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A program of library instruction for junior high school

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Abstract

An integrated program of library instruction reflects the philosophy, objectives, and goals of the school's educational program. The library assumes a role of ever increasing importance in the educational process. An effective multi-media center provides a well-integrated program of instruction.

A program of integrated library instruction becomes a reality when the administrators, faculty, and librarian plan together to develop library skills relevant to the students. The skills relate to interests, needs, and abilities of the individuals. The library is most promising for improving and enriching classroom instruction.

A PROGRAM OF LIBRARY INSTRUCTION
FOR JUNIOR HIGH SCHOOL

A Research Paper
Presented to
the Faculty of the Graduate School
University of Northern Iowa

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
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PHILOSOPHY OF THE INTEGRATED LIBRARY PROGRAM

An integrated program of library instruction reflects the philosophy, objectives, and goals of the school's educational program. The library assumes a role of ever increasing importance in the educational process. An effective multi-media center provides a well-integrated program of instruction.

The educational process is essentially creative. Important is an awareness of those characteristics which can most effectively guide the development of the learner.

An effective program for school library services develops with thought, imagination, experimentation, flexibility, and evaluation. Knowledge and experience are necessary.

Various forms of educational media are essential to make learning experiences meaningful. Effective tools and materials become useful. Skills of reading, observation, listening, and social interaction offer students a relevant program of instruction.

Materials convey information, provide controls to what is learned, and establish a learning environment to challenge the students. Efficient users of educational media develop certain library skills. Knowledge of the basic skills give students a sense of security in using libraries.

The librarian and teacher together provide guidance and develop interests and an appreciation for media. The library insures every student of experience and instruction in the use of library materials connected with any department in the school's curriculum.

Teaching and learning situations become meaningful when there is a satisfaction in locating and utilizing information effectively. An integrated program of library instruction aims to have pupils participate actively in the media center.

Students learn to exercise selectivity, to locate information, and to organize, analyze, and utilize this information.

A program of integrated library instruction becomes a reality when the administrators, faculty, and librarian plan together to develop library skills relevant to the students. The skills relate to interests, needs, and abilities of the individuals. The library is most promising for improving and enriching classroom instruction.

OBJECTIVES OF THE SCHOOL LIBRARY PROGRAM

1. To serve the entire school and the community.
2. To provide the needed services to implement the educational program.
3. To serve the teachers as their needs demand in the preparation of subject matter and motivation of pupils.
4. To provide adequate materials, facilities, and services to meet the needs of the school and community.
5. To provide an atmosphere which will encourage pupils to come to the library and to investigate and search for information and knowledge on their own initiative.
6. To provide an atmosphere conducive to recreational type reading.

IMPLEMENTATION OF THE PROGRAM

Cooperation among administrators, teachers, and the librarian is vital for the implementation of a program of library instruction. The superintendent and principal offer leadership and guidance, either directly or indirectly, to determine the educational philosophy of the school; this guidance helps to determine the library's educational goals. The administrators decide the importance of the library to the school curriculum. Space, staff, budget, and scheduling affect the success of the library instructional program.

An effective library plan requires orientation of the teaching staff. During the pre-school workshop the librarian gives a brief explanation of the program and services available to the teachers. At this time the librarian requests meetings with the various departments to demonstrate how certain types of media will aid them in teaching.

Planning is important. Classroom teachers and the librarian jointly decide what lessons would be most beneficial to the students. Teachers give valuable assistance in determining which grade level or unit of study is best suited for specific library skills. Certain skills are taught when there is a need for their use in classroom assignments. The librarian is available to help plan meaningful activities. Faculty members assign lessons, provide motivation, and create follow-up activities which utilize the library skills.

Flexible scheduling provides individual teachers with a responsibility to cooperate with the librarian in correlating library skills with the curriculum. Teachers visit the library in advance to schedule small groups, committees, or the entire class for instruction. The

librarian is available to work with the teacher and students on a group or individual basis.

Together the librarian and teachers decide the most beneficial services that are to be offered. Close interaction revises the library program to better serve the students and faculty. An efficient plan of instruction takes time.

Primary responsibility of formulating and implementing a successful program of library instruction lies with the librarian. With this goes the realization that an efficient library contains an abundance of instructional media relevant to the school's curriculum. The librarian uses every opportunity to cooperate with the faculty in the development and continuation of the program. This plan is only a guide as to the attempted accomplishments at specific grade levels. Instruction depends on the skills learned in elementary school.

