What one more professional could do for the West Junior High library

Terry Dutcher
University of Northern Iowa

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What one more professional could do for the West Junior High library

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Abstract
The West Junior High School faculty consists of 1200 students and fifty-five certified teachers. This figure includes one principal, one vice-principal, three counselors, and one librarian.

As one can see, one librarian, or media specialist, is not enough professional manpower to fully implement the dynamic library program that is needed in West Junior High. To quote from Standards of School Media Programs: “It is recommended that the media center have one media specialist for every 250 students or major fraction thereof.

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WHAT ONE MORE PROFESSIONAL COULD DO FOR THE
WEST JUNIOR HIGH LIBRARY

A Research Paper
Presented to the
Faculty of the Library Science Department

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

by
Terry Dutcher
June 30, 1973

Read and approved by
Charles Adams
Elizabeth Martin

Accepted by Department
Elizabeth Martin

July 9, 1973
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Section 1

THE PROBLEM

Statement of the Problem

The influence of the library on them should be so powerful and lasting that they will think of learning problem solving in terms of library materials, especially books. As they feel about libraries, so will they act, and they have not felt good.\footnote{1}

This statement from John A. Ratcliff's essay in the School Library Materials Center quite ably expresses the problem that shall be dealt with in this paper. This problem is that students and teachers at West Junior High School, in Waterloo, Iowa, do not have sufficient access to their library, or media center, and its materials because of the lack of trained, professional personnel. This inefficiency has hindered West Junior High's teachers and students in developing a favorable, healthy attitude toward libraries and their place in learning.

Purpose of the Study

The West Junior High School faculty consists of 1200 students and fifty-five certified teachers. This figure includes one principal, one vice-principal, three counselors, and one librarian.

\footnote{1Alice Lohrer (ed.), The School Library Materials Center-Its Uses and Their Utilization, Papers presented at an institute conducted by the University of Illinois Graduate School of Library Science, November 3-6, 1963, p. 84.}
As one can see, one librarian, or media specialist, is not enough professional manpower to fully implement the dynamic library program that is needed in West Junior High. To quote from Standards of School Media Programs: "It is recommended that the media center have one media specialist for every 250 students or major fraction thereof."²

Besides having insufficient professional library personnel, West Junior has insufficient clerical help according to the Standards.

... It is recommended that at least one media technician and one media aide be employed for each professional media specialist in schools of 2,000 or fewer students. ... When the enrollment of the school exceeds 2,000 students, the number of media aides and technicians might need to be adjusted. For that portion of the enrollment exceeding 2,000, the ratio of supportive staff members to media specialists might be less than 2 to 1.³

West Junior has four part-time co-op students for clerical help. None of them has had any special training or in-service training in the library field, other than the on-the-job training given to them by the librarian.

Again, one can refer to the Standards to see how this lack of personnel can stymie library or media center, "If the number and qualifications of staff personnel are substandard, the resources of the center, no matter how extensive, cannot be used to their fullest potential."⁴


³Ibid., p. 16.

⁴Ibid., p. 22.
However, even though clerical help at West Junior is not at an optimum level, it is felt that priority should be given for an additional professional staff member. Then, when services encourage faculty and student interest and support of the library, clerical help justifiably should be improved and increased. But West Junior's immediate problem is getting students and teachers into the library for the full educational use it is intended to have. And this project is too much for one professional when she has 1245 people to work with.

Therefore, it is the purpose of this paper to show that with one more professional library, or media, staff member, West Junior High could carry out more fully and efficiently the services that constitute a good, working library, or media center.

Definition of the Term

**Media center.** This term will be used interchangeably with the term library because the West Junior library is an attempt at a learning center with both print and non-print materials and services; however, it has not yet made the name change.

**Professional.** This is a term which refers to a teacher who has a library science degree or is certified in library science.
Procedures Used

A written survey was taken of the West Junior High faculty and its eighth-grade students on the usage of and the feelings toward the West Junior High library. The librarian was also interviewed on practices and policies of the library. This paper also concluded a three-year observation of the library while its author was a member of the West Junior High faculty.
Section 2

THE WEST JUNIOR LIBRARY IN RELATION TO
STANDARD GUIDELINES

In an American Library Association checklist of what makes a quality library, West Junior's library rated just 21 percent or 63 of the 296 items. According to the study a quality library had 50 to 75 percent of items and services on the checklist. Most of West Junior's insufficiency was in the field of services to students; then came service to teachers. Equipment rated the highest, but this area could still use definite improvement. This checklist can be found in the appendix, and the items on it will be mentioned either directly or indirectly in the seven areas of concern that this paper will study.

The seven areas of concern that will be studied in this paper as they are related to West Junior's library are the ones that the Standards state are necessary for a good, working educational media center.

Consultant services to improve learning instruction and the use of media resources and facilities.
Instruction to improve learning through the use of printed and audiovisual resources.
Information on new educational developments.
New materials created and produced to suit special needs of students and teachers.

Consultant Services to Improve Learning Instruction

The first area to be considered is consultant services to improve learning instruction and the use of media resources and facilities. As it is now, the teachers at West Junior usually receive only the information about the library and its services that they themselves seek from the librarian. New teachers meet briefly with the librarian; however, this time is spent chiefly in the teachers' receiving the forms that they must fill out and the rules that they must abide by when sending students to the library for projects. The librarian feels that these forms provide a "defense measure" that prevents her from being overwhelmed by teacher requests.

