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Wall-to-Wall Children: Setting Up and Administering the First Year of an Elementary School Library

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WALL-TO-WALL CHILDREN

Setting Up and Administering the First Year
of an
Elementary School Library

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

In Partial Fulfillment
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Masters of Arts

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Wall-To-Wall Children

Setting Up and Administering the First Year
of an
Elementary School Library

by

Dorothy Stone

Abstract

"Wall-to-Wall Children" is an account of the methods used and the problems encountered in establishing a new elementary library at Frances Grout Elementary School in Waterloo, Iowa and a survey of its first year of operation with a compilation of plans for its future. The philosophies and guidelines established are explored and tested in relation to the total elementary school experience.

TABLE OF CONTENTS

INTRODUCTION.....	1
PREPARATION FOR A NEW LIBRARY..	2
Teacher Questionnaire at Devonshire School.....	3
Pupil Questionnaire at Devonshire School.....	6
STATE DEPARTMENT OF PUBLIC INSTRUCTION	
RECOMMENDATIONS.....	12
GUIDELINE FOR FRANCES GROUT ELEMENTARY LIBRARIAN...	13
The Teacher-Librarian.....	13
The Resource-Librarian.....	15
The Manager-Librarian.....	16
Underlying Motto.....	16
FRANCES GROUT ELEMENTARY LIBRARY OPENS.....	16
The Frances Grout Librarian As a Teacher.....	17
The Frances Grout Librarian As a Resource Person.	18
The Frances Grout Librarian As a Manager.....	19
PLANS FOR THE FUTURE OF FRANCES GROUT LIBRARY.....	19
A FIRST YEAR IN RETROSPECT.....	21
APPENDIX.....	
BIBLIOGRAPHY.....	

INTRODUCTION

Through all the cycles of educational philosophy--structured, progressive, permissive, group, individual--the perplexed educator finally crawls out from under the heap of theories clutching one little tidbit of truth: there is no education without self education.

Finally, after centuries of experimentation in American education, this truth is providing the foundation for today's instruction under the more sophisticated title of individually guided education. Education planners are now saying that a child must be allowed to develop behaviour patterns in an atmosphere of freedom. This means, in practice, an increase in the ability to make his own decisions in regard to his own learning, to select materials that will help him learn, to be able to face failure without a loss of hope and to try again, to take responsibilities for his own learning progress, to work individually, to apply what he learns, and to derive a joy from the learning and from the self reward he receives from achieving.¹ Put into actual practice, the process becomes a learning cycle for the teacher to put into motion: to find where the pupil is and how he got there, to decide what he needs to learn next, to select the best way for him to learn this, and to make sure he learns it, and then to motivate him to repeat the cycle.

Harold H. Punke, Professor of Education at Auburn University, feels very strongly that there is "considerable evidence that about half of the educational achievement reached at grade twelve has been reached by the end of grade three."² He feels that it is the period long before grade nine where the child's basic attitudes toward learning are developed.

¹Joyce Fern Glasser, The Elementary School Learning Center for Independent Study (New York: Parker Publishing Co, 1971) p. 4.

²Harold H. Panke, "Libraries and Education," The Education Digest. December, 1970. p. 36.

This is an important factor to be considered by the elementary teacher and particularly by the elementary librarian, for it is in the early elementary years that a child will develop his fascination for or his dislike for learning materials and in particular for books. This points the finger directly at the school library and its librarian. This elementary librarian must be more than a technician. This librarian must understand child growth and development, must be creative and innovative, must pipe the tune that leads children to learn as magically as did the Pied Piper of Hamelin.

Modern trends in today's education demand that the very center of the learning program, the school library, be staffed by a librarian who is more than a mere technician and custodian of materials--be staffed by a librarian who is not only adequately trained in acceptable library practices but also oriented toward and experienced in actual classroom instruction so that she can not only understand her patrons but also be sympathetic toward the needs and demands of her fellow workers--the classroom teachers.

PREPARATION FOR A NEW LIBRARY

Frances Grout Elementary School of Waterloo was to have a new library. The first problem in such an innovation usually concerns space: Where should the library be? The only available space in the Frances Grout building was the old bleacher section of the gymnasium, so this area was floored over to make a long narrow rectangular room 16' by 45', probably not the most ideal shape for an elementary library, but an "interesting" design to say the least.

Space was really the most minor part of the planning. How to make the new library an exciting center of the school for the next school year posed the major problem. It soon became apparent that getting the new library off on the right foot that first week of school

in 1973 was to be the most pressing demand for the new librarian.

Probably the most obvious way to assess a position within an organization is to survey the patrons which the position services. Certainly an elementary library has an obligation to perform for the teachers in the school, and, most important of all, for the pupils of the school.

