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Accessibility of the Media Center in Open Space and Traditional Schools: A Case Study

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Accessibility of the Media Center in Open Space and Traditional Schools: A Case Study

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Abstract

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The purpose of this study was to determine if the student in an open space school had easier access to the media center and its resources than a student in a traditional school with a media center enclosed by walls and doors. The four areas of concern were the location of the media center, school policies, teacher classroom policies and the media specialist policies.

An open space junior high school and a traditional junior high school were chosen to participate in the study. The media specialist kept a record of individual and group usage of the media center on ten specific days during the second quarter of the 1978-79 school year. Questionnaires were answered by building principals, teachers and media specialists to determine if their policies were flexible and positive or restrictive to student access to the media center.

Results of the study indicated that the location of the media center was not a significant factor in the access of the student to the media center. School policies, teacher classroom policies and media specialists policies in the open space school were less positive than those policies in the traditional school. The traditional media center was more accessible to students as indicated by the 5.5 percent more student usage during the 10 day counting cycle.

ACCESSIBILITY OF THE MEDIA CENTER IN OPEN SPACE
AND TRADITIONAL SCHOOLS: A CASE STUDY

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

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

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ABSTRACT

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Chapter 1

THE PROBLEM

Introduction

Libraries in all public school buildings are not mandated by national and state legislation, yet the majority of schools provide this facility for their students. The changing nature of schools in our society emphasize the need for expanding library services. In order to meet this need different plans have evolved from organizing school programs to fit both new and existing buildings.

The media center concept has resulted from changing practices such as team teaching, flexible modular scheduling, individually guided instruction, enrichment programs and the use of a vast array of teaching hardware.¹ Rather than having only a collection of books, this area has rapidly become a center for all materials, both print and non-print, which facilitate learning. In effect, the media center has become an extension of the classroom--a place for the student to secure information and pursue topics related to the classroom activities.

Media centers would be of little value within the school if students and teaching staff were unable to use the facility. In order for students to make use of the media center they should have easy access to the area.

¹Helen E. Saunders, "Libraries, School," Encyclopedia of Education (1971), V, 598.

In planning for the changing school and considering the varied student needs, one being easy access to the media center, the open space schools were developed in the late 1960's.² Opinions vary as to what constitutes open space and the idea has been subjected to much discussion. Generally open space has come to describe schools lacking interior partitions in which visual or acoustical separation between teaching areas and classroom areas are limited or eliminated.³ Findings have shown that open space schools can provide for a more spacious, more adaptable, a less restrictive and less rigid learning environment. Students and teachers can flow from one place to another, from a large group activity to individual study.⁴

The physical plant of a typical school built before 1965 would exemplify the traditional type school facility. The building would largely be composed of separate self-contained instructional spaces. These four-walled standard size classrooms were designed to accommodate only one teacher and one class. The media center in this type of building was different from the classroom only in total space it occupied.⁵

²Raymond W. Barber, "Media Services in the Open School: an Overview," Drexel Library Quarterly, July, 1973, p. 13.

³Frank A. Brunette, Robert J. House and Guilbert C. Hentschke, Open Space Schools Project Bulletin, No. 1, School Planning Laboratory School of Education, Stanford University, ERIC Document ED 057 484, March, 1970.

⁴American Association of School Administrators, Commission on Open Space Schools, Open Space Schools (Washington, D. C.: American Association of School Administrators, 1971) p. 23.

⁵Paul V. Gump, "Operating Environments in Schools of Open and Traditional Design," School Review, August, 1974, p. 579.

Problem Statement

In order for the media center to fulfill its role as exemplified in the 1975 standards for media programs, Media Programs: District and School, the student must have access to the media center resources and services.

The school media program seeks to provide prompt and efficient access to the resources of the school media program--program, staff, facilities, and collections--for teachers and students.⁶

Open space in education can have more than one meaning, such as design of physical plant or the development of the educational program. However, this study was concerned only with the physical plant.

The purpose of this study was to determine if the student in an open space school had easier access to the media center and its resources than a student in a traditional school with a media center enclosed by walls and doors.

The following questions were asked to cover the many variables that relate to the problem. What effect does the location of the media center in an open space school and in a traditional school have on its accessibility to the student? Do school policies in an open space school result in more student access to the media center than the school policies in a traditional school? Do teachers' classroom policies in an open space school result in more student access to the media center than

⁶American Association of School Librarians and Association for the Educational Communications and Technology, Media Programs: District and School (Chicago: American Library Association, and Washington, D. C.: Association for Educational Communication and Technology, 1975), p. 52.

the teachers' classroom policies in a traditional school? Do the media center policies result in more student access to the media center in an open space school than the media center policies in a traditional school?

Hypotheses

Four hypotheses were tested.

1. The location of the media center in an open space school makes it more accessible to the students than the location of the media center in a traditional school.

2. The school policies in an open space school make the media center more accessible to students than the school policies in a traditional school.

3. The teachers' classroom policies in an open space school make the media center more accessible than the teachers' classroom policies in a traditional school.

4. The media center policies in an open space school make the media center more accessible to students than the media center policies in a traditional school.

Importance of the Study

Students, in order to utilize the media center resources within a school, must be able to have access to the area. When planning a new facility or remodeling one, consideration should be given to the accessibility of the media center to students.

An important tool for evaluation of a media center is whether or not students have adequate access to the area. The distance students must travel from the classroom to the media center was one component of this study that determined their access to the area.

This study was of importance to the author who is a media specialist in an open space school. She was able to evaluate student access to the media center in her own school. This study was important as a guide in making modifications in the school policies, teacher classroom policies or media center policies to facilitate accessibility to the media center.

Limitation of the Study

A limitation to the study was that the author used only one open space concept school and one traditional concept school in which to gather data. The study was limited to student access to the media center and not access to the resources within the media center itself. Another limitation was the small number of research studies and evaluative material which relates to the accessibility of the media center. Therefore, the author was limited to a small number of studies in the review of literature. Also all limitations of the questionnaire survey method apply here.

Assumptions

Certain assumptions were made in conducting this research study. The author assumed that the media center was overseen by a media specialist or a person holding a certificate endorsed for service as a school librarian having met the requirements set by the Department of Public Instruction in Iowa. A second assumption was that the media center had adequate resources and materials for student use and that the media center environment was conducive to student usage. A final assumption was that there was mutual cooperation between the media specialist and the teaching staff.

Definition of Terms

Educators have various definitions for the terms listed below. However, for this study the author used the following definitions:

School Media Center - an area or system of areas in the school where a full range of information sources, associated equipment, and services from media staff are accessible to students, school personnel, and the school community.⁷

Media Specialist - a certified professional who is responsible for the media program at the individual school level.⁸

Open Space Concept School - a school lacking interior partitions in which the visual and acoustical separation between teaching areas and classroom areas is limited or eliminated.⁹

Traditional Concept School - a school that has separate instructional spaces which are contained within four walls that make up self-contained classrooms.

Access - permission for a person to enter, approach, pass to or from, or make use of.

Accessibility - the extent to which the media center and services are easy to use and obtain.¹⁰

Study Hall - an area into which students are scheduled to work quietly and independently.

⁷Ibid., p. 111.

⁸Ibid., p. 110.

⁹Brunette, op. cit., p. 1.

¹⁰Mary Virginia Gaver, The Accessibility of Learning Materials (East Brunswick: SSH Press, 1962), p. 8.

Building Principal - an administrator responsible for the educational program, the physical plant and the complete building staff.

Physical Plant - the architectural structure of a school building.

More accessible - a larger percentage of students using the media center.

Flexible - 70 percent or more of the questions on the questionnaire will be answered with a "yes."

Chapter 2

REVIEW OF THE RELATED LITERATURE

There has been little research and evaluation in the field of open space concept education aside from testimonials by exponents and reporters.¹¹ Most research that has been published compared open and traditional classrooms in relation to student self-concept, performance, attitude and achievement.

Location

In separate studies, McGarth and Hart have examined the status of access to media centers in secondary schools (grades seven through 12) in the United States by reviewing published information in books and periodicals. They were concerned with several areas which relate to student access to the media center. McGarth concluded that for maximum access the media center must be centrally located.¹² Hart concluded that it should be centrally located near the main entry whenever possible, but in the academic areas, if a choice must be made.¹³

In a related study, Ford stated that when the media center was

¹¹Herbert J. Walberg and Susan Christie Thomas, "Open Education: An Operational Definition and Validation in Great Britain and United States," American Educational Research Journal, Spring, 1972, p. 197.

¹²Lawrence H. McGarth, "Student Access to Libraries and Library Resources in Secondary Schools," (Occasional Papers, No. 97) Urbana: University of Illinois, Graduate School of Library Science, December, 1969, p. 1.

¹³Thomas L. Hart, "Environmental Consideration for Open Space Schools," Drexel Library Quarterly, July, 1973, p. 85.

close to the classrooms the teachers found the access very advantageous and this positioning probably provided the optimum of service to the extent of its materials.¹⁴ Ford therefore concluded that the media center that is strategically located can be the hub of the school.¹⁵

Hours Available

Other studies have suggested that to perform effectively, the media center should be free to receive its patrons at any time of day,¹⁶ before school, during and after school.¹⁷ It should be the responsibility of the media specialist to have the media center open to provide the students and faculty maximum access to the materials housed within the center.

In determining the characteristics of instructional materials centers, Grassmeyer found that the hours the center was open was very important in regard to utilization of materials. Questionnaires were sent to forty junior high schools in fourteen states in the North Central Association; twenty-four media specialists replied from twelve states. All twenty-four schools were open after school hours and twenty-two out of the twenty-four schools were open before school hours. Therefore, the media centers were accessible or open for use by most

¹⁴Harry J. Ford, "The Instructional Resources Center, An Enabling Facility," Audiovisual Instruction, October, 1962, p. 526.

¹⁵Ibid., p. 527.

