

1973

A Survey of Professional Libraries in the Secondary Schools of Iowa

Joie Taylor
University of Northern Iowa

Let us know how access to this document benefits you

Copyright ©1973 Joie Taylor

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

Recommended Citation

Taylor, Joie, "A Survey of Professional Libraries in the Secondary Schools of Iowa" (1973). *Graduate Research Papers*. 4061.

<https://scholarworks.uni.edu/grp/4061>

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 Survey of Professional Libraries in the Secondary Schools 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

Professional libraries have been slow to develop in Iowa. The purpose of this study is 1) to survey the current status of professional libraries in secondary schools in Iowa, 2) to identify obstacles to setting up professional libraries, 3) to identify motivating devices and techniques used to encourage teacher use of the library, 4) to make objective comparison of reported professional libraries in relation to the size of student enrollments.

A SURVEY OF PROFESSIONAL LIBRARIES IN THE SECONDARY
SCHOOLS OF IOWA

A Research Paper
Presented to
Miss Martin
University of Northern Iowa

In Partial Fulfillment
of the course
35:299

by
Joie Taylor
April 24, 1973

Accepted 5/17/73
- E. Martin, Head,
Library Science

TABLE OF CONTENTS

	Page
LIST OF TABLES	iii
Section	
1. INTRODUCTION.....	1
THE PROBLEM.....	1
DEFINITION OF TERMS.....	3
2. REVIEW OF THE LITERATURE.....	5
3. SOLUTION OF THE PROBLEM.....	12
4. DATA COLLECTION.....	14
ANALYSIS OF DATA.....	14
INTERPRETATION OF DATA.....	21
5. SUMMARY.....	25
BIBLIOGRAPHY.....	26
APPENDIX.....	28

LIST OF TABLES

Table	Page
1. Type of Professional Library	15
2. Title in Professional Library	16
3. Types of Materials in Professional Library	17
4. Budgets of Professional Libraries	18
5. Obstacles in Improving Professional Libraries	19
6. Use of Professional Library	20

Section 1

THE PROBLEM AND DEFINITION OF TERMS USED

Many educational authorities writing on curriculum supervision and development identify the need for a professional library. This need is evident when educators recognize that teachers are expected to maintain and effectively operate a strong instructional program and to introduce changes and modifications in instructional programs as these changes are found to be necessary. Teachers personally do not have all the references available they need or can use to maintain, change, or improve the school curriculum.

School curriculums are in a constant state of change. New methods are developed; new materials and ideas are put forth. To keep *up* with these changes today's teacher needs information readily available. This information can be provided through a professional library.

THE PROBLEM

Statement of the Problem

Professional libraries have been slow to develop in Iowa. The purpose of this study is 1) to survey the current status of professional libraries in secondary schools in Iowa, 2) to identify obstacles to setting up professional libraries, 3) to identify motivating devices and techniques used to encourage teacher use of the library, 4) to make objective comparison of reported professional libraries in relation to the size of student enrollments.

Importance of the Study

Professional libraries provide an opportunity for principals and teachers to keep abreast of current educational trends, research, and information. The availability of information provides the basis to help reduce to a great degree the time lag between new discoveries in education and their application in schools.

Just how far has the State of Iowa come in establishing professional libraries? At a time when money is closely regulated there is a need to determine the extent of the development of professional libraries and some ^{measure} extent of their use so educators can determine if there is a necessity for such libraries. Librarians and teachers can learn from what other schools have done in regard to professional libraries. For example, what materials to include and what procedures have been found to be effective.

Limitations of the Study

This study is limited to the determination of professional library techniques and characteristics. No attempt will be made to determine value or effectiveness of professional libraries in ^{the} promotion of professional growth nor the effect upon instructional program.

Public high school librarians are to be ^{used} since in schools where professional libraries have been established it will most likely be under the direction of the high school librarian. Elementary librarians are to be excluded because of the number of elementary schools in Iowa that do not have such a position. At the same time recognition is given to the fact that some elementary schools may have or be part of a system having a professional library.

