Problems in School Media Management

• PROBLEM-CENTERED APPROACHES TO LIBRARIANSHIP •

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Bowker Series in
PROBLEM-CENTERED APPROACHES TO LIBRARIANSHIP
Thomas J. Galvin, Series Editor

CURRENT PROBLEMS IN REFERENCE SERVICE
by Thomas J. Galvin
PROBLEMS IN SCHOOL MEDIA MANAGEMENT
by Peggy Sullivan

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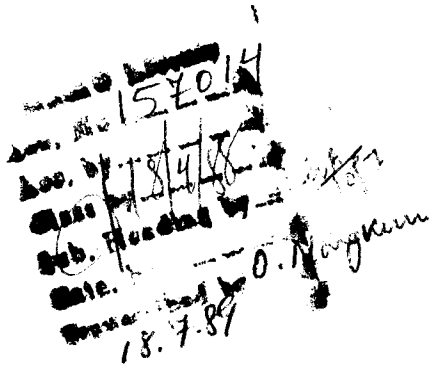

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FOREWORD

As the second title to appear in the series "Problem-Centered Approaches to Librarianship," Peggy Sullivan's *Problems in School Media Management* represents a distinguished addition to the instructional literature in the school-library, media-center field. It makes available a significant group of problem materials in case study form for use either in the library school classroom, or in workshop, institute, conference and other informal, in-service training environments for library and media personnel. These case studies reflect both the author's wide experience in the school field as a practicing librarian and as Director of the American Library Association's Knapp School Libraries Project, and her sensitivity and perceptiveness as an observer and recorder of the human condition. It is this last point—the depth and complexity of the problem situations she describes, that seems to me to distinguish Miss Sullivan's case studies most clearly from the work of other writers. These case studies ought to teach one of the most valuable of all lessons the professional has to learn: that problems often arise, not out of confrontations between "good guys" and "bad guys" in schools, but out of natural and inevitable conflicts among the honorable and the well-intentioned, often in the common pursuit of the most praiseworthy goals.

"Problem-Centered Approaches to Librarianship" is a new series designed to make case studies available for instructional use in all major areas of the library school curriculum, as well as to demonstrate the value of the case study as a vehicle for presentation and analysis of professional problems. Future volumes in this series will appear at regular intervals, and will focus on such areas as cataloging and classification, the literature

of science and technology, the development of academic library book collections, computer applications, and problems of middle-management in libaries. It is the editor's hope that these will prove as useful and relevant both to the student and to the practicing librarian as the present volume surely must.

THOMAS J. GALVIN
SERIES EDITOR

PREFACE

In my own investigation into the use of case studies in education for librarianship, I have found many reasons why a collection of cases in school media management might be useful. A number of teachers of library science have told me they have adapted cases from other collections for use in courses related specifically to school media programs. One of the difficulties in using cases which apply to other kinds of libraries is that the very framework of the elementary or secondary school, and the place of the library or media program within it, changes the nature of most problems of policy and practice which arise. Thus, I have selected as the basic problems for cases presented here, the ones which occur in media programs in schools. It should be obvious that some of these programs are fairly traditional library programs, rather than unified media programs. The nature of some problems does not change when media programs are unified. The reader should understand that depiction of traditional school libraries does not indicate any bias of the author's in opposition to unified media programs.

The thirty cases in this book may be used for discussion and/or analysis by present or potential school media personnel in a teaching situation. I did not intend them to be read straight through, but rather, to be used in class to introduce problems within a specific context. The case method allows students to work from the same set of facts, thus assuring that in the discussion, all the elements of the problem will be exposed. Thus, while students' perceptions may differ, they cannot stray too far from the basic situation.

Some instructors or group leaders may choose to have the cases extended or resolved through role-playing. Although I have not used that technique myself, I am sure many of these cases are adaptable to that purpose. In that case, though, I would stress that care be taken to move toward a solution, rather than just to draw out or dramatize the problem.

Another potential use for these cases would be in in-service programs in school systems. The purpose would be to focus the attention of participants in an in-service class or meeting group on problems which might be quite similar to those which they might encounter in their own work.

The arrangement of cases in this volume is, generally, from the less difficult to the more difficult. Complexity or difficulty may, of course, be a matter of taste. Since it is important for cases to be credible, I have based these on actual incidents or situations. However, I have combined, condensed, altered, or, to be honest, have simply forgotten details on enough of these so that no one case includes a setting, characters and a problem which occurred together. To avoid coincidental use of names of actual persons or places, I have used the list of U.S. Places of 2,500 or More Population from the 1966 *World Almanac and Book of Facts* as the source of all names for persons, communities, or cities presented here.

