

1996

Use of the Iowa Locator in School Library Media Classes

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Use of the Iowa Locator in School Library Media Classes

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Abstract

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This was a descriptive study using a questionnaire survey methodology. The population for this study was identified as the ninety-three school library media centers that have the Iowa Locator.

The findings indicated that only 75% of the school library media centers that had the Iowa Locator had patrons request materials through interlibrary loan. Only 41.9% of the school library media centers had requested materials for their patrons at the rate of at least one request per twenty patrons. School library media centers that had their holdings included on the Iowa Locator were receiving and filling interlibrary loan requests for patrons from other libraries.

Use of the Iowa Locator
in School Library Media Centers

A Graduate Research Paper
Submitted to the
Department of Curriculum and Instruction
Division of Library Science
in Partial Fulfillment
of the Requirements for the Degree
Master of Arts

UNIVERSITY OF NORTHERN IOWA

by

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has been approved as meeting the research paper requirements for the Degree of Master of Arts.

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Table of Contents

	Page
List of Tables	v
Chapter	
1. Introduction	1
Problem	2
Limitations	3
Definitions	4
2. Review of the Literature	6
3. Methodology	18
4. Results of the Data	20
5. Summary, Conclusions and Recommendations	24
Bibliography	32
Appendixes	
A. Iowa Locator K-12 School Sites	35
B. Iowa Locator Questionnaire	37
C. Cover Letter	38

Tables

Table	Page
1. Number of ILL Requests Based on Usage of the Iowa Locator	21
2. Schools Reporting Number of ILL Requests per Twenty Patrons	22

Chapter 1

Introduction

School library media programs are challenged in Information Power to "provide intellectual and physical access to information and ideas for a diverse population whose needs are changing rapidly" (American Association of School Librarians..., 1988, p. 3). Since it is virtually impossible for any school library program to fully meet all of the varied needs of its patrons, Information Power further challenges school library media centers "to participate in Networks that enhance access to resources located outside the school" (p. 12).

Almost 20 years ago the National Commission on Libraries and Information Science created a task force investigation that recommended that schools become part of library resource sharing projects. In the Role of the School Library Media Program in Networking the task force commented that the

information needs of students, teachers, and others involved in elementary and secondary education frequently go beyond the resources that even the very best school library media programs are able to make available. Schools need to provide quick and efficient access for their users to the materials and services of other libraries. (National Commission on Libraries and Information Science, 1978, p. 11)

The State Library of Iowa has a long history of providing access to library materials to citizens throughout the state. In 1896 the first Traveling Library of Iowa was created by the 26th General Assembly. The traveling book cases contained about 50 volumes and were sent to communities who would guarantee the

security of the collections. Traveling book collections continued to be sent out until the mid-1960's. The State Library's concern to provide access to information beyond each local library continued in 1986 when it began a project to include public libraries, and later, school libraries, in a union catalog project on CD-ROM. The Iowa Locator was placed in forty sites in 1986 and provided participating libraries with locations of materials that were owned by other participating libraries. As of January 1, 1994, there were over 500 Locator sites in the state (Kramme, 1994, p. 1).

School library media centers account for ninety-three of these sites. Having the Iowa Locator extends the potential of information sources available to the students, teachers, and administrators in a school. Materials identified via the union catalog can be obtained through interlibrary loan (ILL) or directly by the patron through Iowa's Open Access program.

Interlibrary loan has not traditionally been a service offered in school library media programs. The Iowa Locator makes it possible for many Iowa schools to offer this service but the question remains whether the patrons are taking advantage of having access to the Iowa Locator. This study will only look at materials identified using the Iowa Locator and borrowed through interlibrary loan.

Problem Statement

Is the Iowa Locator being used by students and teachers to identify materials that are then requested through interlibrary

loan in the ninety-three school library media centers that had the Locator available from August through December of 1995?

Hypotheses

1. Ninety per cent of the school library media centers that have the Locator are borrowing materials for their patrons from items identified using the Locator.

2. The Iowa Locator is being used by school library media centers to identify materials that result in interlibrary loan requests for their patrons at the rate of at least one book for every twenty patrons between August 1995 and December 1995.

3. No school library media centers are being asked to fill interlibrary loan requests from participating libraries.

Assumptions

It is assumed that access to the Iowa Locator in the school library media center should engender interlibrary loans for materials identified and requested by patrons.

It is also assumed that some titles in the Iowa Locator are beneficial to students and teachers when doing research.

It is also assumed that students and teachers need sources from outside libraries because most school libraries do not contain all the information needed by patrons.

It is also assumed that respondents will answer a questionnaire in good faith and be honest and accurate in their replies.

Limitations

The study does not measure materials that are identified by

patrons using the Iowa Locator in the school library media center but borrowed from another library using Iowa's Open Access agreement rather than an interlibrary loan request.

