

1974

A Descriptive Survey of the Use of Adult Volunteers in the Public High School Media Centers in the State of Iowa

Sharon Lea Hughes McTurk
University of Northern Iowa

Let us know how access to this document benefits you

Copyright ©1974 Sharon Lea Hughes McTurk

Follow this and additional works at: <https://scholarworks.uni.edu/grp>

Recommended Citation

McTurk, Sharon Lea Hughes, "A Descriptive Survey of the Use of Adult Volunteers in the Public High School Media Centers in the State of Iowa" (1974). *Graduate Research Papers*. 3827.

<https://scholarworks.uni.edu/grp/3827>

This Open Access Graduate Research Paper is brought to you for free and open access by the Student Work at UNI ScholarWorks. It has been accepted for inclusion in Graduate Research Papers by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Offensive Materials Statement: Materials located in UNI ScholarWorks come from a broad range of sources and time periods. Some of these materials may contain offensive stereotypes, ideas, visuals, or language.

A Descriptive Survey of the Use of Adult Volunteers in the Public High School Media Centers in the State of Iowa

Find Additional Related Research in UNI ScholarWorks

To find related research in UNI ScholarWorks, go to the collection of [School Library Studies Graduate Research Papers](#) written by students in the [Division of School Library Studies](#), Department of Curriculum and Instruction, College of Education, at the University of Northern Iowa.

Abstract

Library literature indicates a growth in the use of volunteers in libraries. The purposes of this study were three fold. it was designed to determine if volunteers are serving in high school library-media centers in the state of Iowa. In those centers where volunteers were not used, the reasons for not utilizing volunteers were ascertained. The third function of this study was to learn how volunteers are contributing to the media centers that engage their services.

A DESCRIPTIVE SURVEY OF THE USE OF ADULT VOLUNTEERS
IN THE PUBLIC HIGH SCHOOL MEDIA CENTERS
IN THE STATE OF IOWA

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

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

by
Sharon Lea Hughes McTurk

July 1974

Read and approved by

Leah Hiland

Elizabeth Martin

Accepted by Department
Elizabeth Martin

Date July 17, 1974

TABLE OF CONTENTS

	Page
LIST OF TABLES.....	iv
Chapter	
I. THE PROBLEM.....	1
Introductory Paragraphs.....	1
Statement of the Problem.....	1
Importance of the Study.....	2
Limitations of the Study.....	2
Definition of Terms.....	3
II. REVIEW OF RELATED LITERATURE.....	4
Value of Voluntarism.....	4
Tasks Done by Volunteers.....	5
Problems Involved with Voluntarism.....	7
III. DESIGN OF THE STUDY.....	11
IV. ANALYSIS OF THE DATA.....	13
V. RESULTS OF THE QUESTIONNAIRE.....	14
VI. ASSUMPTIONS OF THE STUDY.....	18
VII. CONCLUSION.....	25
BIBLIOGRAPHY.....	26
APPENDIXES.....	28
PILOT STUDY COVER LETTER.....	28
DEFINITIONS FOR THIS STUDY.....	29
PILOT STUDY QUESTIONNAIRE.....	30
FINAL COVER LETTER.....	32
FINAL QUESTIONNAIRE.....	33

LIST OF TABLES

Table		Page
1.	Media Centers Using Adult Volunteers.....	14
2.	Responses Indicated for Not Using Adult Volunteers According to Size of the Media Centers.....	15
3.	Percentage of Time Spent by Professional Media Specialists Doing Professional and Nonprofessional Tasks.....	20
4.	Percentage of Time Spent by Professional Media Specialist Doing Professional and Nonprofessional Tasks According to Size of Media Centers.....	21
5.	Staff of Participating Media Centers.....	23

Chapter I

The Problem

Introductory Paragraphs

In this country there has been extensive use of volunteers in public service for many years; however, emphasis on volunteers in libraries has been somewhat limited to the last two decades.¹

One significant event indicating an interest in volunteers by libraries was the adoption of guidelines by the American Library Trustee Association Board of Directors in January 1971. It was recommended that these guidelines be considered by libraries which are planning a volunteer program.

The introduction to the guidelines explains the contributions that can be made by volunteers. Volunteers add new talents and ideas, contribute time and energy, and provide public relations for the library. The guidelines also suggest that in the future there will be a growth in voluntarism as increased leisure time permits more people to contribute their services and because financial problems encountered by libraries will create a need for volunteers.²

Statement of the Problem

Library literature indicates a growth in the use of volunteers in libraries. The purposes of this study were three fold. It was designed to determine if volunteers are serving in high school library-media centers in the state of Iowa. In those centers where

¹American Library Trustee Association Board of Directors, "Volunteers in the Library: Guidelines for Good Service," Kansas Library Bulletin, (Vol. 40, 1971 No. 3) p. 23.