In preparation for the launching of the new library project, a questionnaire of nine items was submitted to thirty-six fifth grade pupils at Devonshire School of Waterloo, where a library has been a part of the learning experience for a number of years. Such a questionnaire, it was realized, could only be considered a sampling of the children's possible responses, yet a sampling, like tossing a blade of grass in the air, can show which way the wind is blowing. Questionnaires to thirteen teachers in the same school provided another indication as to what areas the new library must prove its effectiveness. With her own experience as a classroom teacher in Devonshire to substantiate and elaborate on these findings and with added research from authorities in the field of elementary library science, the librarian found a credible mass of information could be assembled to serve as rough guidelines upon which to base some recommendations to the principal of Frances Grout School.

Teacher Questionnaire at Devonshire School

A questionnaire of six items was submitted to thirteen teachers at Devonshire School: nine classroom teachers, one remedial reading teacher, a speech teacher, a music teacher, and a physical education teacher. (Appendix A. Questionnaire for Teachers, p.25) For purposes of convenience, the nine classroom teachers' responses were grouped into one general response and when possible, the four specials teachers' responses into one.

The first question concerning the use teachers make of the library was posed not necessarily to test the frequency of use as much as to point out elements of the library which received extensive use: vertical files, professional books and magazines, reference books, or other resource materials. The classroom teachers reported that they used the library to check out books to take back to their classes to read to their students. They also checked out reference books and took them to the classroom for the students. Only two of the nine said that they made any practice of sending their students to the library for individual research. Most saw the library of their school as a "check-out" point rather than a place where groups of pupils of the entire class "checked in" to use the library individually. The practice of the half-time qualified librarian alternating with the unqualified aide at Devonshire prevented the teachers from using the library as a research center with any degree of regularity.

The special teachers appeared to make even less use of the library. Both the physical education teacher and the remedial reading teacher reported that they made no use whatsoever of the library because of lack of materials applicable to their fields. The speech teacher said he checked out books for his pupils to read orally. The music teacher reported she checked out only records because they were stored in the library.

An attempt was made in the second inquiry to discover if the hours maintained by the elementary library for the use of teachers within the building were the hours the teachers used the library. This question could also test how much communication and help passed between the librarian and her fellow teachers. The question revealed the following:

11	used the library before school
0	used the library at noon
0	used the library after school
2	used the library during planning period

The next question asked the teachers to list any services that were not offered but that they would like to see instituted. The answers received here could pinpoint any deficiency that the library might have from the viewpoint of the classroom or special teacher and determine if there were sufficient materials available for the use of teachers or if there just might be materials in the library of which they were not aware. The teachers responded freely to this question, listing services that they would like to see offered. The classroom teachers mentioned in particular bibliography lists for units to be provided by the librarian, transparencies to be prepared by the librarian for class use, regular scheduled library hours for each class in the building, planned promotional programs to instigate an interest in library materials, particularly in the reading of books, and an audio-visual service, administered by the librarian. They felt it would be a service to them if they could request a film and projector for a certain day and have the equipment set up and ready for showing on the specified day.

The remedial reading teacher was most specific in her response to this question. She would like to see three or four copies of suitable magazines for her pupils (Popular Mechanics, Hot Rod) so that she could use them for small group instruction. She stated she would like to see audio-visual material ordered of the type that she could use in remedial reading. She made a plea for books of high interest and low reading level for fifth and sixth grade boys: books about cars and motorcycles.

Another question attempted to discover which sections of the library were most used by the teachers and which sections that were available were not being utilized by the teachers. Classroom teachers found that the books were the most helpful part of the library with the reference books mentioned the most frequently.

When asked if they as teachers ever recommended

book titles, films, and other items for purchase in the library, the teachers, almost as one voice, responded that they had never been consulted on recommended additions. This question was aimed to discover whether each party was doing its part in establishing lines of communication. Four of the teachers said they had taken the initiative themselves and suggested some book titles. The remedial reading teacher said, "I wish I were allowed to make recommendations."

The last question solicited suggestions as to how the library could be improved so that it could become a center of the educational program within the school. Several teachers did not attempt to answer this question. One teacher did specify an idea of interest. She would suggest that when a class were engaged in a long term project, such as Indians of Iowa, that the library could assist in extending the unit for those pupils who were interested in pursuing the topic further by providing ready material for his interest and guiding him in his research. Others mentioned government documents for use in the library, books to coorelate with units in a certain course of study, newer magazines that would appeal to children, the use of more than one tool in ordering for the library.

Overall, the teachers felt there was much to be desired in their present library. It appeared that they did not view their library as the learning center of the school. Perhaps the most devastating comment was the concept that they viewed the library as a place to check things out. The idea of in-put of children did not seem to be present in their thinking.

