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Spunsoring Committes: Or. Hulda Srobman, Chairman
Or. Robert W. Clausen and Dr. Gilbert N. Trachtman

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HILDA LEASE JAY

Submitted in partial fulfillmeni of the requirements for the degree of Doctor of Education in the School of Education of NEW York University

1970

December 14, 1969

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Or. Robert III. Clausen and Dr. Gilbert M. Trachtman

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AN ABSTRACT OP

INCREASING THE USE OF SECONDARY SCHOOL LIBRARIES AS A TEACHING TOOL

HILDA LEASE JAY

Submitted in partial fulfillment of the requirements **for** the degree of Doctor of Education in the School of Education **of** **New York** University

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The purpose of this investigation was to identify deterrents to use of secondary school libraries as a teaching tool, and to use this information to increase the use of the instructional materials already owned by schools. Questionnaire responses from 88 teachers and 1,240 students were used as a basis for making administrative changes and for designing voluntary, individualized in-service training.

Teachers reported needing:

1) More time to plan classroom activity in a location where materials were available for examination and verification of availability and suitability.
2) More consultative assistance in knowing what was available and how to use it.
3) A one-stop catalog of all materials available.
4) Less required coverage of textbook material.
5) More skills on the part of the students.
6) Conviction that library usage was necessary to teach their subject.
7) Work area closer to the library.
8) More familiarity with presently owned materials
9) More ability in developing suitable classroom activity.
10) More knowledge of what materials were published.
11) More knowledge of how to use bibliographies and specialized indexes.

Students complained of:

1) Too much lecture by the teachers.
2) Course content too often irrelevant or repetative.
3) Too little choice in assignments or topics.
4) Too little student participation in classroom planning and activity.
5) Too cold a teacher-student relationship and classroom atmosphere.
6) Too much dependence on the textbook alone.
7) No facilities for doing group work in the school libraries.
8) Almost no student access to non-book materials.
9) Restrictive pass system limiting access to one school library.

Most deterrents requiring administrative action to modify could not be altered during the study (November to May) and were

relegated to long-term consideration. Receiving immediate attention were a modification of the pass system, cataloging of non-book materials for the main card catalogs, and re-emphasis by principals of the role of the school library in daily teaching.

Thirty-eight teachers engaged in individual or small group training programs with the investigator or with the faculty library and media specialists.

Reassessment questionnaires at the end of the study provided evidence of increased use of library materials as well as changes in classroom procedures. The per capita average of book borrowing increased, and since 74% of the students initially reported they used the school libraries mainly to do assignments, this appears to be evidence of change in teaching approaches. Also, use of non-book materials increased, and 34 teachers made use of special library services they previously had not used.

Perhaps the most convincing evidence that change was made by the teachers was found when before-training and after-training non-use of materials were compared. The "t" test of paired differences was applied, and "t" was calculated to be 5.3 which, when compared to the value of "t" at the .01 level of confidence (2.60), indicates that real rather than chance difference occurred.

It became apparent that these teachers responded to strong negative student comment, that both teachers not openly engaged in in-service work with the investigator as well as those who were used the student comment summaries as a guide to self-improvement, that teachers who were neither coerced nor graded by administrators participated voluntarily in training.

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The cooperation of administrators, teachers, and students in the participating schools; the friendly encouragement and patient direction of a most able committee; and the kindness of my family are all gratefully acknowledged.

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CHAPTER I

INTRODUCTION

Basically, this study was concerned with increasing student use of established secondary school libraries through increasing use of these facilities as a teaching tool by their teachers. There is a close relationship between classroom activity and school library activity, and it was this relationship which was emphasized throughout the project in an attempt to bring about more nearly optimal use of the libraries in the cooperating schools.

In this study the investigator has sought to identify those factors which serve to encourage or discourage secondary school classroom teachers from using the school library as a teaching tool, and those which serve to encourage or discourage students from using the school library as a learning laboratory. Further, she has sought to use this information to develop and implement a plan to help secondary school teachers make increased use of the library as a teaching tool, and to see if changes in the behavior of teachers are affected through this in-service training.

In order to draw useful conclusions from this study, several questions had to be answered. First, it was necessary to determine what factors secondary school teachers identify as conducive to the use of the school library as a teaching tool, and what factors they identify as deterrent to the same. Second, it was necessary to determine what factors students identify as conducive or deterrent to use of the school library in connection with their school work. Next, after identifying these factors, the investigator was obliged to develop and implement appropriate in-service training for a group of secondary school teachers and to

encourage administrators to make changes necessary for the implementation of such a program. And last, any changes teachers might make in their use of the school library as a teaching tool (once in-service training had been given and administrative changes had been made) had to be identified.

It may be helpful to define the specialized terms to be used in this study. The term school library is used in the broadest sense and is synonymous with the term "materials center." That one may view films, listen to tapes and other recordings, or use additional non-book material within the library is merely an extension of ordinary library activity.[1] The term teaching tool refers to the library use the classroom teacher assigns to a student to promote that student's learning experiences. This is to be distinguished from the student's or the teacher's use of the library as a "personal tool" to locate answers to his own curricular or leisure problems, needs, or curiosities. The term in-service training is used for the special training or instruction for employed persons, including those in professions, with a view to increasing the workers' competence.[2]

The data for this study have been collected during the school year 1968-1969. Two public secondary schools, one for grades 7-9 and one for grades 10-12, located in a suburban Connecticut school system provided approximately 1,300 students and 85 teachers as potential participants for this study. Although the data have come from one school system, the findings of the study may be useful to teachers and librarians in similar schools in other areas.

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[1]Ralph E. Ellsworth, The School Library (New York: Educational Facilities Laboratories, 1963), p. 25.

[2]Carter V. Good, Dictionary of Education (New York: McGraw Hill, 1959), p. 576.

These two schools are located in a residential area where many inhabitants commute to nearby cities, some going as far as New York. Of the approximately 22,000 inhabitants, about 40 per cent are school age children. Between 60 and 70 per cent of the high school graduates continue their education. An increasing number of children are being sent to private secondary schools. Teachers' salaries are above the state average, but are not the highest in Connecticut. Per capita expenditure for education has consistently been in the top 15 per cent of the school systems in the state.[1]

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[1]Statistics supplied by the Local Board of Education and the Town Hall offices.

CHAPTER II

REASONS FOR THE STUDY

The importance of student use of libraries, whether for immediate school projects or for extra-scholastic self-education, is being recognized by increasing numbers of educators. In a world where human and technological advances are increasing in geometric proportions, keeping abreast of the ever-accumulating fund of knowledge is of primary importance for today's students. And yet,

> . . . considering the critical stage of human development in which we live, and the need for well-rounded literate individuals, instruction in the use of the basic tools of knowledge seems to be one of the least explored areas of professional concern.[1]

The classroom teacher is the bridge between these basic tools of knowledge and the use his students make of them. It is, therefore, important that he make the fullest use of the school library as a teaching tool. However, there is a consensus in educational literature that classroom teachers are not making fullest use of the school library as a teaching tool. It appears that this is due, at least in part, to inadequate training in the use of the school library as a teaching tool during their pre-service training. In this regard, Bianchi and Robinson observed that:

> Many teachers are aware of their responsibilities in this connection. . . . and have learned to utilize school library facilities to the advantage of all concerned. Others are unsure of the opportunities the library affords and the services to which they are rightfully entitled. But mostly they do not know where the library fits into their own teaching plans or how to put it to the best use. The fault is not theirs.

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[1] H. Vail Deale, "Our Responsibilities to the College Undergraduate," A.L.A. Bulletin, LII (June, 1959), p. 500.

College students themselves have consistently stated that during freshmen tours of campus libraries, it is indicated that they are expected to be informed about library usage by the time they enter college.[1] If this is true, then the secondary school is obligated to provide this type of preparation.

Independent study requires facility in the use of library skills. Alexander, an advocate of self-directed learning activity, investigated the status and possibilities of independent study in 36 secondary schools in the nation, and concluded that:

> The first and greatest need for most independent study projects is an adequate library. Schools which have strong independent study programs are almost always characterized by good to excellent collections of general library materials . . . With the possible exception of independent work in remedial reading, a good library seems to be at the heart of most successful independent study programs in every subject.[2]

In the words of Pfeiffer, "The day has long since passed when a boy or girl could graduate from school with little or no knowledge of basic research and still function as an intelligent citizen."[3] Yet, the terminal student usually has no help beyond that which he receives in secondary school to establish a hunger for information or a sense of responsibility for his continuing self-education.

Today the resources available to the classroom teacher are more numerous than ever before. Overhead and rear screen projectors, cartridge film and tape, microfilm, earphone sets, and programmed instruction are tools readily accepted by students. Teachers who note this interest on the part of the students may themselves be overwhelmed by the proliferation of teaching materials and the need to understand the unique potential of each. They may be reluctant to use these tools without additional training.

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[1] Unpublished survey conducted by the Library and Guidance Departments of Ridgefield High School, Ridgefield, Connecticut, November 1965. The results confirmed those of an earlier survey conducted by the same departments.

[2] William M. Alexander et al., Independent Study in Secondary Schools (New York: Holt, Rinehart, & Winston, Inc., 1967), pp. 88-89.

[3] John Pfeiffer, "Reviews," Natural History, LXIX (December, 1960), p. 5.

> The unfortunate truth is that teachers come into the schools without any orientation to the nature and use of the school library. Few courses in education prepare teachers along these lines. Except for a negligible bow in that direction, education textbooks ignore the subject completely.[1]

Today there is a shift in emphasis in educational philosophy, away from trying to fit students into preconcieved mass programs and toward fitting individualized programs to each student. In order to achieve this, a program of individual study for each student is essential. Ellsworth observes that:

> The problems that will be difficult to solve will revolve around our lack of understanding of how to prepare the mass of students at the elementary and high school level for independent study. No doubt this is a process that must start in the very first grades and expand in scope and intensity up through the grades.[2]

That independent study be begun at the earliest possible grade level is equally essential.

> This conception of teaching and independent study cannot be started full-blown at the secondary level on top of a system of elementary education that follows a different philosophy. The idea must work its way up into the higher levels before completely satisfactory results can be expected.[3]

Similarly, success in independent learning is much more difficult to achieve as a freshman in college if there has been no previous background gained during the secondary school years. In a survey of community colleges, "75% of the presidents characterize their new students' previous library experience as being inadequate for college work."[4] In the same survey, faculty were criticized for "assuming non-existent library skills on the part of the students."[5]

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[1]Glenn Robinson and Evelyn Bianchi, "A Dream Comes True," School Libraries, VIII (March, 1959), pp. 7-9.

[2]Ralph E. Ellsworth, The School Library (New York: Educational Facilities Laboratories, 1963), p. 32.

[3]Ibid., p. 51.

[4]Helen Wheeler, "Community College Library 1965," College And Research Libraries, XXVII, No. 5 (September, 1966), p. 397.

[5]Ibid., p. 396.

The actual employment of resources varies widely. That many of our public schools have no library at all has been called a "national disgrace."[1] Equally disgraceful may be the underutilization of existing school libraries.

In working for a decade in school libraries, the author has observed marked differences in the amount of use made of the school library as a teaching tool by various classroom teachers. At professional gatherings, informal discussion inevitably includes comment about the "inadequacy" of training one's staff members have had in using this teaching tool. Dr. Frances Henne asked at a library meeting, "Is it possible that school personnel themselves may not be library users?"[2] Lively applause from the listening school library teachers indicated that they would answer the question affirmatively.

The State of Connecticut has no written standards for its school libraries. The Connecticut School Library Association has established recommendations, but these are in no way binding and are not widely met throughout the state.[3] Of the 234 secondary schools in the state, 231 have centralized school library collections. Only 573 of the 881 elementary schools have centralized libraries.[4] In no public school in the state is sufficient personnel provided to meet even the C.S.L.A. Recommendations. In a report to the Connecticut Department of Education, the Commissioner of Education, William

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[1]Francis Keppel, U.S. Commissioner of Education, Address, American Library Association Conference, St. Louis, Missouri, July, 1964.

[2]Frances Henne, Professor of Library Science, Columbia University, Address, A.L.A. Preconference, American Association of School Librarians, New York, July 8, 1966.

[3]These C.S.L.A. Recommendations are modifications of the 1960 Standards for School Library Programs. In essence they call for minimum book collections of 20,000 volumes in secondary schools, and staff in the ratio of one professional and one clerical assistant to each 500 students.

[4]Statistics supplied by the State Department of Education, Hartford, Connecticut, April, 1969.

J. Saunders, said that the "central school library was the heart of any instructional program," and he suggested that many problems which arise from poor reading and poor educational motivation can be greatly improved through a professionally conducted, well-equipped library that is an integrated part of the school.

The most definite guidelines for Connecticut schools are found in a pamphlet written in 1958 by the State School Library Consultant. This includes a chart for grades one through six suggesting appropriate levels for introducing specific library skills, and accompanying text from which the following is taken:

> The total school program is often judged by its library. One evidence of the success of the school library is the extent of its use by the classroom teachers. . . .
>
> Teachers whose goal is developing the individual child to his maximum capacity and helping him play a constructive part in group life, use the library to cultivate the pupil's skills, interests, tastes, and appreciations. Such teachers realize that the library is the informational center for all subjects of interest to every age group in the school. They have confidence that the library teacher, through use of library resources, will help the earnest seeker, both pupil and teacher, find the answer to his questions.[1]

During the last several years the Connecticut School Library Association has promoted the teaching of library skills in secondary schools through work with library teachers. It has been thought that the library teacher must take the initiative within any school to implement a program of library skills instruction. The results of a state-wide survey[2] were proof that small progress has been made, and that, in general, the problem remains unsolved. Many classroom teachers themselves suggest that they are not as comfortable in libraries as they would like to be. Their inadequate use diminishes the educational return on current public expenditures strengthening school information centers.

Many administrators look for guidelines to in-service training that will produce gap-filling experiences. As Paul F. T. Witt writes:

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[1] Rheta A. Clark, School Library Program (Hartford: Connecticut State Department of Education, June, 1958), p. 2.

[2] Hilda L. Jay and Bernice Yesner, A Report on School Instruction in Library Skills in Connecticut (Woodbridge, Connecticut: Connecticut School Library Association, 1954).

> . . . It is not only important for us to stress these objectives [use of school libraries] in the pre-service education of teachers, but they must be a matter of continuing concern in the in-service education of teachers as well. If we fail at either level, it eventually means that teachers will not use materials wisely or well, and that they will fail to capitalize on the contribution the school library has to offer to the education of their pupils.[1]

Virginia McJenkin, reporting on a survey of system-wide in-service training programs, states that supervisors evidence great interest in in-service activities and frequently integrate such activity with regular staff meetings and workshops. However, these supervisors

> . . . expressed need for assistance in planning other types of inservice experiences. Many of the respondents emphasized the need for inservice programs in selection, use, and evaluation of multimedia materials in which teachers and librarians are involved together.[2]

A new approach to the problem of increasing the classroom teacher's use of the school library as a teaching tool might be an in-service course based upon areas which teachers and students identify as problems.

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[1]Paul F. T. Witt, "Teacher Education and School Libraries," School Libraries, VIII (October, 1964), p. 46.

[2]Virginia McJenkin, "School System Programs of Inservice Education on the School Library as a Materials Center," The School Library as a Materials Center, Mary Helen Mahar, ed. (Washington, D. C.: U.S. Department of Health, Education, and Welfare, 1963), p. 36.

CHAPTER III
RELATED LITERATURE

The literature focuses on use of the school library as a teaching tool, advisability of questioning teachers and students to obtain useful information, in-service training, and effecting change.

Use of School Library as Teaching Tool

A number of studies have dealt with the relationship of library use and learning. The influence of the classroom teacher on library use by students is the subject of El-Hagrasy's study. He examined high and low ability classroom groups and classroom teacher's use of libraries and their attitudes toward the use of these facilities within the school, and he found that student ability was not the determining factor in library usage. Where preparation and interest ratings were high, students made greater use of the library facilities than where teachers' ratings were low. Low IQ groups taught by high scoring teachers scored well on reading and library skills; and in one instance, a class of upper IQ students was significantly low in its score on reading and library skills. Since the study involved the same librarian and the same book collection, the difference appeared to be the role of the classroom teacher.[1]

Buell observes that while some junior high school pupils use the library effectively, others do not. He comments that a pupil's interest in the library is usually developed by the subject-area teacher who knows the student's interests. It is he who "must assume the responsibility for getting the pupils to read books and magazines over and beyond the reading of textbooks."[2]

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[1]Saad M. El-Hagrasy, "The Teacher's Role in Library Service," (Unpublished doctoral thesis, Rutgers, The State University, New Brunswick, N.J., 1961), Abstract: Journal of Experimental Education, XXXI (June, 1962), p. 535.

[2]Clayton E. Buell, "The Library and the Junior High School Teacher," Clearing House (February, 1962), p. 365.

Adams studied the effect of teacher direction on magazine reading habits of ninth graders. The student's reading ability was not reflected in his reading choices. Average as well as high ability students read magazines of questionable value by choice. Teacher's assignments rather than personal satisfaction led students to read magazines of quality.[1]

Delaney claims that:

> Students learn best from their library experiences when they receive individual prescriptions from their teachers to read specific material which will help them with their classwork. Every other kind of school library usage is just recreation.[2]

He found that the non-directed student reads less and works below capacity. The library does not educate all who spend time there. "Fruitful learning experiences must be planned for and directed by professional teachers rather than left to adolescents to carry out themselves."[3]

Witt agrees that "We do not use libraries merely to be using them; we utilize their resources and services in order to achieve other objectives."[4] If students are to have the high quality education the times require, both teachers and students "must make proper and effective use of a wide variety of materials and other resources. Clearly, this means that the teachers must be motivated and prepared to use all tools of instruction."[5]

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[1]John Q. Adams, "Study of Leisure Time Reading Preference of 9th Grade Students," High School Journal, (November, 1962), p. 72.

[2]Jack Delaney, "Is Library 'Visiting' Necessary?" School Librarian (New York: Shoestring Press, Inc.), 1961, p. 65.

[3]Ibid.

[4]Paul F. T. Witt, "Preservice Education of Teachers in the Selection and Use of All Types of Instructional Materials with Implications for the School Library," The School Library as a Materials Center, Mary Helen Maher, ed. (Washington, D. C.: U.S. Department of Health, Education and Welfare, 1963), p. 41.

Cole recognizes the school library as one of the most promising yet often neglected avenues for supplementing teaching efforts. He believes that:

> In the final analysis, it is the classroom teacher who actually sees that library resources are used extensively, if they are. . . . The classroom teacher who is a slave to the textbook is not likely to sponsor a research or reading program embracing many and varied viewpoints. . . . When teachers realize that many problems raised in the classroom could and should be solved in the library, then a big step forward has been taken in reflecting the teacher in a different image.[1]

Some schools have developed active library programs with teachers effectively using library facilities as a teaching tool. Others have not, and the breadth of the continuum is described by Harold Howe:

> What a school thinks about a library is a measure of what it thinks about education. The school which sees education as something which it does to students will have a small, well-patrolled, attractive and un-used library. But the school which thinks of education as something which helps students to do for themselves will have a large, actively used library in which the kids are moving about, learning from books and from one another, and creating an atmosphere of people in pursuit of something.[2]

The Coleman Report, which studied inequalities in schools, described wide ranges in library facilities, book collections, and full-time staff--elements which effect the amount of use that teachers can make of their school library as a teaching tool as directly as does underlying educational philosophy.[3] The Knapp School Libraries Project, through its selection of demonstration schools, identified schools which already made outstanding use of existing library facilities.

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[1]Tom J. Cole, "Curriculum Enrichment Via the Library," Peabody Journal of Education, (July, 1963), p. 10-12.

[2]Harold Howe, "Interview," School Library Journal, XCII (February 15, 1967), p. 28.

[3]James S. Coleman, Equality of Educational Opportunity (Washington, D. C.: U.S. Office of Education, 1966), passim.