The study is limited because statistics kept by participating libraries vary since no attempt has been made by the State Library to require school library media centers to keep records of interlibrary loan requests. Since interlibrary loan requests are not initiated directly from the school media center but need to go through the local public library, school library media staff members provided some estimates of interlibrary loan requests resulting from the Iowa Locator being available in the school.

The study does not consider other benefits of having the Iowa Locator available, such as facilitating cataloging of materials.

Definitions

For the purposes of the study a **union catalog** is "a catalog of the collections of all the libraries of a library system (a central catalog) or of a group of independent libraries cooperating for this purpose, with indication by means of location marks of the libraries in which a given bibliographic item may be found." (ALA..., 1983, p. 235)

Union catalogs are important in the development of **library networks** which "consist of a formal arrangement whereby materials, information and services provided by a variety of types of libraries and/or other organizations are made available

to all potential users (National Commission on Libraries and Information Science, 1978, p. 6).

Within the network, a **cooperating library** is defined as "a library that joins with another library or group of libraries in some common plan, such as coordinated development of collections and services or contribution of entries to a union catalog" (p. 59).

The **Iowa Locator** is a union catalog which is produced and distributed to participating libraries on CD-ROM discs and contains approximately three million records (Kramme, 1996).

Open Access is a state funded program begun in 1989 that enables patrons of participating libraries to directly check out materials from over 500 other Iowa libraries. All libraries participating in Open Access are expected to accept a library card or other forms of identification such as a driver's license, recent utility bill, or student identification card.

Chapter 2

Review of the Literature

The participation of school library media centers in library networks was brought to national attention in 1978 when the National Commission on Libraries and Information Science published The Role of the School Library Media Program in Networking. The Task Force on the Role of the School Library Media Program in the National Program identified the benefits of a Library Network to students as bringing "within reach of the student those materials that are just outside the curriculum orientation of the school's collection but well within the range of a serious student's quest for information" and that "it is genuinely impossible for some students to get to public libraries, and their leisure time interests and personal information needs will go unanswered if their school's collection is not extensive in non-curricular areas" (National..., 1978, p. 26).

The task force identified several reasons that schools have not been included in library networks in the past including psychological factors (p. 37), political and legal factors (p. 43), funding factors (p. 49), and communication factors (p. 54). The task force concluded that "the benefits accruing from the school's participation in a library network would improve the education opportunities for young people by expanding significantly the range of resources to which students and faculty have access" (p. 62).

Ann Woodsworth (1991) mentions additional barriers to school library media center participation in networks in Library Cooperation and Networks: A Basic Reader. One of the barriers Woodsworth identifies was labelled the "custodial attitude" by Martin in 1986 and Montgomery and Dowlin in 1979. Librarians are hesitant to lend materials lest they be needed locally (p. 41). Because of the integral role of technology in networking, the fear of technology was also identified as a barrier (p. 45). Other factors identified by Woodsworth as influencing the success of networks were leadership (p. 46), and personality conflicts (p. 47).

Studies in Illinois, by Brooke E. Sheldon and Kay M. Stansbery in 1981, and reported by Immroth (1983) found that barriers still existed and indicated that school libraries felt that schools should develop networks of information sharing separately from other types of libraries. The fear of public libraries that school libraries would "take over the system because they outnumber all other types of libraries" was also cited as a barrier (p. 422).

Richard Sorensen (1984) investigated whether participation by schools in library networks really made a difference in the way school library media centers operate. In his study, he sent letters to individuals throughout the country who have been involved in library cooperation for many years asking them to indicate what they felt were the most relevant changes. He found that media specialists were recognizing a need to look beyond the

local collection (p. 436). He found changes in the way staff were utilized, with the clerical help more involved in record keeping and professionals spending more time searching and contacting other libraries (p. 437). Resource sharing caused shifts in budget and expenditures. Some used interlibrary loan to preview materials before purchase (p. 438). Participants in networks indicated that they could "concentrate more on building complementary collections rather than having a little bit of everything" (p. 438). Media programs had also expanded their skills instruction to better prepare students to use other libraries and sources effectively (p. 439).

Sorensen found that changes occurred in how teachers and administrators viewed the school library media specialist. They expected to be directed to additional sources of information. Teachers and students began to realize the necessity to plan their research work in advance (p. 440).

In the report, "Networking and the School Library Media Program," Barbara Immroth (1983) looked at studies which taken together form a history of school library media center involvement in networks. She included a report on the 1980 paper by JoAnn V. Rogers who reported that "school librarians would be unlikely to join in multitype network activities unless forced by external pressures into doing so" (p. 417).