The librarian has commented that teachers do not have adequate knowledge of the library's materials and facilities. She gave two examples to illustrate this belief. One example was of a seventh grade social teacher who sent students to the library to find information on Judaism without first having informed the librarian. The problem here was in the fact that the student would not have found "Judaism" in the card catalog and would then have become frustrated. The other example was of an

\[6\text{American Library Association, op. cit., p. 4.}\]
eighth-grade social studies teacher who wanted to assign reports on Southern generals during the Civil War. Again the librarian felt that the students would not be able to use the card catalog or the reference room with enough facility to achieve success in such an endeavor. The way the librarian would solve this problem would be to have the teachers give her the topics enough ahead of time so that she could prepare analytics for the students. This would enable the students in finding their material because all they would have to do would be to check a file which would have the specific book and page numbers that they would need and use for their specific area research.7

This example seems to lead to discussion on two points. The first area is the lack of communication that seems apparent between librarian and classroom teacher. Only seven teachers indicated that they were aware of the selection policy in the Waterloo School System. Fifteen indicated that they recommended items for purchase. With two librarians, this lack of communication could be considerably lessened, if not overcome. A second professional could make it possible for one librarian to visit with the teachers on a regular basis to know their needs and to introduce the teachers to what the library does and can do in each teacher's subject area. Sixteen teachers indicated on their questionnaire that they would appreciate subject area meetings with the librarian.

The other point of discussion lies in the fact that it is extremely difficult for the librarian to help the students individually when there are so many of them and so few of her. Only 27 students indicated that the librarian helped them. (See Figure 1.)

Figure 1
Who Helps West Junior Students Choose Books

<table>
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<th>Students</th>
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<td>25</td>
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</tbody>
</table>

Teacher  Librarian  Students  Parents  No one
48  27  82  20  216
Another librarian could work with twice as many students, and perhaps then students would not have to have the library materials spoon fed to them. They could search and find, perhaps with personal professional help, and then feel the thrill of success at a job well done and also learn how to search and learn for themselves, a skill which they would cherish and use for the rest of their lives.

On a 24 point questionnaire of problem areas written by the Waterloo school librarians, the librarian designated the fact that West Junior's teachers are not media-oriented and that they are apathetic toward the media center as her third and fourth-rated areas of concern in group of ten items. (This questionnaire, in which Waterloo librarians were to confidentially rank their ten areas of concern, can be found in the appendix of this paper). Again this points out the lack of in-service training and/or communication with the librarian about the function and services of the library that could be overcome partially or completely by another professional.

In a questionnaire answered by 28 of the 55 teachers, (all of whom were given questionnaires), it was noted that only four of these teachers used the library facilities for planning help.

The one brief in-service program that was held within the last three years consisted of the Area VII's and the Waterloo Central Administration Agency's listing of their wares in about a thirty-minute time span. Then
the teachers were told that they could go to the West Junior Library to look at and to view any new materials. Some teachers did go and glance at some of the materials, but very little previewing actually took place, and teachers, uncertain of materials, were not shown how these materials might most effectively be used. The librarian, who could see in which places a certain book, a certain filmstrip, or a certain film could be most effective should have been there to help teachers in making decisions about which materials to use for which course areas. However, the librarian did not make herself available for assistance to the teachers because she was busy in other parts of the library.

If West Junior had two professional staff members, each librarian, or media specialist, could work with a specific half of the faculty. Then perhaps the librarian would not have to develop "defensive" forms and would have time to seek out and introduce ways of using the library. There should be no need of teachers saying that they make no use of the library, as did the West Junior band instructor who responded on his questionnaire that he never used the services of the West Junior Library. (It might also be stated that this faculty member is a member of the library committee, and he is not even aware of the library selection policy).

It might be noted what one other school does to orient its teachers to its library:

Our most distinctive service is in-service education to the faculty. Among other kinds of activities, we have whole professional days when we bring all kinds of new experiences to the faculty, both with media and through other means . . . . Working with teachers is of prime importance. You have to go out and hook them . . . .

With two librarians, perhaps the West Junior Library could "hook" its teachers and introduce them to more and better library use.

Instruction to Improve Learning Through the Use of Printed and Audiovisual Resources

The next area, instruction to improve learning through the use of printed and audiovisual resources, merits some more favorable comments than does the area just discussed. The instruction covered by the librarian includes orientation to the West Junior library's policies and procedures for seventh-grade English classes, an elective reference unit for eighth-grade English classes, and various units or reports for some science and social studies classes. The librarian also encourages English teachers to bring their classes to the library for a twenty to thirty-minute session to get their four required book reports. The teachers then are to give students the two weeks that the library loan covers for the book report.

However, two of the nine English teachers feel that this is too structured of a procedure and thus do

9Gaver, op. cit., p. 69.
not take their classes to the library for book selection. Perhaps if there were two librarians, and students could get some individual help other than that of the teacher, these two teachers would reconsider and use at least a form of this book selection procedure.