Because I have had unusual opportunity, through my work as director of the Knapp School Libraries Project (1963 to 1968), to travel and to visit many kinds of media programs in the United States and to get to know many of the personnel working with them, I should acknowledge to all of them my indebtedness for their assistance, whether intentional or unintentional. They are many, and I may even have forgotten a few, but they probably remember the insights they offered to me.

It is customary for an author to acknowledge gratefully the assistance of his editor. When the editor has been the source of ideas, the consistent critic, and the thoughtful provider of suggestions about the book's ultimate scope, purpose, and use, gratitude is too small a thing. Tom Galvin has been all of those. Occasionally, I know, one's editor becomes one's friend. I think it is more difficult for one's friend to become one's editor, but Mr. Galvin has done that with grace and charm. For all of that, I thank him.

INTRODUCTION

Thomas J. Galvin spoke at a conference on methods for the teaching of book selection, held at the University of Illinois in September, 1968. Although I had known his book, *Problems in Reference Service,* and, to a lesser extent, other books of cases in librarianship before that time, his talk gave me the idea of preparing a collection like this. His references to the case method and to the test of the value of specific cases were especially helpful. He pointed out that, in solving a case, there must be at least two viable solutions. I found that idea especially appealing, because I have long been bothered by the attitude that says, "This works, so this must be the only way to do it." This attitude has seemed to me to be especially widespread in school library programs, where the professional person responsible for the program has had little or no opportunity to work with others in the same field, and therefore has little sensitivity to the fact that even a good solution may not be the only one.

My opportunity to use cases in teaching first came at the University of Chicago in the summer of 1969, when I assigned one of the cases in this book to a class in Library Work with Young People. It was the first case I had written, "The Case of Extended Evenings," and in that class of students preparing for work in school and public libraries, it presented problems relating to both kinds of libraries. I used that case and nine others during two semesters of teaching at Rosary College, in the 1969–1970 academic year. The climate in the Department of Library Science at Rosary was particularly appropriate to encourage my attempting this approach, which was new to me and to the students. Sister Lauretta McCusker, chairman of

the department, offers great interest and encouragement to instructors, as well as great freedom in setting directions and goals. The students in the Seminar in Library Work with Young People were, for the most part, the open, inventive thinkers and articulate discussants who make seminars the educational experience they should be.

It may be clear, by this time, that I do not employ the case method in my use of cases. Rather, I have used cases as vehicles for discussion. Instead of assigning specific students to prepare extensive analyses of cases, I have usually chosen to have the entire class discuss the case together. Sometimes, I have assigned written analyses, and sometimes, I have asked only one or two students to be prepared to lead the discussion. But that is not, strictly speaking, the case method. I believe, however, that these cases lend themselves to either kind of treatment on the part of the instructor using them. Further, although I have used some of these cases with students in a seminar class in a graduate library school, I have constructed other cases in sufficient variety and complexity to make them appropriate for less advanced graduate or undergraduate classes.

Few problems which arise in libraries would be the same in all libraries, with all publics, or for all personnel. Cases such as the ones in this volume, by placing the problems within a realistic setting, make it possible to apply policies learned in a vacuum to individual instances. A technique to be encouraged in solving or discussing these is that of treeing decisions. The student or discussant should be able to lay out the chain of decisions which were made in arriving at the crisis or problem within the case, and to indicate what options were best to follow at each of those points of decision.

When I used some of these cases, I had one student who consistently said at the opening of discussion, "Well, it's nothing but another problem of communications," and then virtually tuned out of further participation. What that student failed to realize was that "communication" can be the cause of many problems, but that the point is to find at what times and in what ways effective communications might have averted or altered the nature of problems encountered.

Instructors who use these cases will discover that some do lead to points of crisis. In others, the situation may be deteriorating or poor, but with no immediate crisis in sight. It has seemed to me that the nature of some problems causes this difference, but that students should become familiar with both kinds. I have tried to avoid endings which are such a tangle that the potential discussant will say, "Let's not do anything about

it now; it's a mess." But I have also realized that unless some action is virtually demanded, the discussants of the case may simply find themselves rehashing the facts presented to them, rather than using those facts as background for their own evaluations and suggestions for action.