²Ibid.

volunteers were not used, the reasons for not utilizing volunteers were ascertained. The third function of this study was to learn how volunteers are contributing to the media centers that engage their services.

Importance of the Study

At this time when many school districts are having difficulties staying within their budgets, every effort must be made to determine how schools can offer the needed programs to the students and continue the desired quality of these programs. One possible solution is to use volunteers to perform nonprofessional tasks, thus freeing the professional staff to concentrate on professional responsibilities.

For media specialists who are considering the implementation of a volunteer program, it would be beneficial to know why other media specialists have elected not to use volunteers or to know how those who are utilizing volunteers are assigning tasks to be performed by the volunteers. Knowledge concerning the experiences of other media specialists could result in the reduction of problems for the novice.

Limitations of the Study

This study was limited to a universe consisting of the state of Iowa, and it did not attempt to survey all of the school systems, only a random sampling of the public high schools.

Further limitations were placed on the extent of coverage of the use of volunteers. This study did not cover such aspects of voluntarism in media centers as the means of recruitment, training, and methods of evaluating volunteers; these will be left for future re-

search.

Definition of Terms

High school-may include grades 9 through 12, but does not require that 9th grade be included. Therefore the organization of the high school may be 9-12 or 10-12.

Professional librarian-media specialist-an individual who has a broad professional preparation in educational media³ and who holds a school librarian endorsement.

Professional audio-visual personnel-an individual who has a broad professional preparation in educational media and who holds an educational media endorsement.

Adult nonprofessional personnel-a media staff member with clerical, secretarial, simple maintenance or graphic production skills.

Student assistants-students who work in the media center regardless of circumstances. They may be volunteers, working for class credit or work-study students.

³American Association of School Librarians and the Department of Audiovisual Instruction of the National Education Association and others, Standards for School Media Programs (Chicago and Washington, D. C., 1969) p. xv.

Chapter II

REVIEW OF RELATED LITERATURE

Value of Voluntarism

Hasenbein provides an excellent explanation for considering the development of a volunteer program for the media center:

With the increasing realization of the vital role that the high school library or media center should play in education, the library volunteer has become indispensable if maximum benefits are to be derived from the center. To obtain these benefits, sufficient personnel must be available to provide these services for the patrons. Many of these services consist of routine tasks and can be performed by persons other than trained librarians or media specialists. In too many instances the librarian's professional services are reduced to a minimum because of the lack of adequate personnel to perform the variety of urgent, unavoidable tasks which could be performed by others.⁴

The purposes for using adult volunteers given by the Marshalltown, Iowa, School Volunteer Program furnishes further justification for developing a volunteer program. Volunteers "help increase the educational attainment of children," as more contact hours can be spent by adults with the students. This can be achieved either by the volunteer working directly with the students

⁴Francine, Hasenbein, "The Care and Time Given to Volunteers Pays off," Catholic Library World, April 1971, p. 531.

or the volunteer doing other tasks freeing the librarian-media specialist to spend more time with the students. In addition to having more time with the students the ratio between the librarian-media specialist and students can improve.

Yvonne Davidsen, Marshalltown Volunteer Coordinator, goes on to state that ~~that~~ volunteers, "provide enrichment beyond those that the school can provide." Volunteers bring with them their special interest, talents and ideas to contribute to those of the school staff. Voluntarism also "helps promote a greater school-community involvement." When more people in the community are working in the school with the faculty a better understanding of the school's programs, difficulties, and latest educational innovations develops. Well informed volunteers can share this knowledge with their friends and they are often more influential than a professional person at this public relations.⁵

Tasks Done by Volunteers

In regard to specific tasks a volunteer might perform, Hasenbein suggest that the volunteer could be responsible for the manning of the circulation desk. Volunteers could also record incoming periodicals, write overdue notices if the library-media center use\$ them and do routine typing.⁶

The "Guidelines" include a list of suggestions for volunteer work; they contain such ideas as; preparation of picture files, taking pictures or slides, con-

⁵Yvonne Davidsen, "School Volunteer Program: Fact Sheet," (Marshalltown, Iowa).

⁶Op Cit., Hasenbein, p. 532.

ducting discussion groups in the library-media center, shelving returned materials, mending media center materials, and preparing and collecting materials for a vertical file.⁷

The use of volunteers when doing an inventory of the collection was suggested by Norton.⁸

In the literature the most comprehensive list of tasks that could be performed by nonprofessionals, either volunteers or paid paraprofessionals, was compiled by O'Bruba and Mika. It consists of:

Administration

Receiving visitors
 Duplication of materials
 Delivering messages
 Taking supplies and equipment inventory
 Keeping office files
 Routine correspondence
 Initiating newly planned library activities

Public Relations

Making library posters
 Library art work
 Preparing and distributing publicity materials

Material Selection and Acquisition

Compiling simple bibliographical data
 Making order cards
 Typing orders to dealers
 Opening and filing materials
 Checking book invoices
 Selection of materials for inclusion in vertical files

Cataloging and Classification

Applying call numbers to books
 Making shelf listings
 Filing cards

⁷Op. Cit., American Library Trustee Association Board of Directors, p. 24.