Pupil Questionnaire at Devonshire School

A nine-item questionnaire was used to test the attitudes of the elementary pupils in fifth grade toward the Devonshire School Library. (Appendix B Questionnaire for Students, p. 26) Although it is always difficult for

a child to say why, the first question did ask the pupils to check the reasons they used the library. Knowing the basic motivation that propelled a child into a school library should prove valuable to a new librarian interested in making her new library an alluring place. The fifth graders polled were not hemmed in by one choice in the multiple choice questionnaire; they felt free to circle more than one answer if they so chose. This was true particularly in the first and second questions.

As to why the fifth graders of Devonshire went to the library, the following responses were received:

15	Browse
27	Class requirement
7	Free Reading of magazines
28	Free Reading of books

From the responses it appears that teachers "send" their pupils to the library, which probably accounts for the 27 who go because they are required to do so. However, 28 reported that they went to the library for free reading, of books, in preference to magazines, which is an interesting fact for librarians and for teachers of literature. Some of these 28, however, were enrolled in an individualized reading program at the time of the survey. The few who said they went to the library to read magazines suggests an interesting point: Is it because the children are already subscribers to most of the magazines? Or is it because children are not wide readers of magazines? Or is it that there are fewer magazines published for children? Or is it that a library subscribes to too few?

A question concerning the frequency of use could prove useful in interpreting the first inquiry: e.g. if the main motivation for going to the library was a class requirement, then the frequency of visitation might correlate with the demands of the classroom teacher's assignments. If the response pointed to free reading as a motivating force, then such information might provide a clue as to why some

children go to the library more frequently than others.

This inquiry resulted in the following:

20	Once a day
14	Once a week
3	Once a month
0	Never

Other factors, of course, enter in here: the library does provide an escape from the classroom, a motivation that must be considered a possibility. However, the 20 who say they visit the library once a day is a high recommendation for the elementary library and its librarian. Again, however, "going to the library" does not necessarily mean "using the library" as any elementary, secondary, or college teacher can well understand. But at least the children at Devonshire School did go to the library and were present, at least in body, for the librarian to guide, interest, enchant or aid.

To measure the effect of the library room itself upon the students, a question was asked if they liked to study in the library. It was hoped that the answers would provide a clue to attitudes held toward the supervising librarian or her aides and what effect this might have on the frequency of visits. This question yielded the following responses:

2	do not like to go to the library
3	like to go sometimes
33	like to go to the library

Of the 33 answering they liked to study in the library, 26 commented they did so because it was quiet. The 3 who said they sometimes go stated it depended upon whether the aide or the librarian was in charge. Of the 2 who said they did not like to go to the library, one said it was too noisy

and the other said she did not like to go because the librarian would not let her talk!

The next question called for some creative responses from the pupils. They were asked how they would change or rebuild the present library, the implication here being a physical restructuring, but not precluding changes in philosophy or services as well. Although for elementary children this question was probably too general to elicit too many specific responses, it was felt that the child was at least provided an opportunity to express his own ideas of what a library should be.

The suggested changes in the library were not too revealing. 8 reported they would like to change the library; 28 said they would not change. Most of the suggestions concerned a bigger library with more books, particularly fiction. One imaginative boy suggested an automatic recall system whereby he could punch a computer and have the book drop down from a slot.

It was hoped an inquiry as to the sufficiency of materials for class assignments might point up whether the material was available to the child and if it were available, could he locate it. 14 students felt the library did not have enough material: 21 thought the material was sufficient. The large number of negative responses on this question could be interpreted as the inability of the child to locate the material rather than a comment on the actual lack of material. The result does show a need for more individual guidance for the pupil when he is assigned a library research project.

As in the teacher questionnaire, the children were asked if they ever suggested book titles to be ordered for their library. This could be considered a leading question and might reveal whether the children ~~felt~~ felt the school library was truly his or whether he viewed it as merely another adult creation devised for his use. The question was also testing the distance the child felt between himself and

his library and might even suggest to him that he could assume a responsibility in recommending materials to be ordered for his library. Only 11 reported that they had ever suggested titles to be ordered by the librarian. 25 said they had never offered a suggestion. If the elementary library is for the child, then according to this sampling, only one-third of the 36 fifth grade users (for all reported they used the library at some time) felt they had any say in the choice of material. How much weight should be placed on a child's request becomes a problem that an elementary librarian will have to face. Perhaps the child will, at first, order hamburgers and French Fries, instead of the well-balanced meal, but even if his first order is hamburgers and French Fries, he will at least be eating-- or reading, as the case may be. Perhaps the thought that they as pupils and users of their library could suggest books to be added had never presented itself.