Among those were Central Park Road School, Plainview, New York; Marcus Whitman School, Richland, Washington; Roosevelt High School, Portland, Oregon; Farrer Junior High School, Provo, Utah; and Oak Park and River Forest High School, Oak Park, Illinois. (Oak Park was also chosen as one of the educational laboratories being sponsored by the U.S. Office of Education.)[1]

Visitors to the demonstration schools were asked to make reports to the Knapp School Libraries Project indicating what changes they had made in their own school library programs one year after their visits. Their accomplishments varied, to be sure, but their reports leave no doubt that there are significant differences in the was school libraries are used as laboratories for learning.[2]

To summarize, there is consensus in the literature that: the classroom teacher is an influential factor in student's use of libraries, the secondary school has responsibility for teaching students to use library skills, time spent in a library is more valuable if the student's efforts are guided by the classroom teacher into meaningful learning experiences, and too few classroom teachers make adequate use of the school library as a teaching tool.

Questioning Teachers

In 1958, the NEA Research Division looked at school library services to learn how "they were viewed by secondary school teachers and to obtain information about how and to what extent teachers used these services."[3] Findings were: "36.8 per cent of teachers reporting from schools with fewer than 500 students and 10.4 per cent of teachers reporting with school populations over 500 and less than 999 had less than full-time service by even one library teacher."[4] Reported reasons why a teacher did not take his entire class to the

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[1]John Fogarty, "Revolution in Our Schools," Library Journal, XCII (January 15, 1967), p. 302.

[2]Peggy Sullivan, Impact: The School Library and the Instructional Program.(Chicago: American Library Association, 1967), p. 58.

[3]Research Division, National Education Association, The Secondary School Teacher and Library Services (Washington, D. C.: N.E.A., 1958), p. 5.

library for group visits were: administrative regulations prohibit, crowded library prohibits, students have enough other time and opportunities to use the library, teaching area does not require the students to use the library, and students would use time for meeting friends. However, the study does not indicate reasons why classroom teachers fail to make assignments requiring student use of the school library (other than through class visits).

Walker wanted to test his hypothesis that in schools with good library programs the classroom and library teachers substantially agree about what each is trying to accomplish with students. He used a questionnaire with the faculty in two Knapp Project high schools, one in Illinois and one in Oregon, and he found that on 90 per cent of the items there was agreement between the teachers and the librarians. For the ten per cent for which there was no agreement, the younger teachers more frequently shared the opinions of the library teachers. There was much similarity in the way the teachers in the two distantly located schools answered the questionnaire.[1]

Although in Walker's study it was indicated that the teachers do not know how to use the school library as effectively as they might, and that in-service training could be a solution to the problem, he did not ask questions that would identify specific areas of weakness experienced by the classroom teachers. There appears to be nothing in existing literature which itemizes why teachers do not make greater use of the school library as a teaching tool.

Questioning Students

Although students are in a position to observe and to criticize constructively their school and their teachers, they have rarely been drawn into evaluative discussion. Early attempts to make use of student-provided information were concerned with identifying personality traits that students liked best or least in teachers. One of the

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[1] Jerry L. Walker, "Changing Attitudes Toward the Library And the Librarian," American Library Association Bulletin, (September, 1967), pp. 977-81.

early studies was done by Hart[1] and his findings have been corroborated many times by later work; e.g. studies by Witty[2] and Baxter.[3] The value of student comments has been established in these studies.

There is a current rash of student rating of courses and professors in colleges, but these are more often popularity polls than constructive evaluations. This is not the same thing as involving students in evaluating classroom activities in terms of their own learning patterns.

Rippey has suggested that "school faculties try conducting a new kind of instruction, where in cooperation with their students they might do two things,"[4] one of which is to "conduct a joint inquiry with their students into the ways in which students best learn." He urges that educators study themselves, "not alone, but with our students."[5]

Nelson says "valid and reliable judgment concerning a teacher's behavior can be made by those groups of individuals who are most closely associated with the teacher and his work, namely, his pupils. . . ."[6]

Jenkins, in a study of leadership in instructional groups, states that effective leadership can be developed by the teacher if "he (the teacher) is willing to be influenced by the students in the same manner he expects them to be influenced by him."[7]

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[1]Frank U. Hart, Teachers and Teaching. (New York: Macmillan, 1934).

[2]Paul Witty, "An Analysis of the Personality Traits of the Effective Teacher," Journal of Educational Research, (May, 1947).

[3]Bernice Baxter, Teacher-Pupil Relationships, (New York: Macmillan, 1941).

[4]Robert M. Rippey, "Does It Make a Difference?," Educational Theory, XVI (July, 1966), pp. 244-45.

[5]Ibid., p. 248.

[6]Kenneth G. Nelson et. al., Development and Refinement of Measure of Teaching Effectiveness (Albany: University of the State of New York, 1956), p. 17.

[7]David H. Jenkins, "Characteristics and Functions of Leadership in Instructional Groups," The Dynamics of Instructional Groups, Fifty-ninth Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1960), p. 194.

One study of pupil reaction to library usage was done by Bishop. Her study of reasons why students did not receive help when they went to elementary school libraries asked for student evaluation of "good" or "bad" library service.[1]

The idea of evaluating classroom practice cooperatively by students and teachers has been identified in the literature as a practice worth enlarging. Distinction is made between popularity polls and serious investigation into approaches to learning. The latter becomes a constructive learning experience when based upon mature, critical self-evaluation and joint planning by students and teachers.

In-service Training

Although they do not deal with library usage, the doctoral dissertations on the problems of developing, presenting, and assessing in-service instruction usually are concerned with subject area informational gains for teachers or the implementation of more varied teaching techniques by the teacher in the classroom. There is much similarity among these studies, and the conclusions of one are reinforced by the conclusions of the next.

Jirik found no significant relationship between the teacher's level of teaching performance and his extent of participation in in-service courses, or his expressed value of these courses, or with the amount of his professional reading.[2]

Schild concluded from his study of in-service training that "most change takes place when a teacher witnesses a demonstration in his own classroom with his own students."[3] Both Lewin and Ramig developed guidelines for the organization and administration of in-

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[1]Martha Dell Biship, "Identification of Valuable Learning Experiences in Centralized Elementary School Libraries." (Unpublished doctoral thesis, George Peabody College for Teachers, Nashville, Tennessee, 1963).

[2]Edward Frank Jirik, "A Statistical Analysis of 'Level of Achievement' as Related to Certain Supervisory Services and In-Service Participation." (Unpublished doctoral thesis, Ohio University, Athens, 1964).

[3]Robert J. Schild, "A Survey of Certain Practices and Some Proposed Directions for In-Service Education Programs in Selected Schools of the APSS." (Unpublished doctoral thesis, Columbia University, New York, 1964), p. 99.

service education programs.[1] Ramig found that in-service training was often ineffective because teachers resisted in-service training programs on the basis of 1) added work-loads, 2) suspicion of their administrators, and 3) a belief that the courses were entirely of the administrators' making.[2]

However, even when goals are mutually acceptable, there remains the problem of evaluation of change in behavior, and this is hampered by the lack of accurate descriptions of teacher behavior. Schumann is one of many investigators who have tried to develop more precise evaluative techniques for use in in-service training. He concluded that teacher improvement, effected through workshop experience, is based upon 1) the teacher's willingness to focus on a problem through organized plan of attack, 2) his receptive attitude toward experimentation, and 3) his sincere willingness to work with a qualified consultant or evaluator.[3]

McClendon holds that the more education the teachers in his study had, the more open-minded to change they appeared to be. He used the technique of self-study activity. The areas to which these teachers initially attached little importance were the positive problems dealing with individual needs of children, and the problem of getting teachers to engage in teacher-pupil planning.[4]

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[1]Charles Lewin, "In-Service Education in Relation to Curriculum Development: Trends and Recommended Programs in Secondary Schools." (Unpublished doctoral thesis, University of Southern California at Los Angeles, 1963).

[2]Clifford Laurance Ramig, "Survey of the In-Service Programs and Practices of a Selected Group of Indiana School Systems." (Unpublished doctoral thesis, Ball State University, Muncie, Indiana, 1964).

[3]Robert Frederick Adams Schumann, "The Development and Use of Teacher Effectiveness Profiles for the Diagnosis and Improvement of Instruction." (Unpublished doctoral thesis, Ohio State University, Columbus, 1964).

[4]Paul Edward McClendon, "An Investigation of Change in Perception of Teachers as Affected by Faculty Self-Study Activities." (Unpublished doctoral thesis, Florida State University, Gainesville, 1963).

Some studies have centered on the teacher's use of non-book library materials. One researcher, Camp, concluded that more competent teachers use more audio-visual materials. He found a positive relationship between in-service training and on-the-job utilization of audio-visual materials, but no relationship between pre-service audio-visual instruction and effective classroom utilization of these materials.[1]

Classroom teachers can change after they are teaching. At Winnetka, Illinois, an expansion of library usage was developed along with the enlargement of their learning laboratory. Richardson comments that Winnetka teachers are now carrying on exploratory projects in the learning laboratory, and "many of our classroom teachers have discovered new approaches to teaching, and, in some instances, made dramatic changes in classroom procedures."[2]

Throughout the research on in-service teacher education it is clear that not all in-service training changes behavior of participants. However, the growth of the individual through interaction with others is spotlighted. Experimental evidence indicates that the individual generally develops clearer and more usable concepts by group participation than he does when he builds concepts limited to personal experience.[3]

Effecting Change

According to Carlson, a change agent is "a professional who has as his major function the advocacy and introduction of innovations

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[1]Maurice B. Camp, "Some Factors Related to the Utilization of Audio-Visual Materials, with Suggestions for Teacher Preparation in this Area." (Unpublished doctoral thesis, Pennsylvania State University, Philadelphia, 1957).

[2]Joe A. Richardson, "Winnetka's Learning Laboratory," Education Leadership, (March, 1966), p. 455.

[3]John Clifton Moffitt, In-service Education for Teachers. (New York: The Center for Applied Research in Education, Inc., 1963), p. 71.

into practice."[1] The importance of change agents is beginning to be more fully appreciated, and studies are being carried out to learn more accurately what must be done to effect desired change. It is significant that the advertising industry has been a leader in gathering evidence on how people's actions can be changed. Politicians have recognized potential for swaying the voter through the use of advertising techniques and are employing advisors from the industry.

Education has consistently been pictured as slow to accept change. Carlson suggests that there has been no named change agent working within education in the sense that agriculture has had the county agent. What changes have been introduced have come largely from the influence of the public, or from the school superintendent who is desirous of changing existing practices. Whereas the farmer who responds to the county agent is an individual free to make his own decisions, the teacher in the school can work only within the framework of the total organization. The organizational climate contributes substantially to the rate, or even possibility, of change being made. It is the superintendent who largely establishes this climate.

With the climate favorable to change established, there is still the problem of getting people to adopt innovations. The advocate of change must know in detail the school with which he is working, and he must plan his work within it according to what is currently known about applied behavioral science. Basically, the change agent's strategy is to make sure the people he would influence perceive the proposed changes as relevent to them and their needs, and that they have participated thoroughly in the planning of these proposals.[2]

Consistency of perception is a fundamental characteristic of people. Bills has noted that:

> Personal perceptions are not readily changed through the introduction of objective evidence. Farmers and teachers witness demonstration of better techniques and equipment and return home to do the same things in the same ways they have always followed.[3]

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[1] Richard O. Carlson, Change Processes in the Public Schools. (Eugene, Oregon: University of Oregon Press, 1965), p. 4.

[2] Ibid., Chapter 1, passim.

[3] Robert E. Bills, About People and Teaching. (Bulletin No. 2, Vol. XXVIII, December, 1955) Bureau of School Service, College of Education, University of Kentucky, p. 77.

Moreover, our first learnings take precedence over later ones.[1] Both elements work steadily against success in in-service projects. Therefore, if in-service efforts are to be effective, more attention must be given by change agents to findings of research studies investigating change.

Change agents must rely heavily upon empathy in order to avoid creating an atmosphere of threat and fear. Bills emphasizes the impossibility of changing people's behavior in the desired direction when they are convinced that their own ideas and values are unacceptable in the eyes of the change agents. Everett Rogers points out that most change agents will possess values that are different from those of the people he wishes to change, and that unless the change agent "is aware of clients' values, the change agent is likely to destroy his linkage with his clients by his actions in introducing new ideas."[2]

The self-perception of the individual must be reckoned with, for his behavior is going to be consistent with his self-concept. Carl Rogers says that "a person learns significantly only those things which he perceives as being involved in the maintenance of or enhancement of the structure of self."[3]

Therefore, a person will rise to a certain amount of challenge, but only to that amount which, although threatening, is "perceived as surmountable by additional effort and attention."[4] People tend to be made uncomfortable by change. For this reason, change agents are more successful when they attempt to effect change through adaptation rather than replacement. Usually acceptance of change is gradual rather than immediate. Niehoff, in recommending the adaptation method, suggests that:

> If the innovations are really superior within the total way of life, they will automatically replace the older practices, but this need not be done directly by the change agent. His

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[1] Ibid., p. 34.

[2] Everett M. Rogers, Diffusion of Innovations (New York: Free Press, 1962), p. 279.

[3] Carl R. Rogers, Client Centered Therapy (Boston: Houghton Mifflin Co., 1951), p. 389.

[4] Bills, op. cit. p. 42.

> best strategy is to introduce the new along with the old and let the two compete on their own.[1]

He also urges that change agents not overlook the importance of flexibility. He believes that many times change agents fail because they are unwilling to alter original plans in light of unforseen developments. One's goal may be accomplished if only slight adjustments are made.

In addition, Niehoff relies heavily upon feedback during the span of in-service training. "Feedback channels have probably been neglected more and are probably more critical than any other aspect of communication other than personal contact."[2] He suggests that negative rumors are the result of poor communication on the part of the change agents and that the recipients do not really understand the intent of the project. Under such circumstances a projected change is doomed.

In-service programs do not always change behavior, but the chance of desired change is greater in instances where certain conditions exist and where certain strategies are followed. Niehoff, *in a sense expressing the essence of the literature in the area*, summarizes as follows:

> Although there are at least 17 different kinds of forces which impinge on the change process, there are six which stand out from the others. These can be regarded as the primary process variables: 1) the methods of communication used by the change agent, 2) the kind of participation he obtains from the recipients, and 3) the manner in which he utilizes and adapts his innovation to the existing cultural patterns; and as far as reaction of the recipients is concerned, the primary variables are 4) whether they have an initial felt need, 5) whether they perceive any practical benefit in adopting a change, and 6) whether their traditional leaders are brought into the planning and implementation of the process. . . . Theoretically, if all six of these ingredients exist in a change project, the innovation will be adopted.[3]

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[1] Arthur H. Niehoff (ed.), A Casebook of Social Change (Chicago: Aldine Publishing Co., 1966), p. 21.

[2] Ibid., p. 18.

[3] Ibid., pp. 40-41.

CHAPTER IV

METHODOLOGY

This study was based upon the idea that it ought to be possible to increase the use made of the school library in almost any school, and that to do so one must first discover the deterrents to increased use.

To determine appropriate methodology to be used in this study, it was necessary to recognize that the most important aspect was how the problem, if in fact there was one, appeared to those involved, namely, the teachers and the students. To identify possible deterrents participants had to be queried. Either interviews or questionnaires would have yielded the needed information. It was decided to use questionnaires because by using them the information would become available much more quickly thereby providing increased time to work with teachers before the end of the school year, and everyone would have a feeling of participation. Moreover, interviews with students would have had to have been conducted after school.[1] Inasmuch as only a limited number of students could have arranged for transportation home, the sample would probably have been biased.

Therefore, questionnaires for the teachers were developed which would help them express their opinions, experiences, and requests so that the tabulated results of the questionnaires would become guidelines for any in-service training program that might be offered. Questionnaires for students were fashioned to obtain student reaction to their school library usage thereby generating additional motivation for possible in-service training.

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[1] The Superintendent, in granting permission for this study to be carried out, directed that interference with the school day be kept to an absolute minimum.

If in-service training were to be offered, the approach selected was to conduct it primarily on a one-to-one basis letting individual needs dictate the content of the course. The initial teacher and student questionnaires would indicate the on-going level of library use in the schools at the beginning of the study, and re-assessment questionnaires for both teachers and students, used after any in-service training was given, would measure any changes that might have occurred.

Development and Administration of Instruments

The questionnaires needed to solicit information were developed according to the guidelines set forth in Parten[1] and in Rummel.[2] First, initial questionnaires were drawn based on the investigator's analysis of the problem. Then these preliminary questionnaires were submitted to a panel of five school library teachers and to the members of the Thesis Committee for their reactions, and appropriate modifications were made. Hereafter, development of the teacher's and student's questionnaires differed.

Teacher's questionnaire.--The revised teacher's questionnaire was pre-tested by 20 randomly selected secondary school classroom teachers. These teachers were asked to note while they were answering the questionnaires, the questions that seemed confusing and to indicate causes of uncertainty. These comments were used to further modify and refine the questionnaires.

As a final step before declaring the questionnaires ready for use with the teachers in the cooperating schools, reliability had to be established. To do this, the teacher's questionnaire was distributed unexpectedly by the investigator to 20 teachers selected by systematic sampling procedures from the faculty of a junior high[3] school at the end of a given school day, and were returned to her by these teachers the following day. Responses to the 131 items in

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[1]Mildred Parten, Surveys, Polls, And Samples: Practical Procedures (New York: Harper & Brothers, 1950).

[2]J. Francis Rummel, An Introduction to Research Procedures in Education; 2nd edition (New York: Harper & Row, 1964).

[3]First and third name on departmentalized faculty list: i.e. ten departments and two names from each.

Questions 3 through 18 were tallied. (Questions 1 and 2 were not used in the tallies because they listed only the grade and subject matter taught by the classroom teacher.) Two weeks later, these same teachers again answered the questionnaire, and the re-answers were tallied. Where a response was changed from the initial answer, a "changed" count was made.

The item responses and the changed responses were totaled within questions, and the per cent of change was computed. The chi-square test was applied to the 16 questions, and the chi-square value (17.392) was not significant at the .05 level of confidence (25.000). The questionnaire as a whole showed non-significant deviations between first and second administrations thus indicating that the instrument was sufficiently reliable for the purpose of this study; therefore, it was considered ready for use with the teachers in the cooperating schools. (Computation chart is in Appendix A, and questionnaire is in Appendix B.)[1]

Student's questionnaire.--A questionnaire to use with the students was also needed. In developing the student's questionnaire, an approach similar to that used with the teacher's questionnaire was followed. A preliminary questionnaire was drawn by the investigator and submitted to a panel of five school library teachers and to the members of the Thesis Committee for their comments. The revised student's questionnaire was pre-tested by three home room groups of students. These students were asked to identify questions they found confusing, and to indicate what caused their uncertainty. Appropriate changes were made to reflect their reactions. The next step was to establish reliability of the instrument.

To check reliability of the student's questionnaire a pilot study was done. The student's questionnaire was answered by members of two ninth grade classes and one seventh grade class as they reported one day to the library for regularly scheduled library skills classes. Two weeks later, the same classes were asked to re-answer the questionnaire. The students did not expect either

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[1]Dr. Nathan Jaspan, New York University School of Education, was consulted on problems of statistical method.

questioning. No attempt was made to secure a first or second response from students who were absent on either day. Thus, 60 pairs of answers were secured from the 86 students in the three classes.

Student responses to the 65 items on the questionnaire were tallied for each administration of the instrument, and where a response was changed from the first to the second administration, a change count was made.