⁸Eloise Norton, "School Libraries and Volunteer Help," Peabody Journal of Education, July 1965, p. 19.

Cataloging and Classification (continued)

Care of card catalog

Opening new books

Placing book plates, pockets, and date slips in books

Lettering and labeling books

Reinforcing books

Making covers

Circulation

Discharging books

Care of the circulation desk

Issuing overdue notices

Sorting and filing book cards

Renewing and receiving books

Assistance to Students

Offering directional information

Preparing bulletin boards and displays

Instruction in the use of multi-media equipment

Administer interest questionnaires

Housekeeping

Repairing books

Making claims and adjustment requests

Duplicating and inserting missing pages

Inspecting books

Disposing of old materials

Shelving and filing books

Preparation of acquisition lists⁹Problems Involved with Voluntarism

It would appear that a strong case could be made for using volunteers; however, there are writers who point out problems that can arise in a volunteer program.

In a publication by the Association for Childhood Education International, they bring out some points for consideration when using volunteers in education. These thoughts are applicable to one segment of the education system, the media center. When the physical

⁹William O'Bruba and Joseph Mika, "New Dimensions in Innovation," Learn Today, Summer 1973, p. 23-24.

space is so overcrowded that there is no room for more people, volunteers should not be used since they need adequate working space.

Another factor for consideration is a limited schedule may not permit the media specialist to devote time training the volunteers which is essential for an effective volunteer program.¹⁰ A librarian-media specialist may spend much time and effort training volunteers who have not committed themselves permanently to a volunteer program.¹¹

The sixth principle in the Guidelines states, "Volunteers should not supplant or displace established position spaces."¹² This idea is expressed in many articles on volunteers, including the 1969 Standards which says:

The volunteer service rendered by parents can have value, but it is not a substitute for trained and salaried workers. Provision should be made for a sufficient number of paid staff members to handle all secretarial, clerical and maintenance work.¹³

A recent incident at the University of California at Berkeley demonstrates the concern over the use of volunteers when two library unions at the University played a major role in the prevention of the adoption

¹⁰Association for Childhood Education International, Aid to Teachers, (Washington, D. C., 1968)

¹¹Helen C. Goodman, "Volunteers in El Paso" Library Journal, May 1, 1972, p. 1676.

¹²Op. cit., American Library Trustee Association Board of Directors, p. 23.

¹³Op. cit., American Association of School Librarians, p. 16.

of a proposal to use volunteers in campus libraries.¹⁴

In response to this attitude, people such as Burkhart would reply that when it comes to a choice between not being able to offer services to students or using volunteers, the logical decision would be to turn to volunteers.¹⁵

In addition to the fear over loss of jobs, Warner points out that some librarian-media specialists are concerned about maintaining professionalism and standards.¹⁶ At one time, and even today in many instances, the library was run by laymen; therefore, there is justification for concern. However, the professionals should be able to contribute knowledge and skills beyond the nonprofessionals and ensure their position. Warner suggests that some insecure librarians may lack confidence in their knowledge and skills, and fear that the volunteer, given experience, may be as good as themselves.¹⁷

Although there are articles describing library-media center volunteer programs, a search of the literature reveals only one study pertaining to the use of volunteers in library-media centers. Warner explains a survey of 55 ALA-accredited schools of library science in the United States and Canada to determine what, if anything, they teach about volunteers and voluntarism. This

¹⁴"Berkeley Library Unions Win Volunteer Issue," Library Journal, August 1973, p. 2225.

¹⁵Ann Strayer Burkhart, "The Trained Volunteer and Elementary Library," American School Board Journal, March 1965, p. 15.

¹⁶Alice Sizer Warner, "Voluntarism and Librarianship," Library Journal, April 1, 1972, p. 1241.

¹⁷*ibid.*, p. 1243

survey demonstrated that it was only mentioned at some schools and in other schools the subject was not even brought up.¹⁸

The fact that a search of the literature resulted in a number of articles explaining the benefits, problems, methods for setting up a program and guidelines on the use of volunteers, but only one study on the use of volunteers would seem to indicate a need to determine the current status of the utilization of volunteers in the library-media centers.

¹⁸Ibid., p. 1242.

Chapter III

DESIGN OF THE STUDY

To determine the current status of volunteer utilization in Iowa, questionnaires were sent to a randomly selected list of public high school librarian-media specialists.

