A study of attitudes toward discipline and discipline problems in secondary school libraries

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Abstract
This research was undertaken as a study of attitudes toward discipline and discipline problems found in secondary school libraries. The topic has, up to the present, been largely ignored. A search of the literature yields only a small amount of material relating to this important topic. Yet we are told, "Every teacher is expected to keep order in his or her own area. No combination of other virtues will compensate for lack of ability to maintain discipline. Weak disciplinarians are discharged far more often than they are retained."1

Thus it may be seen that the librarian's success in his field may be closely related to his ability to maintain order or discipline in his particular area. This clearly indicates the importance of the topic to present and future librarians.

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Research Paper
Department of Library Science

A Study of Attitudes Toward Discipline and Discipline Problems in Secondary School Libraries

by
Marie Allan
July 10, 1972
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Purpose

This research was undertaken as a study of attitudes toward discipline and discipline problems found in secondary school libraries. The topic has, up to the present, been largely ignored. A search of the literature yields only a small amount of material relating to this important topic. Yet we are told, "Every teacher is expected to keep order in his or her own area. No combination of other virtues will compensate for lack of ability to maintain discipline. Weak disciplinarians are discharged far more often than they are retained."¹

Thus it may be seen that the librarian's success in his field may be closely related to his ability to maintain order or discipline in his particular area. This clearly indicates the importance of the topic to present and future librarians.

Method

First, a research of the literature in topics relating to discipline in the secondary school library was undertaken. Although there was not a great amount of material relating to this topic to be found, the readings were helpful in constructing a questionnaire, since it was next decided to go directly to librarians as a source of information. Twenty-two interview questions were formulated, as well as a group of five introductory questions designed to obtain information concerning the interviewee's particular school situation. These interviews were tape recorded. The first of the interviews was used as an experimental interview and following this some minor revisions were made in the questionnaire. Interviews with ten librarians working in secondary school libraries were taped and then transcribed.
Research of the Literature

Several books and a number of articles in recent periodicals contain material relating to discipline in the secondary school library. In a recent periodical article, Margaret Metcalf suggests that the word discipline needs definition.

In true forensic style, the word discipline must be defined before it can be discussed. To say that it is not necessarily quietness, agreement, submission, and obedience seems obvious if these qualities are to be considered in the passive sense because discipline is not passive. But if discipline may be understood as a condition or climate conducive to growth, development, and creativity, then these qualities become active elements in a satisfying and constructive situation.¹

This definition may be considered a good one for general application in all areas of today's schools because it fits in with the modern day philosophy of education.

It is noted, however, that discipline in the library may differ from that in the classroom. Jean Curtis gives important points of difference to be recognized.

In the classroom the teacher keeps order and the attention of her pupils through the effective organization of the lesson, the interest of the subject matter, and the leadership qualities of the teacher. The librarian's task is to keep the pupil's attention focused on using library resources for either academic or recreational purposes. To do this, she must often use the policing techniques of the study hall teacher.

Much of the difference between discipline in the classroom and in the library is due to the difference in social structure between the two. The class develops into an interacting group in its first few meetings, with specific individuals being recognized as playing the various roles of the bright or dull student, the joker, and so on.

The students judge the teacher, probe her weaknesses and adjust to whatever personality characteristics they find. The teacher in these first few days is trying to 'establish her authority.' If she is successful, she determines the atmosphere of the classroom and controls the actions of the students. The result of these tensions between the students and the teacher sets the stage for the group interaction which develops in more detail as the semester wears on. The first results may be changed during the semester, but only with great effort either on the part of the teacher or the students. Therefore, if the teacher can successfully 'establish her authority' in the first few days, the likelihood is that the class will continue to operate in the framework which she has set.

In contrast, the library has little or no social organization among its users. Every hour brings a different grouping of students. Interaction between individuals of the particular groupings is at a minimum and is not formalized nor stable. However, like the teacher, the librarian establishes a pattern of what is acceptable and unacceptable behavior in the library. The new librarian will have to 'establish her authority' over and over again until most of the students learn what can and cannot be done in the library—particularly if she is changing the definitions of acceptable behavior from those of the previous librarian. As in the classroom the students will be probing the personality characteristics of the new librarian to see what can be done. Even after a librarian may have successfully set the atmosphere she wishes, there will be some students who may try to overstep the bounds. Thus, the librarian requires a much longer time than the teacher to 'establish authority' and she lacks the formal organization, the stable population of students in the class and the focus of subject matter of the teacher.¹

The same author further points out that the last twenty-five years have seen an increase in discipline problems generally in the high school because the less formal, more relaxed atmosphere makes it more difficult for the teacher to define clearly for the students what is permissible and unpermissible behavior. This greater freedom extends also into the library where the student often comes to do independent

study. Authors James McCaffrey and Daniel Turner discuss some of the various facets of this situation and offer suggestions for handling some of the discipline problems which may arise.

Unstructured or independent study time is still another potential source of student discipline problems. The challenge is to teach students to make wise use of this time.

Students, like many teachers, may feel that unless they are working in a completely teacher-directed activity, no learning of any consequence takes place. An administrator who neglects to provide for a student orientation program to independent study is being naive as to the potential difficulties from ineffective use of unstructured time.

Equally important is the orientation of the parents. Students soon label their unstructured time as 'free time' because it appears as a blank on their schedules, and this is often misinterpreted by parents, and used as a defense when their child experiences difficulties at school. Quite the best defense is a good offense: an orientation that convinces parents of the value of an independent study program.

An effective device which helps both students and teachers realize the potential values of unstructured time is to start the year with mandatory independent study assignments. Each teacher may be required to make some provision in his weekly lesson planning for an assignment which must be completed in one of the study centers, utilizing the resources available there. This requires each teacher to examine the curriculum to determine which of the tasks or objectives is best suited for independent learning and does not require dialogue or interaction for its attainment. As for the students, once they use the centers effectively and realize the potential that such areas have for assisting them in learning, the administrative staff has won half the battle of operating a successful independent study program.

If study centers are to function effectively, they must be equipped with materials germane to the curriculum and school wide objectives. Unfortunately, too many study centers become simply satellite libraries. Often they fail to provide attractive activities and materials for the slow learner. For such a student, the study center becomes just another place where he faces impossible tasks unless material of an audiovisual nature is provided which is meaningful for him as well as relevant to the curriculum. Tape recordings, 8mm single concept loop films, and individual filmstrips and slide viewers should be available.

Despite all measures taken by the school staff, there will always be a small number of students who for one reason or another cannot function successfully in a program of
independent study. For them, alternative plans are possible. A completely structured program of study can be developed for each individual so identified, and he must report to the areas indicated and obtain written verification of attendance. The program should be advised weekly so that he has some flexibility in independent study activities.

For the student who persists in causing problems during independent study, assignment to a traditional type study hall is advised. Attendance should be taken, a no-talking rule enforced, and all assigned students required to do constructive work. The list of students assigned should be reviewed every two or three weeks so that those who show improvement can re-enter the regular program.

There are still a number of other problems which will arise despite the planning and attractiveness of an independent study program. Facilities must be provided for quiet study, but control of students will be more difficult since it is impossible to know the type and number of students coming there at any one time, and so seating assignments cannot be used to avoid formation of cliques of students difficult to handle. Aides or teachers selected to supervise these facilities should be equipped to handle effectively large numbers of students. If several large areas are available for study, a separation by grade or house may help in preventing certain students from congregating.

Another device is to plan supplementary independent study activities, such as short-term, no-credit courses, for modules when there are many students not scheduled for classes. Assemblies, student forums, tutorial sessions, testing programs, etc., should be scheduled when they will help most to reduce the number of students in mass study centers.

One other caution is in order: If sufficient facilities are not available, student control will be extremely difficult. With freedom of choice, one can never be certain how students will disperse themselves during any one module, and 200 students could decide to use a library that accommodates 150. Thus innovative schools require more and larger facilities than the traditional school, where an administrator can divide the students among the facilities available.

Although modular scheduling and independent study do present problems not found in the traditional school, all of them are surmountable. With adequate planning, orientation for students, and in-service for staff, the traditional school can successfully make the transition to a more innovative program.

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Although the discussion here is largely from the viewpoint of the administrator and the problems of independent study may not be found in the older or traditional school, the discussion is valuable to the librarian who often finds that the independent study areas fall under her jurisdiction. Then, too, the librarian, herself, is no doubt a product of the traditional school and is, therefore, unlikely to be prepared to cope with or even understand some of the problems inherent in the modular system which so often involves independent study.

Jean Curtis suggests that inconsistency on the part of the librarian in enforcing rules is caused by an ambivalent attitude on the part of the librarian. On the one hand he wants to create a friendly, pleasant place where students will wish to come and on the other hand it must be kept quiet enough for concentration and study. Further, she says,

The distinctions between legitimate and illegitimate behavior in the library are difficult to make. For instance, students can often profitably help each other locate materials, or students who are acquainted with library tools can help the uninitiated. But such beneficial behavior can easily degenerate into purely social conversation. Students who are trying to concentrate on writing project papers may be disturbed by the noise and activity. Conference rooms and zoned areas help separate the noisy and quiet work, but many school libraries lack such facilities or sufficient space to mark out zones. Self-directed activity of groups of high school students usually require at least a small amount of supervision and the size of the average school library staff is too small to provide even the minimum of supervision to make such group activity profitable to the student.

Teachers who have difficulty with discipline in the high school classroom sometimes think they would find it easier to be a librarian. Some of them apparently believe the librarian has a formidable weapon in their right to banish students from the library by sending them back to the classroom or the study hall. The privilege of using the library can also be denied students for a period of time. Teachers, of course, can place students in the hall
or send them to the principal's office but not without a feeling of guilt at failure or loss of prestige as teachers. To the librarian the weapon of banishment does not seem as powerful as the teacher may imagine it to be. There are limits to how efficient it is and the librarian who is a poor disciplinarian will not become effective even though she can send students out of the library. The librarian who maintains good discipline uses banishment sparingly but effectively as does the classroom teacher.

Like teachers, some librarians are good at discipline and some are not. Some principals feel that the best librarians are those who can maintain order in the library. Good teaching and good discipline are probably inseparable. How important is good discipline for the librarian? The answer to this depends on how one defines the function of the librarian. The professional knowledge which the librarian possesses is how to select and organize for use, books as well as all other types of teaching materials. There can be no library without this collection and organization so this is the first and essential function of the librarian. Most librarians, however, feel that this is only the foundation of their functions and they include in their domain such activities as teaching students how to use the library effectively, helping teachers find resources and teaching materials, working on curriculum committees, doing informal guidance and counseling, and sponsoring extracurricular activities related to the library. It would appear from this list that the functions of the librarian and the disciplining of students can be separated. However, if it is assumed that the best discipline is maintained by the person with the qualities of leadership, then the best school librarian would be a good disciplinarian of students whether she performed this function or not.

In the school library with only one librarian, all these functions must be performed by one person. If there are more than 500 students in the school, one person cannot perform all these functions even if she has adult clerical assistants and student assistants. The overloaded librarian will attend first to some functions and ignore others, making the choice (perhaps unconsciously) according to her particular abilities and personality. High school librarians in the past have probably given too much attention to the organization of the materials while the new school librarian emphasizes more the use of the materials. The number of professional librarians in high school libraries is already being increased and is certain to expand in the future. This will enable some specialization in function among the various librarians. Will there be a librarian who will specialize in maintaining discipline in the library?

Some high schools have experimented with hiring nonprofessionals to take care of the discipline. These people
have usually been college graduates but neither teachers nor librarians. Many school librarians oppose this practice because they fear that these non-professionals will be considered adequate substitutes for librarians. To a principal who considers maintaining discipline in the library as the main function of the school librarian, the non-professional may appear to be as satisfactory as a trained librarian. However, it is to be hoped that this type of viewpoint on the part of the administrator is declining if not disappearing.¹

In a discussion of physical facilities Jean Curtis points up the changes in the last twenty-five years from the small collection at the rear of the study hall to what is now most often a separate entity with a much larger book collection as well as many other materials. She relates that today, some educators are advocating a closer relationship between libraries and study halls. Two reasons are given for this: a) the "police" atmosphere in the study hall makes it a poor place in which to study; b) the lack of library resources close at hand for student's use in studying. Many libraries, in addition, have a very limited seating capacity so students can only visit them infrequently, therefore the suggestion is made to return to the library-study hall combination. This arrangement has important implications for the librarian as regards her job in controlling the students' behavior.

If the study hall and library are combined in some fashion, the discipline problem to be solved will depend partially on the type of arrangements made. If the library is centrally located with several study halls located immediately around it, the discipline will probably remain with the librarian in the library and with the teacher in the study hall. If the study hall and the library are combined into one, the discipline function can easily be separated from the librarian. If student attendance in study halls combined with libraries is made voluntary, many

of the discipline problems will be eliminated. Under any arrangement, the number of professional librarians and library aides will have to be increased.¹

Some discussion on specific problems in discipline is given by J. J. Delaney in *The New Librarian*. In Chapter VII entitled "Understanding Discipline Problems," noise is cited as being one of the more prevalent problems.

Noisy students are a perpetual problem. In fact, hardly a day passes that the librarian does not have to ask some students to speak a little more quietly.

Here is one problem the librarian had better learn to live with, rather than try to solve once and for all. Students are by nature talkative and will not take readily to a librarian's suggestion that they suddenly start acting like old people.

The librarian can never match the quiet of the classroom. Students understand that they must be quiet in a class because they are supposed to be listening to what the teacher says in the lecture. Besides, a classroom teacher faces only 35 or so students at one time. A librarian, on the other hand, may have to control many more than this, and, at the same time, do all the other work which is necessary in a library. If a school librarian were to keep perfect order, then he would have no time for anything else.

Furthermore, it is doubtful that the average public school librarian can keep his reading room as quiet as the reading room in a public or college library. Many of the readers in a public library are adults who are habitually quiet. And college libraries have a rather selective clientele.

Since the school librarian cannot do away with noise completely the way other librarians may, he is continually wondering how much he should permit and how much to suppress. This question is not always easy to answer.

Some librarians solve this one by making a distinction between busy noise—made by students who are working—and noisy noise—made by pupils wasting their time.

Other librarians solve this difficult problem by letting the students talk all they want, as long as they speak in moderate tones. That way they will not disturb other patrons. Thus, their libraries are full of the hum of many people at work. A noisy library may actually be a good one if the noise is that of students working. If students want to sit together and discuss their lessons, what is the harm? The amount the students are learning, is after all, the test of the worth of the library. If pupils are

¹Ibid., p. 281.
learning, then no great damage is done if the library is not as silent as a graveyard.

A silent library, on the other hand, may actually be a very poor one. Some librarians get silence by expelling so many students that the place is usually quiet merely because it is usually empty.

Another solution is for the librarian to set a good example. Students often act the way the teacher does. If they notice that the librarian always speaks to them quietly, then some will do the same. If they notice that the librarian always asks other teachers to step into the office or out into the hall to talk, so as not to disturb the readers, then this will have an effect too. A glass enclosed meeting room for those who absolutely have to talk is yet another solution.¹

In a section entitled "Disorder," the librarian is advised that she will not be able to do away with this problem entirely since high school age youngsters have less than perfect standards of social responsibility. She is warned, however, to put a stop to such acts as leaving the newspaper scattered over tables and floor, leaving chairs drastically misplaced, littering the floor with scraps of paper, bringing food to eat, and spending much time at the windows looking out.

Delaney suggests that students who spend large amounts of time loafing in the library are also potential discipline cases even though they at first seem not to be bothersome. After a while they may become bored with loafing and begin to do annoying things. For this reason loafing is to be discouraged.

Problems of theft, mutilation and overdues are also taken into account.

Fortunately theft is a problem which sounds much worse than it really is. Libraries are expected to lose books. The principal, therefore, will not likely become upset if the new librarian cannot get all of the books back at the end of the year. One study among high school librarians

in Santa Clara County, California showed that in 1960-61 the average library lost 125 volumes.