It was thought it might be useful to a librarian to know how the child defines the role of a librarian, so in asking if he ever asked help from the librarian in selecting or locating materials, the child might reveal a miniature portrait-- and perhaps an entirely different picture of the elementary librarian than she envisions herself to be. The question provided the following pieces:

15	seeks no aid
15	seeks aid
3	sometimes seeks aid

33

Probably to find half of the 36 pupils ~~responding~~ seeking help from the aide or librarian is commendable, but on the other hand, the responses can be interpreted that the child is making only half use of a salaried instructor. Many commented on a definite preference for seeking help from the aide, but this may have been a personality factor since the aide was a lay teacher from the community. One boy's

retort was, "Are you kidding?"

A pointed question, aimed to discover how effective the library orientation units conducted at the first of each school year were, asked outright if the child felt he understood how to use the library. Perhaps, it was thought, when the responses to this question were compared to the frequency of use~~d~~ discovered in the second question or the reasons for using the library explored in the first question, one would be able to pinpoint some weaknesses that might exist in publicizing and popularizing the school library. Only one reported that he "sometimes" had problems trying to use the library. This speaks well for the library orientation program given to the children at the beginning of the year and points up the importance of continuing and expanding such a practice.

The last question was aimed to test the influence of the librarian or the teacher as an active guide in book selection by asking the student "How do you choose your books from the library?"

- | | |
|----|---------------------------------|
| 1 | Help from a teacher |
| 3 | Help from the librarian or aide |
| 0 | Suggestion from a friend |
| 0 | Suggestion from your parents |
| 18 | I select my books myself |

These responses are revealing in that more children did not solicit recommendations for their book selection from the librarian, teacher, aide, or parent. But more surprising is that they did not receive suggestions from their peer group. If a teacher or librarian is going to guide a student up the "ladder of reading" as termed by Dr. Robert Carlsen in his theory of individualized readings, then talking to someone about the book is an integral part of the experience of reading the book. This response shows that little guidance was given and little guidance sought.

As a whole, the reaction of these children to a library situation reveals that a librarian must be constantly reassessing her activities to see that they encompass more than the old stereotype of Marian the Librarian, who checks out books, orders books, and locks the library. It also reveals omissions that a librarian should strive to fill in by enlarging her own concept of what her function is as a working member of an elementary faculty.

STATE DEPARTMENT OF PUBLIC INSTRUCTION RECOMMENDATIONS

With the "grass roots" sampling as a beginning, the librarian sought further professional help. The Department of Public Instruction of Iowa had outlined in a pamphlet what they viewed as the responsibilities and duties of the school librarian. (See Appendix C, Major Responsibilities of a Professional School Librarian, p. 27) These recommendations placed the leading responsibility of the librarian on teaching. Not only did they emphasize reference help and instruction in library skills for the pupils, but they spelled out the necessity of giving assistance in actual classroom teaching as a resource person, but more revealing, as an instructor in the classroom situation in areas where the librarian felt particularly competent. This opened up new areas of practical application that could go far in meeting some of the demands mentioned in the responses from the teachers and pupils of Devonshire School. Obviously, this role of the elementary librarian had been neglected in Devonshire, for neither pupils nor teachers saw the librarian in the role of a teacher within their system, but by the responses, more of a custodian of materials. This attitude, in particular, of the librarian as a teacher would be incorporated into the guidelines for the Frances Grout Library.

The resource responsibilities of the librarian were further spelled out in the State Department's list of

recommendations with the management part of her duties listed last. These recommendations not only set forth the librarian's duties, but they also helped in interpreting the importance that should be placed on the various facets of her position. In setting up guidelines, then, this document would provide not only the practical substance, but, more important, the emphasis.

GUIDELINES FOR FRANCES GROUT ELEMENTARY LIBRARIAN

With these findings, the librarian of the new Frances Grout Library could now formulate a set of guidelines. She was to learn that setting up guidelines and following the guidelines were two different arts.

The Teacher-Librarian

The librarian must see herself in the role of teacher—just as much a teacher as the regular classroom teacher or the specialized teacher within the system. She must see herself as the head of a learning center, a learning center where youngsters "may be found working on the floor in a group or singly on a sofa or at a desk becoming aggressive learners rather than passive students."³

The concept of the library being a learning center has long been advanced by the American Library Association in conjunction with the National Education Association:

There are school libraries, instructional materials centers, learning resource centers, library media centers, and others. The basic philosophy of making materials in all media (Printed and audio visual forms of communication) easily accessible and of providing the services of media

³Glasser, op. cit., p. 5.

specialists pertains to all schools. For those that have the resources and services of the media center, it soon becomes a fundamental part of the educational process. One important aspect is that of enabling students and teachers to make a multi-media or inter-media approach to and use of materials in a unified media program. For those that have separate audio visual departments and school libraries, it is recommended that wherever possible, these services be combined administratively and organizationally to form a unified media program.⁴

Educationally, the librarian must be part of the educating team along with her fellow classroom teachers. If educators must compete with the "tube" or as one critic claims when he states that schooling today interrupts a child's education, then the schools must revamp their system of education so that it becomes as exciting and rewarding as television.⁵ The librarian must be the main key in developing the individualized approach to learning in her learning center. As far as education is concerned, the librarian controls the whole storehouse of knowledge and it is her duty to teach each child how he, too, can draw from this storehouse.