Those schools that were included in the study were selected by making a list of the high school attendance centers with the aid of the Iowa Educational Directory.¹⁹ The names of the attendance centers were used rather than the names of the school districts to ensure equal representation of the attendance centers in the large urban areas. A total of 468 attendance centers was tabulated. Names were drawn; the names were returned to the box after each drawing and the drawing continued until 57 different names were obtained. The first ten were used for the pilot study; the remainder were used in the actual study. Forty-seven school attendance centers were used for ten percent of the total number.

For the pilot study a questionnaire, list of definitions and an accompanying coverletter (see pages 28-31) were mailed to the ten selected schools.

The questionnaire (pp. 30, 31) asked background questions pertaining to the number of students using the media center and the number of personnel working in the center for the purpose of determining the responsibility of the media specialist in terms of students.

¹⁹State of Iowa, Department of Public Instruction, Iowa Educational Directory: 1973-1974.

The main focus of the questionnaire was on whether the media centers were using volunteers, how they used them or why they did not use them.

The pilot study indicated a need for only a few minor changes in the questionnaire. Question number 3 was originally included to obtain some indication of the approximate percentage of time spent by the media specialist doing professional task and nonprofessional task. It was not intended that the total percentage equal 100 percent since not all possible tasks were included. However, most of those answering apparently assumed that their answers should total 100 percent. The one exception had 195 percent. A note was placed on the final questionnaire by that question explaining that the total need not equal 100 percent but must not exceed 100 percent.

It was suggested by a media specialist answering a pilot questionnaire that the first response to question five was double-barralled; this was corrected.

The researcher decided that there should be some way of analyzing the extent to which volunteers were being used. Two more questions were added to the final questionnaire. One asked the number of hours being contributed by volunteers; the other inquired about the number of volunteers being used.

A copy of the revised questionnaire that was sent on May 4, 1974 to the forty-seven schools is included in the appendix.

Chapter IV

ANALYSIS OF THE DATA

Of the forty-seven questionnaires used in the final study 33 were answered and returned. Four questionnaires out of the ten pilot study questionnaires were answered. Since none of the four pilot study respondents used volunteers, the two questions added to the final study did not affect the use of these questions in the final results. The thirty-seven questionnaires made 7.9% of the total population.

The responses to the questionnaire were tabulated by the response counting method. The number of responses to each item was recorded, and where a better understanding of the situation could be obtained by the use of percentages, percentages were calculated.

Further examination of the status of volunteers was obtained by dividing the media centers according to the amount of students served. The centers were grouped into four categories; those serving 249 students and less, 250-499, 500-999, and those with 1,000 students and over. In the group serving 500-999 students there was only one school; because of this, that category is the one where the information is the least reliable. Percentages were figured for the responses within ~~in~~ these categories as well as for the total amount.

To obtain the percentage of time spent by the media specialist doing professional and nonprofessional tasks, the percentages given by the respondents were totaled. Seven media specialists either chose not to answer this question or answered it in such a manner that their answers were invalid. Since they answered the other questions their questionnaires were not eliminated, only the one question.

Chapter V

RESULTS OF THE QUESTIONNAIRE

The tabulation of the thrity-seven questionnaires revealed one media center using adult volunteers and the remaining thirty-six were not using volunteers. In percentage this is equivalent to 2.7 percent using adult volunteers and 97.3 percent not utilizing adult volunteers.

Table 1

Media Centers Using Adult Volunteers

Using adult volunteers	Number	Percentage
No	36	97.3%
Yes	1	2.7

The one media center utilizing the services of ~~services of~~ adult volunteers serves 168 pupils. It is staffed by one professional librarian-media specialist and 25 student assistants. Two to three volunteers from the local Parent Teachers Association contribute a total of approximately one-half hour per week. The tasks they perform are preparation of a clipping and vertical file and writing letters to request free and inexpensive materials. The media specialist noted that this school district has a most satisfactory volunteer program in the elementary school but the program is not well established at the secondary level at this time.

Of those media centers reporting they did not utilize the services of adult volunteers the largest number, 17 or 47 percent indicated they had never considered the use of volunteers (Table 2). This is compatible with Warner's study which explained that most

Table 2

Responses indicated for Not using Adult Volunteers
According to Size of the Media Centers

School Categories by student enrollment

Responses	0-249		250-499		500-999		1000-up		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Have been unable to recruit any.	0	0	2	14%	0	0	0	0	2	5%
Do not have space for them to work.	6	35%	3	21%	0	0	1	20%	10	27%
Have adequate staff and do not need volunteers.	2	12%	3	21%	1	100%	5	100%	11	30%
Do not have time to recruit and train volunteers.	3	18%	4	29%	0	0	2	40%	9	24%
Have used volunteers in the past and they proved unsatisfactory	0	0	0	0	0	0	0	0	0	0
Believe the use of volunteers might result in the loss of paid help.	0	0	1	7%	0	0	0	0	1	3%
Have never considered using volunteers before.	11	65%	6	42%	0	0	0	0	17	47%
Other reasons.	3	18%	1	7%	0	0	0	0	4	11%
	25		20		1		8		54	

most schools of library science either did not mention the use of adult volunteers or they placed little emphasis on the subject.²⁰ Those that have never considered using volunteers before were those centers from the two groups with the smallest number of students served by the centers.