¹⁶Margaret E. Nichol森, "The IMC," School Libraries, March, 1964, p. 40.

¹⁷John H. Hansen and Arthur C. Hearn, The Middle School Program, (Chicago: Rand McNally, 1971), p. 278.

students during the school day.¹⁸ The time the media center was open before and after school would enable students to utilize media materials if they did not have access to the media center during class time.

Space

McGarth also felt that opportunities for use of resources are made realizable where enough space is available to meet student needs. There should be sufficient seats but also an adequate number of equipped single study carrels for all students who might wish to use them at one time.¹⁹

In a high school in Black Earth, Wisconsin, students check themselves into an individual carrel. Students can work undisturbed for as long as their task takes them or for as long as their schedule permits. Seldom are most of the carrels not in use.²⁰ While difficult to generalize about space within a media center, the media center should have space capable of accommodating the maximum number of pupils who use it at any given time.²¹ The 1975 standards for media programs, Media Programs: District and School, suggest 15 to 30 percent of enrollment as the optimum level for seating capacity.²²

¹⁸Donald LeRoy Grassmeyer, "The Organization and Administration of Instructional Materials Centers in Selected Junior High Schools" (Doctoral dissertation, The University of Nebraska, 1966), p. 37.

¹⁹McGarth, op. cit., p. 3.

²⁰Robert G. Adams, "Library's Role," Instructional Materials Center, ed. M. P. Pearson and L. Butler (Minneapolis: Burgess, 1969), p. 129.

²¹David W. Beggs, "Organization Follows Use," Instructional Materials Center, ed. M. P. Pearson and L. Butler (Minneapolis: Burgess, 1969), p. 180.

²²American Association of School Librarians and Association for Educational Communications and Technology, op. cit., p. 96.

Leeper, in a study of twenty-four open space and twenty-four self-contained randomly selected elementary schools in north central Colorado, attempted to determine the effects associated with major structural changes in elementary schools and their library-media centers.²³ This study also probed for differences in the attitudes of students, teachers, principals, and library-media persons toward library-media centers in open space and self-contained schools.

Each school was stratified by size of enrollment. Schools with an enrollment of 300 to 399 students were placed in the medium size category and schools with an enrollment of 600 or more students were placed in the large size category. Twelve schools were randomly selected from the forty-eight schools and eight classroom teachers and twelve students were selected to respond to opinionnaire forms in each of the twelve schools. Principals and library-media persons responded to questionnaires from the original forty-eight selected schools.

Leeper found that the major difference in physical facilities between the two types of schools was the amount of space available for users, equipment and material in the media center. The open space media centers were allotted more square feet of space than the self-contained media centers. Leeper felt that this difference reflected, to some extent, the degree of importance accorded to media centers in open space schools by architects and others involved in building planning and space utilization.²⁴

The Grassmeyer study reported that out of twenty-five schools

²³Dennis Patterson Leeper, "A Comparative Study of Open Space and Self-Contained Elementary School Library-Media Centers" (Doctoral dissertation, University of Colorado, 1975), p. 112.

²⁴Ibid., p. 116.

all but one indicated that over 15 percent of the student population attended the media center daily. The one school with less than 10 percent attendance daily was due to lack of space and crowded conditions.²⁵

Study Hall Periods

Another factor determining access to the media center is the use of "study hall periods." McGarth suggested that while the study halls do permit possible individual use of media center resources, if the media center is used as a study hall it inhibits individual use and incidental use of the media resources by large groups, small groups and staff.²⁶

Students who are sent to the media center, whether they need to use it or not, restrict free and independent use of materials by students who need access to the media center. The time the media specialist spends monitoring study hall students in the media center restricts the possibility for conferences with students and staff concerning research questions and school projects.²⁷ Grassmeyer found that twenty-three out of the twenty-four media centers did not have a study hall within their areas. The media center that was utilized for study hall purposes indicated it was due to crowded conditions in the school.²⁸ Schools which have dispensed with study hall periods without substituting alternate opportunities make it difficult for students to utilize resources and services within the media center.²⁹

²⁵Grassmeyer, op. cit., p. 38.

²⁶McGarth, op. cit., p. 10.

²⁷Hansen, op. cit., p. 278.

²⁸Grassmeyer, op. cit., p. 38.

²⁹McGarth, op. cit., p. 10.

Teacher Classroom Policies

Teacher attitude, teaching methods, curriculum content, and student scheduling affect student access to the media center. The combination of team teaching in large instructional groups, small discussion groups and individual study provide both sufficient motivation and the availability of time for the student to utilize media resources.

Traub and Weiss in studying openness in education in southern Ontario, identified twenty-nine facets of school programs. The Dimensions of Schooling Questionnaire (DISC), designed to be administered to teachers, provided a means for indexing openness of classroom or school programs. Traub and Weiss selected the physical plants of six suburban schools to be studied. These physical plants were closed, open and mixed. Three of these schools scored high on the DISC scores and three scored low on the DISC scores. Data were collected from teachers, principals, parents and students on a number of variables in relation to the day-to-day operation of the schools as well as measures of student cognitive and non-cognitive achievement.³⁰

Teachers in open-area suburban schools had more positive attitudes toward students, education, educational innovations and teaching as a profession than teachers in mixed- and closed-area schools. It is probable that these results are a product of work experience in schools with innovative programs and architectures, since the staffs of the suburban schools varied little in their background characteristics, including demography, training and previous work experience.³¹

The methods and techniques which a teacher employs with a small

³⁰Ross E. Traub and Joel Weiss, "Studying Openness in Education: An Ontario Example," Journal of Research and Development in Education, February, 1974, p. 52.

³¹Ibid., p. 53.

or large group in an open space school is visible to every other member of the team. The teacher should be flexible, receptive to suggestions, acquiring new and effective techniques from others while demonstrating their successful techniques to others sharing the area.³² Armstrong suggested that teachers, both new and experienced, can increase their effectiveness more quickly in open space than in traditional, self-contained classrooms.³³

The Leeper study found that teachers, principals and library-media persons in open space schools expressed more positive attitudes regarding media center services to students and teachers than those in the self-contained schools.

One possible explanation for these differences is that media centers in open space schools tend to be regarded as active learning and inquiry centers and, therefore, are often an integral part of the school's academic program rather than an adjunct to the instructional process.³⁴

School Policies

School organization and policy that dealt with restrictions on student movements, and are controlled by the administration, may be deterrents to media center access. The student's access to school learning resources may be determined by school policy, especially when school policy permits the student no choice in regard to place or time of learning. Therefore a more flexible timetable or schedule may permit the student to determine where, what, and when he will study, thus

³²Johanna S. Wood, "Media Programs in Open Space Schools," School Media Quarterly, Spring, 1976, p. 205.

³³David G. Armstrong, "Open Space vs. Self Contained," Educational Leadership, January, 1975, p. 294.

³⁴Leeper, op. cit., p. 115.

permitting him to manage his access to required materials at times appropriate to him.³⁵

The building principal needs to exercise positive leadership in developing solid understandings of the importance of the media center. Frequent attention needs to be given in regular evaluation of its operation, personnel, of procedures and of its contents.³⁶ While a cooperative spirit should exist between and among all staff members, the principal should continually evaluate what is happening and guide the inner workings of the school.³⁷

Media Center Policies

The media specialist can reduce potential access to the media center by imposing restrictive organizational policies or practices. Such practices may be restrictions on access to some types of materials, loan periods that are too brief or too inflexible, restrictions on loan of some types of print or non-print materials, unwillingness to lend items to classrooms, charging fines for overdue material and closing the media center for stock checking.³⁸

Staff

Adequate staff in the media center is required to meet student needs. The professional staff should have training in both print and non-print materials. In addition there should be an adequate number

³⁵McGarth, op. cit., p. 11.

³⁶Beggs, op. cit., p. 662.

³⁷American Association of School Administrators, op. cit., p. 25.

³⁸McGarth, op. cit., p. 11.

of clerks for clerical work such as typing, delivering materials and working with the circulation process.³⁹ Clerks in the media center can release the media specialist so the media specialist is available to staff and students at all times.

Leeper found that a factor which is related to the services provided by the media center is the number of salaried media aides available in the media center. Open space media centers had more hours of salaried media aides per week than did the media centers in the self-contained schools.

This difference enabled the open space library-media persons to devote more of their time to the provision of personalized services because paid assistants were available to attend to the myriad clerical details which demand constant attention in every library.⁴⁰

The literature reviewed indicated that there are many variables related to student access to the media center. There were several conclusions this author reached after reviewing the literature on accessibility of the media center in open space and traditional schools.

1. The media center should be centrally located and open before school, during and after school to receive students and faculty.

2. The media center should have space available to meet student needs. Open space media centers generally were allotted more square feet of space than media centers in traditional schools.

3. Adequate staff in the media center is required to meet student needs. Open space media centers had more hours of salaried media aides than did media centers in traditional schools.

³⁹Nicholsen, op. cit., p. 41.

⁴⁰Leeper, op. cit., p. 13.

This study concerned itself with the variables of location of the media center, school policies, teacher classroom policies and media center policies. It was the author's contention that these variables are basic to accessibility and should be considered first when determining ease of student access to the media center. The case study will be limited to these variables.

Chapter 3

METHODOLOGY

The general procedure for research in this work was the case study method. Most of the data were gathered by questionnaires. The population was one open space concept junior high school and one traditional concept junior high school. The schools were selected because of their proximity, within thirty miles, to the researcher. These schools were Central Junior High, DeWitt, Iowa, and Black Hawk Junior High, Pleasant Valley, Iowa. The participants were the building principal, media specialist and the entire teaching staff of each school.

Permission for conducting the study in the school and with the staff was obtained from each building principal. A complete list of the professional staff and a floor plan of each school were obtained from the principal.