The librarian must see part of her teaching duties as being a supervisor of independent study. She must be aware of the potential that lies before her when the library doors are unlocked and the children troop into her library. She also has the obligation to teach--to teach about books, to instruct in skills, to guide in selection, to counsel,

⁴ American Library Association and National Education Association, Standards for School Media Programs(Chicago: American Library Association, 1969), p. 2.

⁵ Marshal McLuhan. The Medium is the Message(New York: Bantam Books, Inc. 1968) p. 231.

to point the way, to open new doors, and reveal new vistas. Her library should be another open classroom where every available resource would be utilized to the fullest capacity. Each user of the library, receiving individualized attention from a librarian, would increase the mileage on every piece of equipment, spread the tax dollar around, and justify any future expense in library equipment and supplies. A school with a library which is an integral part of the school system as a learning center will have little trouble justifying its need to continue to exist.

Culturally, the librarian must see herself as a necessity. One responsibility of man is to pass on his culture to the next generation. Today the tendency appears to be that our mass media has become the carrier of our culture rather than the libraries of the world. The librarian must get her materials before the child with as much frequency as does the mass media, television in particular, which is among the most popular of the conveyors. One would hate to think the librarians would surrender and let commercial television shape the future thinking.

The Resource-Librarian

The new librarian for Frances Grout Library must see herself as a resource person for her fellow teachers. She should always be ready to offer her assistance and not be contacted first. She should become the moving force, not the passive figure behind her desk waiting for teachers to come to her. She should forget the nine-to-four concept of the school day and attempt to operate more like the old country doctor, on call at all hours. As a resource person, she should be an organizer among organizers with resource files at her fingertips at all times. She should be the "perfect secretary" keeping up with requests and getting out her orders promptly as if she were ordering and managing for General Motors efficiency. The resource part of her person-

ality would entail imagination--the imagination of a child coupled with endless creativity. Certainly the new library must be open and the librarian available at all hours convenient for the teachers and pupils of Frances Grout.

She must know her materials housed in her library and be constantly producing bibliography lists, collecting picture prints, organizing reference materials so that any teacher's request can be fulfilled quickly and completely. As a resource-librarian she becomes a team-teacher with the classroom teacher.

The Manager-Librarian

The clerical work must be organized carefully and efficiently, the files checked and rechecked, the budget painstakingly apportioned, the "house kept in order" at all times. Although this part of the work may sometimes seem to devour a major part of librarian's duties, she must keep in mind that this part constitutes only the "chores" of good library keeping--not to be neglected, but not to be over-emphasized at the sacrifice of her teacher and resource duties.

Underlying Motto

The motto for the librarian as she opens her new library at Frances Grout must be not how to "keep the library" but how to "give it away."

FRANCES GROUT ELEMENTARY LIBRARY OPENS

It was eventually conceded that it would be humanly impossible to ready the new Frances Grout Library for the opening day of school in September, but there is in existence some law that states, in essence, that one can accomplish what has to be accomplished within the time period allotted, no matter what the task. Operating under this law, the new

librarian assembled the materials inherited from the defunct LaFayette Elementary School in the city, toted and carried the slide projectors, overheads, opaques, filmstrip viewers, files, books from the various classrooms into the new bleacher section, here-after to be known as "The Library," shelved and catalogued, carded and discarded, laughed and cried. But...when the Frances Grout pupils, and the pupils from LaFayette who had been combined to form the new Frances Grout School, arrived that September in 1973 for the opening day of school, they were greeted with an honest-for-real library, open and ready for customers. The Frances Grout Elementary School listed an enrollment of around 290 elementary children that day. 1,000 books were check out that first day! The new library was off to a flying start.

The Frances Grout Librarian as a Teacher

The teaching role began at once with a library orientation program offered during the first two weeks of school. Each class--12 different sections--^{was}~~were~~ scheduled for a half an hour into the library to acquaint the children with the workings of their new library. This practice was continued throughout the entire year--12 classes, a half-hour each, every week--where further instruction was given on the use of the card file, use of reference sections of the library, care and use of audio-visual equipment. Where the lower grades were concerned, this half an hour became reading sessions with the librarian reading aloud to the circle of children.