Immroth reported on several states which had library networks that included school library media centers. In Colorado, a study done by Immroth in 1978-1979 reported that

barriers to cooperation had been reduced. A questionnaire was sent to one person who had responsibility for running the school library media program in 181 school districts in Colorado. With 82 percent responding, she found that the Deputy State Librarian was identified as providing leadership from the top to include school library media centers as equal members in a multitype networks (p. 419). Psychological barriers were reduced by including school library media specialists on the governing boards and encouraging their attendance at information sessions. Passage of legislation reduced the political and legal barriers. State funds were secured to reduce funding barriers. Communication barriers were reduced by the "provision of links for the location and referral of interlibrary loan requests, reference computer searches, and telephone communication from RLSS (Regional Library Service Systems) (p. 419).

New York was identified by Immroth as a leader in library cooperation. Two pilot regional networks are RARE (Rochester Area Resources Exchange) and INTERSHARE, which covers New York City. Immroth reported on studies which found that resource sharing doubled in the second year of the pilot project and that emphasis was placed on the development of union catalogs and locator tools. They also found that 93 percent of interlibrary loan requests from schools were filled by other schools (p. 422).

Janice K. Doan (1988) reports on some additional state projects in "School Library Media Centers in Networks." The Greater Cincinnati Library Consortium is a cooperative of twenty-

seven academic, school, and special libraries. Doan reports that the participating libraries have a positive attitude, that it is beneficial to both faculty and students, and that student usage was mostly beneficial to juniors and seniors (p. 286). She concludes that "networking and resource sharing are no longer supplementary to basic local library operation. Instead networking and resource sharing have become an intrinsic, integral, basic, high priority element in daily library operations" (p. 289).

Mary Robinson Sive (1992) in her report on "School Library Media Centers and Networking" also reports on various states and networking attempts. She cites a study by a high school librarian in Connecticut who found that the "availability of a delivery system was strongly correlated with the level of a school's cooperative efforts, with schools receiving direct delivery through a public library or district media center scoring next, and those without delivery systems scoring lowest (p. 24).

There have also been studies done comparing school library collections and public library collections to determine the overlap (overlap occurs when two libraries own the same title at the same time). Carol A. Doll (1983) studied the books, magazines, filmstrips, and sound recordings in children's collections in two elementary school libraries and one public library in each of four Illinois communities (population approximately 30,000). A random sample of 200 titles was drawn

from the shelflist of each library. The random sample of titles was checked against the card catalogs of the other two libraries. She concluded that "school libraries have a lot to offer other school libraries in a cooperative sharing agreement. The average overlap is about 30 percent" (p. 196). She also concluded that "school library collections could supplement public library collections, too, because the average overlap between them is 50 percent" (p. 196).

Doll also reports on a 1972 study done in New Jersey measuring the overlap between thirty-one high school libraries. After eliminating titles listed in Senior High School Library Catalog and in Standard Catalog for High School Libraries, Ellen Altman found that unique titles comprised 48.1 percent of all noncore titles in thirty-one schools (p. 198).

H. Thomas Walker (1983) did a descriptive study in 1981-82 which offered tabular and comparative data relating to interlibrary borrowing behavior of students and staff in his report of a pilot project of the Howard County (Maryland) public school system and the Maryland interlibrary organization. Howard County agreed to place copies of MICROCAT (a microfiche union catalog) in each of its forty-seven schools. Sources of data included the interlibrary loan request forms completed for each interlibrary loan (ILL) request, an attitudinal questionnaire for library media specialists regarding interlibrary borrowing as a service of school library media centers, and a network use questionnaire completed by each ILL borrower.

Walker found that high school students were the heaviest users, followed by elementary teachers, central office professionals, middle school students, elementary school students, clerical staff, middle school teachers, and high school teachers (p. 22). Middle and high school students most often specified "class assignments" as a reason for using Maryland Interlibrary Organization (MILO) compared to elementary students specifying "personal interest" (p. 23). Teachers specified college courses as the major reason to use MILO. Information finding for administrative decision making was the overwhelming reason for central office staff to use MILO (p. 24).

The types of the requests were described as: 74.25% of the total were author/title requests, 24.89% were serial/periodical requests, and .85% were subject or reference requests (p. 24). Subject distribution showed high school students with high frequency of requests in Dewey 800 (literature) class, 600 and 500 (technology; pure sciences) classes, and 900 and 300 (history and geography, social sciences) classes (p. 25). The greatest number of teacher requests were in the Dewey 300 class (social sciences, including education) and the Dewey 600 class.

The data "did not support the notion of a direct association between the attitudes of library media specialists and the number of requests originating in their schools" (p. 27). Walker predicted that the data would be of value in collection development since one knows the kinds of material that students are requesting but did not find this to be true in any particular

way. "Most of the titles were so diverse that they provide no clear direction in the selection of new books" (p. 27).

The perceptions of high school library media specialists toward interlibrary loan was also studied by Phyllis Robinson Mitchell (1992) in her dissertation at Georgia State University. The subjects were 383 randomly selected high school library media specialists and 167 library media specialists identified by the Online Computer Library Center as ILL users. Data were gathered using a questionnaire. The responses revealed that the psychological aspect of ILL was the dominant influence. She also found that ILL nonparticipants perceived problems that did not exist (p. 1308-A).