The item responses and changes were totaled within questions, and the per cent of change computed. For the six questions having the largest number of changes, a chi-square test was applied. Inasmuch as the chi-square value (5.65) for these six questions was non-significant at the .05 level of confidence (11.07), it was concluded that no other question would produce significant figures. Thus, the questionnaire apparently was sufficiently reliable for the purpose of this study; therefore, it was considered ready for use with students in the cooperating schools. (Computation chart is in Appendix A, and questionnaire is in Appendix B.)[1]

Administration of questionnaires.--All questionnaires were administered during October, 1968. Completed questionnaires were secured from 46 teachers and from 657 students in the senior high school, and from 42 teachers and 583 students in the junior high school. Teacher's questionnaires were distributed in each school at a faculty meeting by the investigator. A verbal introduction explaining the study was given by the principals, a written pledge of anonymity was given teachers, and questions were answered by the investigator. (A copy of the colleague's letter is in Appendix C.) The questionnaires were completed during the meeting and were collected by the investigator.

Three teachers who were absent from the high school faculty meeting received questionnaires from the assistant principal and returned them to the investigator personally. Two teachers who were absent from the junior high school faculty meeting received their questionnaires from the investigator and returned them to her.

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[1]Dr. Nathan Jaspen, New York University School of Education was consulted on problems of statistical method.

Students in the senior high school answered the questionnaire during a home room period which was extended to permit the completion of the forms by the students. In the junior high school, the principal preferred having the student questionnaire administered during an activity period. He maintained a policy of not disrupting home room periods.

Student questionnaires were administered by teachers in both schools, and the completed questionnaires were sent immediately to the investigator who waited them at the school office. (Copies of instruction memos for the teachers are in Appendix D.)

Tallying Questionnaires

The next step in this study was to extract and summarize the data from the completed questionnaires, and to prepare written reports of this information to share with the teachers and the administrators. (A copy of the summaries is in Appendix E.) The questionnaires were tallied by the investigator, and statistics were compiled producing numerical frequency counts for each item. In addition, student answers to open-ended questions were analyzed and summarized according to frequency of the response. Representative statements were selected so that each idea expressed would be represented among the quotations. Wording, spelling, underscoring were all reproduced in the summaries exactly as they had been written by the students on the questionnaires.

Designing In-service Training

When need for in-service training was indicated by teachers on their questionnaires, training was designed to fit the specifications both of the teachers and of their contract with the Board of Education. This contract stated that in-service training could be done only for university credit, and that required after-school meetings were explicitly limited to four per month--two faculty meetings and two departmental meetings. There was obvious limitation in these clauses on the presentation of training to teachers in the cooperating schools. First, the term "in-service training" was inadvisable to use, and, second, required meetings other than those scheduled as faculty or departmental meetings could not be scheduled.

Any in-service training that would be given was, of necessity, largely voluntary for participants. The voluntary aspect of the training merely emphasized the individualizing of training as it was planned, and helped to implement basic principals used in effecting change.

Summarized results of both teacher and student questionnaires were, in any instance, to be shared in written form with teachers at the November faculty meetings. The sharing and discussion of the information included in these questionnaire summaries constituted the initial in-service training session.

Participation of Administrators

The same information which was distributed in written form to the teachers in each school at the November faculty meetings was channeled to the curriculum director so that he could use it in his work, and to the principals so that they could discuss and act upon administrative problems at Administrative Council meetings. A memorandum which summarized the findings was sent by the curriculum director to the superintendent so that he would be informed and in a position to take appropriate action. So far as the investigator knows, this information was never brought before the Administrative Council. It could be argued that too few principals were concerned with problems in the secondary schools to merit Council time. The superintendent did not choose to place discussion of the report on the Council agenda; nor did he share the report with the Board of Education. (Teachers were asked to consider the report as confidential material unready for release to persons outside the faculty membership; therefore, the results of the questionnaire per se were not shared with the students.)

Sources of Assessments

After the in-service program was completed and the administrators had implemented the changes they could currently make, it became time to find out if any changes had occurred in teacher behavior in classrooms and school libraries. To determine if there was any significant change in library usage by classroom teachers, an assessment of usage before and after the in-service training and the administrative adjustments was made. A number of devices were used to establish the before-training assessment of each teacher.

First, Questions 14 and 15 in each teacher's questionnaire gave that teacher's own assessment of his past use of the library as a teaching tool. Second, Question 16 in the student's questionnaire indicated the frequency students used various media for their assigned work. Third, records of the library teachers for 1967-1968 included student borrowing data and indicated the number of teachers

who had requested specific services from the library teachers. Fourth, the library teachers could assess 1967-1968 teacher practice through knowledge of students' activity and the nature of their library work. And last, supervisory personnel regularly evaluate teacher's practice, and these records are kept on file. Data taken from these sources provided the before-training profile of each teacher.

To make comparisons which would indicate any changes that might have occurred, the after-training assessment of each teacher had to be made. The following devices were used. First, a teacher's re-assessment questionnaire based on Questions 14 and 15 of the initial teacher's questionnaire was answered by all teachers. Second, the students in both schools were asked to assess changes that occurred in their teachers' assignments in relation to library usage, and to note other changes that may have taken place within the classroom. (Copies of re-assessment questionnaires are in Appendix F. Home room teachers' memos are in Appendix G.) Third, the records of the library teachers for 1968-1969 included student borrowing data and teacher requests that matched the records kept for the previous years. Fourth, the library teachers could assess the 1968-1969 teacher practice, as they had previously, through knowledge of students' activity and the nature of their library work. And last, supervisory personnel continued to evaluate teacher's use of teaching tools in 1968-1969. (Copies of assessment forms are in Appendix H.)

From these assessments and re-assessments the amount of change in teacher behavior which had taken place was determined and is reported in the following chapter.

CHAPTER V

FINDINGS

Two types of information were elicited from the initial questionnaires to teachers and students. The one indicated the setting for the study (including the on-going practices of teachers and students in regard to school library use), and the other enumerated the deterrents to increased school library use. A written summary of these findings was given to each teacher, to each of the principals involved, and to the curriculum co-ordinator so that appropriate action might be taken by those interested. Administrators were limited in the changes they could make,[1] but those deterrents which could be corrected by teacher education were used as the bases for a largely voluntary in-service training program which was implemented immediately.

The students' unhappiness with the beginning situation was clearly stated, and those teachers who wanted to make changes in their behavior could do so using these statements as a guide for self-improvement. Teachers were not coerced by administrators or supervisors to participate in the in-service program, and they were not graded or evaluated in relation to their participation. Moreover, the training offered was designed at the participant's request and for his individual needs. In so far as possible, the in-service approach followed techniques known to effect innovation. At the conclusion of the in-service training program, re-assessment questionnaires from teachers and students indicated that significant change had been effected.

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[1]The only modifications of deterrents identified through questionnaires that a principal could provide within his own school were to authorize the creation of a one-stop catalog, place greater verbal emphasis on promoting the use of the school library as a teaching tool, and, in lieu of a system-wide library skills curriculum, develop and implement one for his own school. Some adjustment could be made in the system for issuing student passes at the junior high school. Principals could not re-structure the school day, make non-traditional staff assignments, or increase funds for materials or clerical help within the span of the study.

Setting For the Study

The following information was obtained mostly through a questionnaire answered by 88 of 89 classroom teachers (42 junior high and 46 senior high), and another questionnaire answered by 583 junior and 657 senior high school students. In some instances, information was taken from observation or school records.

Teachers.--The classroom teacher's normal day contained five teaching periods, one or two study hall supervisions, and a planning period. Some teachers were assigned a special duty in lieu of a study hall assignment, such as maintaining discipline in the library so that the library teachers were freer to assist students or to contact teachers.

Few teachers provided much choice to their students about classroom content or procedure. Where choice was given, it frequently meant student selection of a book from a required list, a topic for a composition, media in art, or patterns and fabric for clothing construction. Greater choice was noted in advanced classes for writing research papers or making laboratory investigations, and also in remedial classes. The majority of classes were traditionally oriented.

Use of non-text media followed distinct patterns. Art teachers used slides, music teachers used phonorecords, foreign language teachers used tapes, home economics teachers used film strips, and science and mathematics teachers used models and realia in their teaching more than other teachers used these media; but in many instances no use was made of non-text media.

Pre-service preparation was varied. Two teachers had had no methods courses and 16 had had no practice teaching experience. (Table 1, Questions 5 and 6). Among the 32 teachers indicating that either library or audio-visual techniques had been emphasized in their pre-preparation, only one teacher indicated that in his experience emphasis had been placed in all four of the possible preparation areas. In general, the teachers experiencing any pre-preparation in these areas were subjected to more theory (methods courses) than to actual first-hand experience (practice teaching). Analysis of their answers indicated that 14 teachers

TABLE 1

BACKGROUND OF JUNIOR AND SENIOR HIGH SCHOOL TEACHERS
REPORTED ON TEACHER QUESTIONNAIRE

Question	No. of teachers:	Jr. High	Sr. High
1. Name			
2. Subject taught			
3. Including the current school year, years of teaching:	1-3	15	13
	4-6	11	11
	7-9	3	8
	10-+	13	14
		42	46
4. Highest degree earned:	Bachelor	23	18
	Master	12	18
	6th Year	5	10
	Doctor	2	..
		42	46
5. In your collegiate Education Methods Courses, use of the school library as a teaching tool was:	Never mentioned	5	10
	Referred to briefly	27	26
	Emphasized in detail	9	5
	Separate course	5	3
		46a	44b
And A. V. was:	Never mentioned	2	5
	Referred to briefly	21	21
	Emphasized in detail	10	11
	Separate course	15	7
		42	44b
6. In practice teaching, use of the school library as a teaching tool was:	Never mentioned	11	7
	Referred to briefly	8	13
	Used moderately	13	13
	Important part of program	4	2
		36c	35c
And A. V. was:	Never mentioned	3	6
	Referred to briefly	13	14
	Used moderately	14	10
	Important part of program	6	5
		36c	35c
7. In your current teaching, how much use do you make of the school library as a teaching tool?	None	4	2
	Occasional	18	26
	Give library instruction	12	6
	Rely on heavy student use	11	12
		45	46

[a]Four teachers attended colleges offering courses in library science, but they did not enroll.

[b]Two teachers had no methods courses.

[c]Sixteen teachers had no practice teaching.

TABLE 1--Continued

Question	No. of teachers:	Jr. High	Sr. High
8. The attitude of your supervisors toward use of the school library as a teaching tool is:	None expressed	11	4
	Too much now	1	..
	Satisfied with present use	18	7
	Would prefer greater use	15	15
	Insistent upon extending use	..	10
	I am not sure	7	10
		42	46
9. Is the lack of personal training in library use a factor tending to restrict your greater use of library facilities as a teaching tool?	Not at all	28	28
	To some extent	12	14
	Significant factor	2	2
	Major factor	..	..
	I am not sure	2	..
		42	46
10. How much responsibility do students in your classrooms have for planning the class's learning activities?	None	1	5
	Very little	11	17
	Some	24	21
	Much	6	3
		42	46
11. through 15. (Omit)*			
16. What conditions or improvements would enable you to increase your use of the school library as a teaching tool?	More materials	29	26
	More time	26	24
	More familiarity with present materials	22	18
	Increased student skills	20	14
	Aid in developing units incorporating library skills	20	8
	More familiarity with what materials contain	17	7
	One-stop catalog	16	15
	More staff	15	20
	More knowledge of bibliographies	15	10
	Less required text coverage	12	12
	More knowledge of card catalog	10	5
	Aid in developing suitable units	9	10
	Different approach by librarian	8	7
	Conviction library usage is needed	6	9
17. If in-service or post-graduate courses in library use were offered you, what would be your reaction?	Have no interest	18	21
	Would participate	22	18

*These questions do not apply to the subject of this table.

considered use of the library to have been emphasized in methods courses and 21 teachers considered use of audio-visual materials to have been emphasized. Only 6 teachers recalled that use of the library had been emphasized in practice teaching, although 11 teachers thought use of audi visual materials had been emphasized.

Examination of Table 1, Question 16, shows that 6 junior high school and 9 senior high school teachers doubted that use of the school library was necessary to teach their subject. However, when the responses to Question 8 are considered, 37 junior high school and 21 senio high school teachers indicated a negative or doubtful attitude toward their administrators' persuasion regarding library usage as an essential teaching tool. In other words, 58 of 88 teachers questioned the importance of the school library as a teaching tool at the start of this study.

Among teachers who indicated that they wanted assistance in developing suitable units, who needed opportunity to learn what their school library materials contained, and who desired increased knowledge of bibliographies and their use, the largest segment in each instance was among those who held bachelor's degrees and who were in their first three years of teaching. (Table 2).

TABLE 2

DEGREE HELD, YEARS OF TEACHING, AND SKILL WANTED BY TEACHERS REQUESTING ASSISTANCE ON TEACHER QUESTIONNAIRES

	Number of teachers requesting assistance to increase			
Degree held:	Skill in developing units	Knowledge of materials content	Knowledge of bibliographies	Knowledge of card catal
Bachelor	17	19	19	9
Master	8	6	9	5
6th Year	4	2	3	3
Years of teaching:				
1-3	11	10	10	5
4-6	6	7	8	4
7-9	4	3	6	1
10 +	8	7	7	7

School facilities.--The school library records indicate that book collections contain approximately 17,000 (13,000 titles) at the junior high school, and approximately 13,000 (12,000 titles) at the senior high school. On the questionnaires, students identified 122 deficiencies in the collection at the junior high school and 193 deficiencies at the senior high school. In spite of these shortages, 75 per cent of the junior high school students found materials adequate for both their assignments and leisure usage. At the senior high school 74 per cent of the students were satisfied with the materials for assignments while only 69 per cent found adequate materials for their leisure reading. (Questionnaire is in Appendix B.)

Non-book materials were not cataloged in the main card catalogs or made readily available to students. Teachers were supplied with mimeographed catalogs of non-book holdings, and day-ahead reservations were necessary to obtain either hardware or software.

At the junior high school seating space had been planned for 10 per cent of the student population, but overcrowding had caused the library classroom to be used most periods of the week, and another area of this library had been filled with "assigned in" classes thereby further reducing seating capacity to five per cent of the student population for students coming from study halls. At the senior high school, seating space was provided for nine per cent of the student population. No conference space was provided at either school. The lack of conference rooms was noted by students generally, and in both schools they placed the provision of such areas high among the needs for any new school library; however, 40 per cent of the junior high and 55 per cent of the senior high students indicated that they preferred to work alone. Group work was preferred by 23 per cent of the junior high students and by twelve per cent of the senior high students.

In 1967-1968 (the year preceding this study), there was one library teacher, one clerk, and one full-time aide assigned to the junior high school library. There was one library teacher and one clerk assigned to the senior high school library. In the 1968-1969 school year the staff count remained the same at the junior high school (although there was a different library teacher), and a second library teacher was added at the senior high school. On the questionnaires 35 teachers had indicated that increased staff were needed to permit them increased use of the school libraries.

The libraries in these schools do not meet the 1960 Standards For School Library Programs in all respects, and do not begin to approach those in the 1969 Standards For School Media Programs.[1] The average per capita expenditure for library materials during the past five years had been approximately $5 in the secondary schools. Because of this support, these libraries are of better quality than many others in the state, but this does not mean they are suitable for meeting the needs of an academic program teachers are encouraged to produce. Fifty-five teachers considered insufficient materials to be a primary deterrent to their greater use of the school libraries, and 41 per cent of the junior high and 35 per cent of the senior high school students indicated that increased materials would cause them to increase their use of these libraries.

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[1] American Association of School Librarians and the Department of Audiovisual Instruction of the National Education Association, Standards for School Media Programs (Chicago: American Library Association, 1969).

Deterrents Reported On Questionnaires[1]

Students in both schools identified similar problems (with the exception of the pass problem at the junior high school), and these focused as much on classroom procedure as on library problems. They emphasized their desire for greater elements of choice, relevance, and challenge; change of pace and technique in teaching to allay daily monotony; a better balance between material available, number of students using it, and duration of assignment; and recognition of themselves as individuals. They indicated that a different type of assignment from teachers would increase their use of school libraries, and they wanted more materials of all types (especially non-book and current materials) to be made available. (A detailed report of student comment is in Appendix E).

Teachers' responses identified eight deterrents to increased school library use that required the cooperation of the administrators to alter, and eight others which could be dealt with individually or through cooperation with the library teachers. The latter formed the bases of the voluntary individualized in-service training.

Three items -- need for more materials, time, and personnel -- were at the top of the list requiring administrative action. Other deterrents named included the lack of one-step card catalogs which interfile non-book and book cataloging; insufficient student library skills (there was no written library skills curriculum); overemphasis on required textbook coverage restricting flexibility in course content; and lack of a strong belief among teachers that use of school libraries as a teaching tool was essential in their work.

Among the deterrents that could be reduced through work with teachers, need to gain more familiarity with presently owned materials was the most frequently mentioned. Paralleling this was the need to know what materials were published and available for purchase. Teachers also requested help in developing classroom units suitable for students, in increasing their ability to use bibliographies and specialized indexes, the card catalog, and in improving students' library skills. In addition, they sought clarification of their role and responsibility for teaching these skills. (A copy of the report given teachers and administrators is in Appendix E.)

[1] Deterrents were identified indirectly by requesting questionnaire answers. If "More study halls" was checked as a means for increasing use of the libraries, the deterrent identified was "Too few study halls".

Application of Deterrents to In-service Training

The terms of the teachers' contract with the Board of Education created two categories of teachers: 1) those who would be exposed only to the required group activity, and 2) those who would welcome individual assistance and would voluntarily do additional work with the staff specialists or with the investigator.

When the written summaries of the questionnaires were distributed and discussed at the November, 1968, faculty meetings, it was found that teachers noted the similarity of the students' pleas and the observations of a visiting consultant.[1] Also, it was observed that the senior high school principal told his faculty of his earnest desire for them to make changes in classroom procedure that would reflect consideration of the students' comment. He recognized that much good teaching went on in the school, but he thought maybe it could be improved. The changing times suggested new thoughts about teaching approaches, and these included varied use of library facilities both for groups and individual students. In the junior high school the principal did not enter the discussion or comment to the faculty on the student or teacher questionnaire results. All teachers were exposed to this much required group activity.

Voluntary individual activity was then planned with those teachers who were interested. On the teacher's questionnaires, a total of 38 teachers from the two schools indicated a desire for some kind of help. The investigator, two library teachers in the senior high school and one library teacher and one clerk in the junior high

[1] In the spring of 1968, an education authority was brought to the cooperating schools to address the combined faculty at a Professional Day program. This same consultant was invited to return for one week during November, 1968, to visit classes, talk with teachers and students, observe the schools at work, and report his observations to assembled faculty. He emphasized the power of an individual classroom teacher working with a single class or with one or two other teachers to develop experiences for students, and he urged teachers to recognize their ability to move as individuals without waiting for system-wide approaches. It is possible that this man's work influenced teacher receptiveness to the investigator's study.

school, and the audio-visual director worked with these teachers responding to their individual requests. Volunteer activities engaged in are described below.

The audio-visual director held weekly after-school sessions for interested teachers. These opportunities were publicized in advance. The same teachers did not come every week, but many attended several sessions. Two films were used at the onset,[1] and the rest of the sessions included the following:

1) Production of transparencies
2) Use of transparencies
3) Use of the cooperative film library of which the school was a member
4) Production of slides from flat pictures
5) Use of slides
6) Use of dry-mount press
7) Production of taped lessons
8) Use of taped material
9) Demonstrations on operation of various pieces of hardware as requested by teachers.

The school library staff was on hand throughout the school day and for at least a half hour daily after school. They assisted teachers with the developing of projects, creating reserve shelves, and teaching the use of specialized reference tools in accordance with teacher requests indicated on the questionnaires.

The investigator carried out a program of individual assistance with the teachers using the data from the questionnaires as a guide. Initial contacts were made--during lunch hours, coffee breaks, planning periods, or whenever a teacher was available--with the 38 teachers who indicated interest in receiving assistance. Further development of ideas and materials were carried out during the teacher's planning periods, through after-school telephone conversations, evening and Saturday meetings in either the investigator's or the teacher's homes. Individualized projects were completed with 23 of the 38 teachers.

