represent a particular type of audiovisual material. A less easily-solved problem concerns the format and information to be used on the catalog cards. Some consultants type their own cards, others order ready-made cards from specialized services, Wilson Company, or the producer of the material. If we are to free consultants from the time-consuming task of acquiring catalog cards it will be necessary to decide on a format that will be acceptable to everyone.

The survey of central processing centers in selected Illinois districts yielded much valuable information. The diversity was so great it would be impossible to establish an "average" central processing center. Indeed, what one district considers impossible another does as a matter of routine. Let's take a look at highlights of this survey.

The size of staffs varied from three to eleven. Each center has one or two professionals. One staff included a para-professional to assist the director. The number of clerks varied from two to nine. The effectiveness of these staffs can be ascertained best from the number of items processed over a period of one year.

The largest staff (11) is able to process 41,000 books and 3,500 audiovisual items. It is able to accomplish this on a budget of \$2,400.00 for supplies and equipment.

The smallest staff (three) processes 3,000 books and 800 audiovisual items. Its budget is \$600.00 for supplies and equipment.

These figures support the statement that the more items handled, the lower the cost per item. The cost of processing 45,000 items was \$.18.77¢ per item. The cost of processing 4,100 items was \$.68.3¢ per item. It should be noted that neither of these figures includes salaries.

The largest number of schools (23) is served by a staff of three persons while the largest staff (11) serves only eight schools. This is explained by the fact that the largest staff is in a high school district and high schools have very large budgets. The staff of three persons serves 18 elementary schools, four junior high schools and one high school.

There are some ways in which the desires of Decatur materials consultants are anticipated by district processing centers already established. One of the most important aspects concerns classification of audiovisual materials according to Dewey Decimal classification. If a student or teacher finds that a film on the American Indian is classified 970.1 he will find that records, study prints, books, etc. on the American Indian

will all be numbered 970.1. Assigning Dewey classification numbers to every type of material makes it possible for all types of material to be inter-shelved according to subject matter. This speeds up integration of print and non-print materials. Rather than having a library and an audiovisual center we then have a media center.

All centers process both audiovisual and print materials but there is no indication of whether processing of both types of materials was begun simultaneously or if one type of material was processed first and the other added as time and budget allowed. The number of items processed per year varied from 3,300 to 41,500. The number of audiovisual items processed per year varied from 800 to 5,000. Only two centers processed audiovisual equipment. All centers completely processed audiovisual materials. No processing was done in the individual building materials centers. Only one center ordered pre-processed catalog cards from the company distributing the material. Again, this was an unexpected response since most manufacturers and distributors of audiovisual material supply catalog cards free or for a nominal cost. All other centers produced their own audiovisual cards.

The paper work involved in ordering learning materials is time-consuming in the extreme. Three out of five processing centers handle the paper work for the individual schools. Media centers send order slips containing title and price of an item, and name and address of producer or vendor. The processing center prepares and sends requisitions. When the item is received at the center, payment is given to the proper account, and the material is processed and sent to the media center. Such tasks as sending tracers on lost orders and returning damaged or unordered items are handled at the center. The media center in the school is

relieved of many hours of routine clerical work.

Most directors volunteered extra information which indicate great differences in philosophy concerning what a central processing center should be and do. Some directors are happy if books can leave their centers ready to shelve. Other directors indicate a much broader range of services. One director stated that all materials were selected by a committee of materials consultants and requisitioned from the center. Costly items are stored at the center and loaned to media centers.

Another center has gone a step further providing a preview center where audiovisual materials are previewed, evaluated and records kept of evaluations. This center also maintains a professional media center and circulates audiovisual equipment.

A third center has cut costs by diversifying duties. All media materials are purchased pre-processed. A clerk has been hired for each media center. These clerks have been trained to catalog any audiovisual materials which cannot be ordered pre-processed and file catalog cards, etc.

The final step was to survey commercial producers of audiovisual catalog cards. These cards are usually offered free to libraries that purchase audiovisual materials from designated producers. Many audiovisual material producers provide catalog cards for the materials they sell. Others contract with catalog card producers to furnish cards for their materials.

Few librarians take advantage of these cards for a variety of reasons. Most librarians produce their own audiovisual catalog cards.