The other library projects are also very structured because of the limited professional help in the West Junior library. The analytic system that the library uses for structuring student use of the library for library projects already has been discussed in the previous section of this paper. With this procedure, students are not able to fully practice the skills of investigation when specific articles for a specific report are placed in front of them. Even after having completed a three-week unit on reference in their eighth-grade English class, eighth and ninth graders are not allowed free access to the reference stacks for their class reports and projects. Students must ask for specific books on reserve. One comment of what the powers of investigation could do for the West Junior students if it were given the opportunity is quoted below.

When a student learns the skills of investigation, he possesses the ability to learn on his own initiative with a minimum of help from others. This skill is vital for any mature person and can be attained, at least to some degree by most children.\textsuperscript{10}

Only one-half of the teachers indicated on their questionnaire that they did use the library for student reports. Perhaps more teachers would use the library as an extension of their teaching if more professional help was available to make all materials more accessible.

One teacher remarked on his questionnaire that he wished that teachers had the freedom to send a student to the library to seek out an answer to any issue that comes up in a class discussion. However, because of the librarian's many other duties she does not feel that she has the time to help a child on such short notice, and as has been noted before, she does not approve of the student's browsing to find his own answer. Evidently this feeling of having insufficient time to help the students is felt by the students. In a questionnaire given to 307 of the 350 eighth-grade English students, only twenty-two of them stated that they received direct help in selecting their library materials from the librarian.

As for the area of audiovisual materials, students are not allowed to use them for reference. They may use the filmstrip viewer if they missed the filmstrip in a classroom presentation. The library serves mainly as a check-out center for teachers' audiovisual materials, not as a viewing or listening center. However, there are about five carrels set up in the library.

Perhaps with the help of a second librarian, West Junior's library could be a "manifestation of the belief
that individuals are taught, not subjects. The center could be a place where a student can go to learn at his own rate and at his own level of understanding.\textsuperscript{11}

**Information on New Educational Developments**

The third area, information on new educational developments, plays a very minimum role in the library services at West Junior. West Junior teachers do receive a listing of new professional books and periodicals from the Waterloo Administration Media Center, but this is the only service rendered. Only five teachers indicated on their questionnaire that they did use the central center for professional publications.

On these same questionnaires, sixteen teachers did indicate that they would appreciate subject-area meetings with the librarian to consider their curriculum needs. This could then also contain feedback on new information in their areas if there were enough professional librarians, or media specialists, to take on this responsibility. If the subject areas were equally divided between the two professionals as part of their job description, the goal of distributing information on new educational developments so that the West Junior staff will be well-informed on their subject areas could be much more easily attainable.

This information would not need to be distributed only at formal meetings. One media center xeroxes articles of information that they think teachers should be aware and

\textsuperscript{11}\textit{Pearson, op. cit., p. 18.}
sends it to them.\textsuperscript{12}

Other ideas that are used to acquaint teachers with what is happening and being produced in their areas by one school system are:

- involve teachers in informal group evaluations, provide workshops, and institutes, hold regularly scheduled previews and auditions, send materials freely to classrooms, and publish catalogs and subject bibliographies.\textsuperscript{13}

Workshops and institutes would be very difficult to provide on the individual school level. Therefore workshops are provided by the system. However, they are not a part of the media center's responsibility in Waterloo.

There have been a couple bibliographies written in the last four years by the West Junior librarian for school-wide use. One was on books on Negroes; the other was on books on Indians. Six teachers indicated on their questionnaire that they used bibliographies provided by the library. However, these teachers were not explicit as to how the bibliographies were used or what types of bibliographies they were.

**New Materials Created and Produced to Suit Special Needs of Students and Teachers**

The fourth area, new materials created and produced to suit special needs of students and teachers, is

\textsuperscript{12}Gaver, op. cit., p. 73.

\textsuperscript{13}Harold Lancour (ed.), *The School Library Supervisor*, A report on an institute on school library supervisors held at the University of Illinois, October 3-6, 1954 (Chicago: ALA), pp. 35-36.
deficient because there are not any production facilities in West Junior's library. The Principal's office has a duplicator, a Xerox machine and thermofax machine provided for teacher usage, and the science department has a darkroom; however, none of these areas are made use of as part of the library's services. Some teachers do make use of the Waterloo Central Administration production areas. (See Figure 2.)

Figure 2

Usage by Teachers of the Waterloo Administration Center
Two questionnaires indicated usage of videotaping, six of making transparencies, one of dry-mounting, and eight of laminating. Other teachers indicated on their questionnaires that they would use production facilities if they were available at West Junior. Six said they would make use of videotaping, thirteen of making cassettes, seven of dry-mounting, and three of producing slide-tape series. (See Figure 3.)

Figure 3

Teacher Desires
for the West Junior Library
Therefore, it can be seen that original audio-visual materials are not very well integrated into the teaching procedures of the West Junior staff, but perhaps with a local, working program that actively recruits and educates the West Junior teachers, the teachers would make use of this mine of possibilities. However, this program could not be carried out very well with only one librarian when there is such a large staff of teachers.

The students at West Junior also indicated an interest in production facilities. Of the 307 eighth-grade students who filled out the questionnaire on the library, eighty-seven indicated that they would like to join a media-preparation club, and ninety-eight said they might join. Therefore, with some time, energy, and much patience, this program could get off the ground at West Junior.

