The development of an instructional materials center in Reinbeck Community High School

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Abstract
This paper proposes changes to the instructional materials center of the Reinbeck Community High School to bring it in line with the 1969 Standards for School Media Programs.

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THE DEVELOPMENT OF AN INSTRUCTIONAL MATERIALS CENTER
IN REINBECK COMMUNITY HIGH SCHOOL
REINBECK, IOWA

A Research Paper
Presented to
The Faculty of the Department of Library Science
The University of Northern Iowa

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

by
Sally Brown Arends
May 1970
INTRODUCTION

The role of the instructional materials center in education today is exciting and vital. As Davies states:

Just as the textbook is not complete in and of itself, so printed material is no longer the single source of information. ... Our concern for excellence precludes our limiting knowledge to any one source or kind of information. An educational program of excellence is not restrictive but embraces all types and kinds of resources. Today's student should be as accustomed to using non-print media as he has been to using the textbook in the past.

The present library facility at Reinbeck High School is at a crossroads. It has been for many years a traditional books-only storage center. The present librarian has held the teacher-librarian position for over 40 years. However, within the past two years, various events have begun to place noticeable pressure on this situation:

1. The present library was remodelled, equipped with new shelving, furniture, and carpet, in 1968.

2. The visitation by the North Central Association accrediting agency committee, occurring every seven years, was in the fall of 1968.

3. Various teachers, particularly the younger members of the faculty, have become more vocal in expressing their dissatisfaction with the present materials and services.

4. The principal of the high school, who has taken elective

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courses in audio-visual services, has tried to provide the first steps of an audio-visual program himself, without much success.

Rationale for Change

Before beginning changes, one must determine objectives. Davies asserts that "the philosophy, goals, and objectives of the educational program ARE the philosophy, goals, and objectives of the school library program."¹

The stated goals of the Reinbeck Community Schools are those on the first page of the Policies of the Board of Education: (approved May 9, 1967)

The Board of Education of the Reinbeck Community School District believes that each individual should be accepted into the educational program as he is, that he shall be provided with a stimulating environment and opportunities for learning experiences designed to promote behavioral changes that will effect continuing satisfactory adjustments to life.²

In implementing this philosophy, the particular objective of the school library is to do "what will best aid the schools in implementing their educational goals and instructional programs."³ More specifically, the Standards for School Media Programs-1969 offers job descriptions, policies, and detailed quantitative requirements for personnel, facilities, 


and equipment. The criteria of the North Central Association also offer general requirements which will be presented.

In order to determine what is needed, let us first determine what students will do in a library/media center:\(^1\)

1. On free time browsing to obtain information in which they are interested.

2. Prepare individual or small group report.

3. Sample interest centers established as result of expressed needs.

4. An integral part of courses of study in which they are engaged.

At the same time, the library serves teachers, who may:\(^2\)

1. Confer with the library staff on relevant materials for use in class.

2. Preview films and filmstrips; confer on the purchase or rental of audio-visual materials, and on local production of same.

3. Consult with librarians on book purchases, on the handling of special materials, on reader's problems and difficulties that the students may be having.

4. Reading for their own information and enjoyment.

Reinbeck High School has a present enrollment of 215 (grades 9-12). While the junior high is housed in a separate part of the building and has a separate faculty, the library serves both junior and senior high. Therefore, the library serves a total of about 300 persons, plus 27 faculty members. The enrollment is not expected to increase. In fact,


\(^2\) Ibid., pp. 25-26.
the kindergarten enrollment this year is only 45, compared to 73 in 1968-69, and the number is expected to continue declining, though at a slower rate. Considering attrition, the library could be expected to serve under 250 persons in 12 years. With the prospect of declining enrollment, is it therefore less important that the library be up-dated?

On the contrary, it becomes more important. Reinbeck is not able, and does not have the projected enrollment, to offer or plan to offer a wide variety of courses or to practice ability grouping of any kind. Therefore, virtually the only opportunities for providing individualiza-
tion and enrichment is through a variety of media in all areas for all abilities. The faculty has explored the feasibility of modular scheduling, an innovation which would make changes in the library an absolute necessity. It is only through an improved library and the efforts of teachers that each student may explore, progress, and learn in the areas of interest and at the rate of speed appropriate for him.