The media specialist was requested, in an interview, to keep a record on ten specific days of individual and group usage of the media center. The ten days were a sample selected during one quarter (9 weeks) of the school year. The specific days were chosen by picking each fourth school day after the beginning of a new quarter, until ten days were selected. These dates were chosen by the author and recorded for each media specialist in advance of the particular quarter that the study was done. The study was completed during the second quarter,

November, December, January of the 1978-1979 academic school year. An adequate amount of recording forms were given to the media specialist for the data gathering process. (See Form in the Appendix E.) The data on this form included: number of students who come to the media center, what room or class area they arrived from and what teacher sent them to the media center. These data were used to determine if the distance a student travels to the media center had any relationship to the number of students using the media center. That is, did teachers in rooms or class areas that were in close proximity to the media center send more students than teachers in rooms or class areas a greater distance from the media center?

These data were also used to determine if teachers with more positive or flexible classroom policies had more student usage of the media center than the teachers with restrictive or negative classroom policies. At the end of the quarter an appropriate questionnaire (See forms in Appendix B, C, and D) was given to the media specialist, the building principal and the entire teaching staff. The author took three separate questionnaires to the schools to distribute to the building principal, media specialist and the entire teaching staff. The completed questionnaires were returned to the media specialist in a sealed envelope. Two weeks later the author returned to the schools to pick up the completed questionnaires.

These questionnaires were used to determine if the policies of the building principal, classroom teacher and the media specialist were flexible and positive or restrictive and negative to student access to the media center. Most policy statements on the questionnaires were written to reflect positive, flexible guidelines for action. If

70 percent of the statements were checked with the "yes" option, the principals', teachers' and media specialists' policies were interpreted as being positive and flexible.

School policies that determined student access to the media center were as follows: the hours the building was open to student use and if students were allowed anywhere in the building before and after school; if students were allowed to move freely in any part of the building during class time or had to have a written pass to allow such movement.

Teacher classroom policies that determined student access to the media center were as follows: were individual students permitted to leave the class area to use the media center; were small groups (2-6 students) permitted to leave the class area to use the media center; was the whole class permitted to use the media center at one time and was a written pass needed for student movement between the class area and the media center.

Media center policies that determined students' access to the media center were as follows; was the media center open to students during the entire day; were individual students permitted to use the media center at any time during the day; were small groups (2-6 students) permitted to use the media center at any time during the day; were large groups (15-30 students) or an entire class scheduled to use the media center; if scheduled study halls met in the media center, were other students permitted to use the media center during this time and were students permitted to come to the media center from a study hall located in another area.

Chapter 4

ANALYSIS OF DATA

Data presented in this chapter were obtained from three different questionnaires. These questionnaires requested information from the principal, teachers and media specialist in two schools. One school was an open space school and one a traditional school.

School A

School A was an open space junior high school located in a rural area. School enrollment consisted of 451 seventh and eighth grade students. There were 26.7 full-time equivalent teachers on the teaching staff. Over eighty percent of the students were bussed to the building.

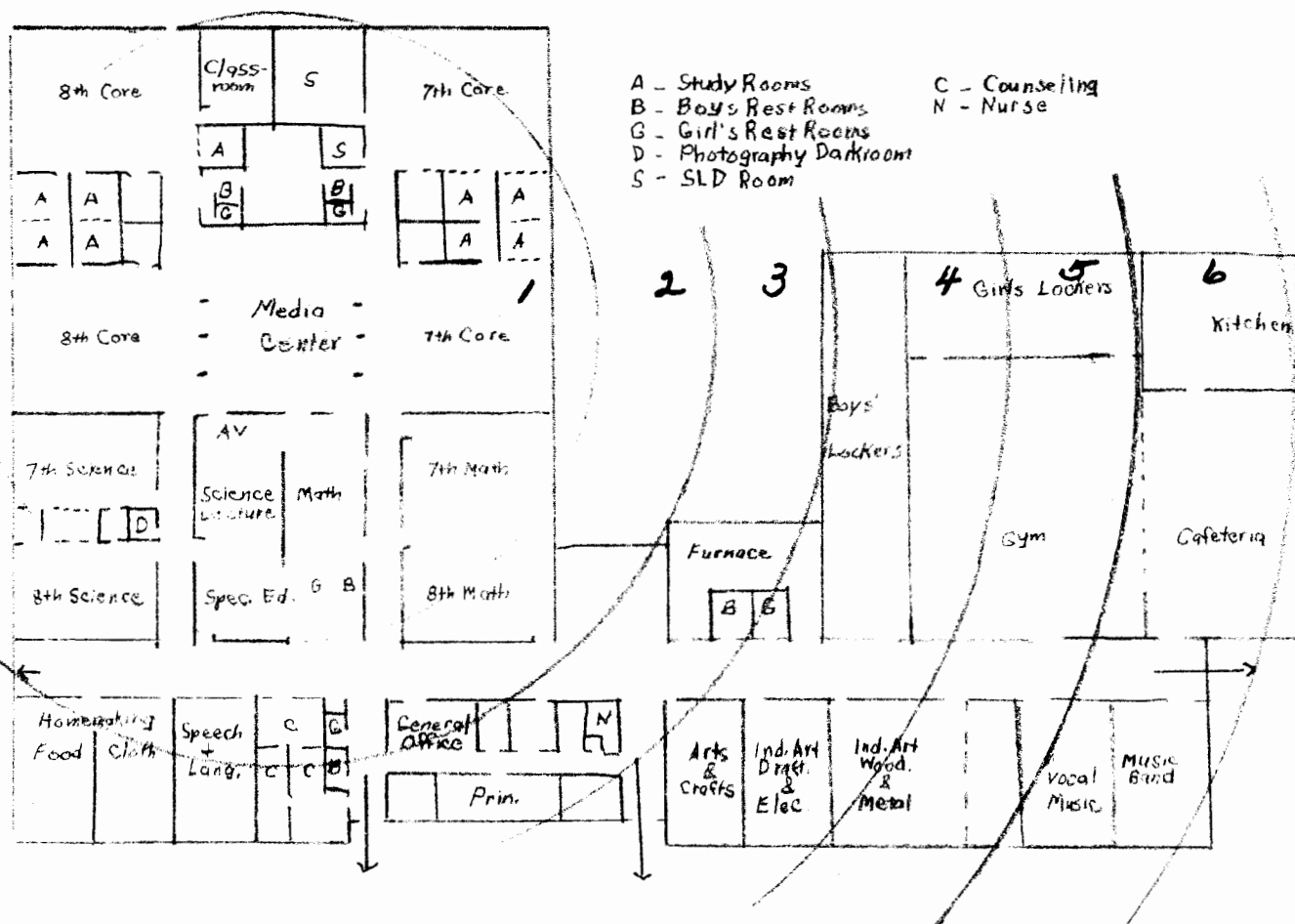
School A had an eight period school day with each period 45 minutes long. The school day began at 7:55 a.m. and ended at 2:25 p.m. The total school day consisted of six hours and thirty minutes.

Location of Media Center

A circle diagram was used to represent the location of the media center within the building. The center of the circle was the media center with graduated enlarged outer circles. The outer circles designated room distance in feet, from the media center. A modified floor plan of School A is represented in Table 1.

Table 1

School A -- Distance Chart of Media Center to Classrooms



1. 4 core areas - 10 to 70 feet
- 7 classrooms
2. 3 classrooms - 71 to 125 feet
3. 1 classroom - 126 to 180 feet
4. 2 classrooms - 181 to 270 feet
5. 1 classroom - 271 to 315 feet
- gymnasium
6. 1 classroom - 316 to 400 feet
- cafeteria

The school was a one level building with the media center located in the middle of the academic wing. The building consisted of 15 classrooms and 4 core areas. The four large core areas and seven classrooms made up the academic oriented classes and were located within 70 feet of the media center. Three classrooms were within 125 feet of the media center. The non-academic wing consisted of the gymnasium, cafeteria, industrial arts, music and art. These areas were located approximately 181 to 400 feet from the media center.

School Policies

Data on school policies were acquired from a questionnaire answered by the school principal. (See Media Center Accessibility Questionnaire-Principal, Appendix B.) Questions 9, 11, 12, 13 and 14, if answered "yes," reflect flexibility and are positive to student access to the media center. A "yes" answer to questions 10 and 15 indicate some restriction or inflexibility to student access to the media center. If 70 percent or more of the questions were answered with the flexible and positive response, the policies were considered flexible to student access to the media center.

The following table represents data from the questionnaire on school policy in School A.

Table 2

School A -- School Policies

Questionnaire Statements	Yes	No
9. Are students allowed in the building before school begins?	X	
10. Do students go to a specific area in the morning before school begins?	X	
11. Are students permitted to move freely about the building in the morning before school begins?	X	
12. Are students permitted to go to the media center in the morning before school begins?	X	
13. Are students permitted in the building after school ends?	X	
14. Are students permitted free movement about the building during class time?		X
15. Must students have a written pass from a teacher when moving about the building during class time?	X	

Questions 9, 11, 12 and 13 were answered "yes" and are policies that are considered flexible to student access to the media center. Therefore 57 percent of the school policies were considered flexible. Questions 10 and 15 were answered "yes" and question 14 was answered "no" which indicate some restriction to student access to the media center. Therefore 43 percent of the school policies were considered restrictive.

The school building was open to students at 7:30 a.m. which allowed 25 minutes of free student movement with supervision before classes began at 7:55 a.m. However, the principal indicated in the initial interview that the specific area that students should go in the

morning before school begins is their first period class. Students were allowed to use the media center during this time. The building was open to students until 4:30 p.m. or two hours after classes ended; however after 3:00 p.m. students had to be under the supervision of a staff member.

Students were not permitted free movement in the building during class time. Permission to move about the building during class time was granted from a teacher in the form of a written pass issued to the student.