Directors of library services will be eliminated because it is felt that the individual school librarian will have a better knowledge of his particular school. Allowance will be made for the fact there may be a Union Catalog and several schools may have materials available that are not housed in their building.

DEFINITION OF TERMS USED

Curriculum

A group of courses and planned experiences which a student has under the guidance of the school or college.¹ Curriculum as used in this paper will include interscholastic sports, dramatics, class activities, and music, as well as academic courses.

Professional Library

An area designated to include books and periodicals on teaching methods, educational research, psychology; textbooks; curriculum guides; audio-visual materials; and materials to prepare audio-visual aids. This area is to be used by teachers for their professional growth and for developing curriculum and lesson plans.

High School

The school division following the elementary school and can be comprised of grades 9-12 or 10-12 in an Iowa public school system.

¹Carter V. Good (ed.), Dictionary of Education (2d ed.; New York: McGraw-Hill Book Co., 1959), p.149.

Instructional Materials Center (IMC)

A learning center in a school where a full range of print and audio-visual media, necessary equipment, and services from media specialists are accessible to students and teachers.²

²American Library Association, Standards for School Media Programs (New York: American Library Association, 1969), p.xv.

Section 2

REVIEW OF THE LITERATURE

In a number of studies done in various schools to determine what was needed to improve the curriculum, invariably a professional library was recommended. In a survey done to establish activities for the IMC for Montgomery County Maryland, listed as one function of the IMC was a curriculum and professional library.³

Why this need and emphasis? Several authorities have given reasons. In Standards for School Media Programs the American Library Association says:

Administrators, classroom teachers, media specialists, and other members of the faculty must have easy access to professional materials for quick consultation and reference. These materials are necessary so that the staff can keep abreast of trends, developments, techniques, research and experimentation both in general and specialized educational fields.⁴

Even casual observers of education have noticed the widespread ferment in education characterized by unusual lay and professional efforts to reform and improve the quality of schooling at all levels. Effective changes can not be made by an uninformed educator whether he is a teacher or administrator. A means must be found to provide the teacher with much needed information. The professional library is

³James W. Jacobs, "Blueprint of an Idea," School Libraries, 12:29, October, 1962.

⁴American Library Association, op. cit., p. 33.

a definite step in the direction of improving teacher information and instructional excellence. Further, as Blair states, practically every problem a teacher meets has been met with some success by hundreds of other teachers. To view the experiences of other educators the medium of professional reading is available.⁵

Stating that the professional library should aim at promoting professional growth, keeping the faculty informed of current trends, enlarging the teacher's understanding of children and helping in general with the problems of teaching is not enough. A statement of need must be transposed into action by selecting appropriate materials. As stated by William Ernst:

A prime desire when choosing must be to collect those materials most useful in helping educators translate effectively the goals of the curriculum to the teaching/learning situation.⁶

As Ernst further states, the school rather than the individual teacher must provide these materials because:

1. Teachers personally do not have all the references available they need or can use.
2. Materials desired by teachers are varied.
3. Beginning teachers at the time they most need materials are usually not in a financial position to acquire such a variety.
4. Professional improvement is a continuing process which mandates the availability and accessibility of sources for professional growth.⁷

⁵Glenn Myers Blair, R. Stewart Jones, and Ray H. Simpson, Educational Psychology (3d ed.; London: Macmillan Company, 1968), p. 591.

⁶William Ernst, "Learning is for Teachers, Too," Wisconsin Library Bulletin, 65:77, March, 1969.

⁷Ibid.

In addition there is the underlying problem of what to read. With the increase in the number of periodicals written for educators or periodicals containing articles on education teachers have to be more selective in what they read.