Some pupils steal books (such as encyclopedias) because they do not have time to read them in the library. One solution is to check out reference materials. Some librarians now keep a second set of some encyclopedias for this purpose. Another solution is multiple copies of certain popular works—sometimes in paperback. Another solution is to keep the library open longer hours and on Saturdays so that all may use the books.

Still another solution is a larger staff. Sometimes a pupil steals a book or cuts an article out of a periodical so that he may have more time to study it. But if the librarian, or some member of his staff, can sit down with him, and give him several hours of help then he may not need to take the material home and work on it for days on end.

A solution which is becoming increasingly popular nowadays is photocopying. More and more school librarians are installing such machines. They copy any page or group of pages in any book or periodical and either charge ten cents a page or give it away. Some photocopy every page of an article in an encyclopedia or magazine, then give a copy to every pupil in a class.

One supplier of such machines is Xerox Corporation, Rochester, N.Y. 14603. The advantages of their model 914 (about the size of a piano) is the librarian does not risk any payments. He rents only. Another supplier of machines that rent is Dennison Manufacturing Co., Framingham, Mass. A company that sells photocopying machines, rather than renting them, is the 3M Company, 2601 Hudson Road, St. Paul, Minn. 55119. Their model 107 is about the size of a typewriter. Some librarians buy two or three and keep all of them going at the same time.

As this is written, it is mainly junior and senior high school librarians who use photocopy machines. Whether rented or purchased, such machines tend to pay for themselves.

Remember, however, that before copying large passages (say 300-500 words) it is best to obtain permission of the publisher. Otherwise you may be accused of plagiarism. Much depends on what you copy. Thus, you may be safe in lifting 300-500 words out of a novel. But if you took that much out of a short story, you may have damaged the publisher's chances of selling the original, and if you copied only a dozen lines from a poem or song lyric, then you may have lifted the whole thing.

Much also depends on whether the piece you wish to reproduce is copyrighted or has passed into the public domain. Most books and periodicals are copyrighted for 28 years, may be copyrighted for 28 more. After that, anyone can quote all he wants.
Mutilation is hard to excuse. Scribbling on a book with pen or crayon, is an offense justifying a trip to the principal's office. For year after year pupils may be assigned to read those same pages. As a rule, it will not harm human relations too much if one insists that pupils of any age pay for mutilated books.

What the answer to the overdue problem is would be hard to say. As this is written there is no universally accepted solution. Do fines cause pupils to return books more promptly? Some librarians say no. Fines punish. But they do not correct.

In some high schools the librarian charges only a few pennies or a nickel a day. Others charge nothing.

It is interesting to note that Delaney considers the librarian herself to be the cause of discipline problems in many instances. If, when a problem arises, the librarian is inept in her handling of it, large problems may ensue. Three types of discipline are mentioned: *laissez-faire*, or "the students do as they wish;" autocratic, or teacher dominated; and democratic or teacher-pupil cooperative. Of the three, studies have shown that the latter situation achieves the best results not only in terms of work output but also in the better way in which pupils got along with each other. Additionally, this treatment helps students in preparing to live in a democracy.

Teachers are seen to be a cause of discipline problems in a library when they fail to understand how to make use of library materials in their teaching. They may use the library facility only to send students for recreational reading or they may make inappropriate assignments. In the first case students may get the impression that the library is useful only for relaxation and merry-making. Delaney says,

When the librarian suggests that joy be more confined and that people sit down rather than run around, the students are rather surprised and disappointed.

For the famous free-reading period sometimes turns out to be no such thing. Not all grade or high school pupils can profit from a self-directed study period. Yet some teachers persist in their belief that if their pupils are told they may spend the next hour reading in the library, then all will immediately begin investigating areas they have always been dying to look into. Then they are shocked and hurt by some of the antics of the pupils. Told that this building cost well over a million dollars and that the books in this room contain the wisdom of the ages, the children immediately begin writing love notes and sailing paper airplanes around the room. There you are, their teachers shout. Look at it. Further proof of the decadence of the modern generation.

The fact is that the average grade school or high school pupil's attention span is very short. And while some can be trusted to educate themselves, others cannot. Boredom is a close relative to frustration. And the bored pupil is often very difficult to control. When, however, children have something to do in the library, then they can be easy to control. A class of 35, if hard at work, are often quiet and no trouble at all to the librarian. One pupil, on the other hand, with nothing to do may disturb everyone in the place. Librarians who work in high-quality districts, where the pressure is on all to achieve—meaning get into a good college—report very few discipline problems.

If the teacher merely stays with her class and helps pupils find materials, this also improves discipline. On a half-hour visit, one librarian cannot get around to everyone. Sometimes, therefore, the pupil in mischief is not someone inherently bad. He is, instead, a very nice person who cannot get any help and so has nothing to do.

If the teacher merely controls the more obstreperous members of her own class, this will help. For the librarian might have to wait on pupils from other classes at the same time. In a library that seats 75 or 100, there can be plenty of work for both teacher and librarian.

If the assignment which the teacher has given has been badly planned, then the students may become discouraged and lose interest in the work. When a teacher sends or brings thirty people to look up material on medieval castles, and there are only three books in the library on that subject and three more encyclopedia entries, twenty-four students will have nothing to do for the entire period.

If the assignment is too simple, then the students may finish it in five minutes, leaving 50 minutes or more with nothing to do. When an assignment is too difficult, a student sometimes loses interest and spends his time pestering other students.
Assignments which are not very interesting, such as those which involve copying long passages out of encyclopedias, sometimes cause students to lose interest. If students have to do this for very many hours, then they may become understandably bored and look around for something more interesting to do—such as get in a little mischief.¹

Even the community environmental levels are seen as having a bearing on discipline problems. According to one study, children from upper and lower social classes are considered to be more difficult to control than children from middle classes.

Children from the lower classes often feel out of place in a public school library. The librarian and the collection represent middle class values. In high school, Business Week, Time, and Atlantic are on the rack, but nobody at home reads such material. The librarian is dressed like a movie star, while the student's relatives may wear only the plainest clothing. Nobody the poor student knows has ever benefited from reading.

True, some students will regard this as their golden opportunity. But others will have little respect for any center of culture and refinement such as a library, and the new librarian must be prepared to meet some opposition. Worse, they are backed up by their parents and they know it.

Even the definition of discipline is relative to the school or community or class. Pupils from the upper class are used to discipline taking the form of reasoning, rewards, praise and withholding of privileges, rather than scolding. Children from the lower class usually expect more autocratic discipline at school, for that is the kind they get at home. In lower-class families fighting is a normal part of life. Librarians in high schools in lower-class neighborhoods had better be tough.²

In Chapter VIII, Delaney discusses various techniques or methods employed by librarians in handling discipline problems. Scolding is often put to use but Delaney warns that if overused it can be ineffective and tend to actually keep students out of the library.

¹Ibid., pp. 78-79. ²Ibid., pp. 80-81.
He also suggests that in giving friendly help, the librarian can win over students that might otherwise be difficult to control. Having a genuine interest in and affection for students often encourages them to respond to the librarian in like manner. If the librarian could create an atmosphere where pleasant and successful experiences may take place students would come voluntarily to the library and normally behave well there.

The librarian also needs to understand the individual needs and capabilities of students. One type of discipline may work with one individual and not with another.

Physical facilities are of importance in discipline. Overcrowding creates more noise and more temptation to interact with others to cause disruptive behavior. Carpeting is highly beneficial in reducing normal noise level. Carrels are recommended likewise as an effective means of cutting down on unnecessary talking and prank-playing. Visuals for use by poor readers are useful since such a person can hardly be expected to be interested in learning from print material which he isn't able to read.

As a last resort, banishing from the library is sometimes used. Sending a student to the principal is likewise a last resort measure. Corporal punishment is best left alone since it is an authoritarian measure that usually encourages rebellion and hostility. It is also against the law.
The librarian is advised to make allies of parents to secure their co-operation since many discipline problems can be taken care of at home by wise parents.

Delaney indicates that a few reasonable rules in the library are better than many detailed and involved ones. He also cautions against holding high expectations of preventing and/or solving all discipline problems because the students are not complete in their learning and development involving social skills. They likewise have a normal drive toward activity which sometimes gets even the best of them into trouble.

An article by Norman Vinnes deals with the problem of book thefts. This author conducted a study project in which two urban high school libraries were under observation for the period of one school year. The conclusions reached here could have some relevance in dealing with the problem of book thefts. Mr. Vinnes states,

It is the opinion of the author that the attention given the problem of book thefts should be shifted from an obsession with the prevention of book losses to a confrontation with the school librarian's role of providing needed materials and services. When such materials and services are provided effectively and in abundance, book losses may no longer be a major problem in school libraries.¹

An article entitled, "Social Interaction Skills" by Lawrence A. Allen and Barbara Conroy, gives voice to an opinion that an extensive education program be included in the training of librarians to make them proficient in social interaction skills. These authors advocate a laboratory training program

¹Norman Vinnes, School Librarian, Spring 1969, p. 27.
in the application of the behavioral sciences to assist librarians in dealing not only with discipline problems of students but in interacting more effectively with staff and administrators in schools.

To be effective, these human links require not only knowledge and expertise with regard to information organization and its distribution, but also with regard to the social interaction skills needed in interrelating with colleagues and clients and the implementation of programs both in and outside of the library. For our use here, we regard social interaction as 'a generic term for the exchange of meanings between people . . . all the various ways in which people can and do express themselves in face-to-face meetings.' More specifically, we will be speaking of such competencies as communications, collaboration in shared decision-making, and problem-solving.¹

In Chapter XVIII entitled "Discipline at Donora," Peggy Sullivan presents in "case history" style the problems of a young librarian on her first job. The conclusion here is that she lacks experience in knowing how firm or lenient to be in her discipline practices and is in this respect like many another "new librarian."

¹Lawrence Allen and Barbara Conroy, Library Trends, July 1971, pp. 78-79.
Questionnaire

Description of school situation:
1. Enrollment in school.
2. Seating capacity of library.
3. Number of professionals.
4. Number of clerks.
5. Number of paraprofessionals or supervisors.

Interview Questions

1. What type of scheduling is used in your school system—modular, flexible or the traditional 50 or 55 minute periods?
2. Do you have a written attendance policy in the IMC?
3. Are students allowed to enter and leave the IMC whenever they wish or are they restricted to observing the same times as regularly scheduled periods?
4. How do you feel about the use of pass slips?
5. How much professional time is spent on attendance?
6. Is traffic in and out of the IMC a problem? Noise?
7. Does the principal approve of students' moving about the halls during class time? Do you police students who enter and leave the library?
8. Does your IMC use subprofessionals to supervise students' behavior? If not, do you favor this approach?
9. Do you favor a "study hall" atmosphere in the IMC?
10. Is there a conflict between the policies of various teachers and the librarian?
11. Regarding rules for controlling behavior of students in the IMC, what are the "Strictly Forbidden"—the "Don'ts."
12. In the event of infractions who judges—librarian and/or principal? What is the role of the principal in discipline relating to the IMC?
13. During a class visit, what is the role of the teacher—the librarian?
14. How do you feel about talking in the IMC?—loafing?—sleeping?—horseplay?—loud talking (yelling)?—lounging?—just relaxing? What do you do when these things take place?

15. What is the preferred behavior?—reading?—studying?—taking notes?

16. Are students allowed to work together in the reading room?

17. What techniques have worked for you in managing students in the IMC?

18. While school is in session, where do you work? Sit? Read?

19. Do you remain standing or walk the floor all period?

20. Would you share a typical incident of student misconduct?

21. Would you share a bad incident of student misconduct?

22. What factor was most responsible for any difficulty you have experienced in doing your job as librarian?
Q: What type of scheduling is used in your school system--modular, flexible, or the traditional 50 or 55 minute period?
A: Traditional.
Q: Do you have a written attendance policy in the IMC?
A: No, there is no written attendance policy.
Q: Are students allowed to enter and leave the IMC whenever they wish or are they restricted to observing the same times as regularly scheduled periods?
A: There are two different situations pertaining to the IMC; students from study hall are allowed to come in on a sign in and out sheet, students coming from classes for special research are to come to the IMC with a pass.
Q: How do you feel about the use of pass slips?
A: I think that these pass slips can be used effectively, perhaps a three-part multiple form would be one way of handling the records so that the teacher who sends them to the library would know how many students are here, what time he sent them, and when he expects them to return. This will allow the second part to be given to the librarian for her records, and a third to be carried by the student.
Q: How much professional time is spent on attendance?
A: I would guess that sixty percent of our time is spent on student visits to either library.
Q: Is traffic in and out of the IMC a problem?
A: Would you like to define what you mean by a problem?
Q: So far as, perhaps from the noise angle or disruptive to people and ongoing study or work going on in there?
A: In this particular school system where I was employed, there was quite a commotion. We had a minimum of eighty different students in the library every hour and when one of these people went to the restroom or to get drinks three at a time, there was some disturbance.
Q: Does the principal approve of students' moving about the halls during class time?
A: Only if they have pass slips.
Q: Do you police the students as they enter and leave the library?
A: This is not necessary for the average student, but for your problem children yes, there was policing. Once they left to get a drink or to go to the restroom, you had to make sure that they did return and not loiter in the halls.
Q: Does your IMC use subprofessionals to supervise students' behavior?
A: In this particular school system they did not.
Q: If not then, do you favor this approach?
A: Absolutely.
Q: Do you maintain a "study hall" atmosphere in the IMC?
A: Thinking from my experience some years ago, there was a study hall atmos­phere that I believe it could have been to the advantage of the students if we had a bit more free type of atmosphere where the activity, a lot of involvement, and if your IMC could be a place that was alive. Where a student could be caught learning instead of caught sleeping or caught throwing paper wads, etc., we would get away from the study hall atmosphere.
Q: Is there a conflict between the policies of various teachers and the librarian?
A: Yes, I guess you could say that there was a conflict. Some of the study hall supervisors send the problem children to the library which would mean less discipline problem for their study halls, on the other hand, we have the instructors who are very responsible and take the responsibility of keeping tab on their students when they are sent to the library.
Q: Regarding rules of conduct for students in the IMC, what are the "Strictly Forbiddens"?
A: I don't recall that we had any "Strictly Forbiddens"
Q: What about the "Don't's"?
A: We didn't have any "Don't's" that I recall.
Q: In the event of infractions who judges-- the librarian and/or the principal?
A: I would say that the librarian had the support of the needed men in this particular high school. Only more severe situations were referred to the Dean and it would be the special type of discipline problem that would be sent to him, he would counsel and perhaps give detention for the student. We did all we could to alleviate the problem of it occurring again. In the event of who judges, I would say the librarian.
Q: That will probably take care of the last part of the question then as to what is the role of the principal in discipline relating to the IMC. That answered that pretty well for me.
Q: During a class visit, what is the role of the teacher?
A: During a library orientation session, the teacher's role is passive and the librarian is definitely in charge of that orientation period, however, the preparation and the follow-through of the orientation are handled by
the classroom teacher in her classroom.

Q: How do you feel about talking in the IMC?

A: Well, I believe that the IMC should provide facilities for group discussion, individual learning. I think it should be a pleasant place, a light airy atmosphere, carpeted, very natural library business and quiet conversation cannot disrupt.

Q: Loafing?

A: How do I feel about loafing in the library? I don't believe that there people should be here if they don't want to do something that isn't active participation. If they want to read quietly or to study I think there is a place in study hall for this.

Q: Horseplay?

A: I think these are all in the same category, the center should be a place of activity, learning, excitement and not a place to blow away the hours.

Q: In other words if this is to go on it should probably take place in a student lounge or place provided for that rather than in the library.

Q: What is the preferred behavior during library sessions--- reading, studying, or taking notes?

A: I think we have almost covered that haven't we from the standpoint that the, my thoughts are that the student should be involved.

Q: Are students permitted to work together in the reading room?

A: Yes, definitely.

Q: What techniques have worked for you in managing students in the IMC?