Projects were varied and ranged from very simple to ambitious undertakings. In each instance the teacher was working with a medium

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[1]The films were Project Discovery: A Demonstration in Education, Encyclopaedia Britannica Educational Corporation, Film #2303 (27 min. color) and This Is Marshall McLuhan: The Medium Is the Message, McGraw Hill Film #67-2155 (53 min. color). The latter was originally produced for television by N.B.C. News.

he had not previously used, or was granting his students increased responsibility for the classroom activity which let them discover library materials new to them. Descriptions of some of the projects follow.

In a social studies class the students took turns "teaching" the class. These students pre-viewed non-book materials and selected those they wanted to use with the class. Sometimes only a few frames from a film strip or a section of a phonorecord were used. Students made transparencies, dry-mounted flat pictures, brought in realia, and attempted to create classes that their peers would consider of value. The teacher of these students frequently came to the library to work with his students while they were pre-viewing and making selection decisions.

Art teachers viewed privately owned slides and selected several hundred to use as examples in teaching. Negative space, reflections, sky colorings, natural life, textures, and clouds were among the topics illustrated. The teachers worked with the audio-visual director and made their own copies of these slides, and they worked with the library teacher so that the cataloging was as useful as possible. These slides could be used by others inasmuch as the sets contained pictures of landmarks in many countries.

Foreign language teachers made tapes and placed these on reserve so that students could acquire added practice in the library. The audio laboratory was of little use to students in study halls, but they could get to the library. Sets of earphones could be used with tape recorders at any library table.

Copies of menus in foreign languages were made from samples teachers owned and classroom size sets were dry-mounted for easy handling. These were cataloged and became part of the permanent realia collection.

In an English class a unit on language was developed by having natives of other countries come to talk with the class about their language, its history, its individualities, and its similarities. These talks were taped. In some instances the guest preferred to make a tape elsewhere and not visit the class. These tapes were placed on

reserve in the library and the students used them as background material for written papers. This is an area for which very little material suitable for junior high school students is published. The students and their teacher collected and preserved their own information. These tapes are being cataloged and the better papers are being placed in the pamphlet file.

A mathematics teacher placed film strips previously used in the classroom on reserve in the library so that students could review them there.

In the humanities and world literature classes the teachers extended interdepartmental contacts. Art and music teachers were especially valuable in broadening student opportunity, and the students welcomed the variety additional teachers brought to their classes. One class attended a performance of an Ibsen play they had studied.

To give her students increased choice, an English teacher developed a unit called Truth Through Literature. The requirements were that the student should choose a topic of personal concern and seek answers to his question. Included in his paper would be material from one book of fiction, and selections from poetry, drama, or factual writing that would substantiate the position the writer had taken. Topics such as loneliness, father-son relationships, drugs, honesty, divorce, or war were chosen, but the students did not know how to find literature, especially fiction, poetry, or drama, containing a desired theme. The investigator introduced bibliographies, indexes to collections, and quotation books (all arranged by subject) to students in these classes. In some instances materials were borrowed from other libraries after students had used the bibliographic tools to determine what they needed.

Recorded poetry and drama were used in classes where they had not been used previously, and after non-book materials were cataloged at the junior high school, students quickly began incorporating these materials into their own reports.

In another instance, a story a student had written for an English class so intrigued classmates that they wanted to illustrate it. An art teacher worked with them to develop plans for filming the story. Some of the phantasy scenes were accomplished through filming student paintings. A high school boy who had already made a film served as a consultant for the younger students.

The investigator also visited departmental meetings. In February, 1969, the Foreign Language Department viewed the non-book materials that had been made available through cataloging at the junior high school library, and discussed the role of the media center and media specialist in the modern school.

In each instance, the project a teacher engaged in was related to one of the deterrents the teacher had checked on his own questionnaire. The most common approach was bringing the teacher and materials he had previously not used together. The cataloging of non-book materials in the general card catalog did much to facilitate the teacher's use of previously un-discovered materials, but the availability of a library teacher to help teachers use specialized indexes and bibliographies and to make sure they examined all the material that was available in the school suitable for the unit at hand was a definite catalyst to enlarging teacher use of library materials and services.

Throughout the project, in-service activity concentrated on familiarizing teachers with materials already owned, increasing their ability to use bibliographies and specialized indexes, helping them to plan units that would encorporate the students' keen desire for increased variety and participation in classroom procedure. In this way the findings from the questionnaires provided the basis for the in-service training.

TABLE 4

STUDENT RESPONSES ON REASSESSMENT QUESTIONNAIRE
ON LIBRARY USAGE: REPORTS OF CHANGE

Greater teacher use of:	Student responses reporting change							
	Junior high grade level				Senior high grade level			
	7 (N=209)	8 (N=209)	9 (N=165)	Total (N=583)	10 (N=279)	11 (N=230)	12 (N=148)	Total (N=657)
Reserve								
books	33	48	30	17.5%	50	53	13	21.0%
recordings	80	13	5	15.4	3	..	4	1.3
films	77	21	19	18.4	8	..	9	3.2
Research papers	113	77	57	38.8	82	109	56	47.3
Book reports	52	65	73	17.5	77	117	30	43.0
Ref. per paper	101	37	54	28.4	76	84	34	37.1
Specialized ref.	140	78	74	45.8	98	96	32	43.3
Primary sources	55	36	14	16.5	49	61	16	24.1
Workshops								
whole class	87	57	57	29.7	22	46	37	20.1
part class	59	56	17	19.5	17	27	14	11.1
Passes	141	82	49	42.6	21	3	16	7.6
Discussion	148	86	49	44.4	114	106	35	29.7
Debates	87	36	15	20.4	29	49	12	17.2
Choice of topic	134	85	51	42.5	102	80	35	41.5
Participation	130	76	47	39.9	90	87	32	40.0
Non-text media	143	88	63	46.1	90	87	48	43.0
Guest speakers	91	23	10	18.3	20	15	12	9.0
Group work	118	78	52	39.0	52	44	35	25.1
Less lecture	105	52	31	27.8	42	39	21	19.5
Art	72	34	2	17.0	9	5	3	3.2
Business	..	..	3	.4	1	3	5	1.7
English	86	75	46	32.6	103	95	46	46.8
Foreign lang.	71	22	29	19.2	76	51	12	26.6
Home economics	19	24	7	7.9	13	6	3	4.2
Industrial arts	38	11	5	8.5	..	5	1	1.0
Mathematics	75	43	29	23.1	39	16	5	9.8
Music	66	15	3	15.6	13	15	4	6.1
Phys. education	35	17	21	11.5	32	30	12	14.2
Science	95	82	40	34.0	45	13	5	12.1
Social studies	127	78	58	41.3	38	89	31	30.2

TABLE 5

CHANGES IN LIBRARY USE REPORTED BY TEACHERS
ON TEACHER RE-ASSESSMENT QUESTIONNAIRES

Materials	Number of teachers reporting increased use of materials			
	Junior high school		Senior high school	
	Assigned student use	Teacher use	Assigned student use	Teacher use
Book for report	15	7	16	11
Reserve reading	11	4	11	6
listening	5	3	5	..
viewing	4	1	4	2
Periodicals	6	7	9	9
Spur-of-the-moment inquiry	13	10	14	15
Moving picture films	6	11	6	13
Film strips	11	10	11	6
Phonorecords	6	8	7	7
Tape recordings	4	4	6	7
Slides	10	6	7	8
Realia or models	7	10	9	12
Research papers: short	9	9	8	4
long	10	4	11	2
Reference notes	10	13	12	7
Transparencies	7	5	7	..

TABLE 6

NUMBER OF TEACHERS REPORTING NO USE OF LIBRARY MATERIALS BY TYPE OF MATERIAL, SCHOOL LEVEL, AND TYPE OF USE, BEFORE AND AFTER IN-SERVICE WORK

Materials	Junior high school (N=42)				Senior high school (N=46)			
	Assigned student use		Teacher use		Assigned student use		Teacher use	
	Before	After	Before	After	Before	After	Before	After
Book for report	16	11	16	12	16	10	16	13
Reserve reading	18	15	18	17	16	14	16	14
listening	42	30	42	36	46	39	46	42
viewing	42	31	42	38	46	40	46	38
Periodicals	20	14	15	11	8	7	5	5
Spur-of-the-moment inquiry	18	8	18	10	27	4	27	9
Moving picture films	34	18	14	10	31	15	9	12
Film strips	31	11	12	13	32	18	14	22
Phonorecords	36	37	20	15	32	20	15	17
Tape recordings	35	21	22	18	32	21	15	19
Slides	33	23	21	18	36	21	19	21
Reelis or models	28	16	22	15	34	11	18	10
Research papers: short	18	16	18	12	22	11	22	23
long	26	13	26	14	20	17	20	31
Reference notes	23	16	23	13	21	10	21	15
Transparencies	42	35	18	13	46	39	46	42

Re-assessment

After six months of in-service work with teachers was completed, the re-assessment was begun. Change was reported by both students and teachers, and the correlation between student and teacher re-assessment comment gives credence to each. (Copies of re-assessment comments are in Appendix I).

There were 156 students (72 junior high and 84 senior high) who thought their teachers had not changed. There were 18 students who maintained that conditions had worsened. Some students remained unhappy with the junior high pass system, although the ten-minute passes now given by study hall teachers were recognized as a liberalizing change in the system. A few students commented on increased homework, mostly at the seventh grade level, suggesting that some of this change may have been a normal contrast between elementary and secondary school procedures. Some change would have appeared because of changed faculty. Two language teachers and two English teachers were replaced during the span of the study, and at the junior high school, industrial arts students had classes scheduled with two teachers, one semester with each. Nonetheless, by far the largest number of students in both schools (573 in senior high and 511 in junior high) found some area of change to check (see Table 4), and many chose to add the comments referred to above. The largest par cent of change was reported to have been made by social studies, science, and English teachers at the junior high school, and by English, social studies, and foreign language teachers at the senior high school. Increases in student participation in classes, choice of topics, and use of non-text media received the most student recognition as change occurring in classroom procedure; and the use of reserved materials, specialized references, and different approaches to written papers and book reports were noticed as being significantly changed library use.

Use of reserved materials, and use of non-book materials for both assigned student use and for classroom use were reported by many teachers to be increased substantially. These statistics appear in Table 5. The comments teachers made indicated that they had tried to create classroom atmosphere which recognized the individual student and involved him more actively in a more varied classroom routine. (Copies of re-assessment comments are in Appendix I).

Perhaps the most convincing evidence that change was made by the teachers is found when before-training and after-training non-use of materials are compared (see Table 6). The "t" test of paired differences was deemed to be an appropriate statistical test to apply to these observations.[1] Each teacher's before and after report constitutes a pair of observations taken under the same experimental conditions, with the conditions varying from pair to pair. A one-tail test was used because the investigator was interested in testing for the specific difference that "after" would be less than "before," rather than testing for any difference. The value of "t" at the .01 level of confidence is 2.60. When, using the formula

$$t = \frac{\bar{d}}{S_d/\sqrt{n}}$$

"t" was calculated to be 7.91, it is evident that real rather than chance difference occurred.

That change had occurred was substantiated in additional ways. It will be recalled that 74 per cent of the students reported that they use the school library mainly to do assignments. When library borrowing records for the school years 1967-1968 and 1968-1969 were compared, it was found that, except for seventh grade, the per capita average of book borrowing increased. Seventh graders made heavy use of non-book materials once they became available, but this borrowing is not reflected in the book count. It may be assumed that if the primary student use of school libraries was to do assigned work, and if the borrowing level rose substantially, then teachers were making more use of the school library as a teaching tool (see Table 7).

When library records listing teacher requests for special services were compared for the school years 1967-1968 and 1968-1969, it was found that 26 more teachers at the junior high school and 8 more teachers at the senior high school made use of these services (see Table 8).

Two other sources of re-assessment were the observations of the library teachers and of the supervisory personnel. It is difficult to be completely objective when observing student activity in a library for one easily reacts more favorably to one type of project than another.

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[1] A. H. Bowker and G. J. Lieberman, Engineering Statistics (Englewood Cliffs, N. J.: Prentice Hall, 1959), pp. 175-178.

TABLE 7

NUMBER OF STUDENTS BORROWING BOOKS FROM SCHOOL LIBRARY, 1967-1968 and 1968-1969, BASED ON LIBRARY BORROWING RECORDS IN JUNIOR HIGH AND SENIOR HIGH *

No. books taken	Junior high school grades								Senior high school grades							
	7		8		9		Total		10		11		12		Total	
	'67-8	'68-9	'67-8	'68-9	'67-8	'68-9	'67-8	'68-9	'67-8	'68-9	'67-8	'68-9	'67-8	'68-9	'67-8	'68-9
100 +	..	..	..	2	1	..	1	2	..	..	..	..	..	..	..	..
90-99	2	..	..	..	1	..	3	..	..	1	1	..	..	..	1	1
80-89	2	1	..	1	..	..	2	2	1	..	..	..	..	..	1	..
70-79	1	1	..	1	1	..	2	2	..	1	..	..	..	..	..	1
60-69	3	5	..	5	1	2	4	12	..	..	..	..	1	2	1	2
50-59	5	4	4	2	5	2	14	8	..	1	1	2	2	1	3	4
40-49	9	6	4	14	5	5	18	25	..	1	1	2	1	1	2	4
30-39	17	11	10	27	9	13	36	51	1	6	2	6	1	11	4	23
20-29	54	44	36	31	24	29	114	104	8	11	14	10	18	30	40	51
10-19	86	104	94	108	92	105	272	317	37	43	54	51	59	51	150	145
1- 9	116	167	118	125	157	137	391	429	172	175	138	146	239	119	549	440
0	12	37	11	43	21	22	44	102	39	55	92	38	19	16	150	109
Total books taken	4,882	5,223	3,544	6,010	3,767	4,274	12,193	15,507	1,375	2,130	1,906	2,112	1,944	2,578	5,225	6,828
Total students	295	343	266	316	296	293	857	954	219	239	211	217	183	215	613	671
Average B/S	16.5	15.2	13.3	19.0	12.6	16.3	15.4	16.3	6.2	8.9	9.5	9.7	10.6	12.0	8.5	10.2

*Circulation count does not include renewals, use of non-book materials, or overnight use of reference books.

TABLE 8

AMOUNT AND TYPE OF LIBRARY SERVICES REQUESTED BY TEACHERS ACCORDING TO LIBRARY RECORDS

Service requested	Number of teachers requesting services			
	Jr. high		Sr. high	
	Before	After	Before	After
Reserve shelves	9	25*	7	7
Lecture by librarian	6	3	2	8
Workshop time or space	5	16	6	14
Books for purchase	4	4	4	2
Materials for personal use	2	7	7	5
Display area for student work	3	2	2	2
Other services:				
classroom booktruck	2	2	..	..
language periodicals	..	..	2	..
Total	31	57	30	38

*Includes 4 listening reserves; the rest are books.

However, library teachers are very much aware of on-going projects. A rush for material on one topic, or requests for an entirely different type of information than has been required previously, or the individual student's questions identify classroom teachers. It is difficult to do floor work and remain unaware of classroom activity, and the library teachers' observations supported the findings from the re-assessment questionnaires and other library records.

Only five subject areas in these schools are organized with department heads, and these supervisors were reluctant to identify teachers by name to the investigator. They were supporting a school policy which assures the teacher that he will receive a copy of any evaluative comment supervisory personnel make about him. Standard forms are used for classroom observations and these do not specifically identify the teacher's use of the school library as a teaching tool. Nonetheless, four department heads were willing to comment on their departments as a whole, if not individually, and their observations also supported the findings from the re-assessment questionnaires and the library records.

In summary, the teachers who participated in this study were not recipients of concentrated pre-service training in the use of the school library as a teaching tool, they desired to improve themselves as teachers whether they joined in-service sessions or not, they were influenced by student comment, and they were receptive to individualized help. The students were candid in their assessments and willing to acknowledge change where they found it. The administrators were concerned about the student comment and the teacher-identified deterrents to increased use of the school libraries as a teaching tool. They implemented the changes they could initiate within the current daily schedule, and began planning long range changes.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to identify factors within an on-going secondary school program tending to encourage or to deter use of the school library as a teaching tool, and to use this information in several ways to increase the use of the instructional materials already owned by these schools.

It was anticipated that by questioning the teachers and the students deterrent factors might be indicated, and that these obstacles to greater use of the available learning resources might be modified or removed, either through administrative action or through training for teachers.

It was also anticipated that the library teachers and the audio-visual director from these schools, aided by the investigator, would be able to offer appropriate and effective instruction and assistance to the teachers, and that as a result, teachers would increase their use of existing facilities.

Questionnaires were developed, checked for reliability, and administered near the beginning of the school year 1968-1969. On this questionnaire, teachers reported wanting the following:[1]

1) More time to plan classroom activity when materials were available for examination and verification of availability and suitability.
2) More consultative assistance in knowing what was available and how to use it.
3) A one-stop catalog of all materials available.
4) Less required coverage of textbook material.
5) More skills on the part of the students.
6) Conviction that library usage was necessary to teach their subject.
7) Work area closer to the library.

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[1] Teachers made only negative comments. Students made a few favorable comments in their answers to Question 20. (See summaries in Appendix E).

8) More familiarity with presently owned materials.

9) More ability in developing suitable classroom activity.

10) More knowledge of what materials were published.

11) More knowledge of how to use bibliographies and specialized indexes

The first seven items required administrative action to modify; the last four could be attacked directly by teachers and media specialists through an in-service training approach.

On the student questionnaire, the students indicated that 74 per cent of their use of the school libraries was for teacher-assigned projects. They indicated that they would use the school libraries more if they experienced a different type of classroom assignments.

The students listed the following complaints:

1) Too much lecture by the teachers.

2) Course content too often irrelevant or repetative.

3) Too little choice in assignments or topics.

4) Too little student participation in classroom planning and activity.

5) Too cold a teacher-student relationship and classroom atmosphere.

6) Too much dependence on the textbook alone.

7) No facilities for doing group work in the school libraries.

8) Almost no student access to non-book materials.

9) Restrictive pass system limiting access to one school library.

The first five items could be modified through teacher action; the remaining problems required administrative cooperation to change.

Thirty-eight of the teachers indicated that they would welcome some kind of guidance and instruction to help them make improved use of the school library facilities and materials. For these teachers individualized instruction was devised either as small-group offerings or as one-to-one programs. All teachers received summaries of the students' and teachers' answers to questionnaires for their own school.

Most of the administrative problems could not be changed during the span of the study and were relegated to long-term consideration. However, several deterrents did receive immediate action. These included a modification of the junior high school library pass system, cataloging of non-book materials for the main card catalogs, and re-emphasis by principals of the role of the school library in daily teaching.

At the end of the study, when all students and teachers were asked to re-assess on-going use of the school library as a teaching tool, indications of increased use of materials as well as different approaches within the classrooms were sought as proof of change. Change in both of these areas was reported by students and teachers.

Conclusions

A number of conclusions can be reached based upon the findings of this study. According to teacher reports, teachers are able to change their approach to classroom activity when they are given some extra assistance and information. They made increased use of media they had used slightly, and they began to use media they had not used before. In some instances they were aware of creating a different classroom atmosphere, or letting students have a larger part in daily activity and in planning that activity, and of lessening the amount of lecture and placing more responsibility for learning on the students themselves.

These re-evaluations made by the teachers were re-inforced by the students' re-evaluations concerning classroom atmosphere and instructional methodology. Although the students were candidly critical and often vehement in their complaints on the initial questionnaire, they were willing to acknowledge on the re-assessment questionnaire areas in which they considered change had occurred. The students understood that their re-assessment comments could neither help nor hinder any teacher, so they had no reason to be less candid on the re-assessment than on the original questionnaire.

Voluntary in-service training offered on a one-to-one basis or small group basis and designed for the individual was effective in these schools in leading classroom teachers into different patterns of classroom behavior, both in library use and other areas.