The professional library can help by providing carefully selected materials that reflect the special interests and professional concerns of the school. But in addition to the regular teaching staff and administrators, the needs of nonteaching staff members are to be met. This group would include paraprofessionals, cooks, janitors, and school board members. Perhaps even going as far as making the collection available to the general public. And, of course, the student teachers have unique needs that should be reflected in the library collection.

The first step in selecting materials will be the formation of criteria, policies and procedures governing evaluation of printed, audio-visual, and other materials. This would best be accomplished by a committee composed of teachers from various departments as well as the librarian in charge of the collection.

After policy determination will come the actual selection. In keeping with modern library philosophy, this selection should not be done once a year, but continuous throughout the year. Recommendations for purchases should come from staff members with the librarian seeing that all areas are represented.

What are these areas to be represented and how much material should be purchased? Adequacy of the professional collection will ultimately depend on the school and the use teachers make of the professional library. The American Library Association recommends as a minimum for

schools with 250 students, 200-1000 titles and 40-50 professional magazine titles plus the Education Index.⁸

Several bibliographies have been published to help teachers and librarians decide what purchases to make. Most of these bibliographies will include materials as outlined by the AASL-TEPS Coordinating Committee in the Teachers' Library:

The concept of an effective library for teachers:

1. Includes books, periodicals, pamphlets, films, filmstrips, teaching machine programs, and materials.
2. Includes books on subject areas, methodology, disadvantaged children, curriculum planning and similar topics.
3. Includes books and materials for specialists in a field as well as for teachers with only a general background and interest in the same field.⁹

The American Library Association is more specific and states that the professional library should include the following type of materials:

1. Courses of study
2. Curriculum guides
3. Teacher's manuals
4. Educational materials by state and community
5. Catalogs of materials such as paperbacks and films
6. Catalogs and brochures of museums and sites of educational value
7. Television and radio program guides and manuals of field trip evaluations
8. Indexes of community resources

⁸American Library Association, loc. cit.

⁹AASL-TEPS Coordinating Committee, The Teachers' Library (Washington, D.C.: National Education Association, 1966), p. 3.

9. Releases of teachers organizations and associations
10. Announcements of professional meetings
11. Releases on workshops, courses, and other programs for continuing education.¹⁰

The least useful item is a text on methodology. However, the collection should include some texts on new or hybrid methods where the teachers have had no preparation.

No matter how adequate the collection, a professional library is of little value if unused. Without the felt need of a professional library on the part of the school staff the professional library can fail to best serve its purpose. Service is the key word. These services would include providing all of the above types of material as well as production of audio-visual materials as needed by teachers. For as Grimes states, "The closer an educational program approaches true individualization of instruction, the greater the necessity for creating tailor-made materials to fit individual needs."¹¹

In addition to the worth of the collection and the services provided, availability is a vital factor in encouraging the use of the library. The measure of effectiveness is the degree to which materials are circulated and drawn upon in furthering the school's program. Materials not available can not be circulated and materials not circulated are not available. The most effective use of the library, therefore, lies with its aid in developing long range instructional improvement strategies and related materials.

¹⁰American Library Association, op. cit. p. 34.

¹¹George H. Grimes, "The Curriculum Laboratory in an Urban School System," Educational Leadership, 29:351, January 1972.

Basic to fulfilling the requirement of an adequate collection, service, and availability is a qualified librarian. This might be a librarian whose main responsibility is the professional library or it might be as recommended by the New York City Board of Education, the responsibility of the school librarian.¹²

The librarian can aid not only in selecting materials, but also in stimulating use of a professional library. This can be done by issuing notices of annotated lists in school bulletins, bibliographic news items, or person-to-person contact. Because teachers use the volume of reading as an excuse for not reading the librarian can recommend articles for reading. The librarian must be aware of adult literature in all fields of curriculum and must know the faculty's interests, strengths, and weaknesses in order to be effective.

The New York City Board of Education further declared that the physical care and general administration of the professional library by the school librarian demand that it be located in the school library.¹³ There are other points of view that contend that the professional library should be a separate facility. Still other schools will find that the best place will be the teachers' lounge, the Board of Education room, or in the department area. The decision will depend on the physical arrangement of the school.