Teacher Classroom Policies

Data on teacher classroom policies were acquired from the entire teaching staff in School A. (See Media Center Accessibility Questionnaire-Teacher, Appendix C.) All questions as stated represent flexibility and a "yes" answer would mean flexible policies to student access to the media center. If 70 percent or more of the questions were answered with a "yes," the policies were considered flexible to student access to the media center. Questions answered with a "no" were considered restrictive to student access to the media center.

The following table represents the data on teacher classroom policies in School A.

Table 3
School A -- Teacher Classroom Policies

Questionnaire Statements	Yes		No	
	No.	%	No.	%
2. Are individual students permitted to leave your class area to use the media center?	20	.80	5	.20
3. Are small groups of students permitted to leave your class area to use the media center?	15	.60	10	.40
4. Is the whole class permitted to go to the media center at one time?	16	.64	9	.36
5. Are students allowed free movement (without a written pass) between your class area and the media center?	9	.36	16	.64
6. Is a written pass always necessary for students to move between your class area and the media center?	18	.72	7	.28
7. Are students permitted to go to the media center to check out needed reference material for that particular period to use in the class area?	20	.80	5	.20
8. Are students permitted to go to the media center to check out reading materials if their work is all completed in your class?	21	.84	4	.16

Twenty-six teachers answered the questionnaire and one was not usable, therefore 25 usable responses were tabulated. Four teachers did not fill out a questionnaire.

According to Table 3, 70 percent or more of the teachers answered "yes" to questions 2, 6, 7, and 8. Therefore these four teacher classroom policies or 57 percent of the policies were considered positive to student access to the media center. Questions 3, 4, and 5 had fewer than 70 percent of the teachers answering "yes,"

therefore these three teacher classroom policies, or 43 percent of the policies, were considered restrictive to student access to the media center.

Eighty percent of the teachers in School A had positive policies in permitting individual students to leave the class area to use the media center but had restrictive policies in permitting small groups of students or an entire class accessibility to the media center.

In complying with the school's policy, over seventy percent of the teachers wrote passes for students to move from the class area to the media center. Thirty-six percent of the teachers said students were allowed free movement without a pass between the classroom and the media center. Twenty-eight percent said a written pass was not always necessary even though there were school policies that stated students were not permitted free movement during class time or that a written pass was always necessary.

Eighty percent of the teachers had positive policies in permitting students access to the media center to check out reference material to use in the class area and eighty-four percent permitted students access to the media center to check out reading material if their work was completed in class.

Specific teachers were pinpointed as having positive classroom policies and were media center users with individuals/groups. Table 4 (page 28) is a comparison of teacher policy statement responses, number of students the teacher sent to the media center and the location of the teacher's classroom in relation to the media center. The information on the number of students sent to the media center was

Table 4

Comparison of Policy Statement Response, Students sent to
Media Center, and Location of Classroom

Teachers	Responses to 7 Policy Statements		Number of Students Sent to Media Center	Location of Classroom by Circle Number
	% Yes	% No		
1	.86	.14	2	1
2	.71	.29	3	1
3	.86	.14	69	1
4	.14	.85	0	5
5	.84	.14	65	1
6	.57	.43	0	5
7	.71	.29	1	4
8	.71	.29	7	1
9	.86	.14	8	1
10	.57	.43	40	2
11	.57	.43	19	1
12	.86	.14	19	2
13	.71	.29	7	1
14	.57	.43	0	1
15	.71	.29	1	1
16	.86	.14	16	1
17	.86	.14	10	1
18	.86	.14	83	1
19	.14	.86	0	6
20	.71	.29	30	1
21	.57	.43	10	4
22	.29	.71	0	5
23	.86	.14	52	1
24	.71	.29	3	1
25	.57	.43	0	2

Total

445

acquired from the data compiled by the media specialist on ten specific days of individual and group usage of the media center.

Each teacher is represented by a number followed by the percentage of "yes" and "no" responses to the teacher classroom policies, the number of students that teacher sent to the media center and where the teacher's classroom was located in relation to the media center. The location of the teacher's classroom is acquired from Table 1 on page 22. The number of students from study halls are not included in the table.

According to the data, teachers numbered 3, 5, 18 and 23 in School A had 85 percent positive classroom policies and made the media center accessible to the most students. Their classrooms were located the closest to the media center, 10 to 70 feet, and they sent 52 to 83 students to the media center during the ten specific days. The four teachers also indicated on their questionnaire that they used the media center "often/sometimes." Five teachers, 1, 9, 12, 16, and 17 had 85 percent positive classroom policies, their classrooms were located 10 to 70 feet from the media center but made the media center accessible to fewer students, 1 to 19, during the ten specific days. Teacher number 10 had 57 percent positive policies, was located 71 to 125 feet from the media center but sent 40 students to the media center. This is almost half as many students sent to the media center as teacher number 18 who sent the most students.

Teachers 4, 6, 19, 21, and 22 had fewer than 57 percent positive classroom policies, their classrooms were located 181 to 400 feet from the media center and teacher 21 was the only teacher to make the media center accessible to any students.

Media Center Policies

Data on school media center policies were acquired from a questionnaire answered by the media specialist in School A. (See Media Center Accessibility Questionnaire - Media Specialist, Appendix D.)

The answers to the questions concerning these policies were answered with either a "yes" or a "no." Therefore, if seventy percent or more of the questions were answered with a "yes" the policies were considered flexible to student access to the media center. The questions answered with a "no" were considered restrictive to student access to the media center.

Table 5 represents the media center policies in School A.

Table 5

School A -- Media Center Policies

Questionnaire Statements	Yes	No
3. Is the media center open during student's noon hour?	X	
4. May individual students come from a class area to the media center at any time the need arises?	X	
5. May small groups come from a class area to the media center at any time the need arises?	X	
6. May large groups or an entire class come to the media center with assignments that require help from the media specialist? If "yes" must teachers make arrangements in advance with the media specialist?	X	X
10. Are other students permitted to use the media center while it is being used as a study hall?	X	
11. Are students permitted to check out reference and reserve material for one period to use in a class area?	X	

The questionnaire showed six "yes" answers and one "no" answer and one question (number 9), no answer as it did not apply to the particular media situation. Therefore School A had 86 percent positive policies that were considered flexible to student access to the media center.

The media center was open eight hours each day from 7:30 a.m. to 3:30 p.m. The media center was open during the student's lunch period and permitted individuals, small groups or an entire class access to the media center at any time. There was no advance arrangement needed prior to a teacher bringing an entire class to the media center.

Two scheduled study halls met in the media center every day. Approximately 30 students were in each study hall with a total of 60 students each day or ten study halls a week with 300 students. With a seating capacity of 102 in the media center, other students were permitted to use the media center while it was being used as a study hall. There were no other study halls in the school. Students were permitted to check out reference and reserve material for one period to use in other class areas. The media center did not employ a full-time media clerk or aide. The school had a total of 11 aide hours each day that was utilized by all teachers in the building. The media specialist also had access to these aide hours if needed.

School B

School B was a traditional junior high school located in a town of approximately 3,800 people. School enrollment consisted of 520 seventh, eighth and ninth grade students with 30 full-time equivalent teachers on the teaching staff. Approximately 50 percent of the students were bussed to the building.

School B had a 16-mod school day with each mod 23 minutes long. The school day began at 8:05 a.m. and ended at 3:07 p.m. The total school day consisted of seven hours and two minutes.

Location of Media Center

A circle diagram was used to represent the location of the media center in relation to the classrooms within the building. The center of the circle was the media center with graduated enlarged outer circles. The outer circles designated room distance, in feet, from the media center. A modified floor plan of School B, which consists of three

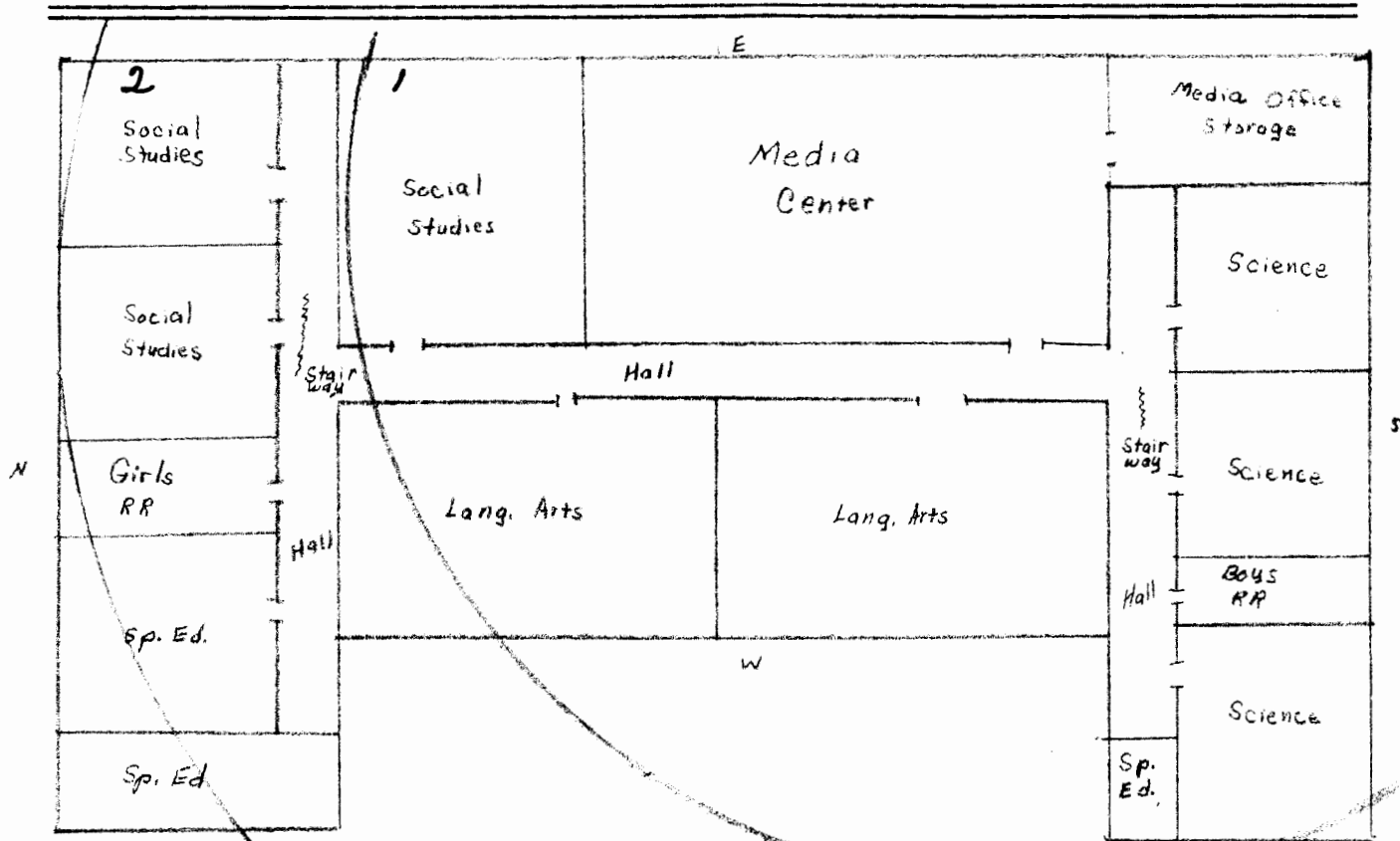
floors and basement level, is represented in Table 6 (pages 34 to 37).