For the upper grades, the last nine weeks of the year was used for a course in Iowa history. This was a volunteer project on the part of the librarian when the principal needed someone to teach the course to all grades (seperately) once a week. Besides laying the foundations for the future course in Iowa history, the librarian collected all materials for the course, cataloguing them into one area, and set up a

bibliography of materials for use next year when the Iowa history course will be incorporated into the regular classroom curriculum.

During the two weeks prior to Parent-Teacher Conferences, the librarian scheduled all classes in the building into the library for an hour so that the teachers in the building could have released time to prepare for the conferences. This time was spent in assisting in the selection of reading material, helping in the exploration of pupil interests, reading to the younger students, and assisting the students in viewing AV material of interest to them.

The Frances Grout Librarian as a Resource Person

The library was opened at 8:15 each school day and remained open until 3:45, never closing during the day for noon or recess periods. This was made possible by the assignment of a half-day aide by the Waterloo School District to the library. Later another half-day aide was added when money became available under a Title VII Grant.

The Library was set up as the AV Center for the school and all equipment was stored and issued from that point. As a clearing house for this equipment and for all ordering and securing of films, the librarian with her two part-time aides

1. set up listening centers in any classroom at the request of the classroom teacher;
2. ordered all films, filmstrips, and other AV materials for classroom teachers;
3. ordered and arranged for special holiday films to be shown to the entire school at the appropriate seasons;
4. laminated quantities of teaching materials for teachers at their requests and often without waiting for their requests when the librarian was aware of what unit the class was studying. This was the first time such a service had been offered;
5. worked out several bibliographies for various levels and various courses of study: Black Culture, Social Studies units,

New Ginn 36, Science;

6. constructed two-dimensional, life-sized cutouts of characters to be used on class room bulletin boards and as hanging mobiles in the library and halls to publicize the fun of reading: 7 Winnie the Pooh's, 12 Snoopy's, 2 Raggedy Ann and Andy's;
7. marked books for easy identification for the children. e.g. a green strip on the book spine for holiday books, red strip on mystery stories, etc.

The Frances Grout Librarian as a Manager

Although it was rewarding to open the library the first day of school(although the principal was willing to allow the library until November to get organized and open), it would probably have been wiser, from the standpoint of the manager-librarian, to have taken the extra two months for more thorough organization. It was really two or three months before the librarian could truthfully say that the library was now under competent management. 1973 was the first year that the two schools (LaFayette and Frances Grout) had operated as one unit, so for the first few months, the LaFayette pupils could be heard saying, "This is really our library." Delaying the opening may have eliminated this attitude too. The good manager would certainly do some shelf reading before attempting another such opening, and in retrospect, have the card catalogue in better order. Needless to say the enthusiasm of the pupils in having a library open to them on the first day of school overbalanced this aspect.

PLANS FOR THE FUTURE OF FRANCES GROUT LIBRARY

Perhaps the first plan for improvement, like the initial problem in establishing the library, is again a spatial one. There is hope in the future for expanding the library into two full connecting rooms, but until that can be arranged, the immediate plans for expansion for the

next school year will be to utilize part of the learning-disability room on a part-time basis, as the room is empty in the afternoon. This would be used for audio-visual equipment and could serve as a room where listening centers could be set up in the afternoons to show films to the classes or for individual filmstrip viewing for a study area for the students.

Plans have now been completed to have the two half-time aides replaced by one full time aide, which will make for closer identification between the administrators of the library and the pupils. It is also in the plans to add 1 16mm projector, 7 viewers, 7 cassettes, and 35 headsets. Of course there will be usual up-dating and additions of new materials in books as well in records, filmstrips, slides, bibliographies for teacher use, and such resource materials.

Early in the school year of 1974, plans are to use at Frances Grout a revised form of the teacher and pupil questionnaires used at Devonshire School. A questionnaire will be given to all the teachers at Frances Grout asking them to evaluate their librarian, and these results, compiled with the other questionnaire results should provide more material from which the librarian can plan for other improvements in materials and services. (See Appendix D, Revised Teacher Questionnaire, Appendix E, Revised Student Questionnaire, Appendix F, Teacher Evaluation of Librarian, pp. 28-9)

Prior to the opening of the 1974 school session, the librarian plans to redo the vertical file, up-dating it and re-shaping it for easier use by the children as the file is too complex as it now exists. A file of laminated pictures will also be included in the library next year. This will be available for teachers and pupils to use.