Some producers routinely send audiovisual cards with materials

ordered. Librarians gratefully use them. Other producers will not send cards unless they are requested. To complicate the process further, some producers send a post card with audiovisual material which must be returned to the producer if catalog cards are desired for the materials. This causes an additional problem in that the material cannot be processed and used until the catalog cards are received.

A further complication is presented by producers who inform librarians and media specialists that they must send information about material to commercial producers of catalog cards who will send the desired cards. Again, there is a long waiting period.

Any of these steps and a variety of others can be taken if the materials consultants happen to read the obscure paragraph somewhere in the producer's catalog that indicates if and how catalog cards can be obtained.

Appendix E illustrates four of the audiovisual catalog cards from four companies. It will be noticed that no two cards follow the same format. This is unfortunate since it complicates the task of interpreting materials found on cards in the card catalog.

~~Some producers supply only catalog cards while others include pocket, charge card, call label, etc.~~

The Cataloging Distribution Service Division of the Library of Congress is a study in itself. Library of Congress provides four cataloging services: Machine Readable Cataloging (MARC), proofsheets, catalogs and publications, and catalog cards.

~~MARC refers to 7 track and 9 track tapes which are available on a subscription basis. Proofsheets are grouped according to board classification headings. MARC and proofsheets are the least expensive of the~~

Library of Congress services. A materials consultant acquires the information from these sources and produces his own cards.

The Library of Congress distributes on a subscription basis an extensive array of catalogs and publications such as: National Union Catalog, Library of Congress Catalog, and others. These are more complete and more expensive than the first two services referred to.

For public school materials center service the most appropriate Library of Congress service seems to be catalog cards. Library of Congress catalog cards are among the least expensive (.45¢) and the most complete. The consultant is provided with eight main entry cards. Each card contains both the Library of Congress number and the number for Dewey Classification. One need only type whichever number he is using and the headings at the top of the cards and they are complete.

CHAPTER V

SUMMARY

The purpose of this survey was to determine if District #61, Decatur Public Schools, could offer better media services at lower cost if a central processing center were established.

Consultant Response

The materials consultants in the district were surveyed to determine what services would be expected from such a center. It was found that all materials consultants favored centralized processing. But there was little agreement of uniformity of services. It was decided the results of that survey would be tabulated and majority preferences would be the determining factor. The results of this survey were compared to those of a second survey.

Central Processing Center Response

The second survey was sent to selected school districts in Illinois which were already operating processing centers to determine what services could be successfully offered. There was no uniformity among the results received from these centers. In establishing a center in Decatur it would be necessary to glean the best procedures from the centers now in operation.

Commercial Producer Response

Thirty-two producers of audiovisual catalog cards were requested to send sample card kits. When these kits were received they were studied to see which one(s) had the format and content to fill the needs of the proposed central processing center for District #61.

CONCLUSIONS

In order for a school district to make the transition from independent materials centers to a centralized processing center complete uniformity must be decided upon --- sometimes arbitrarily. In deciding upon procedures to be followed it is important to involve as many people as possible. Everyone must feel that he has had a part in giving up old procedures for new ones.

The initial cost of establishing a central processing center would be high. But the immediate benefits would be two-fold. The district-wide cost of processing would immediately decline. The rate of decline depending on the degree of commitment to central processing. The greater the commitment (and initial investment) the greater the savings.

The second benefit would be to release materials consultants to work with students, teachers, and administrators in improving instruction by implementing new procedures and materials.

Many school districts have considered central processing and decided against it. Others have tried it and failed. But there seems to be enough of a pattern in the experiences of those who have succeeded to warrant imitation.

RECOMMENDATIONS

Recommendations can be made based on the results of the surveys and research reported in this study.

Recommendation 1

Establish a central processing center. Materials consultants were unanimous in recognizing the need of a central processing center. They all agreed on this point because of the excessive workload they must carry. It was their desire to have the clerical and para-professional duties done by the central processing center. This would leave the consultants free to devote all their time to professional duties. It is the desire (and responsibility) of every consultant to spend their day in contact with students and teachers.

Recommendation 2

Establish the center to process audiovisual materials. The survey found consultants evenly divided as to whether the center should process print or non-print material.