Some of the equipment that would be needed to implement a workable program as part of the West Junior library program would be basic mounting facilities, overhead transparency facilities, lettering, coloring, duplicating, high contrast photography, and copying facilities.\(^{14}\) Since the Principal's office does have a few of these machines, as previously indicated, perhaps they could be moved into the library so that the production program could be more easily facilitated and there would not have to be duplication of machines.

\(^{14}\)Davis, op. cit., pp. 104-105.
"In a study conducted by Indiana University for the U.S. Office of Education more than 75% of the teachers stated that they benefited from producing their own instructional materials."\(^{15}\)

Therefore, if there was a professional person available to the teachers at West Junior to help them, West Junior's curriculum could perhaps be more personal and dynamic through the teacher's own instructional materials.

Budget problems perhaps could be alleviated with a production program after the initial capital outlay if teachers produced their own materials or if teachers designed their own materials and had them produced by student assistants under the direction of a professional. One elementary school in Maryland uses only materials produced by fifth-level students. They have found that this helps instruction and the budget.\(^{16}\)

**Materials for Class Instruction and Individual Investigation and Exploration**

The fifth area, materials for class instruction and individual investigation and exploration, is quite well covered by the West Junior library. Some students did indicate in their questionnaire that they used the public libraries because they felt that the public library had a larger selection of materials, but this is to be expected

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\(^{15}\)Ibid., p. 57.

\(^{16}\)M. E. Wildberger, "Programs for Developing Resources in Media Centers: Prince George's County, Maryland," *AV Instructor*, 17:38, December, 1972, p. 38.
because the public library serves a much larger population than does the West Junior library. One hundred fourteen students said that they used the public library to obtain materials not available in the West Junior library. (See Figure 4.)

Figure 4

Student Usage of Public Library for School Work
A few other students commented that they used the public library because they could use the books for a longer period of time. The loan period for the public libraries is four weeks; it is two weeks for the West Junior library.

The only problem concerned with the West Junior library materials is their lack of use. Of the 307 students who answered the questionnaire, twenty-four indicated that they used it once a day, seventy-eight once a week, 108 once a month, seventy-five once a quarter, and sixteen never. (The students were told to mark the area closest to their approximate usage.) (See Figure 5.) The breakdown of the various reasons for library usage were that 220 used it for class requirements, 119 for browsing (students are allowed five minutes for browsing in the library if they are in on a study hall pass.), 126 for free reading of books (This is again on the five minute pass if it is done during study hall time.), twenty-nine for free-reading of magazines, and nine for free-reading of newspapers. (See Figure 6.)

A few teachers commented on their own questionnaires about the lack of usage of the library by the students. Six teachers felt that students should have more time to browse in the library. A study hall teacher said that she had many complaints from students that five minutes were not long enough for them to find the material they needed. She also said that she wished that students were allowed to go into the library for free-reading purposes. Because of the lack of anything else, the study hall teachers buy comic books for
Figure 5

Frequency of Student Use of
West Junior Library

[Graph showing frequency of student use with data points: 22, 76, 106, 73, 13, 14]
Figure 6
Student Reasons for Using the West Junior Library

[Graph showing student reasons for using the West Junior Library, with reasons including Browse, Class Requirements, Free Reading Magazines, Free Reading Books, Other, Nothing, and Free Reading Newspapers, with corresponding frequency numbers.]
students to read when they have nothing else to do. The study hall teachers say that this is the only way they can keep the students from disturbing each other.

This five minute limit is an especially short time limit when students are not sure which materials they would be interested in. One hundred seventy-one students did indicate an interest in booklists which would help them in selection. The only booklists put out by the library are short annotated listings of new books. These are given to the classroom teacher on an irregular basis. In fact in the 1972-73 school year one list was put out the week before the library closed to the students, and the last list was received by the teachers on the very day the library did close. These books were books that had been purchased for the library the summer before. This example shows either a lack of priorities, a lack of staffing, or both. Anyway these four pages of books could have perhaps been better used had the students and faculty been made aware of them earlier. They were bought to be used.

With one more professional in the library, perhaps the study hall students could be more free to come and go from the library when they wanted to use material, whether they had a classroom teacher's pass or not. As it is now, the study halls are allowed to send one student of each grade level to the library for five minutes. That means there could be from three to six students in the library from the two large study halls for each five minute period.
That's not too good of a percentage for such a large school. But the librarian feels that this amount is all that can be handled at one time when she has many other duties to do.

Because the West Junior curriculum is still quite textbook oriented, copies of textbooks could be kept in the library for student use. Many students lose their texts, have them stolen, or just plain forget them at home. Therefore, the practice of having textbooks available in the library could be very helpful to the students. One hundred sixty-three students indicated that they would be in favor of this procedure. However, since the present librarian has enough to do during the day, another person would be needed to accommodate more students during the school day. And this procedure would probably increase library usage—especially since so few are allowed from the study halls at the present. Fifty-eight students objected to this new idea. One student gave the reason for his objection to be that he would no longer have an excuse for not having his assignments.

Other restrictions of the library that students complained of in their questionnaires were that they wanted more magazines and less restrictions on using them and the fact that there were overnight books. The librarian feels that popular books such as science fiction should be overnight books. So if this is her feeling, these rules may not be able to be dropped with the addition of a professional. However, maybe a new librarian can persuade the present
librarian to change a few policies. "The most important aspect of an IMC is the use that both students and teachers make of it. The highest level of importance is related to what people do, not the things at hand."