The students' unhappiness with the current situation was clearly stated in the initial questionnaires, and those teachers who wanted to make changes in their behavior did so using these statements as a guide to self-improvement. Teachers were not coerced by administrators or supervisors to participate in the in-service program, and they were not graded or evaluated in relation to their participation. Moreover,

the training offered was designed at the participant's request and for his individual needs. In so far as possible, the in-service approach followed the techniques thought to be effective for encouraging innovation, and the total re-assessment indicated these were effective, in this instance, in bringing about change.

The study would appear to indicate that library teachers and audio-visual directors can provide in-service training to teachers which meets their individual needs and which results in fuller use of materials owned by the school. Because the investigator had time available to work with teachers during the school day, something she could not have done had she been the traditionally scheduled library teacher, she was able to offer teachers service which might normally be expected from the school library teacher but which often is unavailable because of school scheduling and shortages of supportive staff. All work done by the audio-visual director was done in after-school sessions. The added availability of consultantive assistance was reflected in these teachers' increased use of media and this suggests that similar results could continue to be obtained if the regular media specialists were able to spend more of their professional time helping teachers than they traditionally have been allowed to do.

Responses to teachers' questionnaires indicated that not all teachers and administrators accept the idea that the library teacher has a bona fide role in curriculum development and must be knowledgable about what is going on within classrooms. It appears from the results of this study that the concept of the school library as a materials center can develop within a school if it is also recognized that the services in the center must be matched with classroom philosophy, content, goals, and activity. Classroom teachers are, if these schools are typical, still entering the profession without awareness that the school library is a teaching tool essential to their own work, and without ample preparation to use this tool effectively. Some teachers did not accept a close relationship between the classroom and the library. There is still a tendency to consider the library teacher as one of the "special" teachers rather than as an adjunct to curric-

ulum development. Far more needs to be done over a longer period of time to overcome this type of deterrent to increased library usage.

This study provides evidence that strongly negative, but clearly stated student comment can cause teachers to change their behavior. Student comment that is favorable, or largely so, was found by Ryan[1] to urge teachers not to change. In the present study, student comment was specific and extremely negative. It was apparent that the teachers generally considered the student comment to be valid and worth heeding.

Both schools began to have non-book materials cataloged, and color coded entries were filed in the junior high school card catalog as rapidly as they were prepared. In the senior high school these cards were kept un-filed until the entire cataloging project could be completed. This decision (unintentionally) provided one of the major contrasts between the two schools. According to the library records, the junior high school students and teachers began checking these materials out for individual use as soon as they were listed in the junior high school library card catalog. The senior high school personnel had no access to non-book cataloging in their card catalog during the time of this study. The enthusiasm with which students used non-book materials suggests that making these materials available to students is more important than merely having them available to teachers. Teachers seemed receptive to having these materials brought to class. Students assumed the responsibility for arranging for the necessary hardware. They also used the non-book materials heavily for independent use within the library, and in some instances filmstrips and pre-viewers were borrowed for overnight use at home.

The element of teacher time is one that needs administrative consideration. The teachers in these schools had a single planning period a day, but this period was not reserved for planning. During this time a teacher had to phone parents, administer make-up tests

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[1]Kevin Albert Ryan, "The Use of Students' Written Feedback in Changing the Behavior of Beginning Secondary School Teachers." (Unpublish doctoral thesis, Stanford University, Palo Alto, California, 1966).

to students who could not remain after school, respond to inquiries from the office, follow-up on behavior problems, assist faltering students--in short, do anything but plan and prepare. A teacher's physical endurance limits how long he can productively work after school. Taking bibliographies home is helpful, but it is not as good as having materials available to examine while planning a unit. Someone else's evaluation does not always match that of a teacher or his student's needs. Those teachers who said that they needed more familiarity with what their libraries already owned could solve this problem only by getting into their libraries and handling the materials. Teacher access to the library remains a problem in these schools.

A different approach on the part of the library teacher was sought by 15 of the teachers, and part of this problem may be time. One teacher wrote "Librarians are always so busy when you do go in you don't want to interrupt them," and another, "They have too much to do." Perhaps library teachers can emphasize that an important part of their job is to be available to discuss classroom projects with teachers, and that even if they appear too busy, teachers receive priority. On the other hand, when the library is filled with students, and there is no one other than the library teacher to assume legal supervisory responsibility for the library, the library teacher may not leave the main floor. There is no quiet corner for discussion between the library teacher and the classroom teacher. At best the library teacher can give the classroom teacher only part of her attention while she continues to supervise the library. Unless sufficient supportive personnel is hired to prevent it, the library teacher may be severely restricted in offering consultative and curricular services to teachers.

Recommendations

It could be valuable to this school system to conduct follow-up studies to determine how much of the change observed during the study still persists in succeeding school semesters.

There was no way of knowing in this study whether student opinion differed according to sex. In another study involving student opinion, it might be desirable to include an indication of the respondent's sex on the questionnaire.

The apparently receptive attitude exhibited by the teachers in these schools toward individualized instruction as opposed to the traditionally more formal group in-service training, and toward largely voluntary participation as opposed to required participation in in-service training, may indicate that this approach is worthy of consideration by other school systems. Also, the idea of using the school's own media specialists, as opposed to bringing in outsiders, might deserve further study.

One critical aspect which was not investigated in this study was the effect of the school administrator as a variable in library usage. Future investigations might be concerned with the role of the school administrators in facilitating maximun use of school library materials centers.

APPENDICES

NUMBER OF QUESTION	1	2	3	4	5	6	7	8	9	10	11	12
Observed			80	80	145	155	79	114	97	75	79	40
Expected			80	80	160	160	80	120	100	80	80	40
(O-E)			0	0	6	5	1	6	3	5	1	0
$(O-E)^2$			0	0	36	25	1	36	9	25	1	0
$\frac{(O-E)^2}{E}$			0	0	.225	.156	.012	.300	.090	.3.2	.012	0

NUMBER OF QUESTION	13	14	15	16	17	18	
Observed	746	240	166	199	159	20	
Expected	780	260	220	200	160	20	
(O-E)	34	20	54	1	1	0	
$(O-E)^2$	1156	400	2916	1	1	0	
$\frac{(O-E)^2}{E}$	1.482	1.538	13.254	.005	.006	0	= 17.392 or x^2

Degrees of freedom = 15
.05 = 25.0
.01 = 30.58

Total number items = 131
Total number teachers = 20

CHI-SQUARE COMPUTATION
TEACHER QUESTIONNAIRE

SIX MOST CHANGED QUESTIONS (by number)	6	7	12	15	16	17
Observed	689	2094	115	174	227	632
Expected	720	2160	120	180	240	660
(O-E)	31	66	5	6	13	28
$(O-E)^2$	961	4356	25	36	169	784
$\frac{(O-E)^2}{E}$	1.33	2.02	.21	.20	.70	1.19 = 5.63 or X^2

Degrees of freedom = 5

.05 = 11.07
.01 = 15.09

Total number of items = 66
Total number of students answering = 60

CHI-SQUARE COMPUTATION
STUDENT QUESTIONNAIRE

APPENDIX B: QUESTIONNAIRES

Teacher Questionnaire

1. **Subjects taught this school year:** _____

2. **Grade level(s) taught this year:** _____

3. **Including the current school year, years of teaching:**
   - 1-3 ( ) a 3
   - 4-6 ( ) b
   - 7-9 ( ) c
   - 10 + ( ) d

4. **Highest degree earned:**
   - Bachelor ( ) a 4
   - Master ( ) b
   - 6th Year ( ) c
   - Doctor ( ) d

5. **In your collegiate Education Methods Courses, usage of the school library as a teaching tool was:**
   - Never mentioned ( ) a 5
   - Referred to briefly ( ) b
   - Emphasized in detail ( ) c
   - Separate course ( ) d

   And A.V. usage was:
   - Never mentioned ( ) a
   - Referred to briefly ( ) b
   - Emphasized in detail ( ) c
   - Separate course ( ) d

6. **In practice teaching, usage of the school library as a teaching tool was:**
   - Never mentioned ( ) a 6
   - Referred to briefly ( ) b
   - Used moderately ( ) c
   - Important part of program ( ) d

   And A. V. usage was:
   - Never mentioned ( ) a
   - Referred to briefly ( ) b
   - Used moderately ( ) c
   - Important part of program ( ) d

7. **In your current teaching, how much use do you make of the school library as a teaching tool?**
   - None ( ) a 7
   - Occasional ( ) b
   - Include some library instruction ( ) c
   - Rely heavily on student use ( ) d

8. **The attitude of your supervisors toward usage of the school library as a teaching tool is:**
   - None expressed ( ) a 8
   - Too much now ( ) b
   - Satisfied with present usage ( ) c
   - Would prefer greater usage ( ) d
   - Insistent upon extending usage ( ) e
   - I am not sure ( ) f

9. **Is lack of personal training in library usage a factor tending to restrict your greater use of library facilities as a teaching tool?**
   - Not at all ( ) a 9
   - To some extent ( ) b
   - Significant factor ( ) c
   - Major factor ( ) d
   - I am not sure ( ) e

10. **How much responsibility do students in your classrooms have for planning the class's learning activities?**
    - None ( ) a 10
    - Very little ( ) b
    - Some ( ) c
    - Much ( ) d

    Describe these activities briefly:

    _____

    _____

11. **Do students have difficulty getting to the school library during school hours?**
    - No difficulty ( ) a 11
    - Too few study periods ( ) b
    - Pass problems ( ) c
    - Other factors ( ) d

    If (d), describe briefly:

    _____

12. Are students coming to you with sufficient background and ability in library skills? Yes ( ) 12 a
No ( ) b

If no, what skills would you like for them to have?

_____

Where should these skills have been taught appropriately?

_____

13. To what extent is student use of the school library important to the learning of each subject listed below? (Answer for ALL subjects, even those you do not teach.)

	WEEKLY	SOME	NONE	
ART	( )	( )	( )	a 13
TYPING	( )	( )	( )	b
OTHER BUSINESS SUBJECTS	( )	( )	( )	c
ENGLISH	( )	( )	( )	d
FOREIGN LANGUAGE	( )	( )	( )	e
GUIDANCE	( )	( )	( )	f
HOME ECONOMICS	( )	( )	( )	g
INDUSTRIAL ARTS	( )	( )	( )	h
MATHEMATICS	( )	( )	( )	i
MUSIC	( )	( )	( )	j
PHYSICAL EDUCATION	( )	( )	( )	k
SCIENCE	( )	( )	( )	l
SOCIAL STUDIES	( )	( )	( )	m

14. How many times a semester do the assignments you make require a student himself to use each of the following?

(Write the approximate number of times in the blanks.)

BOOK FOR REPORT (oral or written) ( )	a 14
RESERVE BOOK SHELF ( )	b
PERIODICALS ( )	c
SPUR OF THE MOMENT INQUIRY (Student sent during class to get a fact from library) ( )	d
MOVING PICTURE FILMS ( )	e
FILM STRIPS ( )	f
PHONORECORDS ( )	g
TAPE RECORDINGS ( )	h
SLIDES ( )	i
REALIA or MODELS ( )	j
WRITTEN RESEARCH PAPER	
SHORT--Maximum length 3 pages ( )	k
LONG--Over 4 pages prepared in depth ( )	l
REFERENCE NOTES (Paper not written, but facts collected in note form & bibliographic infomation given) ( )	m

15. How frequently do you use these devices in your own classroom teaching?

(Write the approximate number oftimes in the blanks.)
(Use a single semester as the time span.)

MOVING PICTURE FILMS ( )	a 15
FILM STRIPS ( )	b
PHONORECORDS ( )	c
TAPE RECORDINGS ( )	d
REALIA or MODELS ( )	e
SLIDES ( )	f
PERIODICALS ( )	g
TRANSPARENCIES ( )	h
LECTURE FOR WHICH RESEARCH WAS CURRENTLY DONE ( )	i
BOOKS FROM SCHOOL LIBRARY ( )	j
BOOKS FROM OTHER SOURCES ( )	k

If (k), what kind of books do you get elsewhere?

_____

16. What conditions or improvements would enable you to increase your use of the school library as a teaching tool?

(Check as many items as apply.)

More library staff ( ) a 16
Different approach by the librarian ( ) b
More materials in the library ( ) c
More familiarity with present materials ( ) d
More certainty about developing suitable project ( ) e
Time to develop suitable projects ( ) f
Conviction that library usage is necessary in my field ( ) g
A one-stop catalog of all materials ( ) h
More skills on the part of the students ( ) i
Less required textbook material to cover annually ( ) j
Other factors ( ) k

If (k), describe briefly:

_____

17. If in-service or post-graduate courses in library usage were offered you, what would be your reaction?

Have no current interest in any courses ( ) a 17

Would find a course helpful and would like to participate ( ) b

If you checked (b) above, continue:

It would be helpful to gain background in developing units that incorporate library skills ( ) c
Opportunity to learn what materials contain ( ) d
Increased knowledge of the card catalog and its use ( ) e
Increased knowledge of bibliographies and other devices to help locate appropriate materials for student use ( ) f
Other information such as

_____

_____

18. Add any comments that you feel you would like to make that have not been covered in this questionnaire.

_____

_____

_____

_____
(Your name)

Student Questionnaire

We ask for your help in evaluating our school library. You, as student users, are able to contribute to improvement of service by giving your candid and thoughtful comments.

Name _____ Home Room _____

1. Grade this year: _____ Curriculum emphasis:
   College prep ( ) a 1
   Business ( ) b
   General ( ) c

2. You go to the school library
   Occasionally ( ) a 2
   Once a week ( ) b
   Several times a week ( ) c

3. *Are you now, or have you ever been a library aide?*
   Yes ( ) a 3
   No ( ) b

4. When you use the school library it is mainly to
   Spend leisure time ( ) a 4
   Do required assignments ( ) b
   Other reason ( ) c
   If (c), name the reason:

   _____

5. You use *library materials* mainly
   In the school library ( ) a 5
   Checked out and taken home ( ) b
   When self-owned ( ) c
   In or from another library ( ) d

6. What would cause you to use your school library more often? (Check as many items as apply.)
   Easier way to get passes ( ) a 6
   More study periods ( ) b
   Different type of assignments ( ) c
   Open before school ( ) d
   Open evenings ( ) e
   Open after school ( ) f
   Open Saturdays ( ) g
   More materials available ( ) h
   Different approach by librarian ( ) i
   Better service ( ) j
   More personal interest in libraries ( ) k
   Other ( ) l
   If (l), describe:

   _____ _____

7. What type of library assignment makes you interested in digging for information? Describe briefly one pleasing experience.

   _____

   _____

8. What type of library assignment makes you lose interest quickly? Describe briefly one unpleasant experience.

   _____

   _____

9. Have you usually found the materials you have needed for assignments *in our school library*?
   Yes ( ) a 9
   No ( ) b
   If no, in what areas have you experienced shortages? Be specific; for example, Van Buren's Presidency rather than History.

   _____

   _____

10. Do you have opportunity to choose assignments?
    Never ( ) a 10
    Occasionally ( ) b
    Frequently ( ) c

11. If you choose, it is from
    Approved lists only ( ) a 11
    Largely your own ( ) b
    Some of both ( ) c

12. Have you usually found the materials you have wanted for leisure use in our school library? — Yes ( ) a, No ( ) b — 12

If no, in what areas have you experienced shortages? (Again, be specific. Give author or title rather than just say " Good fiction.")

_____

13. What length assignments seem right for major papers? If typed with double spacing:

1-3 pages ( ) a
4-6 pages ( ) b
7-10 pages ( ) c
11-15 pages ( ) d — 13

14. How much time do you need to do your best work on a major paper?

1 week ( ) a
2 weeks ( ) b
3 weeks ( ) c
More ( ) d — 14

(How long? _____)

15. Do you prefer to work on assignments

In committee groups ( ) a
Alone ( ) b
Either way ( ) c — 15

16. How often do you use each of the following for ASSIGNED use only?

	WEEKLY	SOME	NONE	
MAGAZINES	( )	( )	( )	a
ENCYCLOPEDIAS	( )	( )	( )	b
SPECIALIZED REFERENCE	( )	( )	( )	c
Filmstrips	( )	( )	( )	d
VERTICAL FILE	( )	( )	( )	e
PHONORECORDS	( )	( )	( )	f
TAPE RECORDINGS	( )	( )	( )	g
SLIDES	( )	( )	( )	h
TRANSPARENCIES	( )	( )	( )	i
BOOKS	( )	( )	( )	j
RESERVE BOOKS	( )	( )	( )	k
OTHER	( )	( )	( )	l

— 16

If (1), describe:

_____

17. How often do you use each of the following for PERSONAL use only?

	WEEKLY	SOME	NONE	
MAGAZINES	( )	( )	( )	a
ENCYCLOPEDIAS	( )	( )	( )	b
SPECIALIZED REFERENCE	( )	( )	( )	c
FILMSTRIPS	( )	( )	( )	d
VERTICAL FILE	( )	( )	( )	e
PHONORECORDS	( )	( )	( )	f
TAPE RECORDINGS	( )	( )	( )	g
SLIDES	( )	( )	( )	h
TRANSPARENCIES	( )	( )	( )	i
BOOKS	( )	( )	( )	j
RESERVE BOOKS	( )	( )	( )	k
OTHER	( )	( )	( )	l

— 17

If (1), describe:

_____

18. What topics make the most interesting library assignments? (Check 3)

People who are living ( ) a
People who are dead ( ) b
People you have heard of ( ) c
People you have never heard of ( ) d
Places you have heard of ( ) e
Places you have never heard of ( ) f
Slums and city problems ( ) g
Civil rights ( ) h
Politics ( ) i
Natural resources ( ) j
Highway safety ( ) k
Other ( ) l — 18

If (1), describe:

_____

19. What suggestions can you make about ways of work within the classroom that would help you to learn better?

20. What do you like about your school library?

21. What changes would you recommend for the new high school library?

APPENDIX C: Colleague's Letter

October 1, 1968

Dear Colleague,

As you know, the building of the new high school will make it possible to improve the school library facilities and services. In an effort to shape the new center to suit your needs, you are being asked to fill out the attached questionnaire.

The student body will be asked to fill our a library questionnaire so that their ideas may also be considered.

I would like to assure you that all questionnaire information will be kept confidential, and only the survey coordinator will have access to individual questionnaire data. The intent of the study is to evaluate library service and not any teacher.

The questionnaire will be used only to secure the numerical tallies which will be shared.

Your cooperation will help us provide better library services.

Sincerely,

Hilda L. Jay

Hilda L. Jay
Coordinator of the Study

October 3, 1968

MEMO TO HOME ROOM TEACHERS (JUNIOR HIGH SCHOOL)

RE: STUDENT LIBRARY USAGE QUESTIONNAIRES

1. Questionnaires are to be completed during Activity Period tomorrow, Friday, October 4.
2. No one is to leave without turning in his questionnaire even if it is incomplete.
3. Send questionnaires (along with blank questionnaires from absentees) to the office at the end of Activity Period.
4. Students do not have to use their names if they would prefer to remain anonymous.
5. Use both the number and the Home Room Teacher's name in the H. R. identification blank.
6. Students should fold the questionnaire so that answer blanks in questions 16 and 17 are not covered by page 1. (The reason is for ease of tabulation). SEE HOW SAMPLE IS FOLDED.
7. Essay questions need not be answered in complete sentences. Candid ideas and honesty are what is wanted.

Your help with this part of the project is appreciated.

Dina L. Jay

APPENDIX E: Summaries of Questionnaire Results

MEMO TO TEACHERS:

In its present form, this report is not for public discussion.

The information contained in this interim faculty report is confidential and may not be released to any non-faculty person in any form at this time. We may choose never to release it.

No attempt has yet been made to interpret these data which have been collected to serve as a basis for faculty and departmental group discussions, and as a guide to an individual teacher who may find some aspect of them useful for improving his effectiveness.