With this background and rationale, definite steps can be taken. The present facility and collection are shown in Figure 1 and Table 1. Figure 1 shows the present physical facility. Table 1 delineates the present collection as reported by the junior-senior high school principal. The recommendations of the visiting committee of the North Central Association follow.

The ideal situation for improvement would be full compliance with the 1969 Standards for School Media Programs. While they are vague, the North Central Association criteria also give some standards which should be considered. The 1969 Standards requirements are shown in Table 2, computed as they would apply to Reinbeck. Table 3 shows the North Central Association criteria. All computations are based on an
Key

1. Classroom (presently used only two hours a day for Spanish classes)
2. Classroom (presently used for mathematics)
3. Classroom
4. Balcony of auditorium
5. Librarian's office. Stacks of magazines line the wall.
6. Conference room
7. Entryway
8. Periodicals
9. Carrels (dry)
10. Reference and bound periodicals
11. Circulation desk
12. Card catalog
13. Reading area
14. Non-fiction and fiction
15. Encyclopedias
16. Fiction
Figure 1. Present facility. 1" = 10'
Table I
Present collection and facility
Reinbeck High School

Physical:
Library: 45'x40'
Conference: 16'x15'
Office: 10'x15'
26 teaching station in entire building
Seating: 70 (including 7 dry carrels)

Collection:
Budget: $1,300 (proposed, 1970-71), includes supplies and binding
Collection: 900 volumes
Reference: 230 volumes
Total 4,422 volumes

Recent purchases: 300 volumes yearly

Anything older than 1955 was supposedly weeded in 1968, but a casual spot check of the shelves revealed that this was not strictly done.

8 encyclopedias, with a new set purchased every five years.
Bound periodicals: Time, Newsweek, U.S. News and World Report
Current periodicals taken: 27 titles, no duplications
Vocational and occupational materials are shelved entirely in the guidance counselor's office.
There are also individual collections in many of the teacher's rooms, but most of these are the teacher's personal materials.
No long-term removal from the library is permitted.
Newspapers: Des Moines Register and Reinbeck Courier.
Indexes: Abridged Reader's Guide

Personnel:
The librarian is presently considered 4/7 time as librarian, teaching two classes in addition to four periods in the library and one free hour.
She has no clerical help. Her contract is for nine months. Student assistants help each hour checking out books and assisting with other chores.

No vertical file.
No professional library.

Equipment:
20 16mm films
14 8mm films
734 filmstrips (in the teachers' lounge)
537 transparencies and 3M masters
64 records (in instrumental and vocal music rooms)
29 study prints (framed art reproductions scattered throughout the building)

4 16mm projectors
1 8mm projector
1 super 8 projector
Table I
(continued)

5 filmstrip-slide projectors
10 overhead projectors
5 record players
2 previewers
9 tape recorders
  5 standard
  4 cassette
  8 sets of headphones
1 opaque projector
1 lantern slide projector
2 televisions (one in teacher's lounge)
1 8mm camera
2 16mm camera (used for football movies)
movie splicer
reading machines (in remedial reading classroom)
4 projection carts
14 screens (2 movable)
6 Spanish tapes

An Evaluation of Reinbeck Community High School,
Reinbeck, Iowa, by a visiting committee of the North

Recommendations:

1. Make plans to employ a full-time librarian and a media
specialist to extend the purchase and use of non-print
materials and related equipment.

2. In the increased budget, allocate funds for specific
areas--books and rebinding, periodicals, encyclopedias,
supplies and non-print materials.

3. Make plans to employ a clerk to aid in technical processing
procedures.

4. Place book orders frequently, once a month if possible.
This would provide for a continual movement of new, up-
to-date material in the library. Needless to say, this
requires additional financing.

5. Select a reliable jobber who gives good service. The
procedure of sending orders to one source as much as
possible will save time and money.

6. Keep adequate acquisition records on the shelf list.
7. Start and maintain a vertical or informational file. This file should contain pamphlets and other ephemeral material supplementing the curriculum.