The fact that 100 eighth graders use the library once a quarter or less shows that the materials do not receive optimum usage. If one would take into consideration the many seventh and ninth graders who also make little use of the West Junior library, it seems that the additional professional person would be worth the extra expense when considering the young minds at hand.

The lack of professional help also is a reason for the library's being closed the last three weeks of the school year. In the 1972-73 school year the library closed May 14, and students were not allowed in the library. (The last day of school was May 31). This seems to be a very valuable time. Students need stimulation and interest this last month of school especially. Audiovisual equipment could not be used by the faculty the last week of school--a most important and difficult time for the faculty to stimulate youngsters.

The teachers do not make much more use of the library's materials than the students. As has already been stated, only six work with the library's bibliographies. Only four teachers indicated that they checked out West

17Davis, op. cit., p. XIII.
Junior library materials for class presentation. (See Figure 7.)

Figure 7

Teacher Usage of the West Junior Library

Someone has got to get these teachers to make use of the many materials that the West Junior library has. "Without a dynamic Instructional Materials Center, the total instruc-
tional program of a school is handicapped.\textsuperscript{18}

One idea to ponder before leaving the fifth area, is "Students who are not receiving instruction as a result of the new media and materials of learning will be seriously handicapped when they leave the classroom to assume their responsibilities in society."\textsuperscript{19} Why should the West Junior students be so handicapped? The West Junior library has many tremendous materials, and they need to be made accessible. One librarian is definitely not getting these materials to the students and teachers who need them.

Efficient Working Areas for Students, Faculty, and Media Staff

The sixth area, efficient working areas for students, faculty, and media staff, is not very acceptable in West Junior's library. The present facility consists of two classroom size rooms, with the total seating capacity of about sixty people. The librarian has indicated that, with some rearrangement of furniture and materials, various activity and quiet areas could be implemented. Also, with two librarians, there could be additional space for various activities such as production activities in vacant classrooms. The math department has been allowed to expand into larger rooms and areas because of their success in winning the approval of administration, students, and parents in

\textsuperscript{18}Pearson, , op. cit., p. 39.

\textsuperscript{19}Davis, op. cit., p. 91.
their new programs. If library services were expanded and more fully accepted by the students and faculty, perhaps space would be given more freely for library services. West Junior is trying to implement programs so that study halls can be done away with. Perhaps the library could gain some of these facilities. As it is now, teachers have been heard to remark that the library has too much space for so little activity. Students show little interest in media the way the library is now. Only 53 indicated interest in a book discussion club and 57 in a media discussion club.

Perhaps with expansion of the library facilities would come some easing of the stringent quiet rules. One student indicated on his questionnaire that perhaps there could be a place for a record player for students to listen to as a group. Then also perhaps the students would not feel uneasy about using the library because of the many rules and the quiet, as some did comment on their questionnaire.

**Equipment to Convey Materials to the Student and Teacher**

The final area, equipment to convey materials to the student and teacher, is fairly adequate at West Junior. However, as previously stated, the student is granted little access to the audiovisual materials.

Eighteen teachers did indicate usage of the library audiovisual hardware on their questionnaire. All ordering of films and equipment and inventory of equipment for class-
rooms is done through the library. Students are provided and trained by the library to run the equipment for the teachers.

Some teachers do feel, however, that there is too much red tape in ordering materials through the library. One of West Junior's traveling teachers said that she often brings materials from her other school to avoid the red tape of getting materials at West Junior. She says that the materials must be checked out too far in advance, and it is difficult for her because she is not in the building that often. Teachers may not send notes to the librarian; they must come to sign out the slips themselves; however, they may have students take out the equipment after the slip is signed. Perhaps one more professional librarian could facilitate some more ease in this area also so that last minute requests would not be frowned upon if the equipment were available.
Section 3

CONCLUSION

In concluding this paper, it should again be noted that one more professional librarian, or media specialist, could make a division of labor that would expand library services and thus give students and teachers at West Junior High more access to their library.

Then also the two professionals at West Junior High could meet the:

professional responsibility in the educational media center: (1) to put at the disposal of the teaching faculty all media technology, services, and systems which will enhance the effective communication of ideas in a pre-programmed phase of learning, and (2) to put at the disposal of the student all media technology, services, and systems which will enhance the effective communication of ideas in a self-programmed phase of learning.20

Or to put it in the way of ALA National Standards,

The emphasis is always upon the learner and upon the media staff as a supportive arm to the teacher in achieving the goals of the instructional program.21

The materials and media specialist should not have to be lost and buried in the library where defensive red tape and many restrictions take precedence over the needs and wishes of the students and teachers because one professional can do only so much for 1255 people.


21American Library Association, op. cit., p. 2
BIBLIOGRAPHY


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APPENDIX A

QUESTIONNAIRE OF STUDENTS

More than one response may be correct.