The first page gives a numerical count of the answers to the questionnaires completed last month by both faculty and students identifying "Difficulties Encountered By Teachers And Students When Using the Secondary School Library As a Learning Laboratory."

The summaries of the open-ended questions on the student questionnaire have been tabulated so that the most frequently expressed idea in each section is A, the next B, etc.

Thereafter, where student quotations are used, care has been taken to include every idea expressed, and to use an equal number of expressions from each class grade. Ideas are presented in no particular order within the quotation sections.

Hilda L. Jay

Coordinator of the Study

SUMMARY OF QUESTIONNAIRE RESULTS: Junior High School Teachers

Obstacles identified by teachers:

I. Administrative in nature

1. More materials in the library	29
2. Time to develop suitable projects	26
3. Consultant assistance helpful	22
4. More skills on part of student	20
5. One-stop catalog of all materials	16
6. More library staff	15
7. Less textbook material to cover	12
8. Conviction that library usage is necessary	6

II. Help to teachers

1. More familiarity with present materials	22
2. Gain knowledge in developing suitable units	20
3. More skills on part of student	20
4. Increased knowledge of what materials contain	17
5. Increased knowledge of bibliographies and use	15
6. Increased knowledge of card catalog and use	10
7. Different approach by librarian	8
8. Conviction library usage is necessary	6

JUNIOR HIGH SCHOOL

TEACHER'S QUESTIONNAIRE 42 Responses

3 a 15
b 11
c 3
d 13

4 a 23
b 12
c 5
d 2

5 a 5
b 27
c 9
d 5

a 2
b 21
c 10
d 15

6 a 11
b 8
c 13
d 4

a 3
b 13
c 14
d 6

7 a 4
b 18
c 12
d 11

8 a 11
b 1
c 8
d 15
e 0
f 7

9 a 29
b 12
c 2
d 0
e 0

10 a 1
b 11
c 24
d 6

11 a 26
b 8
c 11
d 3

12 a 20
b 20
2 "didn't know"

	N	S	W
13 a	3	29	10
b	29	13	0
c	9	29	4
d	3	3	36
e	4	28	10
f	11	22	9
g	7	30	5
h	7	31	4
i	7	88	2
j	4	28	10
k	13	27	2
l	3	13	26
m	4	8	30

	Total times used	Number of teachers indicating no use
14 a	83	16
b	71	18
c	145	20
d	463	18
e	20	34
f	75	31
g	18	36
h	49	35
i	44	33
j	71	28
k	88	18
l	49	26
m	61	23
15 a	173	14
b	222	12
c	299	20
d	204	22
e	387	22
f	115	21
g	267	15
h	26:	19
i	456	17
j	515	12
k	540	15

16 a 15
b 8
c 29
d 22
e 9
f 26
g 6
h 16
i 20
j 12
k 4

17 a 18
b 22
c 20
d 17
e 10
f 15

JUNIOR HIGH SCHOOL
STUDENT QUESTIONNAIRE 583 responses

2 a 354
b 122
c 107

3 a 98
b 485

4 a 142
b 433
c 49

5 a 263
b 273
c 36
d 57

6 a 343
b 241
c 163
d 81
e 132
f 142
g 148
h 241
i 108
j 121
k 89
l 35

9 a 437
b 146

10 a 126
b 415
c 42

11 a 184
b 85
c 217

12 a 413
b 170

13 a 156
b 280
c 87
d 20

14 a 65
b 177
c 191
d 150

15 a 132
b 233
c 216

1 a 298
b 23
c 262

16 a	263	289	41
b	75	423	85
c	279	276	28
d	516	45	12
e	488	79	16
f	565	13	5
g	561	19	3
h	540	37	6
i	527	49	7
j	95	294	194
k	275	261	47
l	580	3	0

17 a	277	207	99
b	354	195	27
c	493	81	9
d	553	28	2
e	550	22	6
f	557	16	10
g	565	13	3
h	556	25	2
i	561	18	4
j	99	252	232
k	426	134	23
l	580	2	1

18 a 119
b 216
c 156
d 131
e 180
f 135
g 143
h 71
i 68
j 169
k 55
l 56

JUNIOR HIGH SCHOOL

7. What type of library assignment makes you interested in digging?

The following, listed in order of prevalence, were cited by students:

A. "Interesting" assignments, i.e. some element of choice.
B. Discovery and challenge.
C. Relevance.
D. Sufficient material available.
E. Enough time.

A. "Interesting" assignments.

"When we are allowed to pick our own subjects."
"The type where you read books you like--not assigned by anybody."
"When we can pick our own topic we like the subject."
"Doing your own topic for a report."
"Mostly anything, after you get into the subject."
"One which I enjoy myself; one that I pick."

B. Discovery and challenge.

"Hard assignments."
"A hard one that I have to do a real good job on."
"Free lance science report. I never used encyclopedias but dug into electronic books and applied what I learned to a home project."
"When information is hard to come by-you have to think to come up with it."
"Having a little known topic or something I don't know about yet."
"Term paper where you have to find many different references."
"When I learned more about that subject."
"When I found a book of recepies and used it for a barbaque."
"When you find out interesting by-products while doing a report."
"When you do something creative, not factual."
"An assignment I don't know much about in that area."
"I liked learning to use the READER'S GUIDE."
"When they tell you to find out as much as you can about a subject."
"When you don't know anything about your report you're doing."

7. (con't) Junior High School

C. Relevance.

"How to use certain reference books."

"Choose people for a list (scientists), tell what kind each was and why he is important today."

"When you get a good grade."

"The time I knew what and where the place was and I wasn't completely blank."

"People I have heard of and I think are good people, but are relatively unknown."

"When the teacher needs something. A friend and I once looked to find a copy of the Monroe Doctrine and found it."

"Current problems." "Something about youth."

"Current events--using magazine information for debates on 'now' things."

D. Sufficient material available.

"I can find material easily and will understand it; also if it is not too long."

"Science--I can always find what I want."

"Social studies because they have the most books available."

"Whatever has ample information."

"When you find the material right away."

"When I found a book that fit the subject perfectly."

E. Enough time.

"A short report."

"When length and time before due match reasonably."

"A report that's not too long or too big."

F. Miscellaneous.

"Nothing. I just like to get books to read."

"None, absolutely NONE!"

"I've never had one."

"I only like the library for pleasure reading."

"When I've finished it."

Junior High School

8. What type of library assignment makes you lose interest quickly?

The students listed the following:

A. Forced assignments and topics.

B. Repetetive assignments.

C. Irrelevant topics.

D. Not enough material.

E. Too long, or time is too short.

F. Too factual, or too complicated.

G. Not informed enough on how to acproach assignment.

H. Too many specifications.

I. Note taking.

A. Forced assignments and topics.

"A boring topic, and when you can't talk about it."

"Assignments I don't want to do."

"Having to do a specific assignment, not choosing your own."

"Having a time limit set to read a book you didn't even choose but the teacher did."

"Having to do a boring topic--no choice!!!!!!"

B. Repetetive assignments.

"Doing something I already know."

"Book reports just like those we've done since 5th and 6th grades."

"When I know 3/4 the information already and can't adjust the topic because it was assigned."

"Long definition lists to do."

"Something I've already done. Why do we have to repeat so much? Don't the teachers ever know what a class has done the year before? And why don't they believe you when YOU tell them?"

"When you have to do the same assignment year after year after year."

B. (con't) Junior High School

C. Irrelevant topics.

"When you must look something stupid up, like who invented bubble gum."

"Looking up things that have nothing to do with anything."

"Things that are out-of-date."

"Assignments like poms or like Romeo & Julit."

"The type where you can copy out of a book."

"Poetry and early history. Why??"

D. Not enough material.

"Things that are too difficult to find information on."

"When we all do the same thing at the same time there isn't enough material to go around."

"When all the encyclopedias say the same thing and the books are too long."

"When everyone wants the same book."

"An assignment that counts a lot on the grade and there's no material. The teacher ought to check first before assigning it."

"Trying to use magazines (or anything else) when the place is overcrouded."

"When others get the books first." (Reserve system?)

"Using Reader's Guide and finding they don't have the magazines."

"Reports where the information is not even in our library."

"Not enough on modern poets; too many old ones."

E. Too long or time too short.

"A long assignment and a long book."

"When one has to be done in too big a hurry."

"Long, long, long reports!"

"When the assignment is long and the material complicated."

"When we have two days for a long report and can't even get passes!!!!"

"Reading a 300 page book in a week and making a 3 page report on it."

"Big reports that are boring and can't be turned into something unboring.

"Huge reports. Too much writing and too much pressure."

"One week to do it in and I can't even get the book finished in time."

"When you have to go for a project due the next day and have to rush."

8. (con't) Junior High School

F. Too factual, or too complicated.

"Looking up dates, formulas, or for books that aren't in the right place."

"Just finding facts."

"Just awful facts and no maps, pictures, etc."

"Long detales not intristing."

"Looking up a lot of things at once."

"Math and science--you only read numbers and figures!"

"Civics facts is most boring to look up."

"Nothing but dull facts."

G. Not informed enough on how to approach assignment.

"When I haven't the faintest idea where to start, where to find it."

"Dictionary work. Never can find some words."

"The time I'd never heard of the guy and had 5 min. to find him."

"For a science report I wanted current material on (but I hadn't learned Reader's Guide yet.)

H. Too many specifications.

"Doing a report with a fixed number of pages."

"Report that has to be just so long, exactly."

I. Note taking. **

"Outlining a book."

"Having to take an awful lot of notes."

"Taking notes and more notes."

"When teachers want you to make it up from notes and fail you if they think you've copied. It's easier to copy from the book."

"Doing notes for reports."

** All but two of the complaining students were using printing. Could it be that they can not work as fast as students who use cursive writing? If so, isn't there implication here for elementary school as well as junior high school?

Junior High School

19. What suggestions can you make about ways of work within the classroom that would help you to learn better?

This question drew extensive response from the students, and the main issues are the following:

A. Decrease monotony in classrooms by increasing a) group work, b) discussion, c) debates, d) student participation; and by decreasing e) lecturing and f) reliance on the textbooks.

B. Provide passes to library or a new system of admittance.

C. Provide an element of student choice. (Cf. Questions 10, 11, & 18).

D. Improve teacher-student relationships.

E. Improve classroom atmosphere.

F. Provide field trips.

G. Identify relevance of subject to student's own life.

H. Clearer directions and explanations.

I. Make sure the library materials are available or reserved if in small supply.

J. Require less note-taking and home work.

A. Decrease monotony in classrooms.

a) Group work

"Be able to work more with other kids."

"If you can have people working together on a project and then talking about it."

"Have kids who get stuck on something be able to work together to figure it out."

"Have committees--but I don't like the idea of boys and girls separated."

"If we could choose our own groups sometimes."

"Split the class up into groups that do different things."

"We should be able to work together more than we have been."

"There are a lot of immature children in our grade, but there should be ways of putting the serious and interested people into one class."

b) discussion

"If there were more open discussions in most subjects, or debates, or just casual conversation about that subject, I feel I would learn more."

"Discussion of current things happening because the books we have are outdated; things have changed since they were printed."

"More discussion on controversial issues."

"Have time for classroom discussion without the teacher do all the talking."

19. (con't) Junior High School

c) debates.

"More research assignments and debates."

"Debates are fun because they test your ability to think."

d) Student participation.

"Do experiments with the children participating."

"Make it more interesting with plays, group activities, etc."

"More independent work is needed."

"We had to build a castle and I liked looking up on castles for it."

"Much more class participation."

"Something a little more active, so that you would look forward to a class instead of just sitting there answering questions."

"That we have more long written reports. That's when I really learn."

"Have art work in subject classes."

"Either group or individual study, I myself favor independent study."

"Projects like maps, posters, etc. Making things."

"That we do things that are interesting to the hole class--projects together--fun!"

"Teacher talks are so boring. Why can't you bring some action into the subject; have learning plus action."

"Having to do reports and telling about the things you've read helps you learn."

"Let the kids teach once in a while--report on what they find."

"More oral work."

e) Lecturing.

"Not listening to the teacher talk all period."

"Don't have the teacher stand in front of room and talk about the same thing over and over."

"Chances to experiment some things, group assignments, ANYTHING but not to listen to the teacher all day."

"If we could have a jumpy voice for the teacher, it would help matters. Drone."

"Teachers could use a little imagination."

"Not having the teacher talking all the time."

"Let the children have some chance to talk."

"Same routine every day--the teacher talks."

19. (con't) Junior High School

f) Reliance on textbook.

"Not sticking to the book for straight class study. Vary the interests to related subjects to make it more fulfilling."

"In language, if we could borrow tapes to take home for a night."

"Use film strips, slides, guests, movies more."

"Don't teach straight out of the book!"

"Talking about subjects mentioned briefly or not at all in text."

"Greater use of films."

"Short lectures, short reports monthly, reading of interesting books."

"Don't go by the book."

"If we didn't go by the book so much."

"More reading books--not just textbooks."

B. Provide passes to library or a new system of admittance.

"PASSES!!!!!!"

"Get passes from home room to library or gym."

"Teachers should give you passes for research assignments."

"More chance to go to the library."

"More non-leisure time in library for students--go with the class more."

"Go to the library at least once a week with your classroom."

"Have the study teacher give passes instead of subject teachers."

"More passes, please!"

"Can't we ever get a pass to the library for ourselves?"

C. Provide the element of student choice.

"More interesting topics and some choice about them."

"Term papers should relate to the subject somehow, but be on the student's interest as well."

"To be allowed to choose your own subject."

"Teacher makes up a list of assignments and pupil chooses which one."

"Let us come up with some ideas."

19. (con't) Junior High School

D. Improve teacher-student relationships.

"Not getting so much yelling from your subject teacher."

"Not such grouchy teachers."

"Having the teachers have more interest in the students."

"A more nicer person to teach."

"Teacher should spend more time with the students."

"If the teacher will be nice when your nice, yet will not tolerate nonsense."

"Teacher not get so mad about nothing."

"If the teacher would have just a little sense of humor."

"Not being as strict with these stupid rules. You get suspended for nothing in this school."

"If the teachers were people not machines."

"If the office treated me as an individual and not a number."

"If the teachers didn't keep threatening to 'send you to the office'."

"Teachers should pay more attention to us."

"If the teachers would level with us and treat us like young adults."

"Get teachers that do not have their noses up in the air about everyone who isn't anyone."

"If the teachers wouldn't be so phoney and say 'This really is so easy!' and 'It's only 5 pages long and you have a whole 5 days to do it!'."

E. Improve classroom atmosphere.

"More discipline in classes, but you get that if things are interesting."

"Cleaner classrooms."

"If you could move freely without every move being watched."

"Civilized classes."

"Sit anywhere you want."

"If we weren't seated in alphabetical order."

"If teachers kept the windows open it wouldn't get so hot and you could work."

"People being quiet in the halls."

"Make the class alive instead of letting you fall asleep."

"The rooms are so warm and its so early in the morning, and if its dull, some times I feel as if I'll fall asleep."

"Teachers be nice and talk to us other people."

19. (con't) Junior High School

F. Provide field trips.

"We should go places when we're learning a certain thing."

"*More field trips!!! We didn't have ANY last year!!! (8th grade now)*

"More field trips--Go to Washington, D. C. by train. Fare is $7.50."

"About 4 class trips a year to interesting places which the class is studying about. It would help you understand the subject better."

G. Identify relevance of subject to student's own life.

"Have assignments on historical books such as Day of Infamy."

"More current event courses."

"Getting into groups and talking about subjects they are interested in."

"I like to read about facts that I didn't know."

"More discussion on things that are happening now, not in the 18th century."

"More about things that a teenager faces in every day living."

"To discuss what's happening today instead of what happened 100 years ago."

H. Clearer directions and explanations.

"Some teachers just say, 'Oh, find it out for yourself' instead of explaining to the student or explaining how to go about finding out."

"Just explain it with a couple of examples."

"Make sure everybody understands."

"Have more discussion on things we don't understand."

"All English teachers should do a library skills unit like _____ does."

"To explain more about the assignment because some teachers give out assignments and you don't know what to do."

"Do things that aren't confusing."

"Don't use words that are too much for our ability."

"More review before tests and go over things more."

"Make assignments easier--more understandable."

"If teachers would tell you where to find different books for different assignments."

"Tips on how to get material."

"Go over material thoroughly."

19. (con't) Junior High School

I. Make sure the library materials are available or reserved if in small supply.

"Have teacher not assign many classes the same report because you can never find the information if everyone else has it. You can't always be the first one in."

"When a assignment is assigned, give some class time for library reference."

"Why give assignments for which there are no books available in the library?"

"Why can't we have films and records to use, too?"

J. Require less note-taking and home work.

"I always get too much notes in S. S."

"Stop teachers from just assigning work and collecting it period."

"Understand that students have other classes and teachers there assign homework. I feel that not much homework should be assigned so that the student won't do it too quickly which results in poor classroom work."

"Have group discussion on topics, and don't have to take too many notes on it."

"Be able to get and review notes you have missed."

"Have teacher put more of what they say on the boards so we have a little more opportunity to get more correct notes on what the teacher is saying."

"Have the teacher correct the papers; not the students."

"I could live without so much homework."

"Teachers should assign more library assignments and less homework."

"To go over all homework assignments."

"Teachers should be better informed with other teachers. If you have a history report you shouldn't get one in science, math, French, and English, too."

"Not doing homework in class."

"Teachers giving out ditto sheets instead of us having to take notes so much."

"More quizzes to bring up grades, but we shouldn't have letter grades. We should have progress reports every five to six weeks with grades of E, S, and U."

"Not so much homework."

Junior High School

20. What do you like about your school library?

The students frequently re-wrote the question into the negative in order to express their unhappiness with their inability to use the facilities. Primary concerns were the following:

A. The pass problem
B. The bottom door being closed
C. No provision made for group work which requires some talk
D. The courtyard
E. Usage of non-book materials too limited

A. The pass problem.

"Having to stay all period when you need 10 or 15 minutes to do what is needed."

"It helps me to learn--<u>when</u> I can get a pass."

"I DON'T like the way its run. You can't use it."

"It's good. I'd just like to be able to go more often--once a day or more."

"I haven't gone to the library once this year and I probably will not go once this year because I cannot get a pass that easy and I don't have the time to bother."

"Great--WHEN I can get a pass!"

"It's good for leisure time--if you can get in!"

"I like the library because I have one teacher who will give me passes and I go."

"Restore the Honor Pass system."

"Everyone should have a pass that is permnent and lose it the first time he misbehaves."

"I liked the Honor Pass system last year, but someone tole me you had to be smart to get one this year. (Looks like only a few kids will be getting passes.)"

"I don't like being able to go <u>only</u> when I have an assignment."

"Who can go there?"

B. Bottom door being closed.

"Can't use the bottom door which makes it very difficult to get into the library."

"With the bottom door closed you can't return a book between classes."

"Nothing! I feel it's stupid we can't use the downstairs doors."

"If you need something after school and have to catch a bus it takes a long time to go all the way around. Besides, the door is there to be used by everyone."

20. (con't) Junior High School

C. No provision made for group work which requires some talk.

"Nothing! We can't do anything."

"What are we expected to do when we have to work in groups? We can't even whisper!"

Cf. Section E of responses to Question 21.

D. The courtyard.

"I like the courtyard but only privileged people get to use it. Why don't you trust others?"

"I like the courtyard (even though I can't use it!).

"The courtyard, if we'll ever get to use it."

"Not being able to sit in the courtyard."

"When will be ever be able to use that stupid courtyard anyway!!!!!!!"

E. Usage of non-book materials is too limited.

Cf. Section D of responses to Question 21.

Those students who do get in because of current assignments or who draw on previous experience listed favorably the following aspects:

F. Book collection.
G. Architecture and decor.
H. Organization.
I. Atmosphere.
J. Assistance.

F. Book collection.

"Lots of up to date materials."