A: If I interpret your term technique in the way of method, I would say that sincere interest in as many students as possible would help them to learn that you respect their ideas and are interested in them. In return, there is a natural tendency for the student to offer there cooperation to you because they realize that you are interested in them.

Q: While school is in session, where do you work? Sit? Read? In the IMC.

A: We worked at various locations but we were always available to the student in working along with them.

Q: Do you remain standing or walk the floor all period?

A: We did a variety of things we might be filing a catalog, we may be helping someone with research, for most part we were on the move we were not sitting down, however, we did have a desk, but if a student approached the desk we were understanding, we were thinking of him.

Q: Right and it wouldn't be as a matter of walking the floor fells like you police the place, looking over shoulders to see what students are doing.
Q: Would you share a typical incident of student misconduct?
A: Well, I think a typical type of misconduct we observe would be tearing out pictures and articles from the magazines, conversation groups that got to be gab sessions discussing topics unrelated to learning, paper wad throwing, this type of thing that is typical thing at the high school level.

Q: Would you share a bad incident of student misconduct?
A: It is difficult to recall what you might call a bad incident. I do recall we had one student who needed constant attention and supervision. A great deal of counseling went on at the library with some of our students, because of their behavior and because of lack of cooperation from the study hall instructors. I do recall that one person very seriously threatened me and was insolent to the point where he said my name and I'm going to run you over with my StingRay and believe it or not he did try right along after school and did not succeed, but I think that was probably the most harsh incident that I can recall.
INTERVIEW I

Q: Would you say a few words about the situation of the school in which you have been librarian. The enrollment of the school?
A: We have an enrollment of approximately 450 which fluctuates from time to time and we can seat about 80 in the media center, and this has been increased somewhat due to needs, etc. The number of professionals would be myself, which would be only one. I have no clerks or paraprofessionals or a supervisor over me.
Q: In other words, you are it.
A: I'm it.

INTERVIEW

Q: What type of scheduling is used in your school?
A: We use a modular-flexible, I guess that is what you call the term, type of scheduling. We have twenty minute mods, which is actually seventeen minute mods because three minutes is devoted to movement in the halls.
Q: Do you have a written attendance policy in the IMC?
A: No, I do not. There are some basic understandables that the student body understands that I present to them, but nothing is written.
Q: Are students allowed to enter and leave the IMC whenever they wish or are they restricted to observing the same times as regularly scheduled periods?
A: A student has complete freedom to come and go as he wishes.
Q: How do you feel about the use of pass slips?
A: I definitely feel that they are a pain in the neck if I may use that term.
Q: How much professional time is spent on attendance?
A: I would say about zero.
Q: Is traffic in and out of the IMC a problem? So far as noise is concerned?
A: No, not really, of course you have your certain mods in the day that a lot of students are free, but this averages out to about three mods per day when noise might be a problem and this is minimum.
Q: Does the principal approve of students' moving about the halls during class time?
A: Yes, he does. In fact, he is the one that started it over the objection of the teachers. We find that it works quite well; they have complete freedom of movement down the halls at any time.
Q: Do you need to police students who enter and leave the library?
A: Very seldom that I do, of course there is always a certain percentage that you know are going to cause trouble and when they do enter you keep an eye on them. But as far as policing of students, hardly ever.

Q: Does your IMC use subprofessionals to supervise students behavior?
A: No, we do not. I am the only professional in there.

Q: Do you favor this approach?
A: Well to a certain extent. I think perhaps one of the main reasons and maybe it is not the great reason schools hire librarians is simply for the fact that they are going to control behavior in the library and I think if you have a good confident subprofessional they might be able to do something but yet the major responsibility still lies with the librarian.

Q: Do you favor a "study hall" atmosphere in the IMC? Maybe I should explain that a little more explicitly, a thoroughrestricted atmosphere in which students are not free to get up and talk to someone else, I think you probably understand now?
A: I don't favor "study hall" atmosphere in the IMC at all. When I first started in this type of work, I did favor this type of situation but I found that it just doesn't work so I figure a more free, relaxed type of atmosphere.

Q: Is there a conflict between the policies of various teachers and the librarian?
A: Well I really don't think so. There might be minor misunderstandings and so forth, as far as a great big misunderstanding; no not at all.

Q: Regarding rules for controlling behavior of students in the IMC, what are the "Strictly Forbidden"s?
A: Well really I don't have any "Strictly Forbidden" rules. One of the rules that I have and I post this at the beginning of the year, that it shall be quiet in the library. Now it is up to my discretion to decide what is quiet, but as far as saying you will not do this, you will not do that, I don't have any written rules other than the basic rules; you won't take magazines in the day time or during the school period, they can check them out and so forth. But as far as saying this is forbidden, not anything really.

Q: Would that also apply to the "Don't's"?
A: Yes, right.

Q: I was trying to get a couple of degrees of rules here.

Q: In the event of infractions then, who judges--principal or librarian?
A: This again, I feel myself that it is the librarian who judges the infractions, I mean it just has to be that way, because if you start pulling every kid in that breaks the rules to the principal's office, "they lose respect for you," if I can use this in quotes, but I think that it is the librarian's main job, but on my extreme cases, you know you reach a point where you can't do anything more, I turn it over to the principal.

Q: And then that would probably be somewhat of an answer as to what is the role of the principal in disciplining relating to the IMC?

A: Yes, right.

Q: During a class visit, what is the role of the teacher?

A: Well, in high school situations, like I am in, we have very few class visits as such and as a modular type situation; occasionally a teacher will bring in a class. I do not insist that the teacher stay there, but he can if he wishes. There is very little trouble as far as discipline where this type of class is concerned. If the teacher does leave when they bring them in, which is very infrequently.

Q: And the role of the librarian, from what I can assume, shall we say, that you are in charge and the boss, I assume, not a passive role.


A: Well I, as far as talking in the IMC, allow talking in a moderate degree, now of course if you confuse the definition, what do we mean by moderate? As long as the student keeps his voice down doing some type of practical work he can talk all he wants to as long as he doesn't really distract. Loading—my policy is any kid can come and loaf and sleep as long as he doesn't bother anyone else, I mean to say, if he just wants to come and sit and not do a thing, it is fine with me. He can also do this in the commons, but as long as there is space available. Horseplay is definitely out. We always have a student who will try this, but I draw the line there. Loud talking or yelling, none of this either. Of course, you will have some type of this taking place maybe infrequently, but yet it does happen. What do I do when these things take place? Well a human relations approach, I guess. There is no reason for a librarian to stand at a desk and say shut-up or get out. I like to just approach the student or students who are talking too much or they are being too noisy and if they are engaged in horseplay, I guess I'll simply have to ask them to leave and come back at a later time when they feel they can behave themselves. It seems to work extremely well for me.
Q: What is the preferred behavior?---reading?---studying?---taking notes?
A: I have no preferred behavior as far as the student is concerned. Each student is an individual. Some study all by themselves are quiet, won't disturb a mouse; again there are students who have to work in a groups, it seems like. It is an individual think, I would say, and I have no preferred behavior, saying now this is what should be taking place in the library.

Q: Are students allowed to work together in the reading room?
A: Yes, they are. Students are allowed to work together in the reading room for the simple fact I feel that we are encouraging students to work together in this type of modular system, you know small groups, large groups, and I see no point in saying OK you come to the library, you separate yourself, you disassociate yourself from everyone else and then you are alone. So I allow them to work together.

Q: Certainly I can see that is the very type of thing that your particular type of school would encourage. You would need to allow for that certainly. That would be part of their assignments, I am sure.
Q: What techniques have worked for you in managing students in the IMC? Can you think of any particular one?
A: I have tried different techniques since I have started and most of them haven't worked out. The past year I simply went to this idea of managing as looking on them as human beings so to speak. Before this you know you think this kid is bad or this kid is good; so I approach them in such a way that if they infringe on someone else's rights or if they are extremely noisy as I mentioned before I simply approach the student and ask them to be quiet and give them my reason; then if he persists, you know, and wants to talk back to me, I simply ask him to come up to the desk and we will go in the back room or step outside the door and have our little discussion on why I am doing this type of thing. And for the majority of the students this seems to work; most of them are reasonable if you approach them in a reasonable attitude.

Q: Do you feel that this year's change that you have made has worked better than the former or what?
A: Oh yes, definitely. I have tried this idea of no talking, absolute silence, everything very regimented and the students simply seemed to rebel. Maybe I am taking the easy way out, but I don't think so.

Q: Not at all.
Q: While school is in session where do you work?---Sit?---Read?
A: Since I have no help, the majority of my time is spent behind the desk which I don't like. If there are times when it is not very busy, I prefer to sit down in the reading area. The reading area is directly below the circulation desk and I do my work there. Now if I'm doing any reading I try to sit outside of the check-out desk, next to the students some place, but this is rather difficult for the fact that there is no one at the desk. Next year we are going to get a Para-professional half-time and I am going to move my desk from behind the counter out on the mezzanine overlooking the students. Where the students can get at me also. I'm not going to be so clustered in the back room and working and this type of thing.

Q: Do you remain standing or walk the floor all period? In view of what you said before, that probably isn't a very good question now.

A: Now there have been times when I first started that I walked the floor, policing, but this just doesn't work or it works I guess, but here as more that just policing, here I will very seldom walk the floor unless an extremely busy moment when maybe the library is just about full, then I do walk the floor or do some type of policing. But this is maybe two or three miles out of the twenty mile day.

Q: Would you share a typical incident of student misconduct?

A: I don't know if there is a typical incident of student misconduct; I am trying to analyze this question. I would say that the biggest problem I had was with students talking. You know, extremely loud and they know they are and yet they refuse to stop this. I had one boy that was trying me out and I know he was; he talked pretty loud and he would say loud to me, "well, I had better be quiet before the librarian kicks me out." See, this type of thing. I went and in this particular case, I simply approached the boy and I had a couple of talks with him. I'll give each student a fair chance, I feel. I'll talk with them and tell them about coming again some time and try it and he simply refused. So I just talked to him and told him I didn't want him in the library anymore until he could change his attitudes, and the interesting thing about this is, at least, I find in my library, is when I kick them out they say fine, good, I don't like this crummy place anyhow, but sometimes that same day or the next day they'll come back and literally beg to come back to the library. I really don't know because I get the impression that they hate the library but it's a funny thing, in this particular student, which is typical, he came in and four or five times he said, oh, I'll be good...
and I'll watch my manners, just let me back in the library, see. And this is something I haven't figured out yet, what causes this or what makes them want to come back in with such a passion when they state that they don't want to.

Q: Would you share a bad incident of student misconduct? Or have you such to share?

A: I think there are really not many very bad incidents but the one thing that I was never prepared for is this idea of a very belligerent student. If I can quote, he is "the one who is trying to cause trouble and maybe with a chip on his shoulder and he feels as though he is being picked on", and the minute you approach him he is on his guard, he is defensive, and this one particular one, I had very few cases of this; but I think if we are sharing is that a student as he was sitting there as I was talking to him said, O K you just wait, I'll get you. Some night I'm going to get you; and this really get my dander up see, because I will not tolerate this type of threats, and it is a very real threat and if you let it get to you it can really destroy your relationship with students as far as how you react to them, how you try to discipline them; because eventually you are going to start looking at every kid and saying well I now better not say too much to him because he is going to threaten me and maybe he will get even with me. When a student says this to me I simply ask him to come with me to the back room and we talk over the whole thing and I ask him to repeat the threat and normally nine times out of ten the student doesn't have the nerve to repeat the threat. It is simply a matter of temper; when he doesn't repeat the threat I ask him why and he trys to get into the problem of why he wants to threaten me, what I did that made him feel that I deserve some punish­ment. And the majority of students after and sometimes this shocks me, after ten minutes to a half an hour, comes to the point and he'll admit that it is quite silly' that he even threatened somebody, because that would be part of my joy to as far as trying to keep quiet and in no way am I trying to reflect on him as a personality or pick on him personally and most students will see it this way. As first I had about four or five experiences with this and my first year it really scared me, you know, one of the students says I'm going to get you and right away you start to think well gee, I've got a house here and you picture all the things he can do but none of these have ever materialized; I mean to say none really that I can find out have tried to maliciously damage property or try to get back at me.
Q: You know I like very much your idea, your philosophy and your approach to handling a problem of this sort. I think that answer right there is something that is going to be very, very important to other people and the fact that you have shared your experience so others can profit by it, I think you really have got a philosophy there.

A: It's an involved thing that just grows on me, the first time it happened to me I simply got so mad I said to the kid, you know, "out, and I don't want to see you in here again," you see. And this is simply not the way to do it because there is a misunderstanding and it just grows.

Q: The gap widens.

A: Right.

Q: And this is something that beginning people learn this by experience and others can certainly profit from the experience you have had.

A: Right. Well I would hope so, yes.

Q: They certainly can.

Q: What factor do you feel was most responsible for any difficulty you have experienced in doing your job as librarian?

A: There is a basic one, of course it's related to discipline again. In undergraduate days this is something that was hardly mentioned. I mean to say this was no such thing. When you went into a Library situation, you just didn't have any discipline; I mean this is the way some of the teachers regarded it. But when I first started as a librarian I think my greatest problem was with the administration. Now the administration was the principal, primarily. I got the idea that, well, to me first, the opinion, that I am seeing a place where students do individual study the whole thing, I said this is great, this is really going to be good, somehow, this was the first year of modular scheduling also and there is always this four or five percent of the students that just don't fit into this type of thing. I mean they get into trouble, they are, well I won't explain what I mean, you know what I mean by "they get into trouble".

Q: They get into trouble because they don't have the maturity to fit into the system.

A: Right, what happened was they were eventually not allowed in the commons, if you know what I mean by the commons, this is a free area, then they shunix, OK they said you are not allowed in the commons, but you can go to the resource centers, the two resource centers, or the library. Well it wasn't long before they got out it in the two resource centers, they got into too much trouble, so what happened, I get about twenty kids,
you know, constantly in the library. The bad ones, and these twenty kids simply drove out the good kids. When they came in there was trouble. And I really batted my head against the wall good for that one, and I finally just got fed up with it and I lost my fear of the principal. I went into him one time and he tried to give me this theory of you know you're supposed to be the counselor and you're supposed to work with these students, you're supposed to be firm, fair, factual and he handed me the whole speel and I said to him with 450 students you expect me to be a counselor to all of them. I said where do the rights of the other 425 kids start, when these 25 are coming in, and raising hell. What I am doing is standing up there watching them. You're just paying me to be a babysitter for these baddies, and he really didn't see my point so I started going to these teachers complaining of bringing up incidents of these students and the teachers started to see what I was talking about so I went to the steering committee and they forced him to stop this practice, so now when the student is failing and getting into trouble they assign him to a shadow plan; in other words he is assigned to one teacher or assistant, so that teacher is responsible for that student, what he does. In other words, usually what happens when a student is assigned to a teacher, the teacher keeps him with him, see. Any free time he is with the teacher, he goes to class with the teacher, he sits in the resource center, in the teachers' office, and this has kept down on my problem tremendously. This last year we started this type of situation and I can see the change. Two weeks after I could see the change, where all the other students are coming in, I won't say the good students, but all type of students are coming in and we are using it the way the IMC should be used not as a sluffing off ground for this type of cases.

Q: Very good, that was a very good discussion. I thank you so much for your interview.
INTERVIEW II

Q: Would you, sir, tell me a little bit about your school situation? I would like a little description of your school?
A: Well actually in a true school I would have full time students, but in the schools that I have worked in they were both small, there was a library-study hall combination. The other one was where the library was right next to the study hall.

Q: Could you give me an approximate enrollment in these schools; were they of similar size in enrollment? How many in the high school?
A: The smallest one was 250 high school and the other one was 309; so they were fairly close.

Q: What about the seating capacity of the library?
A: There was a volume and seating capacity for 90. In the other one which had the study hall right next to the library there was seating capacity for 36.

Q: Quite a different situation.
A: Yes.

Q: The number of professionals in these libraries?
A: Me.

Q: Just you.