The two groups of the smallest media centers had nine responses reporting they did not have space for the volunteers to work. This was given only once as a reason by the media centers serving larger numbers of students. The media specialist from this center stated that the school is growing extremely rapidly because of a new industry in the district.

Those designating a lack of time to recruit and train volunteers were from centers of both the small and larger sizes.

All four categories had media specialists responding that they had adequate staff and did not need volunteers; however, as the number of students served by the media center increased the percentage of those responding to this explanation also increased.

Only two media specialists said they had been unable to recruit volunteers, while one stated the use of volunteers might result in the loss of paid nonprofessional help. This media specialist evidently believed in this strongly because he/she put two check marks by this response.

There were no media specialists who had used adult volunteers in the past and found them to be unsatisfactory. Having never used them would coincide with the high percentage who had never considered the use of adult volunteers.

²⁰ Loc. cit., Warner.

Those media specialists who added responses in the space provided, indicated the following reasons for not using adult volunteers:

Faculty is too small and budget too small to need their help.

A hesitancy of the administration to have outside non-certified people in daily attendance.

We have student librarians that do much of the work that adult volunteers would probably do.

District does provide clerical help, so prefer this dependable, regular assistance to untrained volunteers.

Chapter VI

ASSUMPTIONS OF THE STUDY

For this study the following tasks were considered professional responsibilities: selection of materials, classifying and cataloging materials, informal instruction of students in the use of the media center, working with faculty as a member of a curriculum committee, and providing inservice education to teachers in the use of the media center.

Those tasks that were defined as nonprofessional duties are: processing materials, manning the circulation desk, shelving materials, typing, sending overdue notices and repairing materials.

This division of professional and nonprofessional tasks is in agreement with the Standards for School Media Programs.²¹

It was assumed by the researcher that in any media center where the professional librarian-media specialist is spending over 12 percent of her/his time performing those tasks considered nonprofessional, the services of an adult volunteer could be utilized for at least one hour a day. This is based on an eight hour day; 12 percent of which would equal 57 minutes.

For question three of the questionnaire the respondents were to give the approximate percentage of school time they spent performing the twelve professional and nonprofessional tasks. The tasks were not labeled professional and nonprofessional, so the respondents

²¹Op. cit., American Library Trustee Association, p. 16-18.

would not be biased in their answering the question. All possible tasks were not listed, but there were six typical professional tasks and six typical nonprofessional tasks given so although the final results were not an absolute description of how the media specialists allotted their time the figures should approximately represent the division of time by the professionals.

Table 3 (page 20) reveals of the thirty who answered the question only four media centers have professionals who are spending less than 12 percent of their time performing nonprofessional tasks. Of those four, one is spending very little of her/his time in either professional or nonprofessional tasks in the media center because he/she has only a one-fourth time position as media specialist.

Table 4 (page 21) demonstrates that media specialists serving the smaller media centers spend more of their time doing nonprofessional tasks than the specialists from the larger centers, and with the exception of the third category, as the size of the pupils served by the media center increases the amount of time spent by the professional in a nonprofessional role decreases.

These figures support the assumption that there is a need for nonprofessionals in the high school media centers in Iowa and predominantly in the smaller media centers where the media specialists are spending nearly as much time doing nonprofessional responsibilities as professional responsibilities. One solution for the need for nonprofessional help would be the use of adult volunteers.

The 1969 Standards for School Media Programs states, "...it is recommended that at least one media technician and one media aid be employed for each professional media specialist in schools of 2000 or fewer students," and that each "media center have one full-time media specialist for every 250 students, or major

Table 3

Percentage of Time Spent by Professional Media Specialists
Doing Professional and Nonprofessional Tasks

Number of Students Served by Center	Professional Time	Nonprofessional Time
128	17%	48%
130	35%	20%
150	60%	30%
150	54%	39%
161	50%	40%
168	42%	40.5%
180	30%	61%
200	70%	30%
200	30%	70%
200	25%	65%
200	10%	30%
200	15%	5%
200	25%	25%
210	44%	33%
217	— [*]	—
225	32%	25%
240	68%	33%
250	24%	75%
270	—	—
280	64.5%	29.5%
300	—	—
300	—	—
315	67%	33%
348	33.5%	28%
350	35%	0
377	37%	55%

* 7 Media specialists did not clearly indicate time spent at various tasks.

↓ Explain why 2 percentages don't equal 100%; it's in text, but better repeat here.