In a similar study, Margaret Ann Partridge (1988) examined the factors related to Mississippi school library media centers in multitype cooperation. The population was defined as all the librarians (academic, public, school, and special) in the six-county area that constitutes the Coastal Mississippi Library Cooperative (CMLC), and also a random sample of public school librarians throughout the remainder of the state. Questionnaires asked for perceptions of barriers to cooperation. She found that most librarians found the CMLC to be successful (p. 1302-A).

Doris M. Epler and Jean H. Tuzinski (1991) describe Pennsylvania's statewide database in "A System for Statewide Sharing of Resources: A Case Study of ACCESS PENNSYLVANIA." ACCESS PENNSYLVANIA brings together the resources of 26 academic, 143 public, and 13 special libraries and merges their collection

data with information from 353 high schools, 12 middle schools, 12 elementary schools, and 28 instructional materials centers to create a bibliographic database of more than two million holdings (p. 19). The database is housed on four compact laser discs, divided by date into two sets of two discs each. Libraries may join ACCESS PENNSYLVANIA in three ways. They may submit a proposal to the State Library, school districts may volunteer to pay for their own retrospective conversion costs, and public and academic libraries that already have MARC records may join by agreeing to submit their MARC tapes each year (p. 22).

Epler and Tuzinski mention several benefits to students whether or not they actually retrieve the materials identified in a search. First, students begin to determine the number of resources needed. Secondly, statewide databases can be used to generate bibliographies to fill various class assignments. Thirdly, students can use the database to recommend materials to be added to the local collection (p. 23).

The River Bend Library System is a forerunner of multitype library cooperation in the state of Iowa. Mary Root (1990) describes the system in "River Bend Library System: Multitype With a Twist." The system is located in the Quad Cities (Davenport, Rock Island, Moline, and Bettendorf) with the population divided between the states of Iowa and Illinois. The cooperation began sometime in the 1950's with a group of librarians meeting periodically and calling themselves the IllIowa Library Association. The River Bend Library System was approved

in July, 1966. "Iowa public and school libraries, which have a support system through the regions and the area education agencies, are not formal members of the system but participate in cooperative library activities" (p. 256). An additional benefit is the database that has been developed named Quad-LINC (Quad City Libraries in Cooperation). Root says that "resource sharing has exploded because of the added access that librarians and patrons alike have been accorded through this cooperative automation program" (p. 256).

There have been few studies relating directly to the use of the Iowa Locator since it was introduced to Iowa libraries in 1986. Rinda Kramme (1994) at the State Library of Iowa compiled a short history of the Iowa Locator. She indicated that the Locator "was originally the brainchild of Networking Coordinator Eric Anderson" (p.1). The first Locator was produced by the Blue Bear Group, then of Pittsburgh, Pennsylvania and placed in 40 sites around the state in the fall of 1986. The Library Corporation was selected as the new vendor in 1991. The Locator contains approximately three million records and fills five CD-ROM discs which are split with 1975 to the present copyright dates on three discs and pre-1975 copyrights on the other two CD-ROM discs. With the help of funds from the Library Services and Construction Act (LSCA), the Locator has been placed in over 500 sites including ninety-three school library media centers (p. 1).

The Locator can be searched in three ways. "Find" is a "natural language" or key word search. "View" allows the user to

search the Locator as if it were a card catalog, searching for a specific author, title, or subject. "Browse" allows the user to choose from a list of topics in a classification scheme.

Valori D. Sievert (1993) in an unpublished master's paper, looked at whether patrons in high school and public libraries used "Find" or "View" for their searches in the North Central Regional Library System. The study was conducted from January through May of 1993. The statistical data for this time period were requested from 13 high school media centers and 13 public libraries. Sievert concluded that "high school library patrons are conducting many more keyword searches (Find) than traditional subject, title, or author searches (View)" (p. 27). She found that "public library patrons seem to prefer the more traditional "View" search mode using authors, titles, and subjects" (p. 28).

Since the National Commission on Libraries and Information Science published its task force report, The Role of the School Library Media Program in Networking in 1978, the participation of school library media centers in multitype networks has been examined in various states and library systems. Researchers have examined the use of library networks by students and teachers in school library media centers and have concluded that participation in the network is beneficial to the students and staff of participating school library media centers. H. Thomas Walker reported that high school students were the heaviest users of the network during a pilot project in Howard County, Maryland. Epler and Tuzinski identified several benefits to students

resulting from the school joining ACCESS PENNSYLVANIA.

Barriers have been identified to school library media center involvement; including psychological, political and legal, funding, communication, and planning factors. Barbara Immroth (1983) reported on several studies which examined the perceived barriers to school library media centers participating in multitype library networks. She concluded that "school library media specialists have a responsibility to those they serve- students, teachers, administrators, parents-to learn the craft of networking and to practice it in order to continue to provide high quality services" (p. 424).