Q: Number of clerks?
A: We had no hired clerks; it was just students.

Q: Just students.
A: Yes, just student help.

Q: Any paraprofessionals or supervisors then in addition?
A: No.

INTERVIEW

Q: What type of scheduling is used in your school—modular, flexible, or the traditional 50 or 55 minute periods?
A: The old traditional in both.

Q: Do you have a written attendance policy in the IMC?
A: No, I felt that if it was necessary for a student to use the library; they should be able to come to it, otherwise nothing written.
Q: Nothing set down in writing.
Q: Are students allowed to enter and leave the IMC when ever they wish or are they restricted to observing the same times as regularly scheduled periods?
A: Well they were restricted in that they could only come to the library during a free period or class time, or if they were in study hall, then they could come. It was a strictly pass situation where if a person wanted to come they had to get a pass to come to the library and I had to sign it and they finished their work and go back.
Q: How do you feel about the use of pass slips? Are they a help or a hindrance in other words?
A: In this case all it did was keep track of where the student was going. They didn't particularly hinder the use of the library, nor did they particularly help it.
Q: How much professional time, then, is spent on attendance? By the librarian. Keeping track of pass slips and who was there and who wasn't -- who should have been and that sort of thing. Did you feel that you had to spend a lot of time?
A: No, because what happened, the kids had a pass--they came, they checked out their pass, and when it would be time for them to go or it would be time for them to leave--I signed their pass slip for them to go back. So there wasn't any.
Q: It didn't take you a very long time then.
Q: Is traffic in and out of the IMC a problem, perhaps in the respect of noise?
A: No there was no problem as far as traffic, mainly because of, again, only so many can come from a class, which I don't particularly believe in; teachers normally don't like their kids out of the class when they are giving a lecture or something like this. There wasn't a great problem as far as traffic goes.
Q: Does the principal approve of students' moving about the halls during class time?
A: Only with a pass.
Q: Do you police students who enter and leave the library?
A: How do you mean police?
Q: Stand, for instance, at the door, or maybe in the hall and say quiet now, quiet, you're entering the library. Something of that sort?
A: No, no.
Q: Does your IMC use subprofessionals to supervise students behavior?
A: As I said we didn't have any.

Q: All right that question is not necessary. However, if you had a choice, would you favor this approach?

A: Probably I would favor a subprofessional doing some supervision, but that policy was never the idea that when you came to the library you had to be quiet as a little mouse. That I didn't like, so it is not my policy, actually.

Q: Then I think you probably wouldn't need to elaborate a whole lot more then on the next question. Do you favor a "study hall" atmosphere in the IMC, by which I mean a quiet restricted atmosphere; in the previous statement you made, you stated that you didn't expect them to be as quiet as a mouse so perhaps I could consider that you do not favor a study hall atmosphere?

A: That's true. The only problem is that when you have a study hall in the library then we have teachers in there taking care of that part there and they require it to be a study hall atmosphere, which I consider pretty bad but.

Q: Student then were not able to move around and then. . .

A: I was able to get a little room to the side where they could go and talk, but in the library itself the teachers felt that study hall was study hall and that was that.

Q: Is there a conflict between the policies of various teachers and the librarian?

A: Yes.

Q: I think that was apparent from you previous answer.

Q: Regarding rules for controlling behavior of students in the IMC, what are the "Strictly Forbiddens"?

A: The Strictly Forbiddens, no picking up chalk and throwing it at anybody, no water guns. I was not so afraid of the students getting wet--I just didn't want the books getting wet you see, no jumping up and down, screaming or in otherwords what I want is a behavior where you come in to enjoy, low talking is fine but yelling or screaming, no.

Q: The "Dont's"--you know, to a little lesser degree serious.. . .did you have any things you would call "Dont's" or is there that much of a distinction there?

A: There is not that much of a distinction there because my view of the library is a place to go to study, to talk quietly, a place where you would like to just go to rest you could.

Q: In the event of infractions, who judges---the librarian and/or principal?

A: In this case I did, the only thing is that there was.. . .if a kid would not behave and continued to make a riot then I merely sent them to the principal. That happened very, very, rarely.
Q: What is the role of the principal in discipline relating to the IMC? Then we might say that he took care of the incorrigible ones, right?

A: Right.

Q: During a class visit, what is the role of the teacher?

A: Well that depended on what the teacher is doing. If he is there to allow the student to work on one project, to gather materials up, then the role is to keep the kids from causing a riot. The librarian's role is to help them find materials not to discipline the students—that I left to the teachers because the teachers go in then they want a certain type of discipline, so I just let them do what ever they want to do.

Q: I think you have answered the question very well in both parts.

Q: How do you feel about talking in the IMC?

A: I think it is fine as long as they don't talk so loud that they are disturbing everyone else.

Q: Loafing?

A: It's a good place to loaf.

Q: Sleeping?

A: Fine if they are tired, what better place.

Q: Horseplay?

A: No.

Q: Loud talking or yelling?

A: No.

Q: Lounging?

A: Great.

Q: Just relaxing?

A: Fine.

Q: What do you do when these things take place? Let's just limit that to say the horseplay and the loud talking, since you obviously approve to the other practices. Have you any particular method of dealing with objectionalbe behavior?

A: It just would be a matter of going over and saying, "boys or girls, that's enough your talking too loud," or "just stop this". That usually is all that is necessary. I didn't yell across the room. That was because, after all, if you yell across the room you are being a bad example....

Q: And you are creating as much as a disturbance as the kids are.

A: So I just merely walk over and talk to them and that is usually all that is necessary.
Q: What is the preferred behavior, or do you have one here, reading--studying--or taking notes? Perhaps you would say that all of these are fine, or have you a preference?

A: No I don't have any particular preference, these seem to me to be what you would require in a study hall situation, whereby a person who comes to the library is there for only one purpose and that is to study.

Q: Which could include any one of these.

A: Where as I feel that the library is a place not only to study but a place to relax, a place where you can come to when every place else is off limits.

Q: Right. Are students allowed to work together in the reading room? Now I think probably that you described the situation as having a room set aside where students could work together and I think by reading room, I would mean the Main large room of the library. Would you allow students for instance to work together in that room?

A: Yes, I would because normally, students, if you treat them like adults and simply say it is allright to be together but keep it down, you don't have any problem. The only problem that occurs is when you have in a study hall situation whereby you have all tables and then you have teachers who say no you cannot be together while I am in the study hall. In this case defer to the teacher who has control of discipline and things like this. It would be dependent on the situation.

Q: But yourself...

A: I would allow it, I would think that probably students get more out of the talk together than they do when you have to get to back to a little spot and say quiet, shhh...

Q: What techniques have worked for you in managing students in the IMC?

A: Treat them as adults, that is one of my biggest gripes where you get students who say shhh... all the time, or they think that because they're a student that they must have somebody all the time on their necks. No. They are young adults. If you respect them, they will give you the respect in return.

S Sometimes you have students, of course, who are used to this and they don't know how to take it and you have to crack down a little bit on them and then they know where they stand and what you expect of them and you won't take any guff, and then you have no problem.

Q: While school is in session, where do you work? Sit? Read?

A: Well now that depends. Sometimes one place I had an office and sometimes I didn't have an office. Where I had an office, I would take anybody who came in, for instance, a book salesman to the office once in a while I go to the
office and work, however, most of the time I liked working out where I could be there if kids needed any information they didn't have to come in and find me, I was there.

Q: Available then?
A: Available.

Q: Do you remain standing or walk the floor all period? That, of course, would refer to when you had a number of students in there.
A: A little as possible. I've got work to do and I can't just stand over and watch kids, so what I did was simply work at my desk and did work and if they made enough noise to bother me, I know that they are bothering someone else, so then I would get up and talk to them. I didn't see any reason for it.

Q: A very realistic attitude.

Q: Would you share a typical incident of student misconduct? Just the general sort of thing.
A: Well I didn't have much problem. The main thing is when you have several students in there they'll get to talking and then they get to talking a little bit louder and a little bit louder; it just took a little word. The worst thing that I can think of that happened was that we got a few that contrived to have a water gun fight and we had to squash that right now.

Q: Would that be perhaps an answer to question number 21, would you share a bad incident of student misconduct? Perhaps that would be about the worst you had encountered?
A: Yes that would be about it.

Q: What factor do you consider was responsible for any difficulty you have experienced in doing your job as librarian?
A: Teachers

Q: Thats a good answer--would you want to elaborate on that?
A: Yes, mainly is that again you have the hardest problem was getting teachers to realize that students have as much a right to material in the library as they do. That the library is not there specially for them, second me---and another thing--that is having teachers realize that if they are giving an assignment that the librarian should be there to help--otherwise it would be just plain chaos. The most problems I have ever had in the library are with the teachers.

Q: Thank you so much for your interview.
INTERVIEW III

Q: Would you first give me a little description of your school situation as to enrollment, first of all?
A: The high school enrollment in my situation is approximately 200 students.
Q: What was the seating capacity of the library?
A: About 35.
Q: The number of professionals?
A: That was one.
Q: Number of clerks?
A: One.
Q: Number of paraprofessionals or supervisors?
A: None.

INTERVIEW

Q: What type of scheduling is used in your school system--modular, flexible or the traditional 50 or 55 minute periods?
A: A combination of the three, I don't know whether you would call it modular or flexible, we had the 50 or 55 minute periods but it was a modular scheduling--like sort of a modified flexible schedule.
Q: Do you have a written attendance policy in the IMC?
A: Well, yes and no. As an attendance policy in the IMC, we had written study hall rules which covered attendance in the IMC.
Q: Are students allowed to enter and leave the IMC whenever they wish or are they restricted to observing the same times as regularly scheduled periods?
A: They were restricted to certain periods, we have space in one end of the library in which there was a study hall practically all of the day. The students were only allowed to come back to the library area for the last thirty minutes of the study hall. If there were study halls in other parts of the building they were only allowed to come to the library during the last period of the day-unless it was for research work, then they could come after the first fifteen minutes of the study hall. There could only be six or eight, depending on the size of the study hall who could come to the library from the study hall at the time.
Q: Let me deviate from my question here. I think we need a point cleared up. Now you mentioned that one area of the library, then, was reserved for study hall area. Were you expected to supervise that area all alone?
A: No, not at all, there was always a study hall supervisor.
Q: How do you feel about the use of pass slips?
A: Well I think they are necessary evil, but I think they can be used carelessly and I think if they are going to be used, they should be used carefully monitored and watched, because they are really no good unless watched.
Q: How much professional time is spent on attendance?
A: Very little, really.
Q: Is traffic in and out of the IMC a problem? Particularly in the area of, say, noise of passing to and fro, disruptive noise, or other disruptive type of things going on?
A: Well, it wasn't my situation, because the study hall students came through the library to go to study hall.
Q: So they necessarily had to pass through.
Q: Does the principal approve of students' moving about the halls during class time?
A: No.
Q: Do you police students who enter and leave the library?
A: Oh, in a sense in that I check their pass slips when they came in, and if I wasn't there the student who was at the desk would check their pass slips and if there was an irregularity, or if she suspected any irregularity, she came and I would check their pass slips.
Q: Does your IMC use subprofessionals to supervise students' behavior? I guess I could have deleted that part of the question since you already told me that you have no subprofessionals in the preliminary questioning, however, I would like to get an answer to the last part of that. Would you favor this approach if you had a choice? You would favor this?
A: Yes, I certainly would.
Q: Do you favor a "study hall" atmosphere in the IMC? This is exclusive of the study hall that you have as a part of...
A: More or less. It is perfectly all right for students to talk quietly in the IMC and I think it should be quietly.
Q: Is there a conflict between the policies of various teachers and the librarian?
A: Yes. In my case, the atmosphere of the library changed with the study hall teacher. Most of the teachers were very considerate and maintained a very good atmosphere in the study hall but occasionally there was a teacher who would simply let students do anything they wanted to and they had chaos for that time.
Q: Regarding rules for controlling behavior of students in the IMC, what are the "Strictly Forbidden"?
A: Well, talking loud probably, working on other than library research--I didn't like it if students came in to do math or other subjects because we simply didn't have that much room in the library and they were de­priving somebody else of the opportunity to come to the library.
Q: Right. Could you think of any rules that you might consider "Dont's" that were perhaps quite as severe as the "Strictly Forbidden"?
A: About the only thing that comes to mind right now is the "Dont's"--don't write on the desk, don't write on the books, keep the chair legs on the floor that sort of thing.
Q: In the event of infractions who judges?--librarian or principal?
A: The librarian, the first time, and if there is any question, and a serious problem, why we would go to the principal. But the principal expected me to handle my problems, if I could. I would go to him when I was desperate for an answer.
Q: I think that would answer the latter part of the question as to the role of the principal relating to the IMC, he handled the big problems shall we say.
Q: During a class visit, what is the role of the teacher?
A: In my case when a class came to the library I was in charge--the teacher merely assisted. We did one project which was correlated instruction for a science research paper and then of course the teacher gave the instruc­tion about the requirements for the paper and that type of thing, but I did the library instruction.
Q: So I think that also answers the latter part again, the librarian in your case takes an active role, not a passive role.
Q: How do you feel about talking in the IMC?
A: I think quiet talking is fine.
Q: Loafing?
A: I don't think it is necessary.
Q: Sleeping?
A: I don't think that is necessary either. We don't have that much room.
Q: Horse play?
A: No.
Q: "Strictly Forbidden" right!
A: Yes.
Q: Loud talking or yelling?
A: That's a "no no" too.
Q: Likewise, lounging and relaxing?
A: Well the same thing. I don't have a particular objection to students lounging or relaxing in the IMC but we just didn't have room.
Q: Perfectly understandable in your situation--where you had seating capacity for thirty you couldn't give valuable space for that.
Q: What do you do when these objectionable things take place?
A: Just simply ask students to go back to the study hall.
Q: I would like to get at this even though it isn't in the questionnaire as such--would you say you go to them and ask them, or do you say shout across the room.....
A: Never. This is what I didn't like to hear. Teachers yelling across the room--and I didn't do it.
Q: Have you any preferred behavior? Speaking of what is the preferred behavior--reading, studying, taking notes or have you a preference?
A: Not really. I think they are all acceptable things to be done in the IMC.
Q: Are students allowed to work together in the reading room?
A: Occasionnally. That depends on the student and depends on what they are doing and how they are doing it.
Q: Would that be, say, handled with permission, they have to have permission before--they just can't get up and start working together.
A: That is true.
Q: What techniques have worked for you in managing students in the IMC?
A: I think if they are told the atmosphere of the IMC from the very beginning is very important. Students come to know rapidly what you expect and how you expect them to behave and usually, they behave like I expect them to.
Q: Very good.
Q: While school is in session, where do you work?--Sit?--Read?, or whatever you do?
A: Usually in my office, which is glassed in. I have a view of the library area. Occassionally, when there are a lot of students in the library and I felt the necessity for it, I would take some work that I could take with me, and go out in the library area. But if there were just ten to fifteen students in the library and everything was going well, I would stay in my office. Occassionaly I would get up and walk through the the library
Q: Do you remain standing or walk the floor all period?
A: No.

Q: Would you share a typical incident of student misconduct?
A: Well primarily the most typical thing is just whispering and giggling. Perhaps a group of junior high students would come in for the express purpose of getting out of the study hall and they would whisper and giggle, even though they were asked not to, they would keep it up until they would be asked to leave.

Q: Would you share a bad incident of student misconduct?
A: Well probably the worst I can think of during the year, was a boy who had been asked by the study hall teacher, (he was sitting in the library area but I was out for a moment) and the study hall teacher asked him to leave. First of all he was tipping his chair, just tipping it and making an awful noise and the teacher asked him to put it down and he did. Then he tipped his chair back and the teacher asked him not to, and it was a man teacher, and he asked him no to, and he ignored him, and the teacher walked over to him and told him to put his chair down on the floor, and he told him to "go to hell". He was asked to leave the school, incidentally.

Q: I see. This is one of the things I wanted to get at. I think your experience can prove helpful to people who haven't had experience, who are going out for the first time and wondering what to do about these things when they do occur.