1. For which reasons do you use the library?
   A. Browse
   B. Class Requirements
   C. Free reading of magazines
   D. Free reading of newspapers
   E. Free reading of books
   F. Other (Explain)
   G. Nothing

2. How often do you use the library?
   A. Once a day
   B. Once a week
   C. Once a month
   D. Once every quarter
   E. Once a year
   F. Never

3. How often do you use the public library for school work?
   A. Once a day
   B. Once a week
   C. Once a month
   D. Once every quarter
   E. Once a year
   F. Never

4. Why do you use the public library?
   A. Social reasons (Meet friends etc.)
   B. You need materials not available at West Junior.
      Explain
   C. You just enjoy working and browsing at the library
      after school and on Saturdays.
   D. Other (Explain)

5. Would you join a book discussion club that meets once a
   month at West Junior? Yes No Maybe
   A media discussion club? (films, filmstrips, etc.)
   Yes No Maybe

6. Would you join a media preparation club in which you
   would make slides, filmstrips, transparencies, etc.?)? Yes No Maybe
7. Would you like to have copies of texts in the library to be available during the day in case yours is lost or teachers have one classroom set? Yes  No  Maybe

8. Who helps you decide which books you want?
   A. Teacher
   B. Librarian
   C. Students
   D. Parents
   E. No one

9. Would you like to have various booklists to help you select books in the library? Yes  No  Maybe

This questionnaire was answered by 309 eighth-grade language arts students in thirteen of the fourteen language arts sections in West Junior High. The section of students that did not answer the questionnaire was the only class of a teacher who commutes between schools.
APPENDIX B

QUESTIONNAIRE FOR TEACHERS

1. For which reasons do you use the library? (Indicate any amount).
   A. Bibliographies
   B. Supervised class work
   C. Check out materials for class presentation
   D. Assigned student reports
   E. Planning help
   F. Other (Explain)
   G. Nothing
   H. Ordering from Area VII or Waterloo Administration
   I. AV equipment

2. Would you make use of any of the following if they were available?
   A. Local dry-mounting
   B. Help in videotaping
   C. Local help in producing slide-tape presentations.
      (You furnish the film and the idea. The librarian takes pictures and has them processed.)
   D. Students trained in reading and recording cassettes

3. When do you use the library?
   A. Before school
   B. After school
   C. During lunch
   D. During planning

4. Are there any services that you would like offered by the library that are not now offered?

5. List any library procedures that you find especially helpful.

6. Do you use the Waterloo Administration Center? Yes No
   For which reasons--if you answered affirmatively
   A. Videotaping
   B. Duplicating cassettes
   C. Making transparencies
   D. Dry-mounting
   E. Laminating
   F. Professional library
   G. Ordering software
   H. Previewing software
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<th></th>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
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<tbody>
<tr>
<td>7</td>
<td>Do you ever recommend available items for purchase to the library?</td>
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<td></td>
<td>Yes No Comments</td>
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<td>8</td>
<td>Do you ever use the services of Area VII?</td>
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<td></td>
<td>Yes No Comments</td>
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<td>9</td>
<td>Are you aware of the selection policy that is in effect in the West Junior Library and in the Waterloo Public Schools?</td>
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<td></td>
<td>Yes No</td>
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<td>10</td>
<td>Do you receive the list of new books in the West Junior Library?</td>
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<td></td>
<td>Yes No</td>
<td></td>
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<td>11</td>
<td>Would you like to receive a list of new AV materials?</td>
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<td></td>
<td>Yes No</td>
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<td>12</td>
<td>Would you like to have periodic subject-area meetings with the librarian to consider your curriculum needs in library materials?</td>
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<td></td>
<td>Yes No Comments</td>
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<td>13</td>
<td>How often do you assign library projects? (English teachers are not to include the four required book reports).</td>
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<td></td>
<td>What are these projects?</td>
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<td>14</td>
<td>Which services would you add if there were more than one librarian?</td>
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<td>15</td>
<td>Write any additional comments that you may have.</td>
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This questionnaire was distributed to all of the 58 teachers at West Junior High. Twenty-nine teachers turned theirs back in.
APPENDIX C

WATERLOO SCHOOLS LIBRARY SURVEY

1. Too many rules (limits number of students).
2. Library is not a pleasant place to come.
3. Too restrictive in movement in halls.
4. Too much "red tape" to get into and out of library.
5. Schedules do not allow movement.
6. No place for groups to work together.
7. No place for groups to talk.
8. Shortage of equipment needed to use materials.
9. Ding-a-lings monopolize the place causing discipline problems.
10. Principal does not actively support IMC.
11. Shortage of personnel.
12. Teachers are not media center orientated.
13. Not enough feedback from classroom teachers.
14. Not enough contact with classroom teachers.
15. Insufficient advance notice of teacher's and student's needs.
16. Too much textbook teaching.
17. Lack of student motivation.
18. Pressure from teachers believing librarians "watch books".
19. General feeling of apathy in relation to media center.
20. Pressure from public that libraries are too expensive.
21. Librarians keep too many statistics.