A FIRST YEAR IN RETROSPECT

Perhaps one, if not THE one necessary ingredient for a successful elementary library, is a principal who sees the need for a living library unit and cooperates to the fullest with the elementary librarian by opening doors, securing funds, pleading the library case, welcoming new ideas, and offering encouragement when the guidelines get tangled. Frances Grout Library has had such a principal, and any credit for opening the new library and keeping it running must be shared with this woman.

The first year had its hills and valleys. A marked increase in student reading was noted by the teachers over the previous year when the school did not have a central library. Several of the teachers instituted reading programs while other teachers assigned various research problems to the upper grades which steered the pupils into the library. A great increase in ordering books was noted in the pre-school to grade three group, as it was found the library, when assembled in the fall, was particularly weak in this area. An attempt was made to rectify this immediately for most children are most interested in reading at these lower levels, and even children of the upper elementary grades who have not caught the fever of reading can often be lured into the reading habit by exposing them to this level of reading as a starting point. One fourth grade boy, dubbed by all as a slow reader, through the efforts of his skills teacher and the encouragement of the librarian and her new library, read clear through his FIRST book and became the proudest pupil in the building. To keep such interest in books high during the summer vacation, the Waterloo book mobile was scheduled into the school the last part of the school year to acquaint the children with this opportunity to continue their reading during the summer break.

As school closed for the summer, the Frances Grout Library could consider the following holdings:

	September 1973	June 1974
Books on hand	4432	5604
Filmstrips	266	526
Records	51	99
Reel-to-reel tapes	0	30
Cassette tapes	134	253
Art-study prints	450	939
Slides	150	454
16 mm projectors	2	2
35 mm projectors	6	6
Overheads	12	12
Opague projector	1	1
Filmstrip viewers	4	4
Previewer	1	1
Micro-projector	1	1
Television set	1	1
Tape recorder	2	2
Cassette tape recorders	3	3
Cassette tape playbacks	2	2
Record players	8	8
Headsets	20	20
Jack box	1	1
Radio	1	1
Microphone	1	1

A valley was the problem of overdue books, although the loss of 50 books is probably not so stupendous when compared to a 4000 book loss reported by a local high school library. Another year the librarian will keep a bulletin board just outside the library door to list the books that are due in the library the next day. More cooperation from the classroom teachers will be solicited to alleviate this problem. Each period as many as 4 student aides were

used in the library, drawn from the sixth grade. Next year these should be limited to 2 aides and experimentation will be done using fifth graders, who have not yet felt the "senioritis" apparent in sixth graders who are the top class in an elementary school.

The class sessions held in the library, particularly when the class contained 30 youngsters, will be replaced with smaller groups and individuals next year because of lack of space to handle the larger groups. The lower grades proved more satisfactory in the larger groups. With added headsets and such AV equipment this problem should be solved.

By next year the library will become a complete media-centered library for Frances Grout. With the cataloguing of the physical education department's records and filmstrips and materials and the music department's collections, the "rounding up" will be accomplished.

Another hurdle to be vaulted is to have the administration of the school allow the children in to use the library before school, at recess, and at noon. At present, although the library is open, it is only used by the teachers during these times. Arrangements can probably be worked out on this matter to the satisfaction of all.

But the goal for Frances Grout Elementary Library remains the same: not just wall-to-wall books and materials, but wall-to-wall children. Perhaps it is an idealistic goal--as idealistic and foolish as jousting with windmills--but who knows? Next year Frances Grout's elementary librarian may be forced to petition to take over the whole gymnasium.

APPENDIX

Teacher questionnaire will need revision if you
 want to see results for future planning.
 # 5 - should already know from past year
 there are planning guides which might be
 helpful.
 Evaluation of data - needs instructions for
 teachers - 1 or 5 - collect?

A. Questionnaire for Teachers

1. What use do you make of the library?
2. When do you use the library?
 - A. Before school
 - B. At noon
 - C. After school
 - D. During planning period
3. List any services you would like that are not offered in your library.
4. List any library facilities that are helpful to you.
5. Do you recommend to the librarian book titles, films and other items for purchase? If so what?
6. What ways can the library or librarian be of more use to you?

B. Questionnaire for Students

1. What reasons do you use the library?
 - A. Browse
 - B. Class requirement
 - C. Free reading of magazines
 - D. Free reading of books
2. How often do you use the library?
 - A. Once a day
 - B. Once a week
 - C. Once a month
 - D. Never
3. Do you like to study in the library? Why or why not?
4. If the library would be rebuilt, how would you change it?
5. Is there sufficient materials for your class assignments?
6. Have you ever suggested book titles to be ordered?
7. Do you seek aid from the librarian?
8. Do you understand how to use the library?
9. How do you choose your books from the library?
 - A. Help from a teacher
 - B. Help from the librarian or aide
 - C. Suggestion from a friend
 - D. Suggestion from your parents
 - E. I select my books myself

C. Major Responsibilities of a Professional School Librarian.

1. Teaching Responsibilities

- gives continuous reference help to students who seek answers to questions created by instruction or by personal interest.
- gives instruction in library skills, both in a planned sequence to class groups and to individual situations as student need arises.
- gives assistance in classroom teaching both as a resource person for materials and as instructor in pertinent areas of expertise.