~~Since the coordinator of library services must make an arbitrary~~ decision, it is recommended that audiovisual materials be processed because ~~more time and expertise is needed.~~

Recommendation 3

~~Do not establish a processing center to accommodate all types of materials.~~ The school board is more likely to supply necessary funding requests if they are not excessive. To start by providing only one kind of service (audiovisual processing) requires the least money. As the value of the center becomes recognized it will be possible to enlarge the budget, staff, and services.

Recommendation 4

Employ one professional cataloger. This person will be responsible for the center. Transfer one clerk from the resource center to the processing center. Many of the duties of the resource center will be taken over by the processing center. Thus the clerk transfer can be made without undue stress on the resource center.

Recommendation 5

The processing center and its staff should immediately offer services to students, teachers, and administrators that would not require a large budget. Such services would improve education and act as a public relations endeavor.

Such services may include workshops in use of audiovisual equipment, audiovisual production, material and equipment exhibits, and in-service meetings with speakers who have been successful in using multi-media education.

Recommendation 6

Each year the Coordinator of Library Services and the processing staff should attempt to enlarge the center's budget, staff, equipment, facilities, and services. In time, the center should be able to offer all the services which were discovered in the survey to processing centers coordinators---and more.

As a central processing center grows its director can have the satisfaction of doing the "almost impossible". He can offer more and better services at lower costs per item. Money saved in the processing of materials can be dispensed in broadening the services offered.

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Vann, Sarah K. "Southeastern Pennsylvania Processing Center Feasibility Study: A Summary," Library Resources and Technical Services, X (Fall, 1966), 461-478.

APPENDIX A

SELECTED ILLINOIS SCHOOL DISTRICTS SURVEYED

Alton Public Schools, Library Services
1211 Henry Street
Alton, Illinois 62002

Danville Public Schools
516 North Jackson
Danville, Illinois 61832

Mattoon Public School, Armstrong Center
1400 Piatt Avenue
Mattoon, Illinois 61938

Audiovisual and Library Services
799 W. Kensington Road
Mt. Prospect 6, Illinois 60056

Urbana Public Schools
301 North Lincoln Avenue
Urbana, Illinois 61801

APPENDIX B

LETTER AND SURVEY TO SELECTED ILLINOIS SCHOOL
DISTRICTS

Dear _____:

I am working toward a specialist's degree in media from Eastern Illinois University. I am also a materials consultant in the Decatur Public School system. Part of my work at EIU involves a field study to determine whether there is a uniform procedure for establishing a central processing center for all types and sizes of school districts. And if so, could it be successfully applied with a minimum of variations.

With the aid of the Office of the Superintendent of the Macon County Educational Service Region, I have selected a few school districts which are known to have successfully-functioning central processing centers. Your center is one of those suggested. I would be very grateful if you would take the time to complete the following questionnaire. It is designed to be completed in only two or three minutes and since only a few participants are involved it is important to have as many questionnaires returned as possible.

If there are any questions you should prefer to leave blank, please do so. If answers to some questions are not readily available please estimate. The information will not be published but will be consolidated into a general report. Thank you for your cooperation. It is very much appreciated.

Yours truly,

George Kidd
Materials Consultant

SURVEY OF CENTRAL PROCESSING IN SELECTED ILLINOIS
DISTRICTS

Please disregard questions that do not apply to your processing center.

1. Number of staff members _____.
2. Title or classification of each member _____
3. Budget: supplies _____
equipment _____
maintenance _____
4. Number of schools served: elementary _____
junior high _____
senior high _____
5. How many months per year does the center operate? _____
6. Number of books processed per year _____
7. If periodicals are processed, how many subscriptions per year? _____
8. If audiovisual materials are processed, how many items per year? (An item could refer to a single filmstrip or a kit containing many pieces). _____
9. If audiovisual equipment is processed, how many items per year? _____
10. Uniform system of processing:
 - A. Materials for all schools at all levels are processed alike. _____
 - B. Materials for all elementary schools are processed alike and materials for junior and senior highs are _____

processed according to a different set of standards, _____

C. Materials for each school are processed according to each schools preference. _____

D. Other

1. Type of processing

Elementary: On spine of book and pocket: what symbol represents fiction? _____

Is last name of author indicated and if so, how? _____

On spine of book and packet: what symbol represents books for primary grades? _____

Is last name of author indicated and if so, how? _____

Junior and Senior High Schools: On spine of book and card pocket: what symbol represents fiction? _____

Is last name of author indicated and is so, how? _____

By what process is location affixed to spine:

typed labels _____

electric stylus _____

paint _____

other _____

What symbols or words are used in the call number for each type of audiovisual material?