Chapter 3

Methodology

The purpose of this study was to determine whether the Iowa Locator is being used by students and teachers to identify materials that are then requested through interlibrary loan in the ninety-three school library media centers that had the Locator available from August through December of 1995. This was a descriptive study using a questionnaire survey methodology.

Population

The population for this study has been identified as the ninety-three school library media centers that are using the Iowa Locator. (See Appendix A) This list was obtained from the database of the State Library of Iowa (Kramme, 1994, p. 3). There are fifty-four high school library media centers, ten junior high/middle school library media centers, three elementary/intermediate school library media centers, and twenty-six school districts that were not identified by grade level.

Instrumentation

A questionnaire (See Appendix B) was designed by the researcher and mailed to high school media specialists in the ninety-three school library media centers that have the Iowa Locator. The first question verifies whether the data are based on statistics kept by the school library media center, the public library, or the best estimate of the school library media specialist. Since information from the State Library did not

identify grade level, recipients of the survey were asked to indicate the grade levels that the media center serves.

The next section on the survey provided data to be used to accept or reject the first two hypotheses. The number of loan requests and the number of patrons provided data as to what percentage of participating libraries have requested interlibrary loan materials for their patrons. The survey provided data to show whether or not school library media centers requested interlibrary loan materials (identified using the Iowa Locator) at the rate of at least one book for every twenty patrons.

The survey then asked which libraries had their holdings included in the Iowa Locator during the time period between August 1995 and December 1995. If their holdings were included, libraries were asked how many Interlibrary Loan requests were received from other libraries during the specified time period. The survey answers provided data that were used to accept or reject the third hypothesis that no school library media centers are being asked to fill interlibrary loan requests from libraries that have the Iowa Locator.

Data Collection

The survey instrument and a cover letter (See Appendix C) were sent to the attention of the media specialist in the ninety-three school library media centers that had an Iowa Locator on May 1, 1996. The target date for their return was May 15, 1996. The survey instruments were assigned a number in the upper left hand corner to maintain confidentiality.

Chapter 4

Results of the Survey

Of the ninety-three surveys that were sent out, sixty-six surveys were returned for a return rate of seventy percent. Nineteen surveys (29%) indicated that the statistics were based on statistics kept by the school library media center during the designated time period (August 1995 to December 1995). Forty (59%) of the surveys returned indicated that the statistics were based on the best approximation of the person filling out the survey. One survey (2%) indicated that the statistics on the interlibrary loans that were requested for their patrons were based on the best approximation of the media specialist, but that statistics on the requests for interlibrary loans received from and filled for other media centers were based on statistics kept by the media center. Five (7%) of the surveys did not indicate what the reported statistics were based on.

Hypothesis one was that ninety per cent of the school library media centers that have the Locator are borrowing materials for their patrons from items identified using the Locator. Table 1 shows that fifty (75%) of the sixty-six school library media specialists returning surveys indicated that they had requested at least one interlibrary loan based on an Iowa Locator search between August 1995 and December 1995. Sixteen (24%) of the school library media specialists indicated that they had requested zero interlibrary loans resulting from having the Iowa Locator available. Hypothesis one is rejected.

Table 1:
Number of ILL Requests Based on Usage of the Iowa Locator

Number of ILL Requests	Number of Schools Reporting	Percentage
0	16	24%
At least 1	50	75%

The fifty school library media centers whose patrons had used the Iowa Locator to identify materials for interlibrary loan requested 1,251 materials for their patrons. They reported that they received 876 books and other materials for their patrons based on Iowa Locator searches.

Hypothesis two was that the Iowa Locator is being used by school library media centers to identify materials that resulted in interlibrary loan requests for their patrons at the rate of at least one book for every twenty patrons between August 1995 and December 1995. Four surveys did not indicate the number of patrons which eliminated them from being used in this part of the analysis.

Fifteen (24.2%) of the school library media centers reported zero ILL requests based on Iowa Locator searches. Twenty-one (33.9%) reported data that resulted in a rate of .01-.09 ILL requests per twenty patrons. Together 58.1% of the respondents reported a rate of less than one ILL request per twenty patrons.

41.9% of the respondents reported a rate of at least one ILL request per twenty patrons. The breakdown of ratios can be seen in Table 2.

Table 2:
Schools Reporting Number of ILL Requests per Twenty Patrons

Number of ILL per 20 Patrons	Number of Schools Reporting	Percentage
0	15	24.2%
0-.99	21	33.9%
1	2	3.2%
1.01-2	9	14.5%
2.01-3	8	12.9%
3.01-4	4	6.5%
6.01-7	1	1.6%
7.01-8	1	1.6%
8.01-9	1	1.6%

Although the majority of libraries do not have ILL requests at the rate of at least one request per twenty patrons, when the totals of patrons of all schools and all requests are considered (25,667 patrons, 1,251 requests) the number of requests is .97 requests per twenty patrons. This number is very close to the researcher's hypothesis of at least one request per twenty patrons.