The school was a three-level building with a non-academic area located in a basement level. The media center was located on the third floor or top level. Most academic classes were located on the second and third floors with the auditorium, cafeteria, art and two classrooms contained on the first floor level. The school had a total of 25 classrooms. Seven classrooms were located within 70 feet of the media center and 15 classrooms were 71 to 270 feet from the media center.

The cafeteria and gymnasium were located 181 to 270 feet from the media center and three classrooms, art, music and industrial arts were the farthest distance, 271 to 400 feet, from the media center.

Table 6

School B -- Distance Chart of Media Center to Classrooms -- Third Floor



1. 7 classrooms - 10 to 70 feet
2. 4 classrooms - 71 to 125 feet

Table 6 (Continued)

School B -- Distance Chart of Media Center to Classrooms -- Second Floor

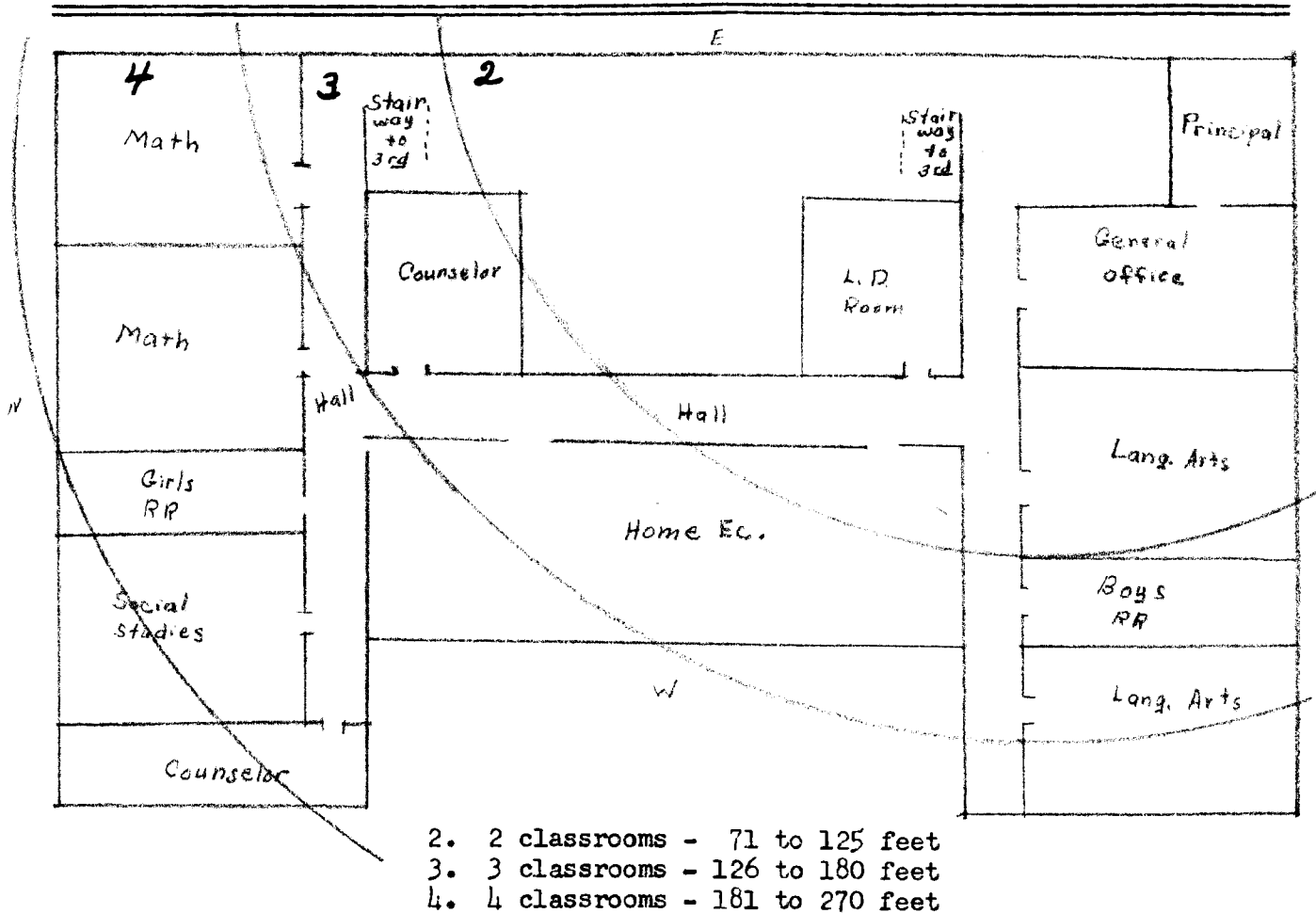
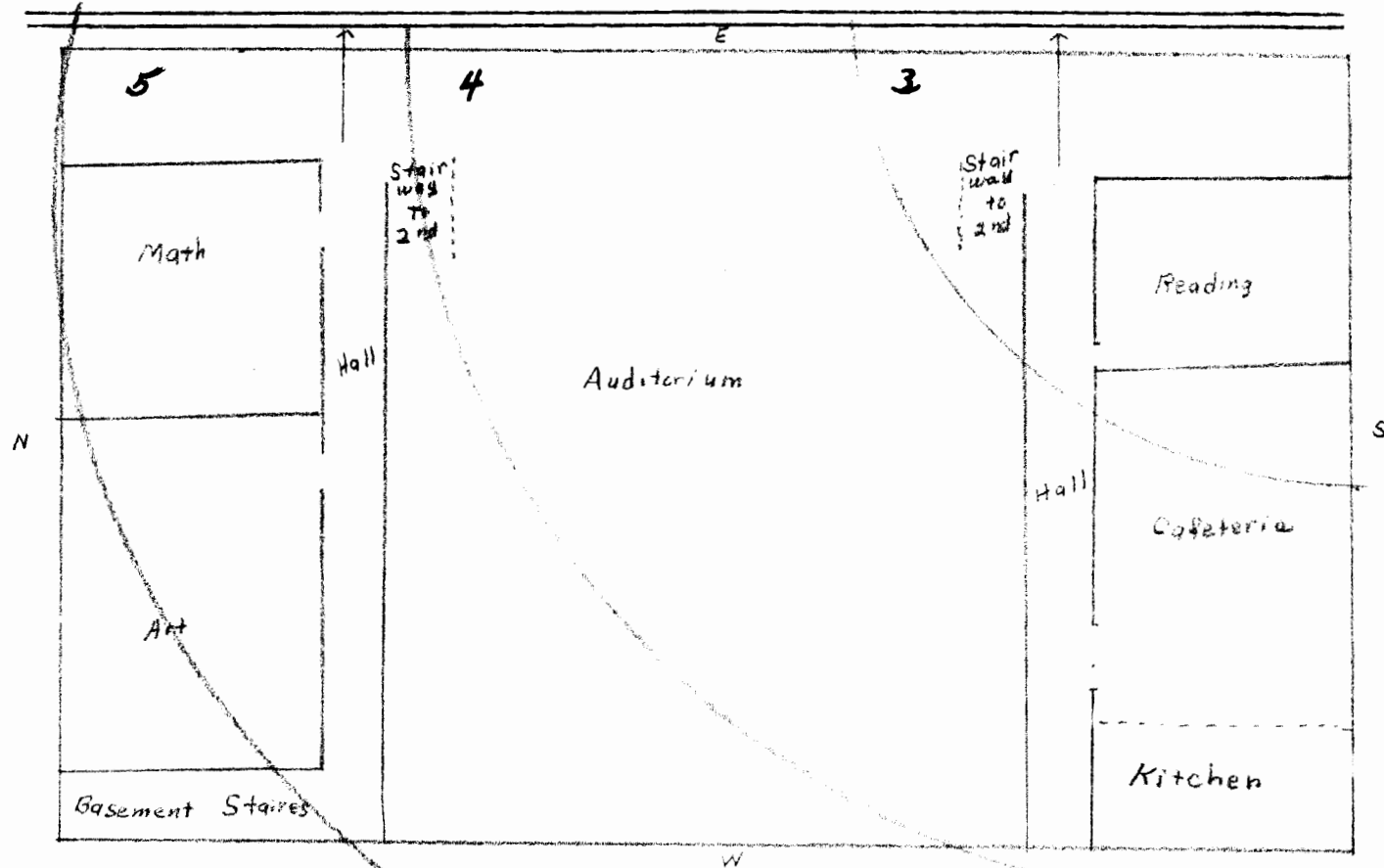