The librarian assumes that most students have had little or no instruction in basic library skills other than those taught in classroom activities. Therefore, this program of library instruction includes lessons in some of the very basic skills. The students need this information to use the library effectively.

Lessons are flexible for the librarian to adapt them to the needs of the individuals involved. Follow-up activities depend largely on classroom assignments relevant to the lessons taught.

Table 1 reviews a sequence of library skills for elementary school. These lessons are an enlargement of previous years' instruction; the librarian continues instruction with emphasis on review of past experiences.

Table 1
Sequence of Library Skills
for Grades K-6

	K	1	2	3	4	5	6
Orientation	X	X	X	X	X	X	X
Good citizenship	X	X	X	X	X	X	X
Literature appreciation	X	X	X	X	X	X	X
Book care and handling	X	X	X	X	X	X	X
Using book marks	X	X	X	X	X	X	X
Checking books out	X	X	X	X			
Selecting suitable books		X	X	X	X	X	X
Shelving Easy books			X	X			
Map work			X	X	X	X	X
Dictionary work			X	X	X	X	X
Arrangement of fiction and non-fiction				X	X	X	X
Alphabetizing words				X	X		
Alphabetizing authors, titles, subjects				X	X	X	X
Dewey Decimal Classification				X	X	X	X
Card catalog usage				X	X	X	X
Card catalog filing rules				X	X	X	X
Parts of a book				X	X	X	X
Periodicals				X	X	X	X
Blueprint or floor plan of the library					X	X	X
Book indexes					X	X	X
Unabridged dictionary					X	X	X
Almanacs					X	X	X
Encyclopedias					X	X	X
Atlases					X	X	X
Gazetteers						X	X
Bibliography						X	X
Information file						X	X
Specialized dictionaries						X	X
Reference skills other than bibliography							X
Specialized reference tools							X

PROGRAM OF INSTRUCTION FOR GRADE SEVEN

I. Orientation (Correlate with English)

A. Introduction to the library

1. Location of library
2. Library staff
3. Library facilities

B. Location of materials

1. Fiction
2. Non-fiction
3. Card catalog
4. Reference materials
5. Periodicals and newspapers
6. Reserve books
7. Vertical file
8. Audio-visual media

C. Library regulations

1. Attendance
2. Behavior
3. Circulation procedures
4. Care of materials

D. Use of library

II. Care of books (Correlate with English)

- A. Having clean hands
- B. Opening a new book
- C. Turning pages

- D. Using a bookmark
- E. Handling oversized books
- F. Shelving of books

III. Parts of a book (Correlate with Social Studies or Science)

- A. Cover
- B. Spine
- C. Title page (Title, author, illustrator, publisher, place of publication, date of publication)
- D. Verso (Copyright date)
- E. Preface
- F. Table of contents
- G. Body of book
- H. Index
- I. Bibliography
- J. Glossary
- K. Appendix

IV. Card catalog (Correlate with English)

- A. Author cards
- B. Title cards
- C. Subject cards
- D. Cross-reference cards
- E. Special filing rules
- F. Parts of a card
- G. Location of materials

V. Classification and arrangement of books (Correlate with English)

A. Dewey Decimal System of classification

1. Ten general divisions
2. Subdivisions of classes

B. Call numbers

C. Location of materials

1. Fiction
2. Non-fiction
3. Reference

VI. Dictionary use (Correlate with English)

A. Guide words

B. Scope of dictionaries (Spelling, pronunciation, syllabication, definitions, principal parts of verbs, parts of speech, plurals, synonyms, abbreviations, etc.)

C. Abridged and unabridged

VII. Use of encyclopedias (Correlate with Social Studies or Science)

A. Indexes

B. Arrangement of material

C. Key words

VIII. Reference tools (Correlate with Social Studies or English)

A. General

1. Almanacs
2. Yearbooks

B. Biographical

1. Dictionaries
2. Biographies

C. Geographical

1. Dictionaries
2. Atlases
3. Indexes
4. Gazetteers

D. Other sources

IX. Magazines (Correlate with Social Studies or Science)

A. Location in library

B. Titles

C. Use of Abridged Reader's Guide to Periodical Literature

D. Back issues

X. Skills in research (Correlate with Social Studies or Science)

A. Skimming material

1. Getting general idea
2. Locating information
3. Finding answer to question

B. Making a summary

1. Taking accurate, useful notes
2. Finding the central idea
3. Learning to find supporting ideas
4. Arranging main points in outline form
5. Writing out important ideas
6. Revising work