The highest number was 8.96 requests per twenty patrons. In a 9-12 media center serving 250 students, there were 112 ILL requests based on Iowa Locator searches with all 112 requests being received by the patrons. According to the survey, these figures were based on statistics kept by the school library media center during the specified time period. Hypothesis two is rejected.

Hypothesis three was that no school library media centers

were being asked to fill interlibrary loan requests. Of the sixty-six libraries that responded to the survey, thirty-one did not have their holdings listed on the Iowa Locator during the specified time period. Thirty-five school library media centers that responded to the survey did have at least a portion of their collections represented on the Iowa Locator. Of those thirty-five libraries, only ten (29%) had received no interlibrary loan requests. Twenty-five (70%) had received at least one ILL request as a result of having their holdings included on the Iowa Locator. Those twenty-five libraries received a total of 165 ILL requests from other libraries and filled 131 of those requests for patrons of other libraries. Hypothesis three is rejected.

Chapter 5

Summary, Conclusions and Recommendations

Summary

The purpose of this study was to determine whether the Iowa Locator was being used by students and teachers to identify materials which are then requested through interlibrary loan in the ninety-three school library media centers that had the Locator available from August through December of 1995.

The findings indicated that only 75% of the school library media centers that had the Iowa Locator had patrons request materials through interlibrary loan. Only 41.9% of the school library media centers had requested materials for their patrons at the rate of at least one request per twenty patrons. School library media centers that had their holdings included on the Iowa Locator were receiving and filling interlibrary loan requests for patrons from other libraries.

Conclusions

The finding that only nineteen of the sixty-six surveys returned had based their responses on statistics kept by personnel in the school library media center indicates that to measure the impact of having the Iowa Locator available in schools, accurate statistics would need to be kept. Although comments were not solicited in the survey, several respondents indicated that they had no way to measure results of the requests because the requests went through the local public library. One respondent claims that "this is really hard for me to tell. The

students use our Iowa Locator, but then must take their requests to the public library. I have no idea how many follow through or how many requests were actually filled." Another respondent indicated that "we sent the info to the public library to fill." Another commented that "we do not order directly from this site, but from the Public Library, so I do not have accurate numbers."

Hypothesis one was that ninety per cent of the school library media centers are borrowing materials for their patrons from items identified using the Locator. The findings showed that 24% of the school library media centers had zero requests from their patrons for interlibrary loans. Comments on the surveys indicated some of the reasons that libraries had not utilized the Locator.

Two of the sixteen respondents that indicated that they had no interlibrary loan (ILL) requests based on Iowa Locator searches commented that they had experienced software problems that affected patrons' use of the Locator. One indicated that "the Locator was not working correctly for part of this time. I sent students to the public library to use theirs." Another indicated that "when the software did not work on the equipment provided, we had extremely low interest. Since the expansion to four CD-ROMs, the equipment 'hung-up' so often, we simply quit using it. If it becomes available on the Web, we may try again." Problems networking the Iowa Locator was also cited as a reason it was not being used by one respondent to the survey. It appears that the Iowa Locator is no longer a viable source

available to the patrons in these schools.

Respondents to the survey indicated other factors that affected the usage of the Iowa Locator for the purpose of generating interlibrary loan requests in their centers. One survey indicated that in Northwest Iowa, school libraries that are a part of NOWNET are able to use the Locator for interlibrary loan over the fax and do not have to go through the public library. This SLMC also indicated an ILL request rate of 2.05 requests for every twenty patrons which would indicate that if requests could be made directly from the school library that the number of requests may increase. Two other surveys indicated that a school library network (COMCAT) was used more than the Iowa Locator.

Problems working with policies set up by the local public library were indicated in some comments to be a factor in the usage of the Iowa Locator by school library patrons. One survey indicated that "our public library advised us only local residents could initiate interlibrary loans - many of our teachers are not local residents and would have to go to their own libraries." Another commented that "last year, Sept 94 - June 95, we had a much higher request rate. The 50 cent fee has discouraged the student 'shotgun' approach, where they order several books and hope to get something. Also, many libraries put their entire collections on the Locator for their convenience, but do not loan things."

The second hypothesis that the Iowa Locator was being used

by school library media centers to identify materials that result in one interlibrary loan for every twenty patrons between August and December of 1995 was not supported by the data. Statistics providing this data were approximations by respondents to the survey. Comments that were added to the surveys gave some indication for the 58.1% that were below the projected ratio of one request per twenty patrons.

Two surveys indicated that the time period may have made a difference in the statistics. One indicated that because of construction to the media center, the media center was not fully operational until mid-October which would affect the usage of the Iowa Locator. Another indicated that "most of our requests for books are in the spring semester when the students are doing research papers." A comparison with the data collected by this survey and another done in the spring is indicated by these comments.