_____ silent filmstrip

_____ sound filmstrip

_____ reel-to-reel tape

- cassette
- slide
- transparencies
- real object
- models
- records
- 8 mm loops
- 16 mm films
- maps
- picture sets
- books with cassettes
- kits
- games
- others

~~Color-banded cards represent:~~

- black
- blue
- green
- orange
- yellow
- other

12. Processing center handles the ordering of rental films _____.
13. ~~Center does original cataloging on all materials _____ or~~
 orders pre-processed catalog cards when available _____.
~~Center does original cataloging of materials for which pre-~~
~~processed catalog cards are not available _____ or mater-~~
~~ials which require original cataloging are processed in~~
 each school _____.

14. Pre-processed catalog cards for audiovisual materials are ordered when possible _____ or
All audiovisual materials are originally processed at the center _____ or
All audiovisual materials are originally processed at each school.
15. Pre-processed audiovisual catalog cards are ordered from _____
16. Audiovisual materials are cataloged by Dewey number _____ or
by accession number _____
17. Does a staff member from central processing go to each school and file catalog cards ? _____
18. In the case of a set of silent filmstrips, the set is:
_____ cataloged as a single item
_____ each filmstrip is cataloged separately
19. In the case of sound filmstrips:
_____ filmstrips and records (tapes) are cataloged as a set and stored together
_____ filmstrips and records (tapes) are cataloged and stored separately
20. Paperback books are processed exactly as books are processed _____ or
Paperbacks are not ordered pre-processed _____.
21. For spine, pocket and catalog cards, a special designation is used to indicate "paperback" _____
The symbol is _____
Processing of paperbacks is partial and limited to _____

22. Central processing center types requisitions _____ or

each school types its own requisitions _____

23. Vendor delivers books to central processing center _____ or
directly to schools _____
24. Please indicate central processing services offered but which
have not been discussed.

APPENDIX C

School _____

Return to Riverside by March 18th

ELEMENTARY SCHOOLS--CATALOGING SURVEY

The committee working on the possibilities for centralized cataloging have posed the following questions and would like your opinions. If it is possible to have a cataloger with clerical help at the Resource Center to help in getting materials ready for use in the buildings--

1. What services would you want from central processing first?
(Mark the following in order of choice - #1, #2, and #3.)

_____ Processing of books which cannot be purchased pre-processed

_____ Processing of audio-visual materials

_____ Other Specify _____

2. ~~Indicate your preference for each of the following by indicating yes or no:~~

_____ ~~Each school should continue to type their own requisitions for library books and library AV materials.~~

_____ ~~All books should be delivered to the schools by the vendors.~~

_____ ~~All schools should order books pre-processed from the selected bidders for library books.~~

_____ ~~Each school should order catalog card kits only from the selected bidders for books.~~

_____ ~~If books are ordered from a vendor other than the selected bidder, the school should send the books to the Resource Center for cataloging and processing.~~

3. ~~In order to arrive at a decision about uniform practices, we would like your opinions on the following:~~

Pockets should be placed where? _____

The author's name should be represented by how many letters? _____

What kind of spine label do you prefer? _____

Should call letters be used for fiction? _____

Should illustrator cards be kept for fiction and easy books? _____

Should added entries for joint authors, editors, etc., be retained? _____

4. Information that should be included on the shelf list card _____

5. Are you willing to accept a change from the methods of cataloging and processing books that you are now using, for the sake of uniformity? (e.g. location of pocket, type of spine label, etc.) _____

AUDIO VISUAL MATERIALS

Please indicate what you do now in the cataloging and processing of AV materials:

1. Cards filed _____ in catalog with books
_____ in separate card file

2. Classified by Dewey _____
Given an accession or location number _____

3. Use all white cards for AV materials _____

Use color banded cards _____

~~Use blue-banded cards for all AV materials _____~~

~~If a variety of color banded cards are used, indicate what type of material is represented by each color:~~

4. ~~What symbols or words do you use in the call number for each type of AV materials: (If you have them)~~