Table 3 (continued)

Number of Students Served by Center	Professional Time	Nonprofessional Time
380	26%	22%
421	66%	17%
425	38%	56%
480	—	—
490	—	—
700	95%	0
1200	—	—
1400	40%	22%
1550	57%	10%
1550	58%	14%
1782	57%	37%
Total	1317%	980%

Table 4

Percentage of Time Spent by Professional Media Specialists Doing Professional and Nonprofessional Tasks According to Size of Media Centers.

Size of Media Center	Total Number in Category	Number Responding	Total Percent Professional	Average Percent Professional	Total Percent Nonprofessional	Average Percent Nonprofessional
0-249	17	16	607%	38%	599.5%	37%
250-499	14	9	409	45%	297.5%	33%
500-999	1	1	95	95%	0	0
1000-up	5	4	206	52%	83%	21%

fraction thereof."²²

The Standards define a media technician as "a media staff member who has training below the media specialist level," and a media aid is "a staff member with clerical or secretarial competencies."²³

For this study an adult nonprofessional personnel was defined broadly enough to include both positions. A check of Table 5 (page 23) reveals only 3 media centers (425, 700, 1550) where the adult nonprofessional and professional ratio is equal to the 2:1 ration recommended by the Standards. In all three of these centers the number of professionals is less than that suggested by the Standards. If the number of professionals was increased in those three centers the number of nonprofessionals would be inadequate in all of the media centers in this study based on the Standards.

If student assistances¹³ are filling the nonprofessional role, at the very least it would take two students for each class period, and before and after school time, for approximately 14 students each day. Only four media centers are using 14 or more student assistance.

Based on the statistics of the supportive staff in Iowa media centers and the percentage of time spent by professionals doing nonprofessional work, more nonprofessional help is required in Iowa media centers.

²²Ibid., 12-17. ²³Ibid., p. xv.

Table 5

Staff of Participating Media Centers

Number of Students Served by Center	Professional Media Specialist	Professional Audio-Visual Specialist	Adult Non-Professional Personnel	Student Assistants
128	1			
130	1			
150	1		1	
161	1			14
168	1			25
180	1			
200	1			13
200	1			6
200	1			2
200	$\frac{1}{2}$			10
200	$\frac{1}{4}$			12
200	1			4
210	1			4
217	1			12
225	$\frac{1}{2}$			19
240	1			2
250	1			1
270	1			
280	1		1	1
300	1			4
300	1		$\frac{1}{2}$	3
315	1			5
348	1			
350	$\frac{1}{4}$		1	6
377		one*		8
380	1			

*Respondents combined the two position indicating to the researcher they hold certification as librarian and in-educational media.

Table 5 (continued)

Number of Students Served by Center	Professional Media Specialist	Professional Ausio-Visual Specialist	Adult Non-Professional Personnel	Student Assistants
421	1		$\frac{1}{2}$	12
425	1		2	
480	$\frac{2}{3}$		1	
490	1			10
700	one		3	
1200	1		1	85
1400	2	1	3	15
1550	2		5	2
1550	2		2	5
1782	2	1	1	3

Chapter VII

CONCLUSION

The results of this study demonstrate very little use of adult volunteers is being made in Iowa's public high school media centers at the present time.

The explanation most often given for not using volunteers was the media specialists had never considered using volunteers before.

The media center has adequate staff and does not need volunteers was the second most common response; however an analysis of the time spent by the professional media specialists doing nonprofessional tasks, and an examination of the supportive staff of the media center shows a need for additional nonprofessional help.

Other reasons for not using adult volunteers includes: the media centers do not have enough space for volunteers to work, and the media specialists did not have time to recruit and train the volunteers.

In the one media center where volunteers were being used, two or three volunteers worked a total of one half hour a week. Their responsibilities were working with the verticle file and writing letters requesting free and inexpensive materials.

BIBLIOGRAPHY

- Association for Childhood Education International, Aid to Teachers. Washington D. C.: 1968.
- American Association of School Librarians and the Department of Audiovisual Instruction of the National Education and others. Standards for School Media Programs. Chicago, Illinois: American Library Association, 1969.
- American Library Trustee Association Board of Directors, "Volunteers in the Library: Guidelines for Good Service," Kansas Library Bulletin, Vol. 40, 1971, No. 3, pp. 23-24.
- "Berkeley Library Unions Win in Volunteer Issues," Library Journal, August 1973, p. 2225.
- Burkhart, Ann Strayer, "The Trained Volunteer and the Elementary Library," American School Board Journal, March 1965, pp. 15-16.
- Davidson, Yvonne, "School Volunteer Program: Fact Sheet," Marshalltown, Iowa.
- Goodman, Helen C., "Volunteers in El Paso," Library Journal, May 1, 1972, pp. 1675-1677.
- Hasenbein, Francine, "The Care and Time Given to Volunteers Pays Off," Catholic Library World, April 1973, pp. 531-535.
- Jamer, Margaret T., School Volunteers, Public Education Association: New York, 1961.
- Janowitz, Gayle, Helping Hands, The University of Chicago Press: Chicago, 1965.
- Jenkins, Harold, "Volunteers in the Future of Libraries," Library Journal, April 15, 1972, pp. 1399-1403.
- Middleton, Dorothy T., "Jills-of-All-Trades--The Volunteers," Wilson Library Bulletin, September 1943, pp. 36-37.
- Norton, Eloise, "School Libraries and Volunteer Help," Peabody Journal of Education, July 1965, p. 18-20.
- O'Bruba, William and Joseph Mika, "New Dimensions In Innovation," Learn Today, Summer 1973, pp. 22-24.