Although usage of the Iowa Locator in school library media centers does not meet the researchers hypothesis, the data collected does show that in many school libraries the Iowa Locator is being used by patrons to obtain materials that are not available in their local school libraries. One survey indicated that materials that were identified using the Locator that were available at the local public library were not considered an interlibrary loan unless the patron was not able to get to the public library and other arrangements were made to get the material. A similar comment indicated that all of their

interlibrary loan requests were from the local public library or a local college library. The respondent commented that "it is very helpful to have their catalogs available. High school students do not plan ahead long enough to use general interlibrary loan - they usually need the material yesterday." Another survey indicated in a comment that "we rely on the Locator, for books that we do not have or can't afford to purchase."

When looking at total numbers, it would be difficult to say that the Iowa Locator was not utilized by school library media centers. Estimated ILL requests to other libraries for local patrons totaled 1,251 requests with an estimated 876 of those requests being filled for their patrons. Many of the libraries could not even guess as to the number filled because the requests were processed through the local public library.

Hypothesis three was that no school library media centers are being asked to fill interlibrary loan requests from participating libraries. The surveys indicated that the thirty-five school library media centers that had submitted their holdings to be included on the Iowa Locator had received Interlibrary Loan requests from other libraries. School libraries filled 131 ILL requests out of a total of 165 requests from other libraries. Thirty-one (46%) of the schools indicated that they still did not have their holdings listed on the Iowa Locator. Two surveys indicated that they had missed the deadline, one of which indicated that their holdings were listed on the

Winter 1995 update of the Locator.

Although the State Library of Iowa requires libraries participating in the Iowa Locator project to submit their holdings to the database, nearly one half of the survey respondents had not complied with this requirement. Further study is indicated as to why nearly half of the libraries still had not complied with the guidelines that require participating libraries to submit their holdings to be included on the Iowa Locator.

Recommendations

59% of the respondents indicated that the data provided for this study was based on their best guess and not on statistics that were kept in the school library media center. It is important that use of the Iowa Locator by school library patrons be accurately recorded. Schools and their local public libraries need to cooperate in devising record-keeping methods which will track interlibrary loan requests initiated by the school's patrons.

It is the recommendation of the researcher that further study be done to determine what factors affect the usage of the Iowa Locator in school library media centers. The data provided for this study showed a wide disparity in the use of the Locator to engender interlibrary loans for the local patrons but the reasons for the disparity can only be guessed at with the comments that were included with the survey (software problems, the availability of other networks, local public library ILL

policies, and whether ILL requests were processed in the school or the local public library). Further research on the factors affecting the use of the Iowa Locator in school library media centers may be indicated.

This study did not attempt to consider other factors that might affect the use of the Iowa Locator by school library patrons. The size of the school was indicated on the survey in order to establish the ratio of ILL requests per twenty patrons but no comparison was made between the size of the school and the use of the Locator. Further study could be done to see if smaller schools use the Locator more than larger schools. Other factors such as collection size and budget might also be considered in further research.

The grade level served by the school library media centers was indicated on the surveys but no attempt was made by the researcher to determine whether the grade level served was a factor in the use of the Locator to engender ILL requests. Since the patron was defined by this study as including students, faculty and staff, there was no designation as to the primary user of the Locator. Further study on the characteristics of the patrons that use the Iowa Locator are indicated by the study.

School libraries are providing additional sources both for their local patrons and for patrons of other libraries in the state of Iowa. By having the Iowa Locator available in the school library media center, school library patrons have many additional sources available to them if they utilize the source.

As indicated in some of the comments, patrons are also utilizing the resources of nearby local and college libraries because the resources were first identified using the Iowa Locator station in the school library.

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Appendix A
Iowa Locator K-12 School Sites

AST High School	Avoca
Abraham Lincoln High School	Council Bluffs
Ackley-Geneva High School	Ackley
Adel-DeSoto High School	Adel
Adel-DeSoto Middle School	Adel
Adel-DeSoto Elementary School	Adel
Albert City Truesdale School	Albert City
Algona High School	Algona
Anita High School	Anita
Aurelia High School	Aurelia
BCLUW High School	Conrad
Battle Creek Community Schools	Battle Creek
Belmond Schools	Belmond
C & M High School	Massena
Carroll High School	Carroll
Clarion High School	Clarion
Clay Central Everly Middle School	Royal
Clear Lake High School	Clear Lake
Colo-Nesco High School	Colo
Corwith-Wesley Community School	Corwith
Crestland Schools	Early
Dallas Center-Grimes High School	Dallas Center
Dallas Center-Grimes Junior High School	Grimes
Dallas Center-Grimes Elementary School	Grimes
Decorah High School	Decorah
Denison High School	Denison
DeSoto Intermediate School	DeSoto
Eagle Grove High School	Eagle Grove
Emmetsburg High School	Emmetsburg
Estherville High School	Estherville
Fort Dodge High School	Fort Dodge
Galva-Holstein Schools	Holstein
Glenwood High School	Glenwood
Graettinger High School	Graettinger
Hampton High School	Hampton
Harlan High School	Harlan
Hartley-Melvin-Sanborn High School	Hartley
Hartley-Melvin-Sanborn Middle School	Sanborn
Heelan High School	Sioux City
John Adams Middle School	Mason City
Laurens-Marathon Schools	Laurens
Le Mars High School	Le Mars
Lenox High School	Lenox
Malvern High School	Malvern
Manning High School	Manning
Maple Valley Community School	Mapleton
Marcus M-C High School	Marcus
Mason City High School	Mason City