~~Silent filmstrip _____~~

~~Sound filmstrip _____~~

~~Tape _____~~

~~Cassette _____~~

~~Slides _____~~

~~Transparencies _____~~

~~Super 8mm loops _____~~

~~Study prints _____~~

~~Books with cassettes _____~~

~~Kits _____~~

~~Games _____~~

~~Posters _____~~

~~Charts _____~~

~~Maps _____~~

~~Others:~~

5. What printed catalog cards do you buy for AV materials:

Library of Congress _____

Specialized Services _____

Others: _____

6. Do you use any of the cards sent free from commercial companies:

Which companies:

7. In the case of a set of silent filmstrips, do you--

_____ catalog the set as a whole

_____ catalog each filmstrip separately

8. In the case of sound filmstrips, do you--

_____ catalog filmstrips and records (or tapes) as a set
and keep them together

_____ catalog filmstrips and records (or tapes) separately

APPENDIX D

LETTER SENT TO JOBBERS AND THEIR ADDRESSES

March 15, 1975
E. J. Muffley School
88 South Country Club Road
Decatur, Illinois 62521

Dear Sir:

I am conducting a field study for establishing central processing of ~~media-center materials for school districts.~~ The result will be a recommendation on establishing and maintaining a center where all library materials will be processed for large numbers of libraries. ~~It would help me a great deal if you could send me a sample catalog card kit for print and/or non-print materials.~~

Your help will be greatly appreciated.

Yours truly,

ADDRESSES OF AUDIOVISUAL CATALOG CARD SOURCES

General Suppliers

Specialized Services and Supply Co.
321 Bank Avenue
Cincinnati, Ohio 45217

Library of Congress, Processing Department
Washington, D. C. 20541

Individual Companies

BFA Educational Media
2211 Michigan Avenue
Santa Monica, Calif. 90404

Baker and Taylor AV Services Division
P.O. Box 230, Momence, IL. 60954

Bowmar
622 Rodier Drive
Glendale, Calif. 91201

Caedmon Records, Inc.
505 Eighth Avenue
New York, N. Y. 10018

Coronet Films
65 E. South Water St.
Chicago, Illinois 60601

Current Affairs Films
24 Danbury Road
Wilton, Conn. 06897

Demco Educational Corp.
2120 Fordem Ave.
Madison, Wis. 53704

Disney, (Walt) Educational Media Co.
800 Sonora Ave.
Glendale, Calif. 91201

Doubleday Multimedia
1371 Reynolds Ave.
Santa Ana, Calif. 92705

Educational Activities, Inc.
Box 392
Freeport, N. Y. 11520

Educational Development Corporation
202 Lake Miriam Dr.
Lakeland, Fla. 33803

Educational Dimensions Corporation
25-60 Francis Lewis Blvd.
Flushing, N. Y. 11358

Educational Reading Service, Inc.
320 Route 17
Mahwah, N. J. 07430

Educational Record Sales
157 Chambers Street
New York, N.Y. 10007

Encyclopedia Britannica, Inc.
425 N. Michigan Ave.
Chicago, Illinois 60611

Eye Gate House
146-01 Archer Ave.
Jamaica, N. Y. 11435

Guidance Associates
757 Third Ave.
New York, N. Y. 10017

Imperial Film Co.
202 Lake Miriam Drive
Lakeland, Fla. 33803

Inquiry Audio-Visuals
1754 West Farragut Ave.
Chicago, Ill. 60640

Kimbo Educational
Box 246
Deal, New Jersey 07723

Learning Arts
Box 179
Wichita, Kansas 67201

Listening Library, Inc.
1 Park Ave.
Old Greenwich, Conn. 06870

McGraw-Hill Films
1220 Ave. of Americas
New York, N. Y. 10020

Media Materials, Inc.
409 W. Cold Spring Lane
Baltimore, Maryland 21210

Miller Brody Productions
342 Madison Ave.
New York, N. Y. 10017

Schloat Productions, Inc.
150 White Plains Road
Tarrytown, N. Y. 10591

Singer (Society for Visual Education)
1345 Diversey Parkway
Chicago, Ill. 60614

Teaching Resources Films
2 Kisco Plaza
Mt. Kisco, N. Y. 10549

Troll Associates
320 Route 17
Mahwah, N. J. 07430

Weston Woods
Weston, Conn. 06880

APPENDIX E

526 Terry terrible charts how he grew
Ter Media Material Inc., c/1973 Baltimore, Md.
Grade 2-4

1 cassette; teacher's guide; 35 student
booklets; post test
Children learn the concept of simple
charts.