8. Purchase a variety of non-print materials and catalog, organize, and store the present collection of filmstrips in a central place for supervised circulation.

9. Maintain an adequate professional library. This should include professional books in all fields and periodicals.

10. Actively engage the librarian in curriculum planning.

11. Weed the collection extensively and expand the book collection with up-to-date volumes.

12. Adopt a written book selection policy through the cooperation of the librarian and the administration.

13. Urge the faculty to participate in library purchases for their individual fields.

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**Table II**

The 1969 Standards for School Media Programs as applied to Reinbeck Junior-Senior High School

<table>
<thead>
<tr>
<th>Category</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>6-10,000 titles, representing 10,000 volumes</td>
</tr>
<tr>
<td>Magazines</td>
<td>125-175 titles, plus indexes and duplication of titles as required</td>
</tr>
<tr>
<td>Newspapers</td>
<td>6-10 titles, including one local, one state, and one national</td>
</tr>
<tr>
<td>Pamphlets, clippings, and</td>
<td>Pamphlets, government documents, catalogs of colleges and technical schools, vocational information, clippings, and other materials appropriate to the curriculum and other interests of the students</td>
</tr>
<tr>
<td>miscellaneous materials</td>
<td></td>
</tr>
<tr>
<td>Filmstrips</td>
<td>500-1000 titles, representing 1500 prints</td>
</tr>
<tr>
<td>8mm films</td>
<td></td>
</tr>
<tr>
<td>Single concept</td>
<td>1½ films per student with at least 500 titles supplemented by duplicates</td>
</tr>
<tr>
<td>Regular length</td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>16mm films</td>
<td>Access to a minimum of 3000 titles supplemented by duplicates and rentals</td>
</tr>
<tr>
<td>Tape and disc recordings</td>
<td>1000-2000 titles representing 3000 records or tapes</td>
</tr>
<tr>
<td>Art prints</td>
<td>1000 with duplicates as needed</td>
</tr>
<tr>
<td>Pictures and study prints</td>
<td>Access to 15 sets per teaching station plus 25 sets available from the media center</td>
</tr>
<tr>
<td>Other graphics</td>
<td>Posters, photographs, charts, diagrams, graphs, and other types</td>
</tr>
<tr>
<td>Globes</td>
<td>1 globe per 5 teaching stations and 2 in the media center</td>
</tr>
<tr>
<td>Maps</td>
<td>1 map for each region studied and special maps (economic, weather, political, historical, and others) for each area studied</td>
</tr>
<tr>
<td>Microform</td>
<td>To be purchased as available on topics in the curriculum. All periodicals subscriptions indexed in Reader’s Guide and newspaper files should be obtained as needed for reference.</td>
</tr>
<tr>
<td>Programmed instructional materials</td>
<td>Printed, electronic, and other forms of programmed materials</td>
</tr>
<tr>
<td>Transparencies</td>
<td>2000 transparencies, plus a selection of subject matter masters</td>
</tr>
<tr>
<td>Realia</td>
<td>Models, dioramas, replicas, and other types of realia</td>
</tr>
<tr>
<td>Kits</td>
<td></td>
</tr>
<tr>
<td>Art objects</td>
<td></td>
</tr>
<tr>
<td>Video tape recordings</td>
<td></td>
</tr>
<tr>
<td>Remote access programs</td>
<td></td>
</tr>
<tr>
<td>Resource files</td>
<td></td>
</tr>
</tbody>
</table>
### Table II
continued

<table>
<thead>
<tr>
<th>Professional materials for the faculty</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Magazines</td>
<td>40-50 professional titles; <em>Education Index</em></td>
</tr>
<tr>
<td>Books</td>
<td>200-1000 titles</td>
</tr>
</tbody>
</table>

Courses of study, curriculum guides, teacher's manuals, government documents, films and filmstrips, tapes, pamphlets, education materials released by the state and community, catalogs of materials such as paperbacks and films, catalogs and brochures of museums and sites of educational value, television and radio program guides and manuals, field trip evaluations, indexes of community resources, releases of teachers' organizations and associations, announcements of professional meetings, and releases on workshops, courses, and other programs for continuing education.