Parsons, Mary P., "One Library's Volunteers," Wilson Library Bulletin, September 1943, pp. 34-35.

Sigman, Elaine B., "Library Aid Volunteers," Adult Leadership, April 1964, pp. 295-296.

State of Iowa Department of Public Instruction, Iowa Education Directory: 1973-1974 School Year.

Warner, Alice Sizer, "Voluntarism and Librarianship," Library Journal, April 1, 1972, pp. 1241-1244.

APPENDIX

PILOT STUDY COVER LETTER

Box 241
Conrad, Iowa 50621
April 15, 1974

Dear Librarian-Media Specialist:

As a graduate student in the Department of Library Science at the University of Northern Iowa, I am conducting a research study on the use of adult volunteers in the public high school library-media centers in the state of Iowa.

In order to obtain the needed information, I have randomly selected high school library-media centers from the state. Since your school was one of those selected for the pilot study, I would like to ask you to complete the questionnaire. I have left space on the questionnaire for your comments on any item that you had difficulty answering or for suggestions you would care to make. Your help will be greatly appreciated.

The answers to the questionnaire are confidential; the information will be used for statistical purposes only, and the results will not reveal the names of individual schools.

Please return the questionnaire in the stamped, return addressed envelope which has been provided for you by April 25. Thank you for your cooperation and contribution to this study.

Sincerely,

Sharon McTurk

Enclosures: Definitions and Questionnaire.

DEFINITIONS FOR THIS STUDY

HIGH SCHOOLS-may include grades 9 through 12, but does not require that 9th grade be included. Therefore the organization of the high school may be 9-12 or 10-12.

PROFESSIONAL LIBRARIAN-MEDIA SPECIALIST-an individual who has a broad professional preparation in educational media and who holds a school librarian endorsement.

PROFESSIONAL AUDIO-VISUAL PERSONNEL-an individual who has a broad professional preparation in educational media and who holds an educational media endorsement.

ADULT NONPROFESSIONAL PERSONNEL-a media staff member with clerical, secretarial, simple maintenance or graphic production skills.

STUDENT ASSISTANTS-students who work in the media center regardless of circumstances. They may be volunteers, working for class credit or work-study students.

ADULT VOLUNTEERS-an adult member of the community who is working in the media center without any financial rewards.

STUDY OF THE USE OF ADULT VOLUNTEERS
IN THE PUBLIC HIGH SCHOOL MEDIA
CENTERS IN THE STATE OF IOWA

If possible this should be answered by someone who holds a school librarian endorsement.

1. How many students does the media center serve?
_____.
2. Please indicate the number of personnel in the media center.
 - _____ Professional librarian-media specialist.
 - _____ Professional audio-visual personnel.
 - _____ Adult, nonprofessional personnel.
 - _____ Student assistants.
3. Approximately what percentage of school time is spent in one month by the professional librarian-media specialist performing the following tasks:
 - _____ Selection of materials.
 - _____ Classifying and cataloging materials.
 - _____ Processing materials.
 - _____ Informal instruction of students in the use of the media center.
 - _____ Formal instruction of students in the use of the media center.
 - _____ Manning the circulation desk.
 - _____ Shelving materials.
 - _____ Working with faculty as a member of a curriculum committee.
 - _____ Typing.
 - _____ Providing inservice education to teachers in the use of the media center.
 - _____ Sending overdue notices.
 - _____ Repairing materials.

Because this study concerns the use of volunteers in the high school, please answer questions 4-7 only as the use of adult volunteers pertains to the high school. For this study high school will be defined as grades 9 through 12 or graded 10 through 12.

4. Do you utilize the services of adult volunteers in the high school media center?
 - _____ no.
 - _____ yes.

If you answered question number 4, no, please answer questions 5 and 6. If you answered it yes, skip to question number 7.

5. Check the correct explanation or explanations for not using adult volunteers.
 - _____ Have considered using volunteers, but have been unable to recruit any.
 - _____ Do not have space for them to work.
 - _____ Have adequate staff and do not need volunteers.
 - _____ Do not have time to recruit and train volunteers.