C. Making a bibliography

D. Analyzing newspapers

1. Consulting newspaper for information
 - a. Headlines
 - b. Index
 - c. News reports
 - d. Feature columns
 - e. Editorials
 - f. Letters to the editor
2. Reviewing other newspapers received by library
3. Using information file

PROGRAM OF INSTRUCTION FOR GRADE EIGHT

I. Orientation (Correlate with English)

- A. Location of materials
- B. Circulation procedures
- C. Library conduct
- D. Use of library

II. Card catalog (Correlate with English)

A. Kinds of cards

- 1. Author
- 2. Title
- 3. Subject

B. Parts of catalog card

- 1. Author
- 2. Title
- 3. Publisher
- 4. Date
- 5. Paging
- 6. Annotation
- 7. Call number

C. Subject headings

D. Review of Dewey Decimal Classification

- 1. Fiction
- 2. Biography
- 3. Non-fiction

E. Location of materials

III. Parts of a book (Correlate with Social Studies or Science)

- A. Table of contents
- B. Index
- C. Appendix

IV. Dictionaries (Correlate with English)

- A. Special features
- B. Abridged and unabridged

V. Encyclopedias (Correlate with Social Studies or Science)

- A. Indexes
- B. Key words
- C. Topical arrangement
- D. Guide words
- E. Comparisons of various encyclopedias
 - 1. Location
 - 2. Type
- F. Yearbooks and annuals
- G. Other kinds of encyclopedias

VI. Special reference books (Correlate with English)

- A. Kinds
 - 1. Biographical dictionaries
 - 2. Thesaurus
 - 3. Poetry index
 - 4. Books of quotations
 - 5. Others
- B. Location

C. Purposes

1. References for use in English, social studies, mathematics, science
2. References for use in music, physical education, art, etc.

D. Abridged Reader's Guide to Periodical Literature

1. Interpreting entries
2. Finding periodicals

VII. Making a bibliography (Correlate with Social Studies or Science)

- A. Review of fundamental research techniques as needed to supplement classroom instruction
- B. Definition of bibliography
- C. Purpose of bibliography
- D. Preparation of bibliography
- E. Most important sources of information
 1. Books
 2. Magazines
- F. Use of footnotes

VIII. Study-type reading (Correlate with Social Studies or Science)

- A. Finding main idea
- B. Locating important details
- C. Drawing conclusions
- D. Writing summaries
- E. Improving comprehension
- F. Watching for topic sentences
- G. Putting events in order
- H. Using heads and subheads as guides

PROGRAM OF INSTRUCTION FOR GRADE NINE

- I. Orientation (Correlate with English)
 - A. Location of materials
 - B. Circulation procedures
 - C. Library conduct
 - D. Use of library
- II. Special parts of the book (Correlate with Social Studies)
 - A. Title page
 - B. Copyright
 - C. Preface
 - D. Table of contents
 - E. Appendix
 - F. Index
 - G. Others
- III. Reader's Guide to Periodical Literature (Correlate with any subject)
 - A. Having need for subject index to periodicals
 - B. Locating Reader's Guide to Periodical Literature in library
 - C. Selecting appropriate subject headings
 - D. Finding recency of material
 - E. Analyzing full title
 - F. Understanding abbreviations of periodicals
 - G. Finding articles on specific subjects
 - 1. Title of article
 - 2. Name of periodical
 - 3. Date
 - 4. Page

IV. Biographical dictionaries (Correlate with English)

A. Learning when to use biographical dictionaries

B. Distinguishing among biographical sources

1. Awareness of limitations
2. Inclusion of living notables only
3. Information by biographee himself
4. Awareness that such books do not give critical evaluation or study of contributions made

C. Becoming familiar with other biographical references

V. Unabridged dictionary (Correlate with English or Social Studies)

A. Review of spelling, capitalization, syllabication, pronunciation, parts of speech, irregular forms, derivation, meanings, synonyms and antonyms, and levels of usage

B. Use of alphabetization and guide words

C. Use of special features of unabridged dictionaries

1. Foreign language dictionaries
2. Coastline measurements of the world
3. Air distances between cities in the world
4. Islands, volcanoes, and deserts of the world
5. Atlas of the world
6. Gazetteer
7. Others

VI. Research techniques necessary for classroom instruction (Correlate with Social Studies or Science)

A. Selecting subject

B. Locating material

- C. Taking notes
- D. Organizing facts and ideas
- E. Writing final paper
- F. Preparing bibliography

VII. Selecting books for personal reading (Correlate with English)

- A. Evaluating past reading experiences
- B. Evaluating authors
- C. Skimming books
- D. Using prepared lists

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