Perhaps the largest obstacle to having an effective professional library will be financing. The school will have to determine what is functionally needed and then determine cost. Initial expenditures have

¹²New York (City). Board of Education. Division of Curriculum Development, Improving the Professional Library in the School (New York: Board of Education of the City of New York, 1965). p. 4.

¹³Ibid.

to be determined by basic needs of a school, the size of staff, whether the school is elementary or secondary, the scope of curricular offerings, and the ability of the district to pay for instructional improvement.

For maintaining a professional library collection the AASL-TEPS Coordinating Committee recommends:

The teacher's library should receive an amount per teacher equal to the amount spent per pupil for library books in the district.¹⁴

The American Library Association and the Wisconsin Department of Public Instruction recommends a budget of \$10.00 per teacher of \$150.00 per building which ever is greater.¹⁵ If these recommendations for financing are followed, schools could go a long way in establishing professional libraries.

¹⁴AASL-TEPS Coordinating Committee, op. cit., p. 8.

¹⁵Ernst, loc. cit.

Section 3

SOLUTION OF THE PROBLEM

PROCEDURE

The scope and nature of this problem of professional libraries presently established in Iowa suggested the advisability of utilizing a questionnaire as a collection instrument. The sample was limited to high school librarians to obtain data from those persons most directly involved in professional libraries.

Methods Used

Using the Iowa Educational Directory for 1972-1973 the number and size of high schools in the State was identified. The high schools were then stratified by size and geographical location. Sixty high schools were then randomly selected to receive the questionnaire. The questionnaire along with a letter of explanation and a definition of professional libraries was sent to the high school librarians.

Prior to sending out the sixty questionnaires ten sample questionnaires were mailed to test the validity of the instrument.

Description of Questionnaire

The questionnaire had four parts. The first part contained general data about the school, such as number of students, whether the school included grades 9-12 or 10-12, and the number of teachers.

Part two determined whether or not the school had a professional library. Then such things as size of professional budget, if the professional

library is under the direction of a certificated librarian full-time or part-time, number of volumes, location of the library, and items in the professional library were ascertained.

The third section contained questions asking the librarian to identify obstacles in setting up or improving a professional library. This section also included some identifying factors as to why a school does not have a professional library.

The final phase was the identification of services provided and techniques the librarian has used to promote use of the professional library.

Section 4

ANALYSIS AND INTERPRETATION OF DATA

Of the 60 letters that were sent 46 librarians returned the questionnaires. The break down of the number of responses by size of school was:

Size of school	Under 300	300- 499	500- 999	1000- 4999	Over 5000
Number responding	3	5	16	14	9

ANALYSIS OF DATA

School Data

With the exception of schools over 5000 the teacher population was under 50 so the data was collected for buildings serving approximately the same number of teachers. However, the spread of grades taught was greater which means that some professional libraries were serving a wider interest level.

Thirty-eight full-time librarians and eight part-time librarians were identified. Of these twenty-two had duties in high school only, eleven in both junior and senior high and twelve had k-12 duties. One librarian reported a k-6, 10-12 responsibility and one an 8-12 assignment. Smaller school districts tended to report more k-12 or junior-senior high librarians. The nine school districts over 5000 pupils had nine full-time high school librarians serving grades 10-12.

Professional Library

Thirty-five librarians reported their school had some type of professional library, eight reported no professional library and one did not answer the item. The most common response was a professional library under the direction of a librarian.

Table 1

Type of Professional Library

Type of Professional Library	Under 300	300- 499	500- 999	1000- 4999	Over 5000
Professional library under librarian	0	2	6	7	3
Professional library under someone other librarian	0	0	0	1	0
Professional shelf with no one in charge	1	2	5	2	1
Professional shelf under librarian	1	0	0	0	1
District professional library but not local	0	0	0	0	3
Both district and building professional library	0	0	1	0	1
No professional library	1	1	4	2	0
Not answer	0	0	0	1	0

The most popular location for the professional library was the teachers' lounge or teachers' workroom. Several reported the professional library was part of the student library or in an adjacent room. Some schools have their professional libraries in more than one location. Two schools of over 5000 had district professional libraries in the Board of Education Room.