Q: What factor do you feel was most responsible for any difficulty you have experienced in doing your job as librarian?
A: I think probably the fact of having a study hall at the end of the library.

Q: I can see where that would be quite a problem in a library situation.
A: Yes. The whole tone of the library was so dependant on the tone of the study hall, and the supervision of the study hall teacher.

Q: Certainly that-- and even, as you say, the passing to and fro, the fact that they had no other access to the study hall--but yet they disrupt the library every time a class comes through, every period change, in other words.

A: And it also almost guaranteed that you would also lose some books during the year, because we had two doors in the library and the study hall and it was just real easy for a student to pick up a book and walk out without checking it out.

Q: Yes. No check point, nothing to stop them.

Thank you very much for a very good interview.
INTERVIEW IV

Q: Would you please give me a little description of your school situation as far as enrollment of the school?
A: We have close to a 1,000 students and the actual figure, I'm not sure, was 957.
Q: Close enough!
Q: The seating capacity of your library?
A: Well they tell me that 120 can be seated in there.
Q: The number of professionals employed?
A: Me.
Q: Number of clerks?
A: We have a teacher aide in charge of study hall.
Q: Number of paraprofessionals or supervisors?
A: The one, likewise.
Q: She is also used as the study hall teacher.
A: I have an office-education girl half a day.
Q: Does she serve also as a clerk, this person?
A: We don't get much of a chance to use her. We have study halls in here seven periods a day so she had to supervise all of them.
Q: You do your own clerical work essentially?
A: Except when my OE girl is in.

INTERVIEW

Q: What type of scheduling is used in your schools--modular, flexible or the traditional 50 or 55 minute periods?
A: 50 minute traditional.
Q: Do you have a written attendance policy in the IMC?
A: That applies to the study hall.
Q: Are students allowed to enter and leave the IMC whenever they wish or are they restricted to observing the same times as regularly scheduled periods?
A: Well they are restricted pretty much to regular periods, but they can come with a pass or come after class if there is room.
Q: How do you feel about the use of pass slips?
A: With our principal, I think they are necessary.
Q: How much professional time is spent on attendance?
A: I don't spend any time, it's the study hall teacher who takes attendance.
Q: Is traffic in and out of the IMC a problem in the way of creating noise or disturbances?
A: With the study hall yes, every time someone comes in the study hall kids get all excited and carry on and so forth, and so it is.
Q: Does the principal approve of students' moving about the halls during class time?
A: No.
Q: Do you police students who enter and leave the library?
A: Only when necessary.
Q: Does your IMC use subprofessionals to supervise students' behavior?
A: You answered that up at the top, yes you do have teacher aide, so to speak. Then let's go on to the second part. Do you favor this approach?
A: The study hall atmosphere?
Q: No-the idea of having a subprofessional to help supervise students?
A: Yes, in the fact that I have to mess with study hall. I don't think it's my job, I am not paid to do that, I am paid to run the library; I am paid to help students and help teachers.
Q: Do you favor a study hall atmosphere in the IMC? Now this again your situation is a little bit different. You have a study hall library. If you were to have only a library, minus the study hall, do you think you would favor a study hall atmosphere? That is, a fairly restricted type of thing where students don't move around at will--that sort of thing?
A: I think we would try it, but I think I would like to have the students do whatever they wish as long as they are not causing anyone else to be uncomfortable or unable to study or harming anyone else in any way.
Q: Is there a conflict between the policies of various teachers and the librarian?
A: Well, there is a bot of a conflict between the principal and myself. He will not get rid of the study hall and I don't think a study hall has any business being in the library, because teachers should be free to bring in students from their class or to send them in as individuals without having to worry about having room to sit down. May we work in the library all period or do we have to take the materials out and be sure and bring them back or those kid of problems? Most of the teachers if we had the study hall out of the library, I'm sure we would get along fine.
I can think of cases where teachers have gotten extremely mad at me because of the study hall situation and the fact that another teacher had brought a class in and taken all available seats, this was not my fault at the time, but I couldn’t help it.

Q: Regarding rules for controlling behavior of students in the IMC, what are the "Strictly Forbiddens"?

A: No gum chewing, I know junior high school and they end up in the books, on books, on book ends, on floor, under tables, on charis, anywhere you can think of putting it; it ends up there. With the study hall in there, they have to be very quiet. As long as we can’t hear them we don’t make a fuss, but when they get to a point where we can hear them, either we are at the middle of the class and they are at one end; or we are at clear at the other end of the library and can hear them from the other end, then they have to shut-up or get out.

Q: Do you have "Dont's" that are perhaps a little less stringent than the "Strictly Forbiddens"?

A: Well, as long as they are not harming anybody and they are not causing anyone else to be unable to study if they wish, I would let them go pretty much and so does the study hall teacher, but if anyone is ever out of place, "out of their place" to the fact that not necessarily just getting up but causing disturbance or problems then they’re trounced on pretty hard. We have to keep it up.

Q: In the event of infractions, who judges?--librarian or the principal?

A: The study hall teacher who catches the infraction, she judges. If I catch the infraction, I judge. Unless, in a severe discipline case, the assistant principal decides what should be done about it.

Q: What is the role of the principal in relation to the IMC?

A: The principal nothing--the assistant principal--whenever there is a problem we cannot handle, for one reason or another. The student is too rambunctious or to ornery, not just ornery but to a point where you can’t handle them then they go down to the office and the assistant principal either gives them detention or if bad enough sends them out for three days and perhaps they must bring their parents back with them.

Q: During a class visit, what is the role of the teacher?

A: We have so few class visits I hardly know, but I feel that the teacher should be there to help with any possible discipline problems if it is a whole class. Also, if the teachers bring in a class, if is for a specific assignment that I didn't know they were doing, or they haven't shown me anything, or explained what they are doing, I can't help them as much
as I can when possible and I, of course, like the teacher every chance I get, whenever I don't know the answer, I find out whatever he or she wants and then I can help the other students as well as the one who asked.

Q: I think you have satisfactorily answered the last part of the question about the librarian's role. You described that very well.

Q: How do you feel about talking in the IMC?

A: In study hall I can't allow it, without study hall I think that fairly quiet, not bothersome talking, should be allowed as long as it doesn't disturb anyone.

Q: Loafing?

A: It depends on the definition of loafing. If they just want to come and glance at magazines or what they happen to want to do, it should be fine.

Q: Sleeping?

A: In our school the principal said if they were going to sleep let them stay home.

Q: Horseplay?

A: It depends on how rowdy they get.

Q: Loud talking or yelling?

A: I usually don't think that that is called for and I will quiet them or send them out, if they continue after a warning.

Q: Lounging or just relaxing?

A: I think there is a definite place for relaxing or lounging in the library especially since we are all trying to get them interested in reading--especially books. If they happen to be relaxing with a magazine or a book it is especially nice, but as long as they are not disturbing anyone it is fine.

Q: What do you do when these things take place? Now let's limit that to the horseplay and the loud talking since the other things you have explained as satisfactory. What do you do when....

A: Well in the study hall they are separated, and if they continue they are sent to the office, because with a study hall in there we cannot tolerate nearly as much as what we could without the study hall. It causes too much problems and the people who want to study are not able to study.

Q: What is the preferred behavior?--reading?--studying?--taking notes?

A: Of those three I don't think there is a preference, as long as they are not bothering anyone or not causing problems then what they do in the library, as far as I'm concerned, is their business. Of course in the study hall there has to be certain rules and regulations--trying to keep
them studying, that is what it is for, but it doesn't always work.
Q: Are students allowed to work together in the reading room?
A: If we had a reading room they would be.
Q: What techniques have worked for you in managing students in the IMC?
A: Separating them from their group. If they continue, sending them out or
having them sit completely alone with no one around them to talk, usually
I end up having to send them out if they continue.
Q: While school is in session where do you work? Sit? Read?
A: I have a desk that is too big for my little cubby hole office so it sits
there by the circulation desk to keep the students from rummaging through
the circulation desk and getting back and tearing up the magazines that
we have. In the situation we have, that is a common problem, so I work
there because the study hall teacher has to leave for break, or for a
phone call, I have to watch the kids and I can work and watch at the same
time. As long as they don't disturb me I consider that they are not disurbing
anyone else. If I can hear them and they are disturbing me, then
they get disciplined.
Q: Do you remain standing or walk the floor all period? Now I think that
would be in the event of a class or let's limit it to that; I mean when
you have, say, a class or a part of a class is in there rather than....
A: When a whole class comes up I usually try to keep on the floor because
then if there is something that I can answer or help them find the answer
to, I would rather be right there so I can help them immediately; when it
is a class where all they are doing is reading magazines, looking or reading
books and the teacher is right there, the teacher usually knows the
capabilities better than I and I try to work with her as much as possible.
Q: Would you share a typical incident of student misconduct?
A: Typical oh, airplane throwing, talking a little too loud, last year this
last spring especially, they used to try to catch me with my back turned
and throw airplanes and they thought it was great fun to see if I would
catch them or not.
Q: Would you share a bad incident of student misconduct?
A: The first year that I was there, we had one boy that was very belligerent
especially when he was with his peers, he walked into the study hall one
day and someone made a comment about his socks, he had white socks on
which the kids think is a "no no" and he accused another boy that I was
familiar with and I knew very well, of having said it, and I knew that this
boy would not say it. There was no way. Besides the other boy was bigger and stronger than he was. So they were almost to blows when I stood between them. Fortunately, I had the instinctive feeling that neither one would hit me, I knew Jody wouldn't but I wasn't sure about the other boy, and asked them what the problem was and was told, and I said "well, why don't you sit down and not take it out in here, but you think about it and I'm sure you'll realize that Jody wouldn't say this." Jody had already assured me that he hadn't. Come to find out half-way through the period that it was a girl who had very masculine voice and dressed like a boy and everything, that had said this comment about the socks, and everything cooled off. That's about the worst incident I have had. I would never do it again.

Q: What factor was most responsible for any difficulty you have experienced in doing your job as librarian?

A: Study hall. I firmly believe that the study hall teacher need to get out at least once in the morning and once in the afternoon just as much as I do but having to get up and stop all my work and stop any assistance to those that might need it to monitor the study hall, especially when they rowdy, I feel is an imposition on me—not on her part, but on the school's part, for having study hall in there. Our principal will not get rid of the study hall. Our assistant principal could be talked into it, but he feels that when a study hall is not in there we have no library usage. Perhaps in the past this has been true but if I can get enough clerical help which is another major problem—to be freed from so much typing and cataloging. The first girl I had was very good about helping students find books too. She didn't do it on an detailed basis but if they needed help when I was busy she would try and if I could get someone to help take over tasks... a clerk to help with the finding books, or someone to help out once in a while, then I would be fee to talk to the teachers and encourage them to use the library and bring their classes up on different projects, and let them know that they could send their kids up any time, I think it would be a definite help with the situation. This year we are dividing up the study hall from the library. They will be in the same room, but they will be divided by bookshelves, and if I can improve the use of the library from the teachers part as well as the kids part, I think we might stand some chance as soon as there is room somewhere else of getting the study hall out—-but I am going to have to work on that next year.

Q: Thank you so much for your interview.
INTERVIEW V

Q: Would you give me a description of your school situation as to enrollment?
A: School itself is approximately 1,000 students, the high school is 210, I believe.
Q: Seating capacity of the library?
A: The library is not really, it is a study hall situation where there could be as, I would guess, 40.
Q: Forty seated in the part of the library area then.
Q: Number of professionals employed?
A: Do you mean like teachers or librarians?
Q: Librarians.
A: Myself.
Q: Number of clerks--have you any?
A: I have. In the secondary situation I have one clerk who stays in the school when I am not there and we reverse the situation in the other school.
Q: Have they employed any paraprofessionals or supervisors in the library as such?
A: No they are talking about it but haven't done it yet.

INTERVIEW

Q: What type of scheduling is used in your school situation--modular, flexible, or the traditional 50 or 55 minute periods?
A: The traditional 55 minute periods.
Q: Do you have a written attendance policy in the IMC?
A: I don't exactly know what you mean by this?
Q: Do you have anything down in writing as to by what means the student may attend. May he attend at his own discretion or with the direction of the teacher, or at intervals, at certain stated times? Anything down in writing.
A: Generally, it is just when you come to study hall you are allowed to use the library.
Q: Are students allowed to enter and leave the IMC whenever they wish or are restricted to observing the same times as regularly scheduled periods? That may not apply as well in your case. Again let's relate it to the library area the approximately 40 seating capacity area there; can they
can they get up from study hall for instance from another area and come in there if they wish or do they have to present some sort of pass?

A: From classes outsied of the study hall situation they are asked to have passes, usually you know that kind of thing. In the study hall- library situation they may go back as they need.

Q: Move freely back and forth from the study hall.

Q: How do you feel about the use of pass slips?

A: I feel that they are rather a nuisance. You know children can get into trouble just much as they can with a piece of paper in their hands as they can without the paper.

Q: How much professional time is spent on taking attendance?

A: Too much.

Q: Is traffic in and out of the IMC a problem? Noise and confusion?

A: It hasn't been because with the traditional periods you have a five minute break in there with three minutes that the kids are allowed to pass out and there is expected to be noise, there is talking, etc.; so it is not really too much of a problem. I can see where it could be in modular scheduling where the periods are limited and there is no five minute break.

Q: Does the principal approve of students moving about the hall during class time?

A: No.

Q: Do you police students who enter and leave the library?

A: No. I should, probably, according to the administration view, but I don't feel like that is one of the things that needs to be done. Like I said you can get into trouble even with a pass slip.

Q: Does your IMC use subprofessionals to supervise students' behavior?

A: No.

Q: Do you favor this approach, if you had a choice?

A: With a lot of care, a lot of thought behind it, a lot of time involved in picking out the right "kind"of person. You would have to be careful and you would have to have the arrangement that you could hire and fire as you pleased. It couldn't be a school board members wife, you know, this kind of thing.

Q: Do you favor a "study hall" atmosphere in the IMC?

A: No.

Q: Is there a conflict between the policies of various teachers and the librarian?
This concerns the use of the library and so forth.

A: Yes, for instance in my particular situation there is really no library as such. It has been more study hall and the teachers have used it as such. Now that I am trying to get the idea across is that this is a library and I want to help you and I want to help the students; there are some teachers who can't accept this fact, and also it is going to be very hard on their part to get them to come around to my way of thinking.

Q: Regarding the rules for controlling students in the IMC, what are the "Strictly Forbiddens"?

A: According to the school you were not supposed to chew gum, you were not supposed to leave the study hall or the IMC without permission from the study hall teacher or myself, you were not to talk or do that, certain teachers regulations, these kinds of things; myself, I don't feel that that is going to make any difference in the students learning. If a student is there doing whatever he came in to do say looking at magazines and wondering if I am going to get too upset. I suppose things like screaming at the top of your voice, getting up on the tables, maybe something like this to really get upset about.

Q: In the event of infractions who judges?---librarian or the principal?

A: I think it more or less depends on if I am calling the student on something or if the study hall teacher is call the student. If the study hall teacher is, then I imagine it would have to be settled between the teacher and the principal. Myself, I would just as soon not have to worry about what the principal is going to say or do about the situation; I like to handle it myself, if the problem would arise that I would take the problem to him, I guess I would go to him, but otherwise I would handle the problems myself.

Q: How do you feel about talking in the IMC? This is moderate talking, not loud talking here, but just in general?

A: I think it is fine. As long as you have the space, I will allow it. About space, if you have a very, very small room and you have a lot of students in it then I think you have to be quiet careful about what things you will allow. If you have the area and the situation, I think talking is fine, not to get carried away.

Q: Loafing or sleeping?

A: I don't know, I kind of think it is allright, it depends on what they do in study hall or what kind of situation they have in the study hall, and
if you have forty kids in there who want to do something like research or study of something like this, loafer or sleepers are going to be in the way. If you aren't going to have forty kids in there, maybe there are two children and they want to sleep or whatever then I think you have different situation.