"It is better than the public library so I have to use it."

"Just the books are all right!!"

"The books on teenage girls and boys."

"Good reference material because there are so many encyclopedias and books to choose from."

"Fiction section."

"You can take as many books as you want."

"Handy when you need it for reporting."

"The books, period."

20. (con't) Junior High School

G. Architecture and decor.

"Its pretty, its different."

"The split level."

"Carpeting."

"The balcony, IF we could use it. They always call you downstairs."

"It's neat and orderly."

"It looks nice and is kept clean. THAT'S ALL."

"The carpet looks nice from the door."

"Comfortable and good looking."

H. Organization.

"Easy to find things."

"The time clock."

"To be able to take books out and work on assignment while its quiet."

"It is pretty well equipped and organized, but it is too strict and no fun."

"The quietness of the room and the arrangement of the books."

I. Atmosphere.

"It is quieter than the study hall and you have more freedom."

"Pleasant atmosphere."

"You are not disturbed when you work there."

"Its a different atmosphere than a classroom--more friendly."

"The rules so that it is quiet to study."

J. Assistance.

"When you ask for somethings, they don't give you what you want, but work around it."

"I think the librarians are pretty good for having US to contend with."

"When you need help, most of the librarians will help you."

"The librarian is kind and helpful and doesn't send you all over on goose chases."

"The help you get from the librarian."

"The librarian helps you, but could be a little nicer."

"The magazine librarian is very helpful."

Junior High School

21. What changes would you recommend for the new high school library?

The students envisioned a school library changed in the following ways:

A. Provide some easy way to get there to use it.
B. Allow students more time there.
C. Buy more books and materials.
D. Make non-book materials available for student use.
E. Lessen strictness; become aware of group needs.
F. Enlarge and improve the physical facility.
G. Increase services.

A. Provide some easy way to get there to use it.

"If you could go there more often and have longer library periods."

"To be able to get in there when I need and want to."

"Just an easier way to get passes to go."

"Like the high school now--NO PASSES!"

"To be able to get in to read and browse."

"It should be more open to all students."

"Let the student come in to the library for pleasure."

"Have teachers give more passes."

"Assigned time in the library as well as freedom to go other times."

"If all you want is a book they should allow you to go back to study."

"We're only allowed in there when we have an assignment from a teacher."

"I'd like some time when we could go to the library for our own purpose."

"It should not be so hard to get a pass to go get material for yourself."

"The library is great--just let us have passes to go there!"

"Have a period to go without using a pass."

"We need an easier way to get passes. It is difficult to get them from the English teachers and how come we can't get it from our study hall teachers? Please tell us!"

"Using Honor Passes was a good idea."

B. Allow student more time there.

"Who should decide how many times you want to go is too many?"

"Longer time to spend in the library."

"More study halls to use the library."

21. (con't) Junior High School

C. Buy more books and materials.

Various areas of shortages in the collection were noted in Questions 9 and 12 of the student Questionnaire, and these were forewarded to the librarian and principal.

D. Make non-book materials available for student use.

"Freer use of tapes, records, etc."

"You ought to be able to take out tape recordings."

"Get more AV equipment."

"A system where you could listen to tapes, records, etc."

"Have these things on topics of interest as well as for school work."

"Where are the items in 16 and 17?"

"PERMISSION to use the films."

"Provide a place where students could listen and view."

"Let us USE the films, tapes, records, and everything else."

"A.V. for personal use."

E. Lessen strictness; become aware of group needs.

"Be able to talk quietly."

"We need to work together on group assignments without being hollered at."

"Area for talking over lessons."

"We should be able to talk a little for a project we do together."

"Less strict talking rules because of group projects."

"Not so much of a prison."

"Have a discussion room."

"It's like a jail--change it some way, I don't know."

"We need a quiet place to work by yourself, but we need places where we can discuss about an assignment with a neighbor without being a disturbance."

"More freedom, not to mess around, but to do necessary things."

F. Enlarge and improve the physical facility.

"Water fountain, inside!"

"A balcony needs air conditioning--it is so hot up there!"

"Have a girls and boys room off of it--like last year."

"Have a better downstairs lab."

"Let's have carpet but make sure the shelves are wooden or shockproof."

"Larger periodical reading area."

F. (con't) Junior High School

"Larger--twice the size of our library."

"Padded chairs."

"That the shelves wouldn't be so high."

G. Increase service.

"Better system (more foolproof) of returning books."

"For the library lady to be peaceful."

"More library aides."

"More student control over the library."

"I wish the librarians had more patience."

"The librarians should have time to help us individually."

"Librarians *who have time* to help you."

"Not let the shelves get messed up."

"Have it open before and after school longer each day."

"Have librarians who smile and are cheerful."

"Better library procedures. Taking out books and having them checked is ridiculous. This is a junior high school!"

"Provide a separate area for checking books in and out."

Miscellaneous comments:

"Being able to go outdoors at lunch time would help keep me awake in the afternoon."

"Why can't we eat outside during lunch, people wouldn't skip out if only you would give them some freedom. Must the cafeteria be run like a military academy?"

"Can't we have any recess? What harm is there in going outdoors during lunch?"

"Allow students to express their ideas and prove them. They should be more creative in doing reports such as: if a teacher asks for a 15-16 page report she or he isn't asking for a students report on it. They are asking for a copyed chapter. In 1-3 pages the student has to summarized the information in a couple of pages and still have it complete so that they would have to read all the material and be creative about it."

"Sex. Learn what nobody will tell you."

SUMMARY OF QUESTIONNAIRE RESULTS: Senior High School Teachers

Obstacles identified by teachers:

I. Administrative in nature

1. More materials in the library	25
2. Time to develop suitable projects	24
3. More library staff	20
4. Consultant assistance helpful & needed	18
5. One-stop catalog of all materials	15
6. More skills on part of student	14
7. Less textbook material to cover	12
8. Conviction that library usage is necessary	9
9. Workroom for teachers in or near library	1

II. Help to teachers

1. More familiarity with present materials	18
2. More skills on part of student	14
3. Increased knowledge of bibliographies and use	10
4. Conviction that library usage is necessary	9
5. Gain knowledge in developing suitable units	8
6. Increase knowledge of what materials contain	7
7. Different approach by librarian	7
8. Increase knowledge of card catalog and use	5

SENIOR HIGH SCHOOL

TEACHER'S QUESTIONNAIRE 46 Responses

3	a	13
	b	11
	c	8
	d	14
4	a	8
	b	18
	c	10
	d	0
5	a	0
	b	26
	c	5
	d	3
	a	5
	b	21
	c	11
	d	7
6	a	7
	b	13
	c	13
	d	2
	a	6
	b	14
	c	10
	d	5
7	a	2
	b	26
	c	6
	d	12
8	a	4
	b	0
	c	7
	d	15
	e	10
	f	10
9	a	28
	b	14
	c	2
	d	0
	e	0
10	a	5
	b	17
	c	21
	d	3

11	a	34		
	b	4		
	c	5		
	d	3		
12	a	25		
	b	14		
		N	S	W
13	a	0	28	16
	b	20	17	7
	c	6	35	3
	d	3	5	36
	e	3	22	19
	f	7	29	5
	g	1	37	6
	h	5	33	6
	i	1	39	1
	j	5	24	13
	k	9	26	7
	l	1	25	16
	m	0	6	38

		Total times used	Number of teachers indicating no usage
14	a	89	16
	b	104	16
	c	129	8
	d	83	27
	e	47	31
	f	112	32
	g	35	32
	h	126	34
	i	93	36
	j	125	34
	k	68	22
	l	26	20
	m	41	21
15	a	130	9
	b	205	14
	c	154	15
	d	115	20
	e	341	18
	f	163	19
	g	228	5
	h	208	19
	i	311	13
	j	208	5
	k	518	5

16	a	20
	b	7
	c	26
	d	18
	e	10
	f	24
	g	9
	h	15
	i	14
	j	12
	k	4
	l	1
17	a	21
	b	18
	c	8
	d	7
	e	5
	f	10

SENIOR HIGH SCHOOL

STUDENT QUESTIONNAIRE TALLY: 657 responses

2	a	408
	b	97
	c	155
3	a	136
	b	525
4	a	160
	b	489
	c	34
5	a	329
	b	247
	c	34
	d	99
6	a	98
	b	284
	c	144
	d	29
	e	131
	f	99
	g	137
	h	231
	i	197
	j	63
	k	120
	l	20
9	a	489
	b	168
10	a	65
	b	463
	c	101
11	a	219
	b	90
	c	289
12	a	457
	b	199
13	a	64
	b	233
	c	446
	d	65
14	a	24
	b	93
	c	184
	d	356
15	a	79
	b	360
	c	216
1	a	427
	b	41
	c	189

		None	Some	Weekly
16	a	272	342	43
	b	129	465	63
	c	265	344	48
	d	601	53	3
	e	510	128	19
	f	644	11	2
	g	635	20	2
	h	636	18	3
	i	607	47	3
	j	117	370	7
	k	209	346	102
	l	647	8	2
17	a	174	263	220
	b	417	213	27
	c	511	128	18
	d	604	46	7
	e	595	57	5
	f	618	27	12
	g	616	36	5
	h	624	29	4
	i	630	21	6
	j	215	283	171
	k	446	173	38
	l	654	3	0

18	a	161
	b	188
	c	198
	d	135
	e	149
	f	113
	g	167
	h	149
	i	103
	j	115
	k	36
	l	71

SENIOR HIGH SCHOOL

7. What type library assignment makes you interested in digging gor information?

Some students answered this question in terms of subject preferences or of specific topics. Naturally, for those who favor English, there are equal numbers who detest it. Those students who did perceive the meaning of the question indicated that they responded well when:

A. There is some element of choice of topic.
B. There is material available in moderate to ample supply.
C. The project causes one to think. (Comparisons of views, support one's own ideas).
D. It is a new idea or development.
E. There is enough time to do the research needed.
F. The student can find some relevance in the project.
G. The topic is small enough to handle and understand.

A. Element of choice of topic.

"Something I pick to do and therefore like."
"One you can pick your own subject from a broad field."

"Your own choice; so far this hasn't happened to me."

"Subject I'm interested in; not what my teacher tells me I'm interested in."

"Something I choose to do on my own."

"When you're curious about the assignment."

B. Sufficient material is available.

C. The project causes one to think.

"A group topic."

"Papers where analysis is important; have to conclude in your own ideas."

"A thesis that requires compaing men's opinions."

"Reading and interpreting some sort of literature."

"One based on thinking; not facts alone."

"Project so you can get as much information as you want and lead to new ideas.

"Something involving personal opinion."

"Something current, or book reviews, or when you have to think."

"Something that I can give my own views as part of the paper."

7. (con't) Senior High School

D. It is a *new* idea or development.

"Obscure tonics like a report on Boris Pasternack before he was well known. My bibliography was longer than my report."

"An author and his criticism, especially if he is new or unknown."

"Wierd topics; thinking questions (just as long as material is there).

"Different--off beat!"

E. There is *enough* time *to do the research needed.*

Questions 14 and 15 relate to this. Most students wanted 4 or 5 weeks on a major paper of 7 to 10 pages typed double spaced.

F. The student can find some relevance in the project.

"Contemporary subjects."

"Current events in magazines, but with history to follow it up."

"Something I know enough about to understand easily."

"Something that affects *me* directly."

"One that has personal interest for me."

"Work I'm interested in for my <u>own</u> information."

"When it's for me."

"Anything that is relevant and significant to me as a person."

"I've never had a pleasing experience; but I could if the topic assigned <u>really</u> interested me."

"I have had no "intellectually" pleasing experience in this library."

"A challenge- A theme that requires interesting background."

G. The topic is small enough to handle and understand.

"One where information is not <u>too</u> available, is detailed, but <u>possible</u>."

"Where details are wanted on a smally area."

"A report as opposed to a term paper."

H. Miscellaneous comments:

"Writing historical fiction."

"One that involves an enigma or mystery."

"Looking into evolution in 7th grade."

"When I was doing a 15 page paper for music in 7th grade on jazz."

"A 6th grade report on rockets and missiles."

"A 9th grade Greek theater report."

Senior High School

8. What type of library assignment makes you lose interest quickly?

The students identified the following as deterrent to interest:

A. Insufficient material available.
B. Being forced to take a topic without any choice in the matter.
C. Hunting for plain facts, dates, names, words--especially too many of them at once.
D. *Not understanding the topic or material.*
E. Hypothetical assignments.
F. Irrelevant topics.
G. Too long, too little time, too much information available.
H. Too many specifications set by the teacher.

A. Insufficient material available.

"Trying to find what's not there."

"Finding out the library doesn't have the book."

"Not getting a book because someone else has it out."

"One where there's only a few books and the entire class has the same assignment."

"Looking for a book you can't find."

"Topic is only in an encyclopedia."

"Something SO up-to-date there is little on it in print."

8. *Being forced to take a topic without any choice in the matter.*

"Type doesn't matter, just what the report is about."

"Anything forced upon you is unpleasant."

C. Hunting for plain facts, dates, names, words.

"Economics research sheet--statistics."

"Identifying about 100 names."

"Charts, maps; things that are rote copying."

"Trivia."

D. Not understanding the topic or material.

"Projects in the foreign language I study."

"One that seems totally hopeless."

"When I don't really understand the project."

"One that has little effect on me personally or is of no future use."

"Read a critique of Divine Comedy instead of reading the work itself."

"Historical documents (Bemis). Too difficult to understand."

8. (con't) Senior High School

E. Hypothetical assignments.

"Library worksheets. Even though they are helpful, they're a pain."

"It is not as much the assignment as the inability to use the library to the fullest extent, but I'd like instruction nearer the time of the assignment and on the project at hand so that it makes sense."

"When you don't have any idea where a book is and are told to use the card catalog."

"Library skills lecture and worksheet. Would rather have the "help" lecture when I have an assignment to apply it on."

"Telling us how to use the library when we were taught in 7th grade."

"Getting to know the library assignments easily poison the mind against all libraries."

"Required library skills that don't apply to subject at hand."

F. Irrelevant topics.

"Assignments with no relationship to today."

"Those concerning old and un-important things."

"Men 2,000 years old!"

"Analyzing poetry."

"Projects that seem senseless and a waste of time."

G. Too long, too little time, too much information available.

"Long and drawn out assignments."

"The deadline arrives and you still can't get the books."

"One-night assignments."

"One with too much information on hand is too difficult to break down to size."

"Long ones rushed into 2 or 3 days."

H. Too many specifications set by teacher.

"Kind where you're told to use this many books, that many encyclopedias, and NO room for expanding with your own thoughts."

"Exactly so many words or pages; no more and no less. Ridiculous!"

Senior High School

19. What suggestions can you make about ways of work within the classroom that would help you to learn better?"

Students expressed an urgent plea for the teacher to:*

A. Stop talking and employ discussion.
B. Destroy the cold classroom atmosphere.
C. Provide opportunity for student choice in assignments.
D. Destroy hundrum monotony.
E. Develop significant, timely meaning for content.
F. Improve clarity.
G. Improve timing on assignments.
H. Make more thoughtful use of the library.
I. Allow for greater student independence.

*Given in descending order of frequency.

A. Stop talking and employ discussion

"Let students participate in class work, not just listen all period and no break."

"Get rid of full period lectures!"

"More general discussion on matters. No more of this a) go over it in class by the teacher, b) go home and do homework on it, c) come back next day and go over it again to find out what you did wrong."

"Some teachers have class and try to make things interesting by changing things and doing different things, but most of them stand there dictating right out of the book and its really boring. We don't need a teacher for that! We may as well teach ourselves."

"The teacher shutting up!"

"Make it interesting with more work with students instead of them standing and lecturing all the time."

"More chance to challenge some of the material you are told."

"In some classes, you just sit and listen to the teacher. I think it would be better to participate more in classes."

"Make it interesting; not just listening to the teacher talk on and on."

"More discussion between student and student, not just teacher and student.

"Free discussion on the topic. It makes a testing ground for ideas."

"Teachers not do ALL the talking."

"If it was not all lecture. If teachers would teach in a more interesting way and not make it so boring the student would want to learn more. There should be much more class discussion."

19. (con't) Senior High School

B. Destroy the cold classroom atmosphere

"I think it would make us feel better if the seats were arranged different because when you are in rows you feel like a catagory among millions of little creatures."

"Have the teachers appeal to the students personality. When talking about a subject have the teachers refer to the things teenagers tend to go for."

"Let you sit where you want; not always assigned seats."

"EVERYONE should be included in class discussion."

"It would be nice to have a little fun in class now and then."

"A more relaxed atmosphere."

"I would like to be in some classes with my friends because I find I pay more attention and class is more interesting. I just fall asleep when I am by myself."

"Letting the student give an opinion once in a while--lots more often, really."

"If you felt more at ease, and you could express your opinion freely."

"More confort--an hour sitting in those chairs can really get to you."

"Teach, but while doing it don't go about it that serious."

"If WE could talk a little more."

"Have a rap session pertaining to the subject you are learning. Get rid of conventional classroom. To be able to rap about topics so you can get all views from other students."

"Better student-teacher relationships."

"More freedom for the student to speak out. More effort to allow student to have freedom in following his own beliefs."

"If classrooms weren't so coldly formal we'd all be more at ease."

"If the teacher would show some interest in the student."

"Better communication."

"A better atmosphere."

"Arrange the classroom more in a leisurely fashion. When you get the type of place 'labeled CLASSROOM' the kids are lost. They feel they should not take part in discussion."

"Make courses more of a humenities sort of approach."

"Better teachers who aren't out to fail you. Work can be pleasant, but it is 75% teacher and 25% student."

"Less alienation between teacher and student."

"The humanities class is very informal therefore the classmates AND the teacher get along MUCH better."

"Get rid of desks in rows, possibly desks altogether except for writing tests."

19. 8 (con't) Senior High School

"You're afraid to spak, be wrong, and be looked down upon."

"Teachers that understand this mess about the generation gap. They shouldn't consider talking with students a lowering experience. Mr. _____ has accomplished this."

"To get teachers who will be a friend as well as a teacher."

C. Provide opportunity for student choice in assignments.

"Have volunteer reports in history once a week."

"More choice of differential curricula paralleling studies."

"Make assignments more liberal to account for individual interests."

"Pick our own topics once in a while."

"Let us do our own kind of reports so long as they relate to the subject."

"Some classes I have just to get the kids more interested by doing it perchalley the way the kids want it. This would wake-up some of us and it wouldn't be that all boring."

"Let the students make or propose a new book list."

D. Destroy humdrum monotony.

"Work in groups more."

"Use films and tapes more often."

"More use of records, films, slides, and guest speakers."

"More visual aides and not all lectures."

"More debates."

"Have extra additional views presented via films, tapes, guests-- not just the teacher's view."

"Not just textbook work day in and day out!"

"It's easier to learn by seeing or experiencing something."

"I never work in the classroom because all we get is just homework."

"More examples and illustrations--for example records, films, movies."

"Lectures could be accompanied by more visual aides."

"More imagination on the part of the teacher."

"If the teacher would give some problems in history and have the students work them out."

"To do different things, change the schedule every once and awhile. Have different things happen."

"Depend less on textbook and more on current events."

"Vary the way of studying--don't do same thing every day; i.e. read & quiz."

"We should have more interesting discussions which could be helped along by films, but let me stress that the film must be interesting and well chosen. Any old film just won't do!"

19. D (con't) Senior High School

"More room for creativity within classroom, not doing just what everybody else does."

"Class could be split into groups be determining rate of learning, what interests you, or what you would like to learn, and then each group could learn something related, but different, and share it."

E. Develop significant, timely meaning for content

"More emphasis on basic concepts, ideas, and purposes of subject."

"Less lecture, more discussion on principles behind the actions. . . the general concept rather than specific detail."

"More clues about how class content fits into certain situations."

"More talk of topics that concern youth today."

"More things you can identify with. So many things seem so senseless to learn because either I'm not interested and/or they seem to have no meaning to my life."