The size of the professional libraries tends to be small. The most common response was from 50 to 99 titles. Two schools reporting over 1500 titles have district professional libraries.

Table 2
Titles in Professional Library

Number of Titles	Under 300	300- 499	500- 999	1000- 4999	Over 5000
Under 50	1	1	7	2	0
51-99	1	3	3	4	2
100-499	0	0	3	4	2
500-999	0	0	0	1	2
1000-1499	0	0	0	0	1
Over 1500	0	0	0	0	2
Not know	0	0	0	0	0
Not answer	0	0	0	2	0

Although all types of material are used in some schools, books on methodology, disadvantaged children, curriculum planning, and similar material seem to be the most popular. Catalogs of books, films, and filmstrips and professional magazines are also frequently found in professional libraries. While 31 reported subscribing to professional magazines, only four libraries have Education Index.

Table 3

Types of Materials in Professional Library

Types of Material	Under 300	300- 499	500- 999	1000- 4999	Over 5000
Curriculum guides	1	3	8	3	6
Courses of study	1	2	7	2	5
Teacher's manuals	2	2	5	3	6
Sample textbooks	2	0	5	3	3
Books on methodology and similar topics	2	3	10	9	9
Index of community resources	0	0	2	0	3
Catalogs of books and nonprint materials	2	4	8	9	7
Professional magazines	2	3	10	10	6
<u>Education Index</u>	0	0	2	0	2
A-V materials	0	0	4	1	3
Educational material by state or community	1	3	4	3	5
Television and radio program guides	0	2	6	2	3
Announcements of professional meetings	0	2	5	2	3
Field trip guides	0	0	0	0	2
Materials for non-educators	0	0	0	0	3
Supplies for production of materials	1	0	3	0	2
Not answer	0	0	1	0	0

The amount of money budgeted varied. Fourteen librarians reported budgets of under \$100 and fourteen reported budgets of between \$100 and \$300. These 28 schools represented all sizes. Some indicated they had no specific amount budgeted or the allocation was supplemented from other sources, such as the general fund.

Eleven librarians reported the money for professional materials was a separate allocation and 12 said the money came from the per pupil budget. Four librarians reported they did not know how much money was allocated for professional materials.

Table 4

Budgets of Professional Libraries

Budget	Under 300	300- 499	500- 999	1000- 4999	Over 5000
Under \$100	2	2	5	3	0
\$100-299	0	2	5	4	3
\$300-499	0	0	0	1	1
\$500-699	0	0	0	1	0
\$700-1000	0	0	0	0	0
Over \$1000	0	0	0	0	1
Not know	0	0	0	0	1
No specific amount	0	0	1	2	1
Not answer	0	0	1	2	2

Twenty-seven professional libraries are under the direction of certificated librarians, eight are not. The break down according to size of school was:

Certificated librarian	Size of school				
	Under 300	300- 499	500- 999	1000- 4999	Over 5000
Yes	1	4	9	8	8
No	1	0	3	3	1

Of the 27 librarians having direction of the professional library, 24 had duties in both the student and professional library. Three had responsibilities in the professional library only.

Obstacles

Librarians identified three obstacles to improving professional libraries: finances, lack of interest on the part of teachers, and lack of facilities. The same obstacles, as well as lack of time on the part of the librarian and lack of support from administrators, were identified as reasons the school did not have a professional library.