Q: Horseplay? Loud talking or yelling?
A: No.

Q: Lounging or just relaxing?
A: Yes, I think that is what the IMC is for. To look at magazines for one thing.

Q: What do you do when these things take place? Let's relate that to the objectionable behavior such as horseplay or loud talking.
A: I tell them that they are there for a purpose and if they can't control themselves and their behavior, to adhere their, then I think that it is in the benefit of all that they leave and should go back to whereever they came from.

Q: What is the preferred behavior?--reading?---studying---taking notes?
A: If that is what you are there for fine, but if you are there to read a magazine or relaxing, then that is what you are there for. I think it depends on the idea you have in mind.

Q: Are students allowed to work together in the reading room?
A: Certainly.

Q: What techniques have worked for you in managing students in the IMC?
A: We discussed at the end of one of my other classes, we had a group session and I went into the class and went into the library situation and I felt like the first semester I was a real dud. We didn't do anything and didn't accomplish too much, and I felt like this had to be straigh-tened out because I didn't want to get into their classes and partici-pate or view, do whatever I felt like doing at the time, just kind of see what the students would do and see what kind of things they would f nd to get at. This is what I did and I ended up getting involved in conversa-tions and telling about books that we had read and so forth and sometimes we would be yelling at each other and sometimes would just be discussing. But I felt that we related better and they began to use the library much better; so I think part of it is relating, getting to know kids, getting to know them at the mention of their name, you are not just the librarian, you know their name--you are a person--you are human, you make mistakes--you will try to help them if you can, these kinds of things.
The same principles that apply to a good teacher, I think.

Q: When school is in session where do you work? Sit or read or whatever you happen to be doing?

A: I have an office apart from the library, so I do spend some time there. I spend time in the library itself and I spend time in the teachers room talking to teachers, that is where I usually find them. I do spend some time in the classes these kinds of things, I don't try to limit myself; I don't want to be known as somebody who stays in the library, I want to get out and talk with people.

Q: Do you remain standing or walk the floor all period? This would be if you have quite a large group say as a class or part of a class when you have a lot in there at one time.

A: I think I would be helping the students more, I don't think I would be just standing or just sitting. You know rotate, and see if you can help these group of students or see if you can help that group of students, rotate around and, like I said at least if you can find out their names and they know yours you are better off.

Q: Would you share a typical incident of student misconduct?

A: I haven't had any that really relate to the library as such, I have had some that relate to study hall situation, but none that really relate to the library situation.

Q: Perhaps then we ought to skip over #21 a bad incident of student misconduct, or would you care to share anything of that sort....?

A: I thought a lot about these two questions and like I said with a study hall situation, you know the study hall teacher is there all the time and it is kind of hard for me to be in this discipline thing except relating to kids and the times that I have been with the kids in the study hall situation at the very first of the year I had a bad problem. The kids you know were really going to take advantage and I called them on it and sent one kid out of the room and we talked about it and I told them my feelings about it and I told them if he wanted to come back in that is fine with me but he would do it my way and for some reason it gave him a lot of respect for me and the kid likes me, I know he likes me, he talks to me often. We have a very good working relationship.

Q: What factor was most responsible for any difficulty you have experienced in doing job as librarian?
A: My facilities are very, very poor at the time. We are working on them and I think after the facilities a lot of people say that you can do a lot with nothing, well you can do so much with nothing and then there has got to be a point where it gets better. Right now I have gotten the teachers to the point that they know I am there for a purpose, they know I am there to help them and the students. Now I need a place to put that in motion and working relationship. They know that I am available now but I've got to show them and I don't have the facilities to do that right now. So I think that this is my problem right now. So I think that this is my problem right now.

Q: That was a very good interview. Than you so much.
Interview VI

Would you give me a little information in regard to your school situation, first enrollment in your school?
A: The enrollment in the high school I would say is between 180 and 190.
Q: What is the seating capacity of your library?
A: That depends somewhat on how I arrange the tables, and how many chairs are brought in, I would say that at one time the seating capacity was about 90.
Q: The number of professionals employed in your system?
A: One.
Q: The number of clerks?
A: That is according to the library?
Q: Yes.
A: There were none but there were student helpers. Student help is sort of a hired clerk as such.
Q: Were there any paraprofessionals or supervisors, such as one who could keep order perhaps in the library situation at a certain time where one class or a large number of students might be using the IMC?
A: The situation was that it was a study hall with one end set off for books, magazines and such and there two round tables that were supposed to have been left for those who wished to do library study rather than the rectangular tables which were considered study hall tables and that was the situation original and as such, then, there were really no extra help hired here in the way of a paraprofessional or supervision. It was just strictly the librarian.

Interview Questions

Q: What type of scheduling is used in your school system—modular, flexible or the traditional 50 or 55 minute periods?
A: The traditional 50, 55 minute periods.
Q: Do you have a written attendance policy in the IMC?
A: Well you say in the IMC, the IMC is the same as the study hall and in there they do have rules.
Q: So you would consider and you might consider for practical purposes that the study hall policy is the one that would apply in this instance.
A: Right.
Q: Are students allowed to enter and leave the IMC whenever they wish or are they restricted to observing the same times as regularly scheduled periods?
A: They are. We tried the other but it didn't work and so we are back to the restricted, whatever you wish to call it.
Q: How do you feel about the use of pass slips?
A: That too we have tried. We use pass slips. We have tried, as I said, to do without them but we have more success when we use pass slips that we did other words.
Q: How much professional time is spent on attendance? Now it seems to me that this question is somewhat irrelevant in your situation because as a librarian you would not have spent time on attendance that the study hall teacher would be doing.
A: Had the library been set up as a study hall as such, how could she spend any time on attendance? The kids could come and go as they please. It would be no attendance taken.
Q: And without slips and without....
A: I would go on to say that they made such a to--doo about spending professional time on things, your professional time has to be spent on something and I think it is ridiculous to talk about any sort of professional time on collecting money and this and that, if you do it then that is your business, you take me--I have a chart a seating chart and it didn't take me more than two or three minutes even when there were many of them missing and I expect to spend that much time on something.
Q: Is traffic in and out of the IMC a problem?
A: It is, we had hall and a Special Ed the students would come through the halls and they were told to be quiet but naturally they wouldn't and that's why I, when we didn't have pass slips there were students going in and out and up and down all the time and so we were facing the road and had the windows toward the road and traffic and it was a problem because especially when students don't want to study then they are easily disturbed.
Q: Does the principal approve of students moving about the hall during class time?
A: He did at the beginning of the year.
Q: Do you police students who enter and leave the library?
A: Yes you have to police certain ones.
Q: Does you IMC use subprofessionals to supervise student behavior? I think that question has been answered however the last part of it, let's go into that. Do you favor this approach or would you favor this approach if you had a choice?
A: Really, no again, if it were just the library I wouldn't know what I would but since it is library study hall I feel that the teacher is paid to do certain things and I don't think that somebody else should have to do what you are paid to do. But there again I'm old-fashioned.
Q: Do you favor a study hall atmosphere in the IMC? That is the atmosphere I am thinking of is fairly restricted one where students aren't free to get up and move about at will.

A: Oh, that way, well in our study hall they are allowed to do that more or less, so I figured that you might acquire a studious atmosphere which I definitely favor. I don't think even in your college libraries that they let students laugh and talk and just sit and visit and they are disturbing someone else and there are taking privilidges from someone else and I don't favor it anyway. If you mean come and go at leisure if they are on the go without disturbing, but some of them are just on the go all the time because can't sit and don't know what else to do with themselves.

Q: Is there a conflict between the policies of various teachers and the librarian?

A: Well perhaps just a little, as far as this free moving around and some other students take advantage of it and some of their teachers felt that they should be stepped on just a little bit and there are some students who do nothing but read papers all day and magazines and I believe look at pictures and I think a librarian should be a little responsible for this, that if someone is in there continually the librarian should you know, and I think a teacher feels the librarian should report this or do something about it.

Q: Regarding the rules for controlling the behavior of students in the IMC, what are the Strictly Forbidden?

A: Drawing pictures in the magazines for one thing, but I can't watch them all the time and they are bound to make something lewd out of some of the pictures or write names in and I don't think it is (recorder malfuntioned.) Again as I answered in the question just before that having the same ones in there all the time and those who are, are the ones who cause the trouble but then don't get their assignments and are not interested in their work, so I think that perhaps there could be a time limit maybe on certain things.

Q: Yes, so many minutes or they are not allowed to use or be in the library only for a limited time.

A: Right, and that you know that they are not really doing anything but page through the magazines.

Q: In the event of infractions who judges?---librarian or the principal. Infractions in the library.
A: I think that the first infraction is with the librarian. If carried too far, I would say, it is taken to the principal's office and the principal himself.

Q: So the last part of the question, the role of the principal in discipline relating to the IMC would be to handle the more serious things.

A: If they are brought to him, otherwise no.

Q: Only if they are brought to him.

Q: During a class visit, again I will have to say a mythical class visit, what is the role of the teacher; suppose if a class visit to the library, would the teacher, do you think, assume an active or a passive role if she just brought her class to the library and they were supposed to find the material or work, how would you feel about that?

A: When I was a librarian I used to beg that I might take classes to the library to get them lessons on library work or to help them on anything, I was refused them because he said that they couldn't re-organize study hall. And so then I was both the teacher and the librarian. I know what I wanted done then. I was study hall teacher this year and the other teachers would send their students in for some things. The teacher never came with them, didn't come with them at all, and with having such a big study hall as I had and finding that many of these students didn't know what they came in for in the first place, and so they were stopping at the tables and visiting with the people in the study hall. The librarian did nothing much about it, so I of course, as study hall teacher, had to step in and say that they didn't come in here to visit, but to find something. Please find it and leave. So that is all I can say about that.

Q: How do you feel about talking in the IMC? Now this would be just normal quiet talking.

A: Well I doubt if there are too many students who have absolutely that much time that all they can do is just to come and visit. They can visit during the noon hour or something like that but I don't believe that the students should just come and visit.

Q: loafing

A: I am very opposed to it.

Q: Sleeping?

A: Now I did allow a little sleeping once in a while in the study hall, if the student had his lessons done and I knew he was tired or very ill I was and the superintendent has called me once or twice on it, but I still think that once in a while a student should be allowed to sleep.

Q: Loud talking or yelling?

A: Naturally I don't see how anybody could be in favor of that and so just relaxing is the same as sleeping. There are a few times when I so know
Q: What do you do when these things take place? I mean specifically of the objectionable behavior, horseplay and yelling?
A: I don't think that I have ever yelled in any of my study halls thank goodness or too much horseplay. Once in a while it may be called for, like someone wanted a pencil, but was too lazy to get up for it, if I saw pencils thrown across and someone really needed it I wouldn't say anything. I saw them and that was fine but as far as actual horseplay, as I say I gave very few detention slips, which is what we needed, but I have a very sharp tongue and I used it.
Q: What is the preferred behavior? Reading?---Studying?---Taking notes or do you think that one of these would be preferable as far as the use of the library is concerned.
A: I think that all three of them are necessary, no real distinction.
Q: Are students allowed to work together in the reading room?
A: If they work quietly.
Q: What techniques have worked for you in managing students in the IMC?
A: Well I think I have perhaps said all that I have watched them carefully and I really do I think that I've have tried all sorts of things but I did find in some of my reading even this one that what I have done that I do believe that students do need to be watched and they want to be watched and they want to be disciplined, they do not approve of teachers letting them do what they want. I have found that it worked really the best and as far as students working together if the same ones want to do it every day I don't believe that they are studying, but I do allow them to study together and I don't think of any other techniques for managing students in the IMC.

While school is in session, where do you work? Sit? Read? I think your answer has been somewhat described to me this year in your large study hall you had really no choice. I understand because you were expected to supervise a divided study hall room and wo you had to remain standing to watch.
A: As the librarian there was a chair behind the desk if I had time to stretch but I did not have a student help when I was in there I had four classes in the day and in the four classes that I was there I had a student helper the other three I took care of it for myself and I had very little time to do any thing but work behind the desk. I had no time to read, I had to do that afterwards.
Q: We'll skip number 19, do you remain standing or walk the floor, that answer was given in another question.
A: As the librarian, if they were working at the tables I would walk around so they know that someone was watching to know if they were really doing something in that time.
Q: Would you share a typical incident of student misconduct?
A: Well I have got a few of them. The student who seems to enjoy adding moustaches and other things to pictures, or writing names that I think is probably the most harmful.

Q: Also the most prevalent?

A: A few of them would clip out coupons you know and I have told them before that I didn't care if they could have those things I was willing to give them to them but please don't steal them. Give someone else the chance to look at the magazine first then I didn't care and we have a few who tried to slip the magazines, like sports magazines, in their hip pocket and leave with them, you know. But if you are aware of it, if you are not sound asleep, you will catch this and tell them that you know what they have done it they won't try it too often.

Q: Would you share a bad incident of student misconduct? Anything really serious in that line.

A: Perhaps I am bragging, but I think they knew me for someone who didn't allow any horseplay and I can't say I ever had any.

Q: Very sincere.

A: Right and I felt since no name is given, I can say it.

Q: Absolutely.

Q: What factor was most responsible for any difficulty you have experienced in doing your job as librarian? What one factor was the most responsible for....

A: The lack of facilities, the lack of facilities and room.

Q: Very honest answer.
INTERVIEW VII

Q: Would you give me a little description of your school situation, enrollment in your school?
A: This year we will have 165 pupils in grades seven through twelve.
Q: What is the seating capacity of your library?
A: That is about 25.
Q: Number of professionals employed?
A: One, myself.
Q: Are there any clerks employed?
A: This past year the Spanish teacher supervised in the afternoons. The coming year they hope to hire some woman in town but I haven't heard if they have or not.
Q: Then additionally you would of course not have any paraprofessionals or supervisors.
A: No, right.

INTERVIEW

Q: What type of scheduling is used in your school system--modular, flexible, or the traditional 50 or 55 minute periods?
A: The traditional.
Q: Do you have a written attendance policy in the IMC?
A: Just what do you mean by attendance policy?
Q: I mean something written down in concrete form that will specify the conditions of attendance, whether students may attend whenever they wish, come in the library whenever they wish regardless of the periods, classes...
A: No written policy.
Q: Are students allowed to enter and leave the IMC whenever they wish or are they restricted to observing the same times as regularly scheduled periods?
A: They can come in anytime, but we discourage them coming more than once in the same period.
Q: They don't necessarily have to come at the beginning of the period or stay all period....
Q: How do you feel about the use of pass slips?
A: In one way, it is a nuisance, but I felt that the first year that I was there when we used them that pass slips were most satisfactory.
Q: Worked better with them than without.
Q: How much professional time is spent on attendance? Taking attendance and
book work?
A: Not really much.
Q: Is traffic in and out of the IMC a problem? Or noise?
A: Not ordinarily.
Q: Does the principal approve to students' moving about the halls during class
time.
A: He tries to discourage it, but here is so much movement anyway.
Q: Do you police students who enter and leave the library?
A: I really don't know about this police, but I keep an eye on them.
Q: Does your IMC use subprofessionasl to supervise students' behavior?
A: No.
Q: If not, would you favor this approach?
A: Yes, then I could do other things, but....
Q: It would free you to do other more librarian type activities, right?
Q: Do you favor a "study hall" atmosphere in the IMC? Maybe I should
qualify that by saying a fairly restricted atmosphere?
A: Yes, I do.
Q: Is there a conflict between the policies of the various teachers and the
librarian?
A: No. The only problem we have is teachers who come in and take books to
their rooms and do not check them out, if that is policy I don't
know. It's minor.
Q: Regarding rules for controlling behavior of students in the IMC, what are
the "Strictly Forbiddens"?
A: Well, language, I think, is one place where I really crack down.
Q: Any "Dont's"? Something a little less stringen?
A: Just minor things, We have a heating element running along one side of
the library. They are not to sit on that. They don't go back and get their
magazines. Things of that sort.
Q: In the event of infractions, who judges?--librarian and/or principal?
A: Ordinarly I do, once in a while I go to him for a little reinforcement.
Q: What is the role of the principal in discipline relating to the IMC?
A: He usually comes or does whatever he needs to do.
Q: Sort of back up the librarian.
A: Well I tyr to handle as much as I can.
Q: During a class visit, what is the role of the teacher?
A: We don't have too many class visits. The social studies teacher will come with their people. Usually they supervise them. I am there to help them with materials.