Table 6 (Continued)

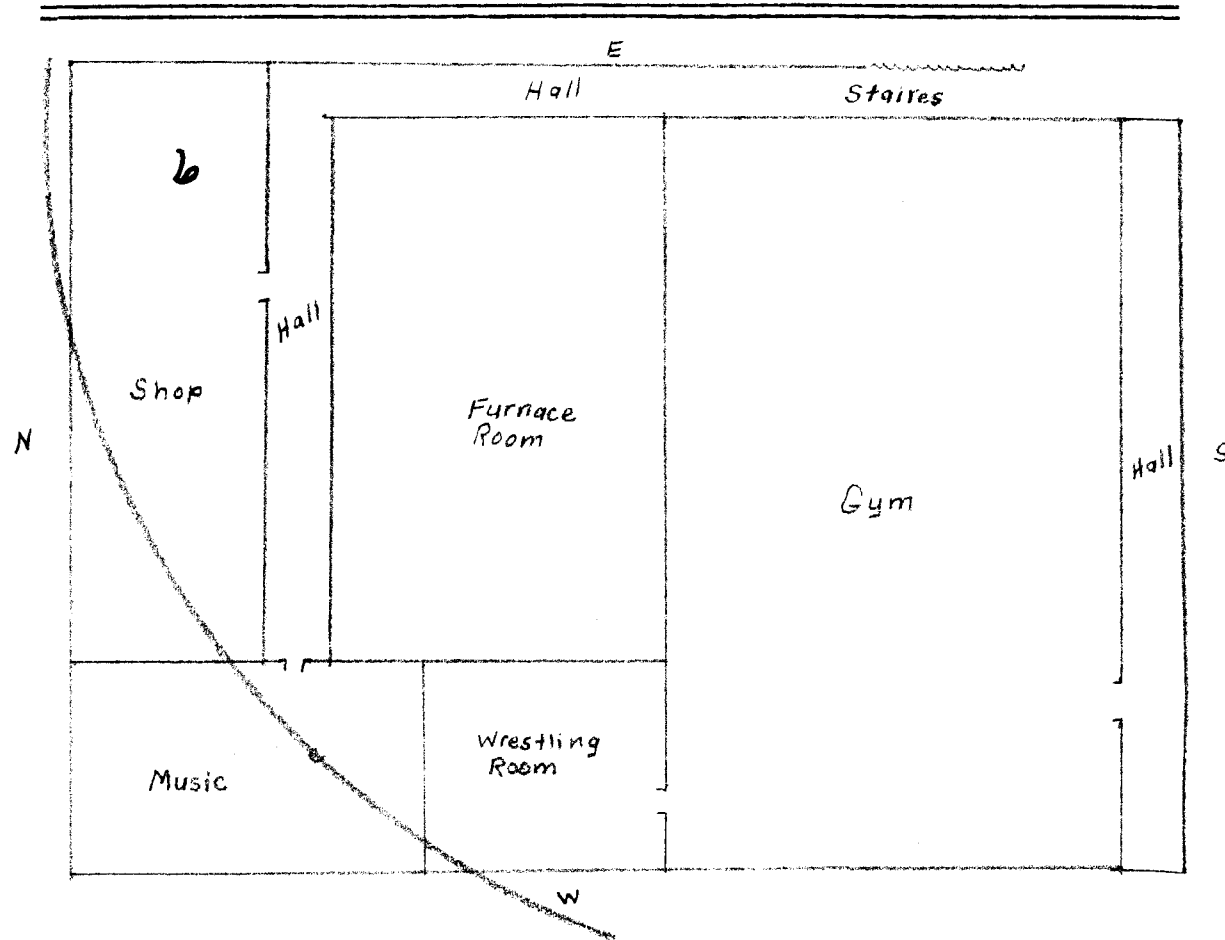
School B -- Distance Chart of Media Center to Classrooms -- First Floor



- 3. 1 classroom - 126 to 180 feet
- 4. Auditorium - 181 to 270 feet
Cafeteria
- 5. 2 classrooms - 271 to 315 feet

Table 6 (Continued)

School B -- Distance Chart of Media Center to Classrooms -- Basement



6. 2 classrooms - 316 to 400 feet
Gymnasium

School Policies

Data on school policies were acquired from a questionnaire answered by the school principal. (See Media Center Accessibility Questionnaire - Principal, Appendix B.) Questions 9, 11, 12, 13, and 14, if answered "yes," reflect flexibility and are positive to student access to the media center. A "yes" answer to questions 10 and 15 indicate some restriction or inflexibility to student access to the media center. If 70 percent or more of the questions were answered with the flexible and positive response, the policies were considered flexible to student access to the media center.

The following table represents data from the questionnaire on school policy in School B.

Table 7

School B -- School Policies

Questionnaire Statements	Yes	No
9. Are students allowed in the building before school begins?	X	
10. Do students go to a specific area in the morning before school begins?	X	
11. Are students permitted to move freely about the building in the morning before school begins?	X	
12. Are students permitted to go to the media center in the morning before school begins?	X	
13. Are students permitted in the building after school ends?	X	
14. Are students permitted free movement about the building during class time?		X
15. Must students have a written pass from a teacher when moving about the building during class time?	X	

Questions 9, 11, 12 and 13 were answered "yes" and are policies that are considered flexible to student access to the media center. Therefore 57 percent of the school policies were considered flexible. Questions 10 and 15 were answered "yes" and question 14 was answered "no" which indicate some restriction to student access to the media center. Therefore 43 percent of the school policies were considered restrictive.

The school building was open to students at 7:55 a.m. and 10 minutes of free student movement were allowed before classes began at 8:05 a.m. Students were allowed to use the media center during this time. The building was open to students until 3:50 p.m. or 43 minutes after classes ended.

Students were not permitted free movement in the building during class time. Permission to move about the building during class time was granted from a teacher in the form of a written pass issued to the student.

Teacher Classroom Policies

Data on teacher classroom policies were acquired from the entire teaching staff in School B. (See Media Center Accessibility Questionnaire - Teacher, Appendix C.) All questions as stated represents flexibility and a "yes" answer would mean flexible policies to student access to the media center. If 70 percent or more of the questions were answered with a "yes," the policies were considered flexible to student access to the media center. Questions answered with a "no" were considered restrictive to student access to the media center.

The following table represents the data on teacher classroom policies in School B.

Table 8
School B -- Teacher Classroom Policies

Questionnaire Statements	Yes		No	
	No.	%	No.	%
2. Are individual students permitted to leave your class area to use the media center?	25	.83	5	.17
3. Are small groups of students permitted to leave your class area to use the media center?	24	.80	6	.20
4. Is the whole class permitted to go to the media center at one time?	12	.40	18	.60
5. Are students allowed free movement (without a written pass) between your class area and the media center?	5	.17	25	.83
6. Is a written pass always necessary for students to move between your class area and the media center?	23	.77	7	.23
7. Are students permitted to go to the media center to check out needed reference material for that particular period to use in the class area?	23	.77	7	.23
8. Are students permitted to go to the media center to check out reading materials if their work is all completed in your class?	25	.83	5	.17

Thirty teachers answered the questionnaire which consisted of all full-time equivalent teachers on the teaching staff.

According to Table 8, 70 percent or more of the teachers answered "yes" to questions 2, 3, 6, 7, and 8. Therefore these five teacher classroom policies were considered flexible or positive to

student access to the media center. Questions 4 and 5 had fewer than 70 percent of the teachers answering "yes," therefore these two classroom policies or 30 percent of the policies were considered restrictive to student access to the media center.

Approximately eighty-three percent of the teachers in School B had positive policies in permitting individual students and small groups of students to leave the class area to use the media center; however, this same group had restrictive policies in permitting the entire class access to the media center.

In answer to question 5, 17 percent of the teachers said students were allowed free movement without a pass between the classroom and the media center. Twenty-three percent of the teachers answered question 6 that a written pass was not always necessary even though there was a school policy that stated students were not permitted free movement during class time or that a written pass was always necessary. In complying with the school's policy seventy-seven percent of the teachers wrote passes for students to move from the class area to the media center.

Seventy-seven percent of the teachers had positive policies in permitting students to go to the media center to check out reference material to use in the class area. Eighty-three percent of the teachers permitted student access to the media center to check out reading material if their work was completed in class.

Specific teachers were pinpointed as having positive classroom policies and were media center users with individuals/groups. Table 9 is a comparison of teacher policy statement responses, number of students the teacher sent to the media center and the location of the teacher's classroom in relation to the media center. The information

Table 9

Comparison of Policy Statement Response, Students sent to
Media Center, and Location of Classroom

Teachers	Responses to 7 Policy Statements		Number of Students Sent to Media Center	Location of Classroom by Circle Number
	% Yes	% No		
1	.57	.43	4	4
2	.71	.29	17	1
3	.57	.43	0	6
4	.86	.14	20	2
5	.71	.29	98	3
6	.86	.14	0	1
7	.71	.29	1	4
8	.71	.29	134	1
9	.29	.71	0	4
10	.86	.14	12	2
11	.71	.29	5	3
12	.71	.29	7	3
13	.86	.14	132	2
14	.57	.43	15	3
15	.71	.29	32	1
16	.86	.14	127	4
17	.14	.86	5	6
18	.43	.57	28	4
19	.86	.14	22	1
20	.71	.29	43	3
21	.29	.71	22	1
22	.71	.29	24	2
23	.86	.14	1	4
24	.29	.71	5	6
25	.71	.29	1	3
26	.71	.29	0	3
27	.29	.71	0	3
28	.71	.29	28	1
29	.57	.43	0	5
30	.71	.29	14	5

Total

797

on the number of students sent to the media center was acquired from the data compiled by the media specialist on ten specific days of individual and group usage of the media center.