22. Do not have any long range plans.

This questionnaire was distributed to all librarians in the Waterloo Community Schools. Each librarian was to indicate his ten top problem areas. These are the ten areas marked by the West Junior librarian.
APPENDIX D

RUTGERS -- THE STATE UNIVERSITY
GRADUATE SCHOOL OF LIBRARY SERVICE

IN THE MEDIA CENTER THE FOLLOWING SERVICES ARE REGULARLY PROVIDED

Individual guidance in reading is given through
1. ____ conferences with individuals
2. ____ individualized reading lists
3. ____ assistance in location of reading materials
4. ____ assistance in selection of reading materials
5. ____ parent-teacher-librarian conference
6. ____ conferences with guidance counselor
7. ____ conferences with teacher
8. ____ maintenance of reader interest file for students
9. ____ maintenance of reading records for individuals
10. ____ A vacation reading program is provided for students
11. ____ Books are made available (e.g. long-term loans) for summer reading but there is no program as such

Extended hours of service are available to students
12. ____ after school classes end until 4:30 (or later)
13. ____ on week nights
14. ____ Saturdays and/or Sundays
15. ____ during vacation periods

The media center staff assists young people to develop competency in
16. ____ listening
17. ____ visual literacy
18. ____ reading

Guidance in listening/viewing is given through
19. ____ lists of recommended media
20. ____ posting of information about mass media programs
21. ____ free access to facilities for individual listening/viewing
22. ____ conferences with students about use of media
23. ____ Reserved collections are provided for books and other materials in demand for class needs

Photoduplication service is provided
24. ____ for a fee
25. ____ free of charge
26. ____ free if materials are later deposited in media center
Paperback books are a part of the media center collection. They include:

- multiple copies of books in heavy demand
- paperback books sold by the media center
- paperback books sold by another agency in the school
- paperback books given free to students for personal collection
- paperback books maintained as a special collection in the media center
- paperback books incorporated in the general collection

An interlibrary loan service is provided:

- for teachers
- for students

Information is provided on services and materials available to students at regional and special libraries in the area.

Media Center serves as a clearing house of information for all community resources for education (human, museum, field trips, etc.).

Books in heavy demand are reserved for individual students.

Books in heavy demand are reserved for individual teachers.

Departmental (or auxiliary) resource centers are available for:

- Art
- English
- Math
- Science
- Social Studies
- other (Specify: ________________)

Departmental (or auxiliary) resource centers are provided for:

- students only
- teachers only
- both

Departmental (or auxiliary) resource centers are supervised by media center staff.

- contain reference materials
- circulate materials
- contain print materials
- contain non-print materials
- contain facilities for CAI equipment
- contain equipment for use of other instructional media
- contain dial access facilities

Facilities are provided (carrels and the like) for individual study in the media center.
Orientation is given to new students

Tours of the media center are arranged for school and youth groups

Tours of the media center are arranged for community groups

Instruction in the use of the media center implements a consistent program to develop

- good study habits
- patterns of independent learning
- study and learning skills including use of appropriate non-print media
- critical evaluation of print media
- critical evaluation of non-print media

Instruction in the use of the media center and its resources is provided

- to small groups
- to class groups
- to individuals
- to large groups (larger than class size)
- traditional teaching methods are used
- programmed lessons are used

Such media are used in the center's own instructional program as

- filmstrips
- recordings
- visuals such as slides or transparencies
- CAI
- automatic display or wireless audio distribution
- Media center handbook is available for students (or a section in a school handbook)

Instruction in the use of the media center is integrated with

- English classes
- Science classes
- Math classes
- Social Science classes
- other (Specify: __________ )

A collection of college guides and catalogs is available

- for use in media center
- for home loan
- for guidance office

Vocational materials are available

- for use in media center
- for long-term loan to counselors
- for home use
- for classroom use.
Reference materials are available

90. _____ for home loan
91. _____ for loan to study halls
92. _____ for loan to classrooms
93. _____ for easy and frequent access by students in the center

Materials in microform and equipment are provided for

94. _____ magazines
95. _____ newspapers
96. _____ books
97. _____ otherwise unpublished materials
98. _____ Visits are scheduled for classes for supervised reference work in the media center
99. _____ Staff is specifically assigned to assist in effective use of the reference resources
100. _____ Reference work is handled as an incidental activity of professional staff

Field trips from school to public library are arranged

101. _____ school library takes initiative
102. _____ public library takes initiative
103. _____ Orientation is provided for new faculty
104. _____ Orientation of all faculty is provided for new services
105. _____ Orientation of all faculty is provided for new materials
106. _____ Orientation of all faculty is provided for use of equipment

Regular releases and/or catalogs are provided to faculty

107. _____ new media
108. _____ new services
109. _____ new equipment
110. _____ Arrangements are made for preview of new media
111. _____ A clearing house for all faculty in ordering new equipment, media, etc. is provided
112. _____ Media center handbook for the faculty is provided
113. _____ A checklist of media center services is distributed to faculty

Media center staff regularly consults with faculty on

114. _____ resources in special subject areas
115. _____ services
116. _____ resources for instructional units
117. _____ Teacher/librarian planning keeps media center staff informed of coming assignments
118. _____ Notices for advance warning of assignments, etc., are distributed to faculty
Advance information on assignments, etc., is secured by
118. ___ messenger
119. ___ phone

The media center staff conducts and/or participates
actively in in-service educational programs
120. ___ for media aides (not voluntary assistants)
121. ___ for new media center professional staff
122. ___ for teachers
123. ___ for teacher aides
124. ___ for student teachers

In-service programs for faculty incorporate development
of proficiency in
125. ___ production and use of materials
126. ___ preparation and use of equipment
127. ___ selection and evaluation of media
128. ___ utilization of AM materials for classroom instruc-
tion
129. ___ utilization of books for classroom instruction
130. ___ information on available in-service workshops, 
courses, and educational meetings is supplied
to teachers