**Space requirements**
- 800-1000 sq. ft. for circulation, distribution, entrance
- 1800 sq. ft. for reading, browsing, individual viewing and listening
- 3-6 conference rooms with 150 sq. ft. each
- 200 sq. ft. for small group viewing and listening
  (see pp. 40-43 for additional special aspects)

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>16mm. sound projector</td>
<td>1 per 4 teaching stations plus 2 per media center</td>
</tr>
<tr>
<td>8mm projector</td>
<td>1 per 3 teaching stations plus 15 per media center</td>
</tr>
<tr>
<td>2x2 slide projector, remotely controlled</td>
<td>1 per 5 teaching stations plus 2 per media center</td>
</tr>
<tr>
<td>Filmstrip or combination filmstrip-slide projector</td>
<td>1 per 5 teaching stations plus 2 per media center</td>
</tr>
<tr>
<td>Sound filmstrip projector</td>
<td>1 per 10 teaching stations plus 1 per media center</td>
</tr>
<tr>
<td>10x10 overhead projector</td>
<td>1 per teaching station plus 2 per media center</td>
</tr>
<tr>
<td>Opaque projector</td>
<td>1 per 25 teaching stations or 1 per floor</td>
</tr>
<tr>
<td>Filmstrip viewer</td>
<td>1 per teaching station plus 8 per media center</td>
</tr>
<tr>
<td>2x2 slide viewer</td>
<td>1 per 5 teaching stations plus 1 per media center</td>
</tr>
<tr>
<td>TV receiver</td>
<td>1 per teaching station and 1 per media center where programs are available</td>
</tr>
<tr>
<td>Equipment</td>
<td>Requirement</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Microprojector</td>
<td>1 per 20 teaching stations</td>
</tr>
<tr>
<td>Record player</td>
<td>1 per 15 teaching stations in junior high and high schools; 3 per media center; 1 set of earphones for each player</td>
</tr>
<tr>
<td>Audio tape recorder</td>
<td>1 per 10 teaching stations plus 2 per media center; 1 set of earphones for each recorder</td>
</tr>
<tr>
<td>Listening station</td>
<td>A portable listening station with 6-10 sets of earphones at the ratio of 1 per 3 teaching stations</td>
</tr>
<tr>
<td>Projection cart</td>
<td>1 per portable piece of equipment, purchased at the time equipment is obtained</td>
</tr>
<tr>
<td>Closed-circuit television</td>
<td>All new construction should include provisions</td>
</tr>
<tr>
<td>Radio receiver (AM/FM)</td>
<td>1 per media center plus central distribution system</td>
</tr>
<tr>
<td>Copying machine</td>
<td>1 per 30 teaching stations plus 1 per media center</td>
</tr>
<tr>
<td>Duplicating machine</td>
<td>1 per 30 teaching stations plus 1 per media center</td>
</tr>
<tr>
<td>Micro-reader</td>
<td>Equivalent of 1 per 10 teaching stations to be located in media center</td>
</tr>
<tr>
<td>Micro-reader printer</td>
<td>1 per media center</td>
</tr>
<tr>
<td>Portable video tape recorder system</td>
<td></td>
</tr>
<tr>
<td>Light control in every classroom and media center</td>
<td></td>
</tr>
<tr>
<td>Local production equipment:</td>
<td></td>
</tr>
<tr>
<td>dry mount press and tacking iron</td>
<td></td>
</tr>
<tr>
<td>paper cutters</td>
<td></td>
</tr>
<tr>
<td>two types of transparency production equipment</td>
<td></td>
</tr>
<tr>
<td>16 mm camera</td>
<td></td>
</tr>
<tr>
<td>8mm. camera</td>
<td></td>
</tr>
<tr>
<td>rapid process camera</td>
<td></td>
</tr>
<tr>
<td>equipment for darkroom</td>
<td></td>
</tr>
<tr>
<td>spirit duplicator</td>
<td></td>
</tr>
</tbody>
</table>
Table II
continued

primary typewriter
copy camera and stand
light box
35mm still camera
film rewind
film splicer
tape splicer
slide reproducer
mechanical lettering devices
portable chalkboard

Table III
Requirements of the North Central Association
as applied to Reinbeck

Books: A minimum collection of 2,500 books, exclusive of high school
textbooks. In Reinbeck: 2,500 plus 8 books for each student
over 200.