As an aid to initiating discussion or analysis in some cases, I have included questions or suggestions for discussion at the conclusion of some cases. The instructor or group leader may choose to prepare these for other cases. In my own teaching, I have prepared and distributed reading lists which might assist students working on cases. Since most of the readings are periodical articles dealing with specifics, the list is not included here, since it is quickly outdated.

In these cases, as in reality, there are often overlapping problems. The same case may be used for different purposes in different groups or at different times. This is especially important to note in the cases which relate generally to district-wide problems, such as "The Case of Considering a Center," or "The Case of Extended Evenings." While these may have particular relevance for individuals who are currently responsible for district programs, or are readying themselves to be supervisors or consultants, I believe that the ramifications of the decisions made at those levels are so significant for the media personnel and other faculty in any individual school that persons using these cases as part of their learning should be aware of how those decisions or practices occur. It is also possible to use a case as presented here, and to alter the course of discussion by offering alternatives to the facts as presented. For example, in "Discipline at Donora," is the problem affected by the educational background of the librarian, by the fact that she did her student teaching in that school, or by the fact that she attended that school as a child? In what ways might different circumstances affect her own actions or those of others? In some of the other cases, one might ask whether the problem would be the same regardless of level or location of the school, regardless of the race or other personal characteristics of the participants, or regardless of the size of the school.

It has been my experience that the use of case studies is much to be preferred over discussion of problems actually existing somewhere. Too often, in discussions like that, participants discover that the member of the group who is describing the situation he knows, has tended to clarify or highlight some points, while not presenting others too clearly. Thus, the value of considering a case from actual experience can be, and often is, diluted. It is hoped that these case studies in the realm of school media programs will serve as a valuable, and challenging tool for library and media education.

1.
Miss Boscobel's Struggle with Skills

"Now, this afternoon, we're going to do something just a little bit different. Usually, after you've heard a story, you know it's time for you to pick two books you would like to take with you. And we'll do that today, too. But while you're picking those books, there are some things I want you to think about. What are some of the reasons that make you decide to take one book and not another? Can we think of ten? Let's make a list and see how many we might name."

Leona Boscobel turned to the overhead projector and switched it on. She picked up a pen, ready to make notes as the third graders answered her open question.

"Ginny, I see your hand up. What's a reason you use?"

"I choose a book because I can read it myself."

"That's good. And how do you know you can read it yourself?"

"Oh, I open it up and skip through the pages."

"All right. You skip through the pages. We call that skimming sometimes, Ginny. And is there something else that skimming can tell us? Philip?"

"Well, sometimes, I skim through a book to see whether I'll like it or not. You know, I look at the pictures and I see how long it is, and I see whether there are any maps or stuff like that."

"Could we call that 'getting the feel of a book,' Philip?"

"Yes, I guess so, Miss Boscobel."

There were two points on the transparency recording the children's reactions now. Miss Boscobel gave more clues. She was attempting to get

2.
A Problem of Identity

Developing a consistent program under the direction of Mary Moberly, the elementary school libraries in the city of Delavan had received national attention. The seventy-five schools in the system, forty-two of them elementary schools, had school library programs that were individual, yet Miss Moberly had insisted that the same pattern should be followed throughout the system in such matters as general arrangement of the facilities, charging of fines, and purchase of equipment. In recent months, however, the elementary librarians in schools of the inner city had begun to feel some conflict between the recommendations for the library program as such and the freer atmosphere being cultivated in the administration of schools.

The principals of inner city schools, some of them working closely with citizens' advisory committees for the first time, were anxious to try more ways to individualize their programs. A collection of paperback books was provided in each school; students were encouraged to swap one book for another, with no record kept of losses or loans. Stirred by the report that forty-five percent of the children in these areas came to school with no breakfast, one task force of planners in the school system had inaugurated a plan to provide a free breakfast for every child. Response to this was enthusiastic. Another fairly recent plan had been to employ students from the nearby high schools as aides in the cafeteria and library. The announced purpose of this was not only to provide the high school students with spending money, but to stimulate their sense of responsibility and to give them status among the elementary children who would see

3.
Sylvester . . .
Meets the Press

Fleur Wilmette had been the first elementary school librarian hired by the Baileys Crossroads School District five years earlier, and she had been responsible for building the collections in schools where the libraries came rapidly to life with federal funds, as the result of the Elementary and Secondary Education Act of 1965. Since six of the nine elementary schools in the district received Title I funds, she had done a good deal of work with community groups to stimulate interest in the programs of tutoring, community responsibility, and preschool programs, which had received most emphasis from the school district in the use of Title I funds.