Maurice-Orange City High School	Orange City
Melcher-Dallas Schools	Dallas
Mount Pleasant High School	Mount Pleasant
Mount Pleasant Jr. High School	Mount Pleasant
Nevada High School	Nevada
New London High School	New London
Nora Springs-Rock Falls High School	Nora Springs
North Central High School	Manly
North Iowa High School	Buffalo Center
North Winnesheik High School	Decorah
Northeast Hamilton Schools	Blairsburg
Northwood-Kensett High School	Northwood
Odebolt-Arthur Schools	Odebolt
Osage Community Schools	Osage
Prairie City-Monroe Middle School	Prairie City
Prairie Valley High School	Gowrie
Red Oak High School	Red Oak
River Valley High School	Correctionville
Ruthven-Ayrshire Consolidated School	Ruthven
Sac City Community Schools	Sac City
Schaller-Crestland Schools	Schaller
Shenandoah High School	Shenandoah
Sioux Rapids-Rembrandt School	Sioux Rapids
South Hamilton Schools	Jewell
South O'Brien High School	Paullina
South Winnesheik High School	Calmar
Starmont Community Schools	Arlington
Starmont High School	Arlington
Storm Lake High School	Storm Lake
Storm Lake Middle School	Storm Lake
Thompson Community Schools	Thompson
Titonka Middle School	Titonka
Urbandale Schools	Urbandale
Van Allen School	Mount Pleasant
Van Meter Schools	Van Meter
Ventura Community Schools	Ventura
WACO Community Schools	Wayland
Washington High School	Cherokee
Wayne Community High School	Corydon
Wellsburg-Steamboat Rock High School	Wellsburg
Wellsburg-Steamboat Rock Middle School	Wellsburg
West Bend Community Schools	West Bend
West Hancock Jr. High School	Kanawha
West Liberty High School	West Liberty
Woden-Crystal Lake Schools	Woden

Appendix B

Iowa Locator Questionnaire

Please return the survey in the enclosed self-addressed, stamped envelope to Deb Peterson, 21504 Hawley Rd., Glenwood, IA 51534 by May 15, 1996. Thank you for your cooperation.

The data provided is based on (check one):

- [] Statistics kept from August 1995-December 1995 by the
 school library media center
- [] Statistics kept from August 1995-December 1995 by the
 local public library that processes the requests
- [] **Best approximation** by the school library media
 specialist

Grades served by School Library Media Center (please circle)

1 2 3 4 5 6 7 8 9 10 11 12

_____ Number of **patrons** (students, faculty, and staff)

_____ Number of Interlibrary Loan **requests** (based
on Iowa Locator searches) between August 1995 and
December 1995

_____ Number of Interlibrary Loan requests **that were filled**
for patrons (based on Iowa Locator searches) between
August 1995 and December 1995

Were your school library media center holdings a part of the Iowa
Locator between August and December 1995?

YES [] NO []

_____ If yes, what was the total number of Interlibrary Loan
requests **received** from other libraries in the state
during that time period?

_____ If yes, what was the total number of Interlibrary Loan
requests **filled** during that time period?

Appendix C

21504 Hawley Rd.
Glenwood, IA 51534
May 1, 1996

Dear Media Specialist:

Iowa Locator sites include many school library media centers. The Locator was designed to provide access to library materials anywhere in the state for the local patron. Since schools were included as access points, there has been little information as to whether the Iowa Locator is being used to engender interlibrary loans for the school library media patron.

As part of my Master's program in Library Science at the University of Northern Iowa, I am surveying media specialists that have an Iowa Locator station in their center to determine if the Iowa Locator is being used by patrons (students, faculty and staff) to obtain interlibrary loan materials processed through their public libraries.

You may be assured of complete confidentiality. The identification number on the questionnaire is for the purpose of checking your name off the mailing list when your response is received. Your name will never appear on the questionnaire. Your responses will be added to those of other school media specialists and used only for statistical analysis.

Please return your completed questionnaire in the enclosed envelope by May 15, 1996. Thank you for your time and cooperation on this project.

Sincerely,

Debra A. Peterson