Q: And that also takes care of the last part of the question then, the librarian is strictly acting as the librarian rather than a disciplinarian in your particular instance.

Q: How do you feel about talking in the IMC?
A: It's really difficult to say because it's much more peaceful with no talking, but I feel there are times when they need to talk and there are times when I need to talk, so I don't see how you can have perfect silence.

Q: What about some of these other areas? What about loafing or sleeping? Do you consider the library the place for this?
A: No I do not.

Q: Horseplay and loud talking or yelling?
A: No, I don't.

Q: Lounging or just relaxing-- are those frowned upon or otherwise?
A: Frowned upon I suppose, but at the same time there is no commons or lounge for the students, and students, I think do need to just sit, so if they sit and don't disturb the ones that are working really we don't do too much about it.

Q: Referring to the more objectionable behaviors mentioned here, what do you do when these things take place? Such as loud talking or the horseplay?
A: I try not ever to let it get that far, but if it does sometime, then I will warn them--I just say "out, no arguments, I say," either settle down or out.

Q: Do you tend to walk over to the student and tell him or do you just tell him from wherever you happen to be when ...
A: I walk over and try to never to raise my voice.

Q: I think this is what I was getting at.

Q: What is the preferred behavior? Reading?--Studying?--Taking notes? Or have you a preference in this question?
A: No, I think any one of those....

Q: Would be legitimate behavior in the library.
A: Yes.

Q: Are students allowed to work together in the reading room?
A: Not ordinarily. If there are very few people in there and some one does need to work together, I will sometimes.

Q: What techniques have worked for you in managing students in the IMC?
A: Well, I think I try not to lose my temper as you go. Keeping my own voice down, and circulating pretty consistently to keep an eye on what is going on before anything does get out of hand and just a general understanding that it is a place to be quiet.

Q: While school is in session where do you work? Sit? Read?
A: There isn't much because I have so little space to do anything. My desk is right in the library, and if I have to do some typing I do it right there. If the library is very quiet then I go back to the work room sometimes, but more often than not I just sit at one of the library tables and do what needs to be done.

Q: Do you remain standing or walk the floor all period? I am sure that we would want to relate this one to--in the event of the library having a lot of students in it, I mean, at that time do you pretty much stay on your feet and....
A: Yes, pretty much all the time. Many times I never sit down.

Q: Would you share a typical incident of student misconduct?
A: I really cannot think of a typical incident.

Q: Would you consider something like just talking a little louder than you would deem necessary.
A: Our halls were very noisy this year. Ordinarily I like to keep the doors open and they can come in and out without the doors making any noise. When the halls are noisy then I shut the doors. And they come in and they forget that it's quiet in there while it's noisy in the hall. Takes them a minute to realize and quiet down.

Q: Would you share a bad incident of student misconduct?
A: I don't think anything that we could really call bad, as I mentioned up there, that poor language is one of the worst things as far as I am concerned; they know that they are not to do it in the library and I know they do other places.

Q: What factor was most responsible for any difficulty you have experienced in doing your job as librarian?
A: Well, I think that would be the fact that I have so little time, four hours in the day just isn't enough to keep things up.

Q: Thank you very much for your interview.
INTERVIEW VIII

Q: What is the enrollment in your school?
A: We have over 750 junior high students in grades 7 through 9.

Q: Seating capacity of your library?
A: I seat 92, the students have worked up a design that I can take two full classes and still accept passes.

Q: The number of professionals employed?
A: One.

Q: Number of clerks?
A: None.

Q: Number of paraprofessionals or supervisors employed?
A: None.

INTERVIEW

Q: What type of scheduling is used in your school system--modular, flexible, or the traditional 50 or 55 minute periods?
A: It has been traditional and will continue to be for at least one more year. But we are in the middle of a big curriculum study that may produce a change.

Q: Do you have a written attendance policy in the IMC?
A: It is stated in the booklets that go out to students, where by the rest of the information of the school there wasn't any time and the teachers were told that they man send students at any time. He does require a pass slip.

Q: Are students allowed to enter and leave the IMC whenever they wish or are they restricted to observing the same times as regularly scheduled periods?
A: They man enter whenever they wish.

Q: How do you feel about the use of pass slips?
A: I am not very formal about it, student librarians are in charge of signing the pass slips out. Maybe two times in four ywar we have had some question about whether a student has chan ged a time and disappeared to go to the restroom or smoke or something and I have teachers that do very informal with a scrap of paper with eight first names and scrawled initials.

Q: How much professional time is spent of attendance?
A: My professional time?

Q: Yes, do you find that you have to spend any on attendance?
A: I keep a schedule of what classes are coming in, of course, and a little bit of time is spent there, but I have to have those records just for the Science teacher who walks in and said could I bring my 7:30 class in to
study, that is normal to keep that much record. During the time that we
are going to be evaluated by north central there questionnaire asked for
what I would call the "body count" so we set up a little record book where
the student librarians again were responsible for how many people were in
the library each period and I got lazy and dropped that, which I man in­
stitute again because it is important as circulation in giving my idea of
use of the library. I didn't spend any time at all the students did it
and then my clerk did the summarizing and recording of it. So I would
say almost zero of my time was spent.

Q: Is traffic in and out of the IMC a problem? Noise?

A: Nothing beyond any times moves thirty junior high students think that
they're going to be silent, but the discipline in the school as a whole
is pretty reasonable and so that carries over and I don't have any great
problems.

Q: Does the principal approve of students moving about the halls during class
time?

A: Yes, he wants them to have a legitimate reason, but he would be more likely
to add a little visit with the student about "where are you going, John?"
but if the student seemed to be ransacking the locker, he could be in
trouble.

Q: Do you police students who enter and leave the library?

A: No I tries to keep an eye out and spot anyone who needs help, but police,
not this.

Q: Does your IMC use subprofessionals to supervise students' behavior?

A: I try not to give her that much responsibility because I do just have
one clerk and we have got quite a large operation going and I figure that
there are other things that she can do more easily that are more important,
she need to get into our back, back room to her typewriter more, but there
is a teachers aid for the whole building who might be put into charge of,
for instance, a language arts class that was in the reading room. The
teacher might ask the teachers aid to take charge while she left to do some­
things else. But I don't have subprofessionals that I would put in charge
that much.

Q: Would you favor it? Evidently not from your trend of conversation I
gather that you would perhaps just as soon you do not have.

A: Your not reading me quite right, if I had a full time additional clerk
I would be most happy to have her work with students and come to me when
they get any hangup on what it was they needed. We don't need anyone
with a club, there is nto that need and I would hate to establish that
kind of atmosphere. I think that would invite the type of activities that would necessitate a club.

Q: Right.
A: In reference I would be happy to have any help that I can get.
Q: Do you favor a study hall atmosphere in the IMC? Fairly or quite restricted. Where students can't move around without permission this is what I want to say.
A: This is ridiculous because I don't think that even some of the people just looking for a good novel can accomplish what they need in that kind of atmosphere and certainly that cannot establish any kind of research so. No.
Q: Is there a conflict between the policies of various teachers and the librarian?
A: No because I tell them to look at it that they don't come in with a whole class unless they stay with it, they are responsible for their class, they have given the assignment and they know what they want so I tend to support whatever they care to have in the library. Now it is possible for us to get into a faint amount of difficulty with two teachers with completely opposing ideas on opposite sides of the room, but we have a very good staff and they are quite tolerant of each other. The people who prefer a very, very quiet atmosphere for reading, if there is very active research going on the other side of the room I just quietly choose to give the students fifteen minutes to locate the material they need and then go back to their classrooms for the quiet, quiet reading, rather than let them stay and fight with the teacher.
Q: Regarding rules for controlling behavior of students in the IMC, what are the "Strictly Forbidden"? Any such rules that you might consider as being "Strictly Forbidden"?
A: Nothing is written. As I said before the school does the basic in control and so I haven't had to make any little you know, #1 no books may be thrown across the room, etc., that would be ridiculous......
Q: Any "Don'ts" anything that you would call particular "Don'ts", in there?
A: So far we lean much to the books and we're moving towards the software. I am sure if I saw an expensive piece of machinery in danger I would move quickly, or another body in danger, of course. I've removed a couple of interesting rubber band contraptions.
Q: In the event of infractions who judges? Librarian and/or principal?
A: The librarian with the full support of the principal.
Q: And that does answer the second part of that question, so we won't go on to that.
Q: During a class visit, what is the role of the teacher?
A: The teacher is still in charge of her class and my role is reader guidance reference and the librarian.

Q: As the librarian.

A: Right I am encouraged to be professional in the IMC.

Q: How do you feel about talking in the IMC? This is just moderate talking.

A: As long as the volume isn't such that it interrupts the work of other people near, I don't see why not.

Q: What about loafing or sleeping?

A: On a pass, a sleeper I would send over to sleep in his class, he is taking up what might be precious room that a kid needs to research in. They are supposed to come on different passes to the library when they need our materials. Now because the school is extremely crowded they might be given a pass when he didn't actually need one of our books but needed working space. I don't object to that as long as they are working.

Q: Horseplay or loud talking?

A: That would be undesirable because it would be interrupting the work of other users.

Q: Lounging or just relaxing? I think probably those behaviors are also explained in the fact that you are short of room.

A: We can't give space for that sort of thing, there is no other particular space available for lounging or that sort of thing, I can't really give that. Except that I would have to say that this that before school in the morning this is a social place and I do have little gatherings of let's see the year before last I had a regular table full of about twelve ninth grade girls who would meet up there and set up there class and chatted away on the far side of the room and that was lounging and relaxing not on school time. And the same thing goes on after school, in the school hours when someone is trying to work it is not encouraged.

Q: What do you do when these things take place? What I mean to say is say someone came in on a pass during the noon hour when they tended to think of it as more relaxed and yet the way our noon hour is set up we would still have two-thirds of the school in class periods and working. And a group settled in like that and were talking and disturbing. I would go over to them and say,"hey kids, we still have school going on in this end of the library and these people are here to work." Now they almost make their own choice. If they want to quiet down and stay, fine. If they choose to stay, I'll boot them directly out if I notice them again. I wouldn't boot them out and take them to the principal and make any problems you know. Just as I leave the group would.......
Q: What is the preferred behavior? Reading? Studying or taking notes? Or any of these?
A: Any one of those depending on what the assignment is that they are trying to finish.
Q: Are students allowed to work together in the reading room?
A: Yes.
Q: What techniques have worked for you in managing students in the IMC?
A: Keeping my cool at all times, when it is gone, stating that I have lost it.
Q: While school is in session where do you work? Sit? Read?
A: I work in the center of the reading room, close to my desk right out into the middle. I am facing the circulation desk, with an isle between it and me.
Q: Do you remain standing or walk the floor all period?
A: No. If I'm needed some reference help or reader guidance then I am moving around.
Q: Not policing.
A: No if I have to police them something is wrong and I have to go to the source of the problem. But if the teacher has sent so many passes and they are not taking care of themselves they get sent back. If a teacher doesn't have control of her own room I've been known to walk up and say "Gee, what is with these kids today?" to give the teacher the idea that......
Q: Would you share a typical incident of student misconduct?
A: Typical probably involves noise, somebody get the giggles or stands up and their chair falls over, if you can really call this type of thing misconduct. In four years I have only taken a couple of students to the principal and that was because I had lost my temper to a point where I knew I was on the verge of violence. I mentioned before that if a table was noisy that I would walk over and let them know and of course sometimes if a table is noisy it is because they really need some reference help and just haven't asked and when you walk over and say, "Gee, what are you guys doing?" you find that they are actually supposedly working on an assignment and haven't started yet. Because they don't really know where to start. You can do some of your best reference work that way.
Q: Would you share a bad incident of student misconduct? Can you think of any such one that you would perhaps call a bad incident?
A: We haven't really had anything bad. Probably the one thing that makes me loose my temper to the point where I walk a student to the principal's office and sometimes they will talk back to me. I simply do not tolerate this. I observe teachers who quietly sit there and take it but it makes
me so personally angry that I let a kid know and if he doesn' hop to and bend right then that's when we go off. Because I am not meant to have to be a whip in there, I am supposed to be reference, reader guidance, and professional help, and I will not tolerat mouth.

Q: What factor was most responsible for any difficulty that you have experienced in doing your job as librarian?

A: The first two years that I worked (Malfunct on of recorder here, but interviewee indicated that the lack of enought clerical help was most responsible for difficulty in her job as librarian)
INTERVIEW IX

Description of school situation:

Q: Enrollment approximately in your school?
A: We have kindergarten through grade twelve in one building, the entire enrollment is 1,250; however, only grades seven through twelve use the library. There are 250 students in junior high and approximately 500 in the senior high.

Q: What is the number of professionals employed in your library?
A: I am the only professional working in the library.

Q: The number of clerks employed?
A: Two certified teachers are hired as aides; one of them relieves me at the circulation desk for one hour each afternoon except on Thursday afternoons she worked from one until three thirty four; while I went to the area media center to pick up and return print and non-print materials. The other teacher worked approximately one hour per day doing clerical tasks.

Q: The number of paraprofessionals or supervisors?
A: There are no paraprofessionals or supervisors.

INTERVIEW

Q: What type of scheduling is used in your school system--modular, flexible, or the traditional 50 or 55 minute periods?
A: Our school used the traditional 55 minute period.

Q: Do you have a written attendance policy in the IMC?
A: Yes, each student is given a library privilege card when he starts school in the fall. The rules for using the library are printed on the card. The attendance policy is in the student handbook.

Q: Are students allowed to enter and leave the IMC whenever they wish or are they restricted to observing the same times as regularly scheduled periods?
A: All the juniors and seniors who have honor study halls in the commons which is next to the library, may enter the library at any time by presenting their library card. Freshmen and sophomores who are in the study halls are asked to sign out of their study halls during the first ten minutes of the period to come to the library. They are asked to remain in the library for the entire period, unless their only purpose in coming is to check out a book. When they do this they return to their study hall immediately. Students in the junior high have assigned times when they may use the library.
Q: How do you feel about the use of pass slips?
A: The library card is used as a substitute for pass slips. The librarian may merely check the card and does not have to sign it or record the time, however, if a teacher sends a pass slip with a particular student I always acknowledge it.

Q: How much professional time is spent on attendance?
A: This depends on how many students come to the library. We check each student's card.

Q: Is traffic in and out of the IMC a problem? Noise?
A: Traffic in and out of the library is not a problem. We do feel that the noise level could be lessened if carpeting were installed in the library.

Q: Does the principal approve of students' moving about the halls during class time?
A: No, he doesn't like it.

Q: Do you police students who enter and leave the library?
A: No, I don't.

Q: Does your IMC use subprofessionals to supervise students' behavior?
A: Most of the students come to the library because they know that the library provides a quiet place where pupils who prefer that type of environment may work.

Q: Do you favor a "study hall" atmosphere in the IMC? That is a fairly restricted?
A: No, I don't.

Q: Is there a conflict between the policies of various teachers and the librarian?
A: Some teachers do not take time to study the policies of the library at times this does cause a conflict.

Q: Regarding rules for controlling behavior of students in the IMC, what are the "Strictly Forbidden"? -- the Don't's?
A: There are many do's that don't's. The two main don't's are: there is to be no speaking between students in the library and no eating of candy or other food is forbidden in the library.

Q: In the event of infractions who judges?--librarian and/or principal?
A: In the event of infractions the librarian takes the students part. The first violation results in the loss of the card for five school days. The second violation; ten school days, the third violation; twenty school days and the fourth violation results in loss of the card for the remainder of the year.
Q: What is the role of the principal in discipline relating to the IMC?
A: The principal and the librarian cooperate in setting up the rules for the library, therefore, if it becomes necessary the principal helps to enforce them.