1 CHARTS

FILM- STRIP

552 Discovering rocks and minerals. (FILMSTRIP -
Dis SOUND). Coronet Films, 1970.

4 filmstrips, color, 35 mm. and 2 phonodiscs: 4 s. 12 in. 33½
rpm. Also available, 4 tape cassettes (same program both sides).
1½ ips.

With guide.

For automatic or manual advance projector.

Credits: Educational collaborator, Donald G. Decker.

Contents:—Kinds of rocks, 54 fr., 13½ min.—Kinds of min-
erals, 51 fr., 12 min.—How we identify them, 51 fr., 11½ min.—
Their value to us, 51 fr., 12½ min.

1. Petrology. 2. Mineralogy. . Title anal.

KIT
330
Fun

POPULATION

Fundamentals of economics. (Filmstrip) Eye Gate, 178, 1964.
8 filmstrips, color, teacher's manual and 4 tapes in cas-
sette or records

Some of the basic elements of the dynamics of economic
institutions are covered in these strips. (Intermediate/Junior and
Senior High)

Contents: A. What is economics?(30 fr); B. Money(30 fr); C.
Taxes(35 fr); D. Banks and banking(31 fr); E. Business organiza-
tion(36 fr); F. Labor and labor unions(36 fr); G. Credit buying(37
fr); H. Population(29 fr)

1. Economics 2. Money 3. Taxation 4. Banks and banking 5.
Business 6. Labor unions 7. Credit 8. Population
178

Filmstrip
333.8

Energy: Impact on values and lifestyles

(Filmstrip) Current Affairs Films, c1974.

66 fr., color 35mm. and 12" phonodisc: 2 s.(1 s. for manual
projector, 1 s. for automatic projector)

12in., 33-1/3 rpm., 18 min. microgroove.

Also issued with phonotape in cassette.

With discussion guide and monthly quiz.

Credits: Consultant, Manson Van B. Jennings, Ph.D; Writer,
Curtis Colby; Photographer, Jason Lauré.

Summary: An assessment of the impact of more expensive energy
and energy shortages on lifestyles, societal patterns, existing val-
ues and the concept of "a good life."

1. U.S. Conservation of natural resources. 2. Conserva-
tion of energy.

APPENDIX F

TABULATION OF SURVEY TO MATERIALS CONSULTANTS

(SEE APPENDIX C FOR ENTIRE SURVEY)

Choice of preferred services:	Book processing	7
	Audiovisual processing	6
Each materials consultant should type his own requisitions.	Yes	10
	No	4
Materials should be delivered directly to schools.	Yes	8
	No	3
Books should be ordered pre-processed	Yes	4
	No	10
Catalog card kits should be ordered.	Yes	8
	No	3
Unprocessed books should be processed at the central processing center.	Yes	9
	No	3
Where should pockets be pasted?	Front	6
	Back	8
Author's names should be represented by how many letters?	One	1
	Two	8
	Three	4
What type of spine label should be used?	Lacquer	3
	Typed	5
	Cloth	1
	Stylus	1
Should call letters be used for fiction?	Yes	1
	No	12
Should added entry cards be used?	Yes	0
	No	13

What information should be included on the shelflist card?

Copy number 8
Date 14
Vendor 6
Price 14
Fund 5

Are you willing to accept changes?

Yes 12
No 0
Depends 1

AUDIOVISUAL MATERIALS

Catalog cards for books and audiovisual materials should be filed separately.

Yes 0
No 14

Materials should be classified by Dewey decimal number.

Yes 12

or

Materials should be given an accession number.

Yes 2

AV catalog cards should be white.

Yes 0

AV catalog cards should be in color.

Yes 2

AV catalog cards should be blue-banded.

Yes 12

If a variety of colors are used what code do you suggest?

Orange professional
cassette
filmstrip
kit

Green verticle file
study prints

Red records

Blue filmstrips
8 mm loops

What symbols should represent AV materials?