Table 5

Obstacles in Improving Professional Library

Obstacles	Under 300	300- 599	500- 999	1000- 4999	Over 5000
Finances	1	3	7	6	5
No one in charge of the collection	0	0	1	1	0
Lack of interest on part of teachers	2	2	8	8	6

Table 5 (continued)

Lack of facilities	0	3	5	4	3
Time on the part of librarian	0	1	1	1	0
Materials available elsewhere	0	0	0	1	0
Not answer	0	0	1	0	0

Use Of

Most librarians reported they relied on person-to-person contacts and notices to individual teachers as ways of promoting the professional library. Few used selection committees and some librarians did nothing to encourage use of the professional library.

Table 6

Use of Professional Library

Techniques for Promotion	Under 300	300- 499	500- 999	1000- 4999	Over 5000
Person-to-person contact	2	3	9	11	5
Selection committees	0	1	1	1	0
Bulletin boards	0	1	1	2	0
Notices to individual teachers	1	3	7	7	7
Talks at faculty meetings	1	1	2	3	1
Nothing	0	0	3	1	0
Not answer	0	0	0	0	1

The number of teachers using the professional library is small. All but four reported use at less than 50% with most schools indicating only 10% of their teachers using the professional library. Several librarians noted that professional magazines were the type of material most frequently used.

INTERPRETATION OF DATA

Although most schools have some type of professional library they seem to be little used. Most professional libraries contain materials of use to teachers so the reason for nonuse lies elsewhere. Outdated material would be a reason, but this survey had no way of identifying that cause.

One librarian asked on her questionnaire, "Is there that much of a need for this type of materials? Especially with our regular library budgets being cut. Most teachers in our system provide themselves with software that they feel a pressing need for and also some professional magazines are provided by the Board."

This librarian has raised a legitimate question, is there need for professional libraries? Based on the review of literature there is such a need, but it evidently is not being felt. In expounding on her question this librarian may have given an insight into why teachers in Iowa have not felt the need for professional libraries. They are providing their own. The School Board has never provided the funds so teachers buy what they feel necessary. In doing this teachers are defeating progress. If professional libraries were demanded they would probably start appearing in public schools. High school and elementary libraries are a case in point.

Location of the professional library could be a reason for it being little used. Since schools of various sizes have their professional libraries in different locations and they all lack use, location evidently is not a factor. One librarian noted that she had integrated the professional material with the student material and ~~the~~ teachers who wanted to use the material did not object to coming to the library to use it. She also noted that the professional material had been in the teachers lounge and it did not receive greater use there.

Professional libraries, no matter what size or location, are not being used. The questionnaire did identify obstacles to setting up or improving the professional library. Perhaps here is the key to why they are not being used. Librarians identified finances and lack of interest on the part of teachers as the two biggest obstacles to a functioning professional library.

Finances in this day and age will be slow in coming until School Boards see a need for professional libraries. This would indicate that creating an interest in and need for professional libraries should be given priority status. Teachers, administrators, and school board members should be made targets for creating this interest.

A definite factor is administrative sanction. One librarian reported that it apparently had never been stressed as important to professional growth and that the majority of the teachers were rather set in their ways and did not like change.

There seems to be no relationship between size of school and whether or not the school has a professional library or how well it is used. Likewise there is no relationship between promotion of the library and its use.

Person-to-person contact and notices to individual teachers seem to be the most frequently used ways of promoting the professional library. In view of the fact promotion is doing little good, librarians may be wasting their time. Person-to-person contact is time consuming and librarians reported they had little time for the professional library. Perhaps more extensive use of selection committees would lead not only to having materials teachers want but make them see the usefulness. More creative ways of promoting the use of the professional library need to be found.

One district is trying to put a set of catalog cards for each professional title in each building so all teachers have access to all the professional books. This would meet the objection of not having what teachers need. Also this decreases the need for duplication; therefore, less money is needed.

Three librarians said they did nothing in the way of promoting the professional library. The fault may lie with librarians. Maybe they do not see the need for materials directed to teachers?