Media center staff
131. ___ is represented on the school curriculum committee
132. ___ is not represented but works with such a committee
133. ___ in absence of a committee, nevertheless works
closely with faculty on curriculum
134. ___ serves as a clearing house for textbooks and other
learning materials
135. ___ provides resource collections for classrooms
136. ___ plans classroom presentations with teachers upon
request when they require special media productions
137. ___ works with teachers to develop skill in making use
of media with both small and large groups
138. ___ counsels teachers in the selection of AV materials
139. ___ counsels teachers in the selection of books

Media center staff works with teaching teams (or dept.
groups) in
140. ___ English
141. ___ Social Studies
142. ___ Science
143. ___ other subjects (Specify: ________________)
144. ___ across subject lines

This team activity includes
145. ___ working with teachers as a bibliographical
(analytics) assistant
146. ___ serving as resource consultant
147. ___ working directly with students
148. ___ reorganizing, etc., the media center so as to
facilitate team teaching
149. ___ teaching the use of resources

   Media center staff

150. ___ obtains instructional media (from other sources) upon request of teachers

151. ___ acts as one of the channels of information to teachers regarding student progress, problems, or other appropriate data

152. ___ acts as resource person in the classroom upon request

153. ___ makes available to the faculty through a professional collection knowledge of recent developments in subject areas and the general field of education

School newspaper publicizes

154. ___ school media center activities for teachers and students

155. ___ public library activities for teachers and students

156. ___ reviews and/or annotations of materials

157. ___ film programs

158. ___ radio, television, and other mass media programs

Local newspaper publicizes

159. ___ school media center activities for students and teachers

160. ___ public library activities for students and teachers

161. ___ reviews and/or annotations of materials

162. ___ film programs

163. ___ radio, television, and other mass media programs

164. ___ Book fair is held

165. ___ Radio and television programs are given

Talks to parent groups are given on

166. ___ materials for young adults

167. ___ services for young adults

168. ___ materials about young adults

Talks to youth groups are given on

169. ___ materials for young adults

170. ___ activities for young adults

171. ___ mass media of interest to young adults

Special observance is made of

172. ___ Book Week

173. ___ Spring Book Week

174. ___ National Library Week

175. ___ film awards

Consultation is conducted with other school and public libraries on

176. ___ books for young adults

177. ___ newer media for young adults

178. ___ services for young adults
cooperative activities between school and public libraries

developmental program within the school system

publicizing library "happenings"

Audiovisual materials are available for use in the media center

by students

by teachers

Audiovisual materials available for use in the media center include

8 mm. films
16 mm. films
filmstrips
x tapes
recordings
slides
pictures
maps
scores
programmed materials
transparencies
art prints
study prints
sculpture
globes
models
kits
other (Specify: ________________)

Audiovisual materials available for home use include:

8 mm. films
16 mm. films
filmstrips
tapes
recordings
slides
pictures
maps
art prints
sculpture
transparencies
other (Specify: ________________)

Audiovisual materials available for classroom use include

x 8 mm. films
x 16 mm. films
x filmstrips
x tapes
x recordings
x slides
pictures
maps
Audiovisual equipment available for use in media center includes

226. ___ dial access tape banks
227. x record players
228. x filmstrip projectors
229. ___ 8 mm. film projectors
230. ___ 16 mm. film projectors
231. ___ slide projectors
232. ___ videotape projectors
233. x combination filmstrip/record players
234. ___ other (Specify: __________________________)

Audiovisual equipment available for home use includes

235. ___ 8 mm. film projectors
236. ___ 16 mm. film projectors
237. x filmstrip projectors
238. ___ record players
239. ___ cameras
240. x Cassett recorders
241. ___ previewers
242. x regular tape recorders
243. ___ slide projectors
244. ___ other (Specify: __________________________)

Audiovisual equipment available for classroom use by loan from media

245. ___ 8 mm. film projectors
246. x 16. mm. film projectors
247. x overhead projectors
248. x opaque projectors
249. x filmstrip projectors
250. x record players
251. ___ slide projectors
252. ___ previewers
253. ___ videotape recorders
254. ___ cameras
255. ___ listening stations
256. ___ other (Specify: __________________________)

Information services or self-instructional programs available in the media center through dial access include

257. ___ radio programs
258. ___ recordings
259. ___ audiotape recordings
260. ___ videotape recordings
261. ___ slides
262. ___ filmstrips/films
263. ___ faculty-prepared units or programs
264. ___ commercially-prepared units or programs
265. ___ other (Specify: __________________)

Media center staff
266. ___ obtains delivery to, and pick-up of, media equip­ment at classroom
267. ___ obtains assistance of trained equipment operators when needed
268. ___ attempts to find the source of trouble when physical difficulties with materials and equipment arise
269. ___ schedules use of materials so that conflicts with plans of other are avoided
270. ___ schedules use of equipment so that conflicts with plans of other are avoided
271. ___ provides equipment, space, etc. where faculty may prepare their graphics
272. ___ provides staff to prepare graphics for faculty
273. ___ produces AV materials and assists others in their production
274. ___ is responsible for the care and maintenance of AV equipment

Group guidance in reading is given through
22a ___ book discussion with class groups
22b ___ book talks on resources for study units
22c ___ book talks on recreational or "free" reading
22d ___ distribution of reading lists
22e ___ displays and exhibits

The x's indicate the services of the West Junior library.

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