Silent filmstrips	F/S, Filmstrip
Sound Filmstrips	<u>F/S</u> <u>F/S</u>
	Cas Rec
Tapes	Tapes, Reel-to-reel, T
Cassettes	Cas, Cassette, Tape, CS
Slides	Slide, SL
Transparencies	Trans, TR
Super 8 mm loops	8 mm, loops
Study prints	Pic, SP, Pic Set, Study Prints
Books with cassettes	Cas/B, Book & Cassette, B&CS
Kits	Kit, Kits, Multi-Media Kit
Games	Games, Game, Model
Posters	Poster, Posters, Pic, Pic Set
Charts	Chart, Charts, Pic
Maps	Map, Maps

What commercial catalog cards should be bought?

Library of Congress	0
Specialized Service	2
Undecided	11

Do you use free commercial cards?	Yes	15
	No	1
Sets of silent filmstrips are cataloged as a set.		12
Sets of silent filmstrips are cataloged separately.		4
With sound filmstrips audio and visual parts are cataloged together.		14
With sound filmstrips audio and visual parts are cataloged separately.		1

APPENDIX G

TABULATION OF SURVEY TO SELECTED CENTRAL PROCESSING CENTERS IN CENTRAL ILLINOIS

The numbers in the left column correspond to the questions found in Appendix B. The districts surveyed were told the information they contributed would be kept confidential. Therefore, the five districts represented on this page are not identified by column.

1.	3½	4	11	4	3
2.	Cataloger Secretary Typist Receiving clerk	Director Cataloger Clerk Secretary	Cataloger Assistant cataloger Nine clerks	Administrator Three clerks	Elementary media supervisor Two secretaries
3.	Supplies \$1,000 Equipment 0 Maintenance 0	---\$287.23 -\$1,159.56 ----\$18.50	---\$7,000.00 ---\$1,700.00 --0	---\$3,00.00 --0 --0	---\$300.00 ---\$300.00 ---0
4.	Elementary 18 Junior High 4 Senior High 1	8 2 1	0 0 8	16 3 1	9 2 1
5.	12	11½	12	10	10
6.	10,000	6,000	41,500	5,000	3,300
7.	---	---	---	1,000	---
8.	5,000	5,000	3,500	1,000	800
9.	500	---	---	300	---
10.	A Yes B - C - D -	Yes - Some flexibility -	Yes - - -	No Yes - -	Difference Yes Yes -

11.	F	Fic	---	F	F
	First letter	First three letters		First two letters	First three letters
	E	None		E	P
	First letter	First three letters		First two letters	First three letters
	F	Fic	First three letters of author's last name	Fic	Fic
	---	First three letters	---	First two letters	First three letters
	Electric	Typed labels on jacket	Typed labels	Typed labels	Typed labels
A	FS	FS	FS	FS	FS
B	SFS	Kit	SFS	FS& Rec	SFS
C	Tape	TRR	RT	---	Tape
D	Tape	TRC	RT	Cas	Tape
E	SL	---	SL	Slide	Slide
F	Transparency	---	TR	Transparency	Transparency
G	---	---	---	---	Realia
H.	Model	---	---	Model	Model
I	Record	PRM	Record	Record	Record
J	F	---	Film Loop	Film Loop	Film Loop
K	---	---	Film	Film	Movie
L	Map	---	Map	Map	Map

M	Pic		Sp	Pic	Picture
N	--	--	Processed as book with notation that cassette is included	BK&Cass	Sound BK
O	Kit	--	Kit	Kit	Kit
P	Ga	--	Game	Game	Kit
Q	--	--	--	Chart Cha	Sound Slides
12.	No	No	No	Yes	No
13.	All original cataloging	H.W. Wilson	Order pre-processed when available. Original cataloging when necessary. LC proof sheets.	Pre-processed cards. Original cataloging when necessary.	Pre-processed cards. Original cataloging when necessary.
14.	A. --	--	--	--	--
	B.	--	--	--	--
	C. --	--	--	--	--
15.	No	No	No	No	Company distributing item.
16.	Dewey	Dewey	Accession	Dewey	Dewey
17.	No	No	No	No	Yes - professional
18.	Depends	Depends	Single Item	Single Item	Single Item

19.	Yes	Yes	Yes	Yes	Cataloged separately Stored as set
20.	If important	If important	Yes	---	Yes
21.	P	---	---	No	PB
22.	CPC	School	School	CPS	CPC
23.	CPC	CPC	CPC	CPS for junior high schools. SCHOOLS for elemen- tary and senior high schools.	CPC
24.	Read each sheet.				