Have used volunteers in the past and they proved unsatisfactory.
 Believe the use of volunteers might result in the loss of paid nonprofessional help.
 Have never considered using volunteers before.
 Other reasons. _____

6. If you have used adult volunteers in the past and they proved unsatisfactory, please check the reason or reasons for discontinuing their use.

Could not find enough work for them to do.
 They did not work well with the students.
 They could not be depended upon to work as scheduled.
 Volunteers did not have necessary skills.
 There were conflicts between the volunteers.
 They would discuss school matters outside of the school.
 Other reasons. _____

7. What tasks do the volunteers perform in the media center?

Manning a circulation desk.
 Preparation of a clipping and vertical file.
 Shelving returned materials.
 Processing materials.
 Classifying and cataloging materials.
 Informal instruction of students in the use of the media center.
 Mending library materials.
 Preparing displays and bulletin boards.
 Sorting mail and recording incoming periodicals.
 Typing bibliographies, catalog cards and correspondence.
 Other. _____

Thank you for completing this questionnaire. Would you know comment on any questions you had difficulty answering and add any suggestions you might have for making this questionnaire more meaningful.

FINAL COVER LETTER

Box 241
Conrad, Iowa 50621
May 3, 1974 .

Dear Librarian-Media Specialist:

As a graduate student in the Department of Library Science at the University of Northern Iowa, I am conducting a research study on the use of adult volunteers in the public high school library-media centers in the state of Iowa.

In order to obtain the needed information, I have randomly selected high school library-media centers from the state. Since your school was one of those selected, I would like to ask you to complete the questionnaire.

The answers to the questionnaire are confidential; the information will be used for statistical purposes only, and the results will not reveal the names of individual schools.

Please return the questionnaire in the stamped, return-addressed envelope which has been provided for you by May 24. Thank you for your cooperation and contribution to this study.

Sincerely,

Sharon McTurk

Sharon McTurk
Graduate Student

Enclosures: Definitions and Questionnaire.

STUDY OF THE USE OF ADULT VOLUNTEERS
IN THE PUBLIC HIGH SCHOOL MEDIA
CENTERS IN THE STATE OF IOWA

If possible this should be answered by someone who holds a school librarian endorsement.

1. How many students does the media center serve?
_____.
2. Please indicate the number of personnel in the media center. See definitions.
 _____ Professional librarian-media specialist.
 _____ Professional audio-visual personnel.
 _____ Adult nonprofessional personnel.
 _____ Student assistants.
3. Approximately what percentage of school time is spent in one month by the professional librarian-media specialist performing the following tasks: (This need not total 100% since this may not include all possible tasks. Please do not exceed 100%)
 _____ Selection of materials.
 _____ Processing materials.
 _____ Informal instruction of students in the use of the media center.
 _____ Formal instruction of students in the use of the media center.
 _____ Manning the circulation desk.
 _____ Shelving materials.
 _____ Working with faculty as a member of a curriculum committee.
 _____ Typing.
 _____ Providing inservice education to teachers in the use of the media center.
 _____ Sending overdue notices.
 _____ Repairing materials.

Because this study concerns the use of adult volunteers in the high school, please answer questions 4-9 only as the use of adult volunteers pertains to the high school. For this study high school will be defined as grades 9 through 12 or grades 10-12.

4. Do you utilize the services of adult volunteers in the high school media center?
 _____ no.
 _____ yes.

If you answered question 4, no, please answer questions 5 and 6. If you answered it yes, skip to question 7.

5. Check the correct explanation or explanations for not using adult volunteers.

- Have been unable to recruit any.
 Do not have space for them to work.
 Have adequate staff and do not need volunteers.
 Do not have time to recruit and train volunteers.
 Have used volunteers in the past and they proved unsatisfactory.
 Believe the use of volunteers might result in the loss of paid nonprofessional help.
 Have never considered using volunteers before.
 Other reasons. _____

6. If you have used adult volunteers in the past and they proved unsatisfactory, please check the reason or reasons for discontinuing their use.
- Could not find enough work for them to do.
 They did not work well with the students.
 They could not be depended upon to work as ascheduled.
 Volunteers did not have necessary skills.
 There were conflicts between volunteers.
 They would discuss school matters outside of school.
 Other reasons. _____

7. If you use adult volunteers, how many do you have in your adult volunteer program?
8. Approximately how many hours a week do volunteers work in the media center?
 _____.
9. What tasks do the volunteers perform in the media center?
- Manning the circulation desk.
 Preparation of a clipping and vertical file.
 Shelving returned materials.
 Processing materials.
 Classifying and cataloging materials.
 Informal instruction of students in the use of the media center.
 Mending library materials.
 Preparing displays and bulletin boards.
 Sorting mail and recording incoming periodicals.
 Compiling bibliographies, catalog cards and correspondence.
 other. _____

Thank you