Maximum access to other media

Facility: seating for 40 students

Personnel: at least one half-time specialist

Budget: $4.00 per pupil or $1,200 in Reinbeck

Available professional library of books and periodicals

Sufficient technical and clerical help

Adequate and appropriate types of teaching and learning materials for
all areas of the school program

enrollment of 325 since the library serves both the junior and senior
high students and faculty.

Proposals for Change

With the previous points in mind, specific proposals can be made
by change and improvement. There are many. Some may be implemented
without expenditure of any additional funds; others would require remodelling or a building program. Incorporating all of these changes could not, of course, be an instantaneous event, but is a continuous working towards the goals. Once achieved, evaluation, revision, and up-dating become the key words.

Specific Proposals

Personnel

1. Hire a full-time librarian with current training and audio-visual skills.

2. Hire at least one full-time, paid, adult clerk.

3. Consider hiring high school girls and boys for help with clerical duties, operation, maintenance, and simple repair of equipment.

4. Consider hiring at least a half-time media specialist within three years, with supporting technicians and aides.

Responsibilities of educational media personnel will include the following:¹

1. Serving as media consultant for curriculum revision and innovation.

2. Providing up-to-date information on new and important materials as they pertain to school curriculum.

3. Suggesting materials appropriate to the grade levels and subjects being taught.

4. Helping teachers prepare specialized material appropriate for classroom use.
5. Assisting in the design and construction of inexpensive teacher-made materials.
6. Teaching the operation of equipment to other teachers (inservice education).
7. Ordering and scheduling quality media materials for the school.
8. Classifying and storing materials.
9. Performing minor maintenance and repairs on the equipment.

The responsibilities of the educational media personnel as agents for curricular change include the following:¹

1. Serving on curriculum committees for such purposes as to select textbooks, to recommend the purchase of audio-visual aids or other resources.
2. To develop teaching guides, to prepare resource units, to determine specific goals for each grade, or to study ways to improve some aspects of the curriculum.
3. Participating in workshops to develop new materials, to learn how to use a new curriculum guide, to become acquainted with new instructional resources, to plan ways of improving instruction, to learn how to deal with special problems of gifted or slow learning children, and others.
4. Participating in grade level meetings to make recommendations for the purchase of materials, to suggest goals to be achieved,

¹Davies, op. cit. p. 80.
to study suitability of textbooks or other instructional resources, to study ways or utilizing community resources, and others.

5. Participating in professional growth conferences, institutes, and meetings to become familiar with latest trends, practices, or procedures in teaching.

6. Participating in research activities to try out tentatively prepared guides or instructional material, to experiment with new units, and to evaluate books or instructional resources.

Budget

The 1969 Standards recommend a budget of 6% of the national per pupil operational cost to be spent per pupil for materials in the Instructional Media Center. This would be about $40 per year this year. It is highly unlikely that the Reinbeck Board of Education would immediately allocate the full amount recommended, considering past funding at the rate of $4.00 per pupil. However, the Board should be persuaded to make a flat per pupil allocation each year, with an increase in the amount per pupil each year. If a building program is initiated, capital funds, as recommended by the 1969 Standards, may be voted. The cooperation of teachers to bring this about must be solicited.

Other sources of funds should be explored. Federal funding under Title II of the Elementary and Secondary Education Act is at best inconsistent, but should be investigated. The services of the Area VII media center should also be explored, but not used as an excuse for inadequate funding.
Physical facilities

The physical facilities as shown previously in Figure 1 should be altered to provide for the new equipment and materials. An architect should work closely with the media center staff and administration. The following points might be considered as possibilities:

1. The offices and small group conference rooms should be glassed in so that supervision may be adequate.
2. Building of a language/learning lab should be given highest priority; the foreign language program is suffering because of this need.
3. The two math classrooms can be moved to the empty third floor classrooms without any remodeling on the third floor.
4. The television production would probably be a low-priority item.
5. Music materials should be initiated immediately. These were requested at the time the present facility was remodelled, and vetoed by the present librarian.
6. An art print collection is also a high-priority item.
7. The language-learning lab and the workroom should be put in as soon as possible.
8. Wire all the carrels.
9. Consider microfilming of periodicals kept for reference. Microfilm costs approximately the same as binding and requires only 4-6 percent as much space for storage.
10. Consider establishment of an auxiliary science learning center in the old art room (presently used for miscellaneous storage) next to the science wing. These rooms and labs have recently been remodelled, and are two floors below the library. Because
all science, junior and senior high, is taught in this area, close proximity of materials is desirable. This would require duplication of some materials in the center and the library, duplicate cataloging, and perhaps some additional personnel. An auxiliary resource center should also be considered for the Industrial Arts and Vocational Agriculture courses, housed in a separate building.

Materials

1. The materials collection should be greatly increased using the 1960 Standards as a goal.
2. A written selection policy should be composed and used.
3. The present collection should be ruthlessly weeded.
4. Allocate funds in the budget for specific areas, such as books, equipment, supplies, software, etc.
5. Order monthly.
6. Recruit the help of the faculty in the selection of materials.
7. Catalog and store materials centrally. (Get the filmstrips, textbooks, and screens out of the teachers' lounge!)
8. Keep adequate acquisition records.
10. Start and maintain a professional library.

Services

To teachers

1. Help with production of audio-visual materials.
2. Preparation of resource bibliographies
3. Curriculum materials
4. Professional library
5. Workroom
6. Community resource file
7. Workshops for instruction in services

To students
1. Vertical file
2. Art print collection
3. Browsing corner
4. Evening, weekend, and vacation hours for library use
5. Iowa information file

Evaluation
Periodical evaluation should be made. This requires the cooperation of media center personnel, faculty, administration, and students.

Outside resources
It is expected that outside resources will be used to implement this program, for it is the opinion of only one person. Possibilities include: consultant services of the state universities, the Area VII media center services, and the consultants available from the State Department of Public Instruction.

Summary
Lest one become overwhelmed by the requirements for personnel, equipment, and materials, it is well to remember the warning of Brown:

The basic service idea of the instructional materials center (IMC) is to efficiently and effectively organize materials of all types so that they are readily available to students and faculty. The overall service function of the learning center
is the movement of information to the student or teacher. Actually, the criteria should not be the number of filmstrips but rather the number of filmstrip bookings or usage. The key to the start of a learning center is service and management rather than storage and materials.¹

And this is what is most needed in the Reinbeck High School library or INC; a change of attitude. Davies sums it up well:

<table>
<thead>
<tr>
<th>From traditional practices</th>
<th>To innovative practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>From the library as an auxiliary service.</td>
<td>To the library as an integral component of the total educational program.</td>
</tr>
<tr>
<td>From the library as a study hall.</td>
<td>To the library as an educational force.</td>
</tr>
<tr>
<td>From the library as a materials distribution center.</td>
<td>To the library as a learning laboratory.</td>
</tr>
<tr>
<td>From the library limited to a printed collection.</td>
<td>To the library providing all kinds of instructional media.</td>
</tr>
<tr>
<td>From the incidental use of library facilities.</td>
<td>To the planned, purposeful and educationally significant use of library facilities, staff, and collection.</td>
</tr>
<tr>
<td>From the librarian serving as study hall monitor.</td>
<td>To the librarian serving as an educator.</td>
</tr>
<tr>
<td>From the librarian as a curator of books.</td>
<td>To the librarian programming for the most effective and educationally rewarding use of all types of instructional media.</td>
</tr>
<tr>
<td>From the librarian as an impersonal dispenser of material.</td>
<td>To the librarian as a learning expeditor personalizing the services of the library.</td>
</tr>
<tr>
<td>From the librarian working in isolation.</td>
<td>To the librarian serving as a cooperating and/or team teacher.</td>
</tr>
</tbody>
</table>


²Davies, op. cit., p. 23.
Bibliography