2. Resource Responsibilities

- gives assistance in curriculum development
- gives assistance in selection and preparation of materials for instructional units.
- gives in-service training on new materials, techniques and methods of using and evaluating materials.
- professionally evaluates and selects all materials for the general collection.
- gives assistance to staff in avoiding needless duplication of materials.
- gives direct assistance in the development and use of the outside learning resources.

3. Management Responsibilities

- establishes all policies and procedures in connection with library functions.
- supervises the clerical work of non-certified personnel
- organizes all materials for efficient access by students and staff.
- plans wise spending of monies budgeted for materials.

1. What uses do you, as a teacher, make of the media center?
2. When do you, as a teacher, use the library?
 - A. Before school
 - B. At noon
 - C. After school
 - D. During planning period
3. List, specifically, any services for your particular grade level that you would like to have made available from your library.
4. List the library facilities that you found most helpful to you last year.
5. Did you recommend to the librarian any book titles, films and other materials for addition to the media center? Is so what?
6. What ways can the library or librarian be of more use to you and your class at your particular grade level?

E. Revised Questionnaire for Students

1. What reasons do you make use of the media center?
 - A. Browse
 - B. Research for a class assignment
 - C. Read magazines
 - D. Read Books
 - E. Listen to tapes
 - F. View filmstrips
 - G. Make transparencies for class use
 - H. Other reasons
2. How often do you use the media center?
 - A. Once a day
 - B. Once a week
 - C. Once a month
 - D. Never
3. Do you like to study in the library. Why or Why not?
4. If the library could be redesigned, how would you change the arrangement of the room and the furniture?
5. When you are assigned a research project, do you have trouble finding enough material?
6. Have you ever suggested book titles to be ordered?
7. Do you ever ask the aide or the librarian for help in selecting a book or in finding a book?
8. Do you think you know how to use the Frances Grout Library? Could you tell a new pupil in school how to use the center?
9. When you go to select a book to read, whose suggestion do you depend on?
 - A. Teacher
 - B. Librarian or aide
 - C. Friend
 - D. Parents
 - E. Myself

The elementary librarian:

- | | | | | | |
|--|---|---|---|---|---|
| 1. Cooperates whenever I request library services. | 1 | 2 | 3 | 4 | 5 |
| 2. Has adequate knowledge of the materials in the library. | 1 | 2 | 3 | 4 | 5 |
| 3. Keeps materials organized so that they are accessible. | 1 | 2 | 3 | 4 | 5 |
| 4. Is helpful in locating and selecting materials I need. | 1 | 2 | 3 | 4 | 5 |
| 5. Is friendly and pleasant to work with. | 1 | 2 | 3 | 4 | 5 |
| 6. Is considered by me to be a necessary part of the educational team. | 1 | 2 | 3 | 4 | 5 |
| 7. Demonstrates an understanding of student problems in using libraries and materials for school and personal information. | 1 | 2 | 3 | 4 | 5 |
| 8. Recognizes that a student's emotional problems affect his behavior and ability to concentrate. | 1 | 2 | 3 | 4 | 5 |
| 9. Develops and maintains acceptable pupil behavior to create a good library atmosphere. | 1 | 2 | 3 | 4 | 5 |
| 10. Demonstrates loyalty to the total school program. | 1 | 2 | 3 | 4 | 5 |
| 11. Involves teachers and students in the selection of materials. | 1 | 2 | 3 | 4 | 5 |
| 12. Maintains an adequate collection of books and audiovisual materials. | 1 | 2 | 3 | 4 | 5 |
| 13. Makes available newspapers and periodicals to fulfill the needs of users | 1 | 2 | 3 | 4 | 5 |
| 14. Selects and encourages use of an adequate professional collection. | 1 | 2 | 3 | 4 | 5 |
| 15. Guides students to develop their skills in research and reference work. | 1 | 2 | 3 | 4 | 5 |
| 16. Communicates with faculty and students concerning new materials, services, etc. | 1 | 2 | 3 | 4 | 5 |
| 17. Makes the library a source of information concerning the school and community. | 1 | 2 | 3 | 4 | 5 |
| 18. Makes good use of available facilities. | 1 | 2 | 3 | 4 | 5 |
| 19. Is flexible and creative and adapts to the unique needs of the school community. | 1 | 2 | 3 | 4 | 5 |

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