Each teacher is represented by a number followed by the percentage of "yes" and "no" responses to the teacher classroom policies, the number of students that teacher sent to the media center and where the teacher's classroom was located in relation to the media center. The location of the teacher's classroom is acquired from Table 6 on pages 34 to 37. The number of students from study halls are not included in the table.

According to the data teachers numbered 5, 8, 13, 16 and 20 in School B had over 70 percent positive classroom policies and made the media center accessible to the most students, 43 to 134 students in the 10 specific days. The location of their classrooms varied from within 70 feet to within 270 feet of the media center. These five teachers also indicated on their questionnaire that they used the media center "often/sometimes." Ten teachers, 2, 4, 10, 11, 12, 15, 19, 22, 28, and 30 had over 71 percent positive classroom policies; their classrooms were located within 70 to 315 feet from the media center but made the media center accessible to fewer students, 5 to 32 during the ten specific days.

Ten teachers, 1, 3, 9, 14, 17, 18, 21, 24, 27, and 29 had less than 58 percent positive classroom policies and their classrooms were located 126 to 400 feet from the media center, except for one who was located within 70 feet. Only four of the 10 teachers did not send any students to the media center and the other six teachers sent 5 to 28 students to the media center.

Teacher number 6 whose classroom was located within 70 feet of the media center was the only teacher with over 70 percent positive classroom policies who did not send any students to the media center. Out of three teachers, 3, 17, and 24, whose classrooms were the farthest from the media center, 400 feet, and had negative classroom policies, two teachers, 17 and 24, sent five students to the media center.

Media Center Policies

Data on school media policies were acquired from a questionnaire answered by the media specialist in School B. (See Media Center Accessibility Questionnaire - Media Specialist, Appendix D.)

The answers to the questions concerning these policies were answered with either a "yes" or a "no." Therefore, if seventy percent or more of the questions were answered with a "yes" the policies were considered flexible to student access to the media center. The questions answered with a "no" were considered restrictive to student access to the media center.

Table 10 represents the media center policies in School B.

Table 10

School B -- Media Center Policies

Questionnaire Statements	Yes	No
3. Is the media center open during student's noon hour?	X	
4. May individual students come from a class area to the media center at any time the need arises?	X	
5. May small groups come from a class area to the media center at any time the need arises?	X	
6. May large groups or an entire class come to the media center with assignments that require help from the media specialist?	X	
If "yes" must teachers make arrangements in advance with the media specialist?	X	
9. Are other students permitted to use the media center from a study hall located in another area?	X	
11. Are students permitted to check out reference and reserve material for one period to use in a class area?	X	

The questionnaire showed seven "yes" answers and one question, number 10, no answer as it did not apply to the particular media situation. Therefore School B had 100 percent positive media center policies that were considered flexible to student access to the media center.

The media center was open seven hours and 55 minutes each day. The media center was also open during the student's lunch period and permitted individuals, small groups or an entire class access to the media center at any time. However, advance arrangement was needed prior to a teacher bringing an entire class to the media center.

School B did not have any scheduled study halls meeting in the

media center but the media center was accessible to students who were from a study hall located in other areas of the building. These students were permitted into the media center when teachers had an entire class scheduled into the media center. Students were permitted to check out reference and reserve material for one period to use in other class areas. The media center did employ a part-time media clerk or aide 50 percent of the time.

Summary of Analysis

The data were obtained from questionnaires answered by the school principal, teachers and media specialist and a media center student usage form from two schools. These two schools were similar in student grade level, enrollment and full-time equivalent teachers on the teaching staff. Physical plants were different with one school being an open space, one-level building, the other school was a traditional, three-level building.

Both schools were similar in the number of academic classrooms located within 70 feet of the media center; however, the open space school had the media center located in the middle of four large core areas each measuring approximately 42 x 50 feet. The traditional school had an additional 17 classrooms located 71 to 270 feet from the media center. The non-academic areas in both schools were located the greatest distance from the media center.

The school policies of the two schools were similar. School A had more students bussed to the building and allowed 15 more minutes of free time before school began than School B, however School B had 32 more minutes in its school day than School A. School A allowed students in the building 30 minutes after school ended. However,

students could stay another $1\frac{1}{2}$ hours if they were under the supervision of a staff member. School B allowed students in the building 43 minutes after school ended.

Teacher classroom policies differed in the two schools in the matter pertaining to small group access to the media center. School A was restrictive while School B was positive in allowing small group use of the media center. Both schools were restrictive in allowing an entire class access to the media center. Approximately two-thirds of the teachers in each school had positive classroom policies, however teachers in School B sent 5.5 percent more students to the media center than the teachers in School A during the 10 day counting cycle.

The seating capacity of School A's media center was 102 or more than double the seating capacity of 46 in School B. Two scheduled study halls with approximately 30 students met in School A's media center every day. This totaled 60 students each day or 300 students each week. Other students were permitted to use the media center while it was being used as a study hall.

School B did not have scheduled study halls meeting in the media center, however, students had access to the media center from study halls held in other rooms throughout the building.

Teachers in School A did not need to make advance arrangement with the media specialist if an entire class came to the media center. School B did require a teacher to make arrangements prior to an entire class coming to the media center.

School B employed a half-time media clerk or aide in the media center each day. School A did not have a media aide assigned to the media center. The school had a total of 11 aide hours a day that was

utilized by all teachers in the building including the media specialist.

Chapter 5

SUMMARY OF STUDY AND CONCLUSIONS

The purpose of this study was to determine if the students in an open space school had easier access to the media center and its resources than a student in a traditional school with a media center enclosed by walls and doors.

One open space school and one traditional school were chosen for the study. Questionnaires were answered by the schools' principals, teachers, and media specialists. The questionnaires requested information about school policies, teacher classroom policies and media center policies. The media specialist was requested to keep a record of individual and group usage of the media center on ten specific days. The ten day random sample was selected during one quarter (nine weeks) of the school year. The data were collected during November, December and January or the second quarter of the 1978-1979 school year. The three questionnaires and data collecting form are included in the Appendix.

The conclusions which follow are based upon support or non-support of the stated hypotheses of this study and upon findings reported in the analysis of data.

The First Hypothesis

The first hypothesis, the location of the media center in an open space school makes it more accessible to the students than the

location of the media center in a traditional school was not supported. The definition of "more accessible" is a larger percentage of students using the media center. School A had a student enrollment of 451 students and 9.8 percent of the student body used the media center per day. Study hall students scheduled into the media center were not included in this figure. School B had a student enrollment of 520 students and 15.3 percent of the student body used the media center per day. Therefore School B sent 5.5 percent more students to the media center per day than School A. The media center in the open space school, School A, was located in the center of the academic wing. The media center in the traditional school, School B, was located on the top level of a three-level building. More academic classrooms in the traditional school were located a greater distance from the media center than the academic areas in the open space school. In both schools the non-academic classrooms were the farthest distance from the media center. However it was almost the same distance, 400 feet, from the farthest point to the media center in both schools even though School A was a one-level building and School B was a three-level building with a basement area. Therefore the location of the media center was not a factor in the access of the student to the media center.

With the open space media center located in the middle of an academic wing the author expected there to be more student usage by its very location when compared to the media center located on the top level of a three-level building in the traditional school. The author speculated that the persons who have control of the students access to the media center are probably a stronger influence than the mere location of the media center.

The Second Hypothesis

The second hypothesis, the school policies in an open space school make the media center more accessible to students than the school policies in a traditional school was not supported. The school policies in both the open space and traditional schools were very similar. The open space school had more students bussed to the building and allowed 15 more minutes of free time in the morning before school to use the media center. The traditional school had fewer students bussed and allowed less time before school began but the school day was longer by 32 minutes in which students would have time to use the media center. In the traditional school 5.5 percent more students used the media center per day in the specific ten days than students in the open space school. School policies in both schools were almost identical so the policies in the open space school did not make the media center more accessible to students.

The author speculated that the hypothesis might not have been supported because both schools had similar policies. The open space school could lend itself, physically, to freer movement of students from one area to another by visual observation of teachers. An example of this would be that the academic area of the open space school surrounds the media center. The school policy of a required written pass does not allow this freedom of movement.

The Third Hypothesis

The third hypothesis, the teachers' classroom policies in an open space school make the media center more accessible than the teachers' classroom policies in a traditional school was not supported.

The teachers' classroom policies in the open space school were restrictive to small group or an entire class using the media center. However they did allow students to check out reference material from the media center to use in the class area and to use the media center when all classwork was completed. The teachers' classroom policies in the traditional school were positive except for allowing an entire class to use the media center. This may be due to the fact that the media center will only seat 46 at one time. The positive attitude of teachers' classroom policies in the traditional school, School B, were also reflected in the 797 students who used the media center or 15.3 percent of the total enrollment per day during the 10 day counting cycle of student usage. The teachers in the open space school, School A, sent 445 students to the media center or 9.8 percent of the total enrollment per day during the 10 day counting cycle. Teachers' classroom policies did indicate the accessibility of the media center to the students. The teachers in the traditional school had more positive classroom policies and made the media center accessible to the most students.

The author speculated that one reason for non-support of this hypothesis could be due to the curriculum taught in the schools. Some units lend themselves to more media usage than others. Total curriculum and individual units were not given any consideration in the study.

Another factor for non-support of the hypothesis could center around time of teaching particular units. During the second quarter of the 1978-1979 school year, units concerned with media usage may have been at a minimum.

The teaching methods of teachers may have also been a factor in

non support of this hypothesis. Teachers in the open space school may not be taking advantage of the building's physical openness in regard to allowing students access to the media center. If open space teachers previously taught in a traditional school, their methods of teaching may still lean toward the traditional self-contained classroom. Teachers may tend to teach the way they were trained in college. The college they attended may not have offered any experience with teaching in an open space school.