When the Newbery and Caldecott Award winners of 1969 were announced, Todd Evans, the associate editor of *Baileys Daily*, the local paper, called her to ask for an interview. Fleur immediately said she would be delighted to talk of her experiences, but she would clear the interview with Mr. Duluth, the superintendent of schools.

"Okay, you do that," Mr. Evans said. "But I'm sure that it's fine with him. He was telling me at Kiwanis the other day that we should give more feature space to the schools, and when I saw this press release on the award books, I thought it would be a good feature for our women's page."

Fleur set a date for the appointment. Mr. Duluth was, as she had expected, very pleased that she had been asked for the interview.

When Mr. Evans arrived for the interview, he brought with him the press release announcing the winners of the awards. He was pleased to see that Miss Wilmette also had copies of the books available for him to see. He asked to borrow them, and she agreed.

4.
Sid Creates a Dilemma

"I thought there was a filmstrip on the Shakespearean theater in that series about drama through the ages," Jim Tucumcari said to Glenda Sherrill as he came into the media center workroom to check the shelflist.

"Yes, I'm sure there is," Miss Sherrill replied. "I remember how pleased Dennis Premont was when that series came. He used it with the juniors last year, and they put on that great program of readings from Shakespearean plays. Remember? They used those recordings of recorder music and did such a good job of creating an atmosphere."

"Sure, I remember, although I can't be as sure as you that that means there was a strip in this series about the Shakespearean theater." But as Mr. Tucumcari was talking, he was looking through the shelflist, and he raised his head and read from a card: " 'Drama for all times . . .' Here it is. And strip number seven is entitled 'Shakespeare's Theater.' I suppose it could be that I was looking under Shakespearean instead, but I even opened the filmstrip cabinet and looked through the 800's and didn't find anything. Maybe it's in the number for world drama, as a series. I'll try that." He walked out of the workroom.

Sid Mandan had been working quietly in the corner of the workroom, checking in magazines. He looked over at Miss Sherrill, seemed to be about to speak, but said nothing. Miss Sherrill smiled at him. "Yes, Sid?" she said.

"Oh, nothing," he answered.

It was good to see Sid smile. He was a loner among the high school students, and was the kind of boy Miss Sherrill was almost sorry to see

5.
Fly on the Wall at Capitol Heights

Christine Milo, media specialist at the Capitol Heights Elementary School, often said she wished she could be a fly on the wall in various classrooms, to hear how teachers prepared students to visit the center, to know how they presented media in classes, and to understand better the various ways that media entered naturally into their instruction. On her rare visits to classrooms, she was more likely to be observing the conclusion of a unit, the presentation of a program, or some specially programmed use of media. She thought, however, that the more she knew about how teachers used media, either effectively or ineffectively, the better she might be able to arrange for its good use by others. For that matter, knowing what had led to a reference question from a class might enable her to give better assistance to the student seeking the information.

The following are accounts of actual incidents or conversations in classrooms which she might have observed:

Bart Fulton's fourth-grade class studied trees in October. Mr. Fulton had worked out a schedule with the other fourth grades so that no two would be competing for the limited number of materials about trees. This was a unit popular with the children, and, when taught in October, it allowed them to bring in leaves and display them, which often led to friendly competition among the students in trying to find the most unusual or the most perfect leaves.

The unit lasted two weeks. On Wednesday of the first week, Mr. Fulton announced that if the children continued to work well on their

6.
Dr. Wooster Makes a Visit

When visitors came to the East Conemaugh Community Schools, Edith Boyer, the district library supervisor, frequently took them to visit the Freedom Elementary School. Gwen Walters had been librarian there for eight years, and as a former teacher in the school, her rapport with the teachers and with the principal, Glenn Purcell, was exceptionally good. Mrs. Boyer realized that Mrs. Walters was only giving lip service to the concept of the school library as a materials center, but the excitement of the program, the interest of the children, the support of the parent volunteers who assisted in the library, and the strong tie between the library and classroom instruction were such assets, that she considered the school well worth a visit.

When Jim Wooster, a faculty member from a nearby state college, had asked to visit several schools with her, Mrs. Boyer naturally included Freedom among them. She telephoned the school and talked with both Mr. Purcell and Mrs. Walters. Mrs. Walters asked whether there was anything Dr. Wooster would especially like to see, and Mrs. Boyer replied, "Oh, I don't think so, Gwen. He's visited several of the schools in the district before, but now he's going to serve on a program dealing with the teaching of literature in the elementary schools, and he just wants to see what the role of the library is in that. I don't like to impose on you all the time with visitors, but I think he'll just want to see things as they are. He's a very nice guy, so there shouldn't be any problems about that."