Librarians did note that magazines were read when given to the individual teacher, but little used after being filed. This leads to two points of thinking. First, few schools provide the Education Index. If teachers had a way of finding information in magazines, they might make more use of them. Secondly, the magazines are given directly to the teacher, and used. Maybe if books, catalogs, and short articles of interest were given directly to the teacher they would be used.

The problem of professional libraries goes deeper than trying to get teachers to use the materials. Lack of time during the day to use a professional library does keep some teachers from utilizing professional

materials. More released time for teachers to create educational materials or to plan curriculum might lead to more demand for a professional library.

The fact that material now provided in Iowa high schools is not being used does not mean efforts to improve professional libraries should be abandoned. On the contrary, more efforts need to be put towards the professional library. Efforts are needed in the area of providing materials and helping teachers, administrators, and school board members to see a need for professional materials. All schools, no matter their size or geographic location, need to expend more efforts toward developing professional libraries and seeing they are used.

Section 5

SUMMARY

This paper takes the position the professional libraries are important. They are a vital part of teacher growth and keeping up with new educational trends. Professional libraries have been slow in developing in Iowa. Determining where Iowa is in establishing and maintaining professional libraries, the reasons they have not developed, and what is being done to encourage their use is essential before steps can be taken to improve the status of these libraries.

The questionnaire used to survey 60 high school librarians revealed most schools have some type of area set aside for professional materials. The location varied, but did not make a difference in the use of materials.

Most librarians reported professional libraries were little used. Size of the school made no difference in use. A closer correlation is shown between teacher interest and use than size or location and use.

The materials provided in the professional collection ^{are} of a nature that teachers should find helpful in making lesson plans and planning curriculums. The survey did not show if these collections were outdated. Some librarians in responding to the percentage of teachers using the professional library indicated magazines were used far more than any other type of media.

Professional libraries are little used and deemed unimportant by many teachers. If progress is to be made in this vital area much activity needs to be directed towards the professional library.

BIBLIOGRAPHY

- AASL-TEPS Coordinating Committee. The Teachers' Library.
Washington, D.C.: National Education Association, 1966.
- Ahlers, Eleanor E. "The Materials Center at the School District Level."
Library Trends, 16:446-458, April 1968.
- American Library Association, Standards for School Media Programs.
New York: American Library Association, 1969.
- Blair, Glenn Myers, R. Stewart Jones, and Ray H. Simpson. Educational Psychology. 3d ed. London: Macmillan Company, 1968.
- Bristow, William H. "Resource Centers," Review of Education Research.
26:184-193, April 1956.
- Church, John G. "The California State Curriculum Laboratory,"
California School Libraries, 35:8-10, March 1964.
- Cooper, Lloyd G. The Professional Library in Education Collections.
Newark, New Jersey: The Bro-Dart Foundation, 1968.
- Ernst, William. "Learning is for Teachers, Too," Wisconsin Library Bulletin, 65:77-78, March 1969.
- Good, Carter V. (ed.). Dictionary of Education. 2d ed. New York:
McGraw-Hill Book Co., 1959.
- Grimes, George H. "The Curriculum Laboratory in an Urban School System,"
Educational Leadership. 29:349-352, January 1972.
- Jacobs, James W. "Blueprint of an Idea," School Libraries, 12:29-34,
October 1962.
- McCallister, Carlyne. "~~Teacher Contacts with Library Important~~,"
Education Digest, 32:52-54, September 1966.
- McCarthy, Imogene J. "The Professional Library in the School: a Tool
for Supervisors," Elementary School Journal, 63:160-167, December 1962.
- Mackenzie, Gordon N. "Ideas into Action," Educational Leadership,
18:379-388, March 1961.
- Mahar, Mary Helen. "Promising Practices in Secondary School Libraries,"
The Bulletin of National Association of Secondary School Principals,
43:23-19, November 1959.

Merryman, Donald. "Mobile Educational Technology," American Libraries,
1:162-164, February 1964.

New York (City). Board of Education. Division of Curriculum Development.
Improving the Professional Library in the School. 1965.