"Less of this absurd profoundness read into ALL English literature!"

"Less of a concentration on facts and more on ideas."

"Practical knowledge, not just memorization!"

"If the teacher would relate our personal interests to what we have to learn it would help a lot."

"Not so much detail on tests; details usually do not appear on finals, so why on tests?"

"Applying knowledge to practical use; more experiences."

F. Improve clarity

"I'm in a "dumb" section in _____ this year and for 1st time understand the subject."

"Give specific instructions for each assignment."

"If teacher would speak on level of his students; not his graduate student peers."

"To be able to understand the teacher's way of teaching."

"Teacher explaining more. . . talking slower."

"Better instructions on how to do assignments."

"Most important thing is a teacher who is interesting to listen to, who can convey information clearly so student can comprehend."

G. Improve timing on assignments

"Less homework stacked by all teachers at once."

"More announced quizzes and a minimum of tests."

"30 page chapters are too much in one night."

"Less heavy term papers due so you can concentrate in the present. We have no working ability left for work due now."

"Allow more time for projects and don't assign them on top of each other."

Senior High School
20. What do you like about your school library?

There was much similarity in the comments. Essentially, students like:

A. Ease of entry -- the fact that no passes are required.
B. Browsing being permitted since one can go whenever he wants from study halls.
C. Good reference support.
D. Magazines -- that they are available, but not always the selection.
E. Staff is eager to help students.
F. Organization -- things are relatively easy to find "once you know the system."
G. Convenience -- it is there when it is needed.
H. Microfilm library.

21. What changes would you recommend for the new high school library?

A. Much larger physical plant.
B. Carpeting is a must; so is additional sound proofing.
C. Individual study area needed; some carrels to use non-book materials.
D. Group study conference area is urgent. Students need to talk over assignments, and their talk ought not disturb those who need quiet.
E. More comfortable furniture; some larger, some smaller; NOT all the same size chairs and height tables. Upholstered seats. Lighter weight.
F. Prettier design and decor.
G. Air conditioning.
H. Up-date collection and fill in certain areas and magazines.
I. Make non-book materials available for student use.
J. Divide the library into areas: Reference, technical, arts, magazines, reading room, A-V area, individual quiet study area, group study area where quiet talking can take place.
K. Open longer hours.
L. Different approach to library skills and assistance.
M. Partial-period usage plan needed, or allow students to use textbooks in library.
N. Miscellaneous suggestions.

A. Much larger physical plant

"More tables and chairs--larger working area."

"I get the idea the present library is not large enough for a school this size."

"Bigger! There is often NO seating space."

"More space so that you can work in spite of the crowds." (Cf. Teacher's questionnaire Question 11 d).

B. Carpeting and sound proofing

"Carpeting!"

Although the students did not relate the idea that more talking could be possible if there were generous sound proofing, they did say that "Noise from other rooms and the hall is bad in the present library."

21. (con't) Senior High School

C. Individual study areas with carrels for non-book materials,
and
D. Group study conference area are urgent needs.

The biggest hassel is over talking, and the students recognize their need for several areas with specified purposes so that they can choose the appropriate place to work on the project at hand.

"Have an area where people can discuss about what they are doing because now if you try to, the librarian has a fit."

"No talking in the library is stupid. Talking should be permitted, but it should be in a room where a limited number of people can meet."

"The atmosphere should be changed. Now its one of gaity rather than intentional learning and I go only when its quite necessary."

"There ought to be a place for group study because we get (and want) group assignments."

"Make it so one can work in peace--keep order!"

"Eliminate the kids that go to the library to hack off and meet friends."

"When the librarian realizes kids are just in there for kicks, why she does something about it."

"Better environment. Have a room where you can just read without being disturbed by classroom groups."

E. More comfortable furniture; varied in size since students vary in size. Padded seats. Lighter weight chairs.
and
F. Prettier design and decor.

"Something MUST be done about the lighting!"

"If it didn't look like a hospital or factory it would be more enjoyable."

"We need modern facilities."

"Some lounge chairs."

"Nicer furniture."

"Prettier colors."

G. Air conditioning.

There is complaint about the fall and spring heat.

H. Up-date collection and fill in certain areas and magazines.

This information, including the suggestions from Questions 9 and 12, are being forwarded to the librarians.

"There should be some appropriation for current fiction."

"There are never any best-sellers when they are best-sellers."

"Science section badly in need of up-dating."

"The encyclopedias have gotten way out of date."

21. H. (con't) Senior High School

"There are leisure magazines we should have."

"See that books and teachers' assignments match."

I. Non-book materials available to student use.

"More use of mechanical learning devices."

"Have a room where we could use the films, records, and tapes."

The students did not pick up on the need to have the non-book materials cataloged if they are to be able to find what they need.

J. Divide the library into areas.

K. Open longer hours.

Information gained in Question 6 supports individual comments. Evening and Saturday hours were requested in larger numbers than was extension of afternoon service. Cf. Comment Teacher's Questionnaire Question 11 d.

L. Different approach to library skills and assignments.

These comments will be forwarded to the librarians.

M. Partial-period usage plan needed, or allow students to bring textbooks to library.

"Be able to leave after your library assignment has been finished. Usually after you are done you just sit around because you can't do homework."

"The library should be like a store. You come in, shop around, get what you need, and leave."

N. Miscellaneous suggestions:

"Make it more of a student-run operation."

"Some way of indicating when a book might be procured if listed in the card catalog and is not on the shelf."

"Paper back books section."

"The library should be offered to students as a privilege, not as and escape from study hall."

APPENDIX F: Re-assessment Questionnaires

TEACHERS' RE-ASSESSMENT QUESTIONNAIRE, SPRING, 1969:

Time for re-assessment has come, and your help is needed. Pledges of anonymity still stand, and attention is called to the fact that your answers will in no way be used for evaluation of you or your teaching. It is your choice whether you sign this questionnaire or not, but please indicate the subject you teach.

Name _____ Subject _____

Use a T to indicate your own use of the media in your classroom activity. Use an S to indicate student assigned use. Be sure to use both letters for each media.

I. Indicate your use of the following during this school year:

Made No Usage	Maintained Usage	Increased Usage	
____	____	____	a) Book for report (oral or written)
____	____	____	b) Reserve book shelf
____	____	____	c) Reserve listening
____	____	____	d) Reserve viewing
____	____	____	e) Periodicals
____	____	____	f) Spur-of-the-moment inquiry
____	____	____	g) Moving picture films
____	____	____	h) Film strips
____	____	____	i) Phonorecords
____	____	____	j) Tape recordings
____	____	____	k) Slides
____	____	____	l) Realia or models
____	____	____	m) Written research papers: SHORT
____	____	____	(4 pages + in depth) LONG
____	____	____	n) Reference notes (Facts gathered but no paper written)
____	____	____	o) Transparencies

II. Describe any changes you think students in your classrooms might have noticed in your approach to teaching this year.

_____

_____

_____

STUDENT REASSESSMENT QUESTIONNAIRE, SPRING, 1969:

NOTE TO STUDENT: Once again we are asking for your comments since you are the people who really know. Please be honest. Your answers will neither help a teacher nor injure him. Teachers are not being evaluated through this questionnaire. An experimental program is being evaluated.

Grade _____ Home Room Teacher's Name _____

QUESTION: In what ways have your teachers changed the way assignments are carried out by students? (Compare the later part of this school year with the first part of this year or last year. Check as many items as apply.)

I. Teachers require greater use of the school library by:

_____ a) Assigning reading in reserve shelf books
_____ b) Assigning listening to reserve tapes or recordings
_____ c) Assigning viewing of reserve films
_____ d) Assigning more and/or longer research papers
_____ e) Assigning more and/or more complicated book reports
_____ f) Requires more references per paper
_____ g) Is no longer satisfied with encyclopedia references only
_____ h) Encourages using primary sources
_____ i) Takes the class to the library for workshops there
_____ j) Sends part of the class to the library while keeping other students for special work in the classroom
_____ k) Issues more passes
_____ l) Other changes: _____

II. Teachers include:

_____ a) More discussion by students
_____ b(More debates
_____ c) More choice in topic selection
_____ d) More active student participation in classroom activity
_____ e) More use of materials other than textbooks
_____ f) More guests and speakers
_____ g) More group work
_____ h) Less lecture

III. Describe any other changes you have noticed in your teachers' approach to teaching this semester.

_____

IV. In which subject areas have your teachers changed the most?

_____ a) Art
_____ b) Business
_____ c) English
_____ d) Foreign language
_____ e) Home economics
_____ f) Industrial arts
_____ g) Mathematics
_____ h) Music
_____ i) Physical education
_____ j) Science
_____ k) Social studies

APPENDIX G: Home Room Teachers' Memo

April 3, 1969

MEMO TO SENIOR HIGH SCHOOL HOME ROOM TEACHERS:

The students are being asked to fill our re-assessment questionnaires today in home room period. Will you please send these questionnaires to the office immediately at the end of home room period?

There is no blank for the student's name, and it is not expected that the questionnaires will be signed. Please remind the students to fill in grade and home room teacher's name. If they wish to sign the questionnaire they may.

Thank-you for your help with this part of the project.

Hilda L. Jay
Co-ordinator of the Study

Friday, March 28, 1969

MEMO TO JUNIOR HIGH SCHOOL HOME ROOM TEACHERS:

Please collect completed re-assessment questionnaires from your home room students this morning and send them to the office at the end of home room period.

Those students who come early and have been in the cafeteria may have already returned their questionnaires to me.

Students who need more time may turn in their questionnaires to me any time before lunch. I will be in the library.

Thank-you for the help you have given all along the way with this project.

Hilda L. Jay
Co-ordinator of the Study

APPENDIX H: Other Re-assessment Forms

Teacher's record of requested library services.

_____ School year 1968-1969

Times requested:	Services requested:
_____	a) RESERVE SHELVES
_____	b) LECTURE BY LIBRARY TEACHER
_____	c) WORKSHOP TIME/SPACE IN LIBRARY
_____	d) REQUESTED BOOKS ORDERED
_____	e) REQUESTED MATERIALS FOR PERSONAL USE
_____	f) USE OF DISPLAY CASE FOR STUDENT WORK
_____	g) OTHER SERVICES AS DESCRIBED BELOW

Individual student's borrowing record.

_____ _____ School year 1968-1969
(Name) (Grade)

Borrowing record:

_____ 000	_____ 800
_____ 100	_____ 900-909 & 930-999
_____ 200	_____ 910-919
_____ 300	_____ 920 & Individual biography
_____ 400	_____ Fiction & Story collection
_____ 500	_____ Periodicals
_____ 600	_____ Non-book materials
_____ 700	

Library teacher's assessment of student activity.

_____ School year 1968-1969
(Teacher's name)

What outstanding, unusually effective, or creative use of the school library has been made by students for the above teacher's classes?

Indicate frequency of such projects as well as something about the content and methods employed.

Supervisor's assessment of teacher use of library.

_____ Date _____
(Teacher's name)

I. To what extent does the teacher make assignments that require student use of library materials?

(Check scales based on your own observation only. The range is from No Use on the left to Constant Use on the right.)

(___) (___) (___) (___) (___) a) Research projects assigned?
(___) (___) (___) (___) (___) b) Primary sources used?
(___) (___) (___) (___) (___) c) Reserve readings assigned?
(___) (___) (___) (___) (___) d) Reserve listenings assigned?
(___) (___) (___) (___) (___) e) Reserve viewings assigned?
(___) (___) (___) (___) (___) f) Questions raised in classroom resolved in library?
(___) (___) (___) (___) (___) g) Exhibits evolving from classroom activity displayed in library?
(___) (___) (___) (___) (___) h) Specific books (author and title given) recommended by teacher?

II. Which library materials does the teacher use personally to prepare and present current classroom sessions?

_____ a) Books; _____ b) Periodicals; _____ c) Films; _____ d) Realia;
_____ e) Recordings; _____ f) Other (describe) _____

III. In what ways does the teacher show personal enthusiasm for books and libraries?

APPENDIX I: Re-assessment Comments

REASSESSMENT COMMENTS MADE BY JUNIOR HIGH SCHOOL TEACHERS:

English

Frequent use of visual aides have definitely added interest to the classes. Students find the writing of research papers more "fun" because material is more accessible.

More filmstrips used in teaching grammar. Tapes and records used frequently.

Students taught several units. More non-book media were used. Selection and choice were emphasized. Work was integrated more with other classes. Students were encouraged to use material gained through personal interviews with townspeople. Guests were brought to class.

I have encouraged independent use of reference material.

Additional use made of visual material--slides, tapes, records.

Possibly greater reliance upon student initiative after original assignment.

Have attempted to use less pressure on students this year in the manner of assignments and due dates.

Science

More laboratory work, less memorizing, less lecturing.

Maintained student-teacher relationship, but also was more informal.

Mathematics.

I have not been able to assign many investigations into periodicals for current math implications--because of the lack of periodicals.

More informal.

Languages

Perhaps greater use of realia but because of my summer in France. Some assignments involve research in preparation for films (especially biographical material).

More emphasis on French culture. (Result of my study in France last summer.)

Since we have discussed the use of tapes and recorders in the library, we have begun to send students there for extra work.

Reserve listening excellent idea. We started and many students applied fo it.

Social Studies

Increased oral reporting, use of supplemental filmstrips.

Increased use of library research papers.

I have tried to use a great deal more original research, rather than textbook material.

Discovery of materials in library for presentation in class by students. Increased student responsibility for "teaching."

More use of contemporary materials.

Other Subjects

More filmstrips used by individual students.

More use of slides. Oral art history reports.

Greater use of slides (since we have more slides) and film strips. More frequent appearances in other classes for art lectures that are related to other subjects.

I don't believe students have enough background in education to notice differences in approach.

They have been expected to make more independent use of books.

I doubt if they noticed any. (This teacher has been a heavy user of non-book materials in the past and the course is workshop oriented.)

I have a set of typewriting records which I am making somewhat limited use of--these are not library records, but simply classroom materials.

REASSESSMENT COMMENTS MADE BY JUNIOR HIGH SCHOOL STUDENTS:

72 students said they saw no change.

89 students liked "student teaching."

More homework--even on Friday!

They make us think more about what we write.

They give more difficult assignments and they don't teach all of it.

Some teachers like one thing; some teachers like other things. It's complicated.

Some teachers are nicer.

Nicer attitude toward students.

They give tests to those who were absent when tere was discussion.

Not so boring.

LESS LECTURE--YEH!!!

Small papers on small topics.

The teacher is more frank with us.

They know us better.

Most of our class would still like to have more library passes issued.

There isn't any more changes needed!

Now they know all our tricks.

We hear tapes and see a lot of films now.

Better discussions.

Now we vote.

They leave more things up to the student.

More discussion by ALL students.

They take more interest in us.

The _____ teacher lets us work at our own pace.

One of our teachers is letting us plan tha 4th marking period.

Still too much lecture; explaining is better.

We have a whole different type of _____ class.

More thinking and less mechanical writing which is good.

More surprise quizes.

More lab work.

Not as many misconducts.

Much more interesting material.

Changed format on book reviews.

They are trying to make the subject more interesting.

I guess when they get to know you and what your capabilities are they help you more and you learn more.

Experimenting in students giving lectures.

REASSESSMENT COMMENTS MADE BY SENIOR HIGH SCHOOL TEACHERS:

English

More independent work is required of students.

Less structured, less teacher-oriented. More emphasis on thinking, less on memorization. More individualized, more flexible.

More flexible class time. Freedom to select a research project and then follow it through.

More class involvement, student-directed teaching, discussions, dramatizations, and oral book reviews.

Science

More outside reading and research and less dependence on the textbook.

I have increased the use of essays (short paragraphs) to be gleaned from extra-text material.

Less use of actual textbook--more required outside reading--more student participation in planning study outlines.

The course is for low group students and is basically all lab and demonstration. Setting up hypotheses, collecting data and drawing conclusions are greatly stressed.

More of the work is done by the individual student, less leading by the nose down the rosy path.

Mathematics

Increased use of AV equipment.

More student involvement; more use of AV materials.

An increase in use of different assignments for students within the same class.

Languages

More emphasis on individual work; more participation on part of students; more free discussion.

Less rigid and patterned--don't know if the results are indicative of improved learning.

Social Studies

Encourage individual participation in classroom discussions.

The only noted change (by students) would be an increased interest in the student as a personality when before they felt my interest was in a functioning mind.

More numerous techniques; more individually scheduled programs of studies because of students being misgrouped. More relaxed with a discovery and opinion approach.

Social Studies--Con't.

Restructuring of 300 level (slow) U.S. history course involving increased self-direction, goal selection, individual responsibility. Use of new materials, little use of text book.

Other Subjects

More individual projects assigned; independent study hall (painting room) for senior and small group activities.

Students were surprised at my knowledge of the card catalog and that I knew about the contents of many books in the library. I am more secure in my teaching.

I have increased use of spur-of-the-moment inquiry in recent periodicals.

More individualism in all classes, but my classes are all class projects. All books used are located in the business room where the students have immediate access.

Working at our own paces and setting goals especially in developmental reading after diagnosis.

It would be difficult for students this year to evaluate, but I feel each year I place more learning responsibilities on the student. Each year I try to do more of this by teaching principles and concepts and let the students apply them in the necessary circumstances.

REASSESSMENT COMMENTS MADE BY SENIOR HIGH SCHOOL STUDENTS:

84 students said they saw no change.
18 students said lecture had actually increased.

My teachers have been using the things in Section I all along.
Mr. _____ changes his ways of teaching all through the year.

Closer relationship between students and faculty.
They seem to be more friendly.
Gets us interested now.
More of the students' ideas are brought out in class.
Increasing difficulty. It's getting tougher.
Less writing; more reading and discussion.
They force you to be more independent in your work.
I think that my teachers are extremely unimaginative.
They have been more in the league with the student.
Generally moving much more rapidly through a greater amount of material.
Much freer method of teaching--more emphasis on personal responsibility.
(Subject)--it's different and very interesting.
They are more open to ideas.
They leave the work to us more.
We're on our own.
Their (sic) wising up.
Teachers seem to trust us more.
Compared to last year there are the same amount of lectures, but this year's are more interesting.
More homework, less long-term papers; more emphasis on ideas rather than facts.
More discussions than just working.
One teacher goes by the book all the time and is very boring.
Less work done at home; more at school (I like it).
More involvement by speaking, etc.
Many self-expression papers.
They have let the class participate more than before.
It's more on your own. The teachers are depending on you more.
More lenient, more discussion.
_____ has become easier to understand since he started a new way of teaching.
Trying to include student interest in everyday lessons.
Testing methods in _____ are slightly different.

Mrs. _____'s "Involvement Period."

Student researches and then lectures to classmates.

More opportunity to hold interesting discussions on class-chosen subjects.

More involvement of the students in individual projects.

Tends more towards small group discussion (if necessary, by separating the class).

They seem to be more friendly--mostly all of them.

They are giving so much more work and I think its because they go too slow at the beginning of the year and they have to teach us what they are told so they have to cram it all in.

More informal--Lets us run class.

_____ was a complete monologue this year.

It's too bad everybody had to change at once, because all the extra work at one time is pretty shocking, and can (does) cause some resentment among the students. Also, people with very few study halls find it difficult to get up to the library to do all this work, especially if they have after-school jobs.

Teachers get too hard at the end of the year.

English is deeper and more involved.

Encourages understanding rather than textbook knowledge.

Using overhead projector in math.

Not so uniform and standard--not so much memorization--more thinking.

Presenting bad points and not giving any theory to lead the unwise. It gets us interested.

Much more class participation, in some classes even to the point of very informal lecturing where students are actively involved.

Variations in teaching from day to day.

More interesting topics are introduced, and old ones are approached in a different and more interesting manner.

Total active student participation in classroom activity.

No term papers in winter months when you'd want to stay in a library. Good weather arriving and 3 major papers in 3 different subjects!

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