Q: During a class visit, what is the role of the teacher?--the librarian?
A: Before a class visit, it is decided that the teacher and the students set up objectives and goals to be accomplished from the visit, so that each student comes to the library prepared to work. The teacher and librarian assist the student in locating materials.

Q: How do you feel about talking in the IMC?
A: If a student acts in any way which disrupts the students, he is asked to leave the library.

Q: I wanted to explain at that point that I didn't mean loud talking right there; I meant normal soft if we can talking in normal voice, soft. Is this permissible?
A: Yes.

Q: Loafing or sleeping?
A: Loafing or sleeping are not permitted unless they're just catching a couple of winks between chapters in a book.

Q: Horseplay or loud talking or yelling?
A: That is not permitted.

Q: Lounging or relaxing?
A: If they're not interrupting anyone else, it is permitted.

Q: What do you do when these things take place?
A: I take their card.

Q: What is the preferred behavior?--reading, studying? taking notes, or is there a preference indicated there?
A: We prefer that they read, study, take notes, do research or else relax or as I said even catch a few winks of sleep.

Q: Are students allowed to work together in the reading room?
A: We prefer that students who wish to work together use a conference room or an empty class room or commons.

Q: What techniques have worked for you in managing students in the IMC?
A: I think I'll have to say the library privilege card has been the greatest asset. Since the rules are printed on the card they remain consistent.

Q: While school is in session where do you work? Sit? Read?
A: It depends on my activities at the moment. I may be at the circulation desk or doing odd jobs in my office which is located just behind the
circulation desk, returning books to the stacks, or magazines to the reference room or assisting a student in the library proper.

Q: Do you remain standing or walk the floor all period? Now this would be in the event of a large group, a class, or perhaps where the library is particularly in use.

A: No, I'm too busy at the circulation desk.

Q: Would you share a typical incident of student misconduct?

A: Well, I would probablly have to say loud talking.

Q: Would you share a bad incident of student misconduct? A particularly more serious one.

A: I don't think we have ever had a serious one. Probably we have had some squirtguns or something like that.

Q: What factor was most responsible for any difficulty you have experienced in doing your job as librarian?

A: This is quite involved, probably having inadequate materials, facilities, and professional help.

Q: Thank you very much.
INTERVIEW X

Description of school situation:
Q: Would you give me a little description of your school situation?
A: Well, we have about 750 enrolled in our junior high. Seating capacity of the library is about 80.
Q: The number of professionals employed?
A: One professional; there is a half-time clerk.
Q: Are there any paraprofessionals or supervisors?
A: No, there are not.

Q: What type of scheduling is used in your school system--modular, flexible, or the traditional 50 or 55 minute periods?
A: It would be the 55 minute period, but there have been steps to introduce a project period, a short project period and shorten up the other periods in the day.
Q: Do you have a written attendance policy in the IMC?
A: No, it is rather an unwritten law.
Q: Are students allowed to enter and leave the IMC whenever they wish or are they restricted to observing the same times as regularly scheduled periods?
A: We have six 55 minute periods during the day and all periods are scheduled for the students with no study periods, so they are allowed to come in not only as their teacher wish them to come in but before and after school.
Q: How do you feel about the use of pass slips?
A: I think in our situation it is a rather necessary evil because of the tight scheduling.
Q: How much professional time is spent on attendance?
A: Too much probably, although I think it should be delegated to the clerk a good share.
Q: Is traffic in and out of the IMC a problem? Noise?
A: No not particularly, we are fully carpeted and we seem to have pretty good traffic control.
Q: Does the principal approve of students moving about the halls during class time?
A: It depends on the day, I would say generally, unfortunately he does not
approve. I would like to see a little more mobility of the students.

Q: Do you police students who enter and leave the library?
A: Well, I don't like the word police; let's just say that they are supervised, but we have very little difficulty.

Q: Does your IMC use subprofessionals to supervise students' behavior?
A: I would say that the clerk would be in the order of a subprofessional clerk and she does very well in this respect.

Q: Do you favor this approach?
A: Yes, I think so.

Q: Do you favor a "study hall" atmosphere in the IMC?—by that I mean a fairly restricted atmosphere?
A: Well, if it's to be a study hall and that is in the pattern of the school, I would say that is what we have to live with, but generally speaking I don't favor a study hall atmosphere in the IMC, none of the true IMC. Perhaps in the traditional school library this was the case, but not in the true IMC.

Q: Is there a conflict between the policies of various teachers and the librarian?
A: I think there is always this when you don't have a general policy outline, but I think in the library the librarian's policy must stand. We really don't have that much of a problem.

Q: And that would perhaps hold true for the adults then?
A: I think basically it's corny and rather traditional and .......

Q: Regarding rules for controlling behavior of students in the IMC, what are the "StrictlyForbidden's?"—The Don't's? If you have such?
A: I don't think that we have such. I think that the students just reasonably live within the guidelines of our policy, we really don't have that much of a problem.

Q: Your answer for the don't's then?
A: I think basically it's corny and rather traditional it's used so the student doesn't infringe upon the valuable time of another student through his behavior.

Q: In the event of infractions who judges?—the librarian and/or the principal?
A: The librarian has full say with we hope, principal backing him.

Q: What then is the role of the principal in discipline relating to the IMC?
A: I would say the role of the principal would be almost nill. The vice-principal would have a little more to do with it; the principal is not in charge of discipline and all that.
Q: During a class visit, what is the role of the teacher?
A: Well, the teacher, it is now considered release time, and the teacher is expected to remain in the library when they bring classes in. The teacher plays somewhat a similar role of that of a guardian although the teacher is a resource person along with the librarian.

Q: And they both then function in locating the material?
A: Right, the librarian is more of the key person, but the teacher should be well acquainted with what is there.

Q: How do you feel about talking in the IMC?
A: I think it is terriably necessary and it is a function of the IMC.

Q: What about loafing and sleeping?
A: Loafing can be construed as many things by many people. If loafing is laying on the floor back in the picture book section and lazily looking at a book and enjoying it, then I would say I am all for loafing. But if it infringes upon the time other students, then I say that would be totally out.

Q: Regarding horseplay and loud talking or yelling?
A: Well, this is generally not the place for that type of activity, however, if it is part of an overall study that they would be doing I suppose we could make room for it.

Q: What about lounging or relaxing?
A: So long as it involves IMC material I think that is probably one of the key functions of the IMC.

Q: What do you do when these things take place? Now let's relate that to the objectionable behavior, if such occurs?
A: I think just a rather confidential talk with the student generally is enough. Otherwise a word to the teacher will generally take care of it. I would very much hesitate to take IMC privileges to those frivolous students, I think this is not the right kind of punishment of that particular behavior. I think perhaps challenge there behavior more toward acceptable behavior would be a much better attitude to take.

Q: Are students allowed to work together in the reading room?
A: Yes.

Q: What is the preferred behavior? reading, studying, taking notes, or is there a preference on your part?
A: No I don't have a preference. When you say reading, if it is enjoyable reading this acceptable; in fact I would say it is probably the most acceptable. But certainly study or taking notes any; lets put it this way an activity which ordinarily is not done in the class room and requires
IMC materials, any behavior which is taking place in the IMC along that line is quite acceptable.

Q: What techniques have worked for you in managing students in the IMC?
A: Basically I think it would be between a rather hard line attitude and an attitude which treats the students as young adults. I would say they appreciate guidelines to operate within and appreciate not being treated like children.

Q: When school is in session, where do you work? Sit? Read? Where do you maintain your area in the IMC?
A: Probably all over the area. I would say, generally speaking, in processing work we have a back office area that has a window area to the IMC. But I would say generally speaking it would be wise to be working when you can throughout the IMC and that way students don't get into a pattern of knowing where you are and where they should so you couldn't keep an eye on them.

Q: Do you remain standing or walk the floor all period? This would be if you had quite a number in there such as a class or that sort of thing?
A: Basically I am looking for those who particularly need help either because they can't find materials or because perhaps they may not be getting down to the task at hand. I really don't have a preference here.

Q: Would you share a typical incident of student misconduct?
A: I think generally students don't wish to be a behavior problem. I think it stems from other problems that they may be having and I think that the student is particularly challenging to me is one who has this bit of a problem; where he is misbehaving because he is seeking attention maybe he does not have that attention at home or in the classroom and if I can aid this student in any way this is a particular challenge for me. As I said before I don't think it is a case where you send the student out of the IMC and say you are banished for two weeks. I think you have to lead the student and perhaps work through the teacher of teachers involved.

Q: Would you share a bad incident of misconduct?
A: We have had a number of students who through various stages of misbehavior have had a problem where it could not be solved. Frankly I think that public school cannot serve all student segments of our population, I don't think it is meant to. I think there are particular students who have emotional problems, there are particular students have limited capabilities and I don't think that basically speaking that the public school can aid them in any certain way. Let's assume I think this is the student that we have had the bad incident with, those who are susceptible to repeated violations, those who are perhaps suspended from school for one reason or another. These are
ones that seem to have the most difficulty not just those who are trying to gain attention or want some kind of additional response from a teacher than what they normally get.

Q: Can we think of anything that would particularly illustrate that point or anything that took place in the way of a specific happening at all?

A: We had one student who simply could not function in a public school atmosphere; this was the case in grade school and the case again as he got into junior high and probably this student was more and had more animal characteristics than any other person I had ever seen. He simply could not function not just in the IMC but any situation and it was the paragptive of the school board finally to finally suspend this student from school and I am not sure that was the right answer, but I suppose thought well it got him out of the school here. So, again I'm not sure this is the answer but this is the typical type of problem that we might have in that connection.

Q: What factor was most responsible for any difficulty you have experienced in doing your job as librarian?

A: Lack of help, lack of not necessarily professional help because I don't think we could support more than one professional in our particular school situation; but lack of clerical help, lack of paraprofessional help.
Conclusion

Ten tape-recorded interviews were conducted involving secondary school librarians in schools where the number of students enrolled ranged from 165 to 957.

Seating capacities of these libraries ranged from 25 to 120 students.

Number of professionals employed in each of these situations was one.

Number of clerks employed were as follows:

In three of the schools, one clerk was employed.
In one school a half-time clerk was employed.
Two schools used student help.
One school used a study-hall supervisor half-days.
One school used a full-time teacher aide to supervise.
Two schools used no extra help at all.

The librarian who had a teacher aide for study-hall supervision indicated that she had occasional help from an "Office-Education" student for clerical jobs.

The paraprofessionals employed were used only for study hall supervision, therefore, none could be said to be of direct help in the library as such.

Traditional scheduling was used in 8 of the 10 schools; modular scheduling in one; and one indicated a mixture or "modified-flexible," as he termed it, involving 50 or 55 minute periods.

One of the ten librarians used a written attendance policy printed on the back of "library privilege" cards. Six indicated they had no written attendance policy, and three said that "study hall rules" applied in their libraries.
Question three concerned free or restricted attendance. One librarian used free attendance for Juniors and Seniors upon presentation of the library privilege card—meaning they may enter and leave at any time. Freshmen and Sophomores could come only during the first ten minutes of the period and were restricted to remaining there until the period ended.

Another used passes for students coming from anywhere except study hall.

Another said, "restricted to certain periods," because of short seating capacity.

Four said, "restricted to regular class period times."

Three said "unrestricted."

Pass slips were used in seven cases. On one the library card was substituted for a pass slip and in one case no pass slips were used.

In attitude, two regarded pass slips as a necessary evil; one felt they were neither a help nor a hindrance; one used them on a very informal basis with student help in charge of checking them; one person was definitely opposed to using them; another termed them, "a pain in the neck;" another said, "better with than without;" the rest felt they were necessary and desirable.

Time spent by professional on attendance varied from "zero" to "too much." However, only two indicated they felt there was too much time spent—the rest felt the time was quite negligible.
Traffic in and out of the IMC was regarded as a problem by only two of the ten.

The attitude of principals toward students moving in the halls was indicated as six against and four in favor of this. Seven librarians did not "police" students entering and leaving the IMC; three did.

Two libraries used subprofessional help to supervise students' behavior; eight did not. Eight would favor the use of subprofessionals but two of these qualified this approval to say "only if the right kind of help could be found." Two opposed subprofessional help.

Seven were opposed to a "study hall" atmosphere; three in favor of.

Three librarians felt that no conflicts existed with teachers; two indicated slight conflicts with teachers; one indicated a conflict with the principal; and four said there were definite conflicts.

"Don'ts" and "Strictly forbidden" included no gum or food, no loud talking, no working with math or on work not requiring library facilities or materials; no water guns, no foul language; no throwing chalk; no mutilation of library materials. Others indicated they made no restrictions and one would restrict only on injuries to other students and library equipment.

The librarian is generally considered to be the judge in cases where infractions against rules occur, with the principal called upon in difficult cases.
Most often the teacher is seen as being in charge of discipline when a class visits the library and the librarian, therefore, is free to assist students in locating materials.

There is agreement generally that horseplay and loud talking are not tolerated in the IMC. Not all agree, however, on the less disruptive behaviors. Where there is a limitation of space, some librarians state the available space is not to be used for loafing, sleeping, lounging, or relaxing as it would deprive a potential user. Soft or normal voice in talking is usually considered permissible. Two people did not consider loafing, sleeping, lounging or relaxing should be permitted. In one case a principal insisted on "no sleeping" in the IMC.

No specific preferred behavior is seen between reading, studying and taking notes. All are equally acceptable.

Most librarians permit working together in the reading room. Seven of the ten said a definite "yes." One said "no;" one said "occasionally," and one said a conference room was available in her situation for students working together.

Techniques for managing students are various. Friendly approach; looking on students as human; use of the library privilege card; setting tone of the atmosphere early in the year; keeping one's "cool;" watching students carefully; trying not to lose one's temper; treating students as young adults; removing from their "group"—all these are mentioned by librarians interviewed.

Most librarians say they prefer to do their work in an area where they are at the same time readily available to students
for help. Two described their situations as having an office next to the reading room where they worked at times.

The greater share of librarians say they do not walk the floor in a policing manner but are rather helping students. Others said they sit at their work unless called upon for help.

Typical incidents of student misconduct are: talking too loudly, giggling, drawing on pictures (mutilating materials), flying paper airplanes. The most often mentioned was talking too loudly.

Bad incidents of misconduct:

1. Trying to take advantage of or "bully" the librarian.
2. Talking back to librarian.
3. Threatening to "get" the librarian.
4. Squirt gun fight.
5. Two boys "squaring off" for a fight.
7. Foul language.

Lack of adequate facilities was often mentioned as the factor causing the most difficulty in working as a librarian.

Lack of enough time was another.

Lack of adequate clerical help.

Teachers who lack understanding of the librarian's function in giving assignments without notifying the librarian in advance that large amounts of certain specific materials are needed.

Inadequate materials, facilities and professional help.

A principal who uses the library as a dumping ground for obstreperous, almost incorrigible, students.

A library used as a "hallway access" to the study hall.
The findings from these interviews with librarians indicate that there are problems being encountered by librarians. They appear to stem from various causes, including, in general, lack of adequate facilities and help, lack of understanding of the librarians' role and student behavior of a nature that any one in a school situation is quite familiar with. Since this study is directly concerned with student discipline, one might say of the latter that it may now be evident that the librarian, since moving from the "book collection in back of the study hall" situation of the past, is now in a role where she or he interacts a great deal more with many students and can be expected to encounter misconduct in students. They are only human.

The librarian must now be realistically prepared to meet this challenge by knowing, first of all, that she may very well have discipline problems—others have them too—and have some ideas formulated as to how best to deal with these problems.

Various attitudes are shown here in practices which may and probably do have bearing on the problems of discipline, however, no conclusive findings could emerge from this type of study. The only certainty is that the problems of discipline in the IMC do exist; they are of vital importance, and therefore much more study needs to be done.
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