The Fourth Hypothesis

The fourth hypothesis, the media center policies in an open space school make the media center more accessible to students than the media center policies in a traditional school was not supported. The media center policies in both schools reflected positive policies in hours the media center was open to students and allowed individuals, small groups and an entire class to use the media center. Teachers in the traditional school had to make prior arrangements for an entire class to use the media center. This may be due to the small amount of seating capacity in the media center. Teachers in the open space school did not have to make prior arrangements for an entire class to go to the media center. The media center had seating capacity for approximately 102 students or 23 percent of the student body. Two study halls were scheduled each day into the media center in the open space school, however students from other classrooms could also use the media center during this time. There were no scheduled study halls meeting in the traditional school media center, however students from study halls meeting in other areas could use the media center. With

the limited seating capacity a scheduled study hall in the traditional school media center would have allowed very little space for other users.

The traditional media center had a half-time media aide to attend to clerical details. This would release the media specialist to devote more time for personal attention to the students. The open space media center had no media aide, however the school did have 11 hours of school aide time each day. The media specialist could utilize some of this aide time when it was necessary.

Both the open space school and the traditional school were very similar in their positive media center policies. The traditional media center had 5.5 percent more student usage per day during the ten day counting cycle, therefore the open space media center did not have policies that made the media center more accessible than the policies in the traditional media center.

The author could speculate that this hypothesis was not supported because of two major reasons. The media specialist in the open space school did not have a media aide to help with any clerical duties. Responsibility for all media center details leaves a very small amount of time for working with individual students who desire help within the media center. Knowing that this situation exists, the teachers might be reluctant to send students to the media center or develop units that require research within the media center.

Study halls scheduled into the media center could inhibit other students from free use of the media center. Even though the open space school can seat approximately 102 students, teachers might not send students from their classroom knowing there are many study hall students

already in the media center. The study hall may be scheduled into the open space media center because of crowded conditions in the building. This was not a factor considered in this study.

This study was designed to find out if media centers in open space schools were more accessible to students than media centers in traditional schools. None of the four hypotheses were supported or accepted, therefore the conclusion is that none of the four variables are significantly related to media center access or non-access. The findings show that school policies, teacher classroom policies and media center policies influence the students access to the media center rather than the media center location and the school's physical plant. It would appear that teachers work with students in a pattern that is familiar with them rather than being influenced by the physical plant of the school. The goals and objectives of each school could also be an influencing factor that was not considered in this study.

The results of this study agree with the Grassmeyer study, in the review of literature, which found that the media center should be open before school, after school and during the school day. This practice enables students to utilize media materials at any time the building is open to them. Grassmeyer's study also reported that out of the twenty-six schools studied, twenty-five indicated 15 percent of the student population attended the media center daily. In this study the traditional school had 15.3 percent of the student population attending the media center daily and the open space school had 9.8 percent of the students attending daily.

Grassmeyer's study found that twenty-three of the media centers did not have a study hall held in the media center area. The one that

had a study hall said it was due to crowded conditions. The open space school, in this study, had two study halls scheduled daily while the traditional school did not have any. This author did not question the reason for a study hall in the open space school.

Leeper's study, in the review of literature, found that open space media centers were allotted more physical space than traditional media centers. This difference reflected the degree of importance accorded to media centers in open space schools by people involved in building planning and space utilization. This study agreed with Leeper as the open space school had seating capacity for 102 while the traditional school had seating capacity for 46.

Leeper's study found that teachers, principals and media persons in open space schools expressed more positive attitudes regarding media services to students and teachers than those in traditional schools. This study did not reflect these positive attitudes in the open space school. More positive attitudes or policies were reflected in the traditional school. This positive attitude is indicated in the larger percentage of students sent to the media center in the traditional school than students in the open space school.

Leeper also found that open space media centers had more hours of salaried media aides per week than did media centers in the traditional schools. This study found the opposite was true, the traditional media center had a half-time media aide and the open space media center had none. However the open space school had 11 hours of school aide time each day in which the media specialist could utilize some of this aide time when it was necessary.

Traub and Weiss, in their study of openness in education, found

that teachers in open area schools had more positive attitudes toward students, educational innovations and teaching as a profession than teachers in a closed area school. This study did not reflect these positive attitudes in the open space school. More positive attitudes or policies were reflected in the traditional school.

Conclusions and observations previously discussed were based upon a very small sample included in this study. Further study is needed with a larger sample to be surveyed and data collected over a longer period of time which will detect more significant differences than were revealed through analysis of the data collected for this study.

This study was not designed to promote either traditional or open space media centers. What is important is that principals, teachers and media specialists continue to find positive ways for students to have access to the media center and the resources available to them.

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APPENDIX A

LETTER TO THE BUILDING PRINCIPALS

North Scott Junior High
Eldridge, Iowa 52748

Name
School
Address

Dear Mr. _____,

As part of a research requirement in the graduate library science program at the University of Northern Iowa, I am conducting a study about the accessibility of the media center to students in open space schools and non-open space schools.

Would it be possible for me to arrange a short conference with you regarding the inclusion of the media center in (name of school) as part of the study? I would be happy to visit with you at your convenience.

Enclosed is a return stamped envelope for your reply. May I hear from you by (date) regarding this request.

Sincerely,

Norma Whipple

APPENDIX B

As a part of a research requirement in the graduate library science program at the University of Northern Iowa, I am conducting a study about the accessibility of the media center to students in open space schools and non-open space schools. I would appreciate your participation in this study by answering the following questions as accurately as possible. Your replies will be confidential and no individual will be identified by name or subject in the final report.

Name _____ School _____

1. School enrollment (October 1, 1978) _____.
2. Grades included _____.
3. Number of faculty (FTE) _____.
4. What percentage of students ride busses to attend this building?
(Circle most appropriate percentage category)
0-20% 21-40% 41-60% 61-80% 81-100%
5. What time does the building open for students? _____.
6. What time does the building close for students? _____.
7. Classes begin at _____.
8. Classes end at _____.
9. Are students allowed in the building in the morning before school begins? Yes ___ No ___
10. Do students have to go to a specific area in the morning before school begins? Yes ___ No ___
11. Are students permitted to move freely about the building in the morning before school begins? Yes ___ No ___
12. Are students permitted to go to the media center in the morning before school begins? Yes ___ No ___
13. Are students permitted in the building after school ends? Yes ___ No ___
14. Are students permitted free movement about the building during class time? Yes ___ No ___
15. Must students have a written pass from a teacher when moving about the building during class time? Yes ___ No ___

Please enclose the questionnaire in the provided envelope and return to the media specialist.

Thank you for your participation in answering the questions for this research study.

Norma Whipple
North Scott Junior High
Eldridge, Iowa 52748

APPENDIX C

MEDIA CENTER ACCESSIBILITY QUESTIONNAIRE - Teacher

As a part of a research requirement in the graduate library science program at the University of Northern Iowa, I am conducting a study about the accessibility of the media center to students in open space schools and non-open space schools. I would appreciate your participation in this study by answering the following questions as accurately as possible. Your replies will be confidential and no individual will be identified by name or subject in the final report.

Name _____ Subject(s) taught _____

Room No. or Area _____

1. How often do you make assignments which require the students to use media center's collection of materials or its other services?

often sometimes rarely never

2. Are individual students permitted to leave your class area to use the media center? Yes ___ No ___

3. Are small groups of students (2-6) permitted to leave your class area to use the media center? Yes ___ No ___

4. Is the whole class permitted to go to the media center at one time? Yes ___ No ___

5. Are students allowed free movement (without a written pass) between your class area and the media center? Yes ___ No ___

6. Is a written pass always necessary for students to move between your class area and the media center? Yes ___ No ___

7. Are students permitted to go to the media center to check out needed reference material for that particular period to use in the class area? Yes ___ No ___

8. Are students permitted to go to the media center to check out reading material if their work is all completed in your class? Yes ___ No ___

Please enclose the questionnaire in the provided envelope and return to the media specialist.

Thank you for your participation in answering these questions for my research study.

Norma Whipple
North Scott Junior High
Eldridge, Iowa 52748

APPENDIX D

As a part of a research requirement in the graduate library science program at the University of Northern Iowa, I am conducting a study about the accessibility of the media center to students in open space schools and non-open space schools. I would appreciate your participation in this study by answering the following questions as accurately as possible. Your replies will be confidential and no individual will be identified by name or subject in the final report.

Name _____ School _____

1. What time is the media center open for students? _____
2. What time is the media center closed for students? _____
3. Is the media center open during the students' noon hours? Yes ___ No ___
4. May individual students come from a class area to the media center at any time the need arises? Yes ___ No ___
5. May small groups (2-6 students) come from a class area to the media center at any time the need arises? Yes ___ No ___
6. May large groups (15-30 students) or an entire class come to the media center with assignments that require help from the media specialist? Yes ___ No ___
If "yes" must teachers make arrangements in advance with the media specialist? Yes ___ No ___
7. What is the seating capacity of the media center? _____
8. Are there scheduled study halls meeting in the media center? Yes ___ No ___
If "yes" how many periods per day/per week? Day ___ Week ___
If "yes" how many students per day/per week? Day ___ Week ___
9. Are other students permitted to use the media center from a study hall that is located in another area? Yes ___ No ___
10. Are other students permitted to use the media center while it is being used as a study hall? Yes ___ No ___
11. Are students permitted to check out reference and reserve material for one period to use in a class area? Yes ___ No ___
12. Is there a full-time media clerk or aide assigned to the media center? Yes ___ No ___
If "no" what percent of time is spent by the clerk or aide in the media center? _____

Please enclose the questionnaire in the provided envelope.

Thank you for your participation in answering these questions for my research study.

Norma Whipple
North Scott Junior High
Eldridge, Iowa 52748

APPENDIX E

RECORD OF STUDENT USAGE

School

Media Specialist

Date

[illegible]