Mr. Purcell was attending a principals' meeting at the administration building when Mrs. Boyer and Dr. Wooster arrived at the school, but the

7. *The Committee and the Community Resources File*

For some weeks after her visit to Freedom Elementary School with Dr. Wooster, Edith Boyer had had in the back of her mind the idea of doing something with the community resources file that Gwen Walters, the librarian, had developed. When the speaker for the in-service meeting of librarians scheduled for the third Wednesday of the month telephoned on Monday to say he was unable to come, Mrs. Boyer thought she could accomplish two things—consideration of a similar file for the district, and a worthwhile focus for the meeting—by asking Mrs. Walters to bring her file and introduce it to the other librarians.

Mrs. Walters was obviously delighted to be asked. "I've done a lot of show-and-tell with that file, Edith, and it does impress people. Every librarian in this district could build up the same sort of thing, if she'd just put a little effort into it. I'll really give them a boost."

Mrs. Walters not only brought the file; she had duplicated samples of the form used on the five-by-seven-inch cards, and she had these ready to distribute. She had also made notes to use in her introduction, in which she mentioned specific uses for the file and ways in which it had grown.

"We've had this file for several years now, and it's grown enormously. You can see how often we've added more information, and once we'd gotten started, and the teachers began to use the file, I began to make notes on the backs of the cards about which of the resources were especially good ones, and that sort of thing. This keeps us from using the same materials over and over, and that's a help to the people or organizations who are the resources. Sometimes, too, when it's a matter of a classroom presentation,

8.
Explosive Potential at Nitro High School

In setting up departmental media centers at Nitro High School, Roy Mills had given careful consideration to the potential problem of communications among the members of the media staff. The high school covered one square block of the city, and the centers, located near the teaching areas of departments which they served, were to draw staff in all directions. As he organized the plans, he thought of the plastic sets on which one played three-dimensional tic-tac-toe. Although staff members were assigned responsibilities according to their own subject specialization, he hoped to stress their responsibilities as general staff members by having them work designated periods in the center itself.

The departmental centers were small, two of them converted classrooms, and the third a portion of the old auditorium, which had become the art department. The decision about which departments should have centers had been made on the basis of the interest of the department faculty in having their own center. Although the art department was small, the teachers pointed out that a picture was often needed for just a few minutes, to use as a pattern, and that few of the titles most vital to them overlapped with those in the general collection. The English department, which had been most enthusiastic about the prospect of a departmental center, had withdrawn the idea after discussion, when they began to realize how many of the general reference materials would have to be duplicated for a departmental center, and how much overlap there would be with titles for general reading and the contemporary novels and collections that would be essential in a departmental collection. The foreign language teachers, using

9. *All Kinds of Copying*

When the Ottawa Hills High School built a new addition, a materials center was one of the major improvements. The formerly overcrowded library facility was replaced by a spacious suite, including space for seating 130 persons at one time, equipment for use with the growing collection of nonprint materials, microfilm readers and printers, which made it possible to reduce the large area formerly reserved for back issues of periodicals, a production area for transparencies and other materials, and adequate shelving for the collection of 12,500 books. Jason Charles, who planned the new facility, felt that the result was worthy of the months of effort he had spent on plans, reading, visits to other libraries, discussions with other librarians, and conferences with the architect and other members of the school's planning team. He welcomed many of the people whom he had formerly visited who were curious to see his new facility. He was proud of the care that students and faculty took of its many new features. The school newspaper featured the new materials center and used it to call for cooperation and pride in the school. The 1,500 students of the school entered enthusiastically and thoughtfully into use of most of its offerings.

The photoduplicating unit, installed on a lease basis, was a novelty in a school where students were not at all hesitant to spend ten cents a page to photoduplicate several pages of a periodical article or encyclopedia article, rather than to miss the school bus while making notes or hastily scanning the item which interested them. When all the equipment in the materials center was new, students used the photoduplicator extensively to photoduplicate their own hands and to reproduce abstract designs made by

10. The Case of Staff Selection

Herb Lowell was fond of saying that, for an administrator, there were days and days of tedium and triviality, relieved only by the occasional day when he had to make a decision—and it was on that day he earned his pay. His position as assistant superintendent for instruction in the Frontenac School District followed that pattern. Dell Dexter, principal-designate of the Florissant High School, had reminded him in a memorandum earlier in the week that all department heads had been chosen except for the director of the school's media center. This was the time for Dr. Lowell to meet with the district consultants for libraries and for audiovisual programs and with Dr. Dexter to make that selection.