Nicholsen, Margaret E. "The Professional Library," The Bulletin of the
National Association of Secondary-School Principals, 50:96-106,
January 1966.

Simmons, Florence, "The Instructional Resource Center," ALA Bulletin,
57:170-174, February 1963.

#4 Brookshier Trailer Court
Hamburg, Iowa 51640
March 24, 1973

Librarian
South Page High School
Box 98
College Springs, Iowa 51637

Dear Colleague:

As part of the requirement for completing my master's degree at the University of Northern Iowa I am writing a research paper on professional libraries. Professional libraries as I am defining them would be a collection of media placed in an area for use by teachers for their professional growth and for developing curriculum and lesson plans.

I would appreciate your help in determining the present status of professional libraries in Iowa high schools by filling out the enclosed questionnaire and returning it to me by April 6. If you would like a summary of the results of the survey write your name and address at the bottom of the questionnaire and I will be glad to send you a copy.

Sincerely yours,

(Miss) Joie Taylor

QUESTIONNAIRE ON PROFESSIONAL LIBRARIES

SCHOOL DATA

1. Number of pupils in school district

under 300
 300-499
 500-999
 1000-1999
 over 5000

2. Number of pupils in your building

under 300
 300-499
 500-699
 700-999
 1000-1500
 over 1500

3. Number of teachers in your building

under 25
 26-50
 51-75
 76-100
 over 100

4. Does your building include grades

k-12
 7-12
 9-12
 10-12

5. Are you a part-time full-time librarian?

Do you have duties in

high school only
 junior and senior high
 k-12

PROFESSIONAL LIBRARY

6. Does your school currently have
- a professional library under the direction of a librarian
 - a professional library under the direction of someone other than the librarian. If so, who? _____.
 - a professional shelf, but no one person directly responsible for it
 - a district professional library, but none at the building level
 - both a district and building level professional library
 - no professional library

7. How much money is allocated in the budget for the professional library
- under \$100
 - \$100-299
 - \$300-499
 - \$500-699
 - \$700-1000
 - over \$1000

Is this money a separate allocation or from the per pupil library budget?

8. Is the professional library under the direction of a certificated and qualified librarian? Yes No

If yes, does this person have

- duties only in the professional library
- duties both in the professional and high school and/or elementary library

9. Location of professional library
- part of student library
 - teachers' lounge
 - Board of Education room
 - Principal's office
 - Other (Specify)

10. Number of titles in the professional library (include all types of media)
- under 50
 - 51-99
 - 100-499
 - 500-999
 - 1000-1499
 - over 1500

11. Indicate the types of materials included in your professional library
- curriculum guides
 - courses of study
 - teacher's manuals
 - sample textbooks
 - books on methodology, disadvantaged children, curriculum planning, and other similar topics
 - index of community resources
 - catalogs of books, films, filmstrips, etc. that can be purchased
 - professional magazines
 - Education Index
 - A-V materials related to the subject of education
 - educational material put out by the state or community
 - television and radio program guides
 - announcements of professional meetings, workshops and other programs of continuing education
 - field trip guides
 - materials for non-educators
 - supplies for production of materials

OBSTACLES

12. What obstacle (s) do you feel would hinder setting up or improving your professional library
- finances
 - no one in charge of the collection
 - lack of interest on the part of teachers
 - lack of facilities
 - other (specify)
13. If your school does not have a professional library what reason (s) could explain this
- finances
 - apathy on the part of teachers
 - no support from the administration
 - opposition from the school board
 - no time to set up and administer such a program
 - easy accessibility to a nearby library with a good collection of educational materials
 - other (specify)

USE OF

14. What techniques have you used to promote use of the professional library

- person-to-person contact
- selection committees
- bulletin boards
- notices to individual teachers
- talks at faculty meetings
- other (Please list)

15. What percentage of your teachers use the professional library

- 10%
- 25%
- 50%
- 75%
- 95%