The plans for the new high school were on the table in Dr. Lowell's office. They included the district's first unified media center, and he hoped that the plan on which they had worked so long would prove to be a prototype for other centers. Although the older high school had a fairly new addition which housed the library, the facility had not been planned as a media center. The problems with that building had led to many of the decisions made for Florissant. Dexter had been the administrative assistant to Dr. Lamar, the principal, when that addition was planned, and had participated in many of the decisions. His experience in that, and in working with the new plans, would be major assets in his administration of the new high school.

One of the reasons for making the plans for Florissant as innovative as possible was the resistance that had been expressed in the school district for many years toward the idea of a new high school. In a period when the

11. *Plans for Friday Freak-Outs*

"Yes, Mrs. Wheeling?" said Mr. Dearborn, head of the social studies department, as the teacher came into his office. He did not look up from the catalog on his desk. "How are things going?"

"Oh, pretty good, I think, thank you. This is the period when that tough class of tenth graders are answering a questionnaire about how they would change the world, so I'm supposed to be somewhere else, and I thought this would be as good a time as any to see you."

"Yes, of course. I just want to finish noting some of these titles from this catalog. Mr. Pilot has told me the senior class came to him as principal and told him they had voted their entire class gift—usually something like 300 dollars—to be in memory of Jason Jekyll. Since he was in the social studies department, we can get something appropriate for the social studies classes with the money. And that, of course, made me think of all the times poor Jason used to come in, practically screaming for materials to use in classes. I'm working now on some recordings in black history, which he was teaching, as you know, before he was killed. And I think there'll be enough for some slide sets on different sections of the country. He really loved to travel, and he brought his own slides to school often, to show to his classes. I feel these will be really appropriate memorials to him."

"They sound like it," Mrs. Wheeling agreed. "Actually, I was thinking of Jason today, too, when I asked to see you. Do you remember that meeting we had early in the school year, when he talked about his 'Friday Freak-Outs'?"

"Yes," Mr. Dearborn chuckled. "That was a good old Jekyll expres-

12. The Case of Placing Priorities

Jack Hampton succeeded Sarah Conrad as librarian at Greenfield High School. Miss Conrad had been librarian at the high school from the days when it was newly consolidated, with one hundred students in each of the three grades ten through twelve, through its growth to an enrollment approaching 2,500. The years which had seen the population increase so dramatically had brought other changes. The collection of books in the high school library had been noted as strong by a visiting accreditation committee in the last spring of Miss Conrad's tenure, and she was proud of telling people that long before the American Library Association had endorsed the idea of an instructional materials center, she had developed one at Greenfield. One of the industrial arts teachers maintained such items as overhead projectors for classroom use, and a crew of student volunteers assisted him by delivering equipment to the classrooms. With departmental funds, teachers had supplemented the materials available from the library collection and used rented films as well as the school's collection of filmstrips, transparencies, and other nonprint materials extensively.

Miss Conrad's unhappiness in her last years at Greenfield apparently stemmed from the problem of adjusting to the changes in people and attitude which size and the encroachment of the city had brought. When Mr. Hampton had visited the library in the spring for an interview, Miss Conrad had been concerned to hear he did not plan to live in the immediate vicinity if he were appointed librarian. Mr. Hampton had smiled and said, "But we have a house that we like very much, and we've had it only a year. It's in Fox Point, just fifteen minutes away on the expressway. Why move?"

13. *Schedule for a Student Librarian*

In the five years since she had completed a master's degree at Wilson University, Martha Drexel had kept in fairly good touch with her former teachers, classmates, and others. She had not returned to the campus, but occasionally, at a state or national library meeting, she attended some social gathering of alumni, at which the dean usually gave a short talk, intended to assure them that Wilson was maintaining its high academic standards and its interest in them, as well as its need for their contributions. She considered herself a loyal alumna, and she was, in general, proud of the education in library science which she had received there. She was accordingly pleased and interested to receive a letter at school one day, inviting her to attend a meeting on the university campus about the program of education for students who would be responsible for school media centers. The meeting was to be held on a school day, so a copy of the letter of invitation had been sent to her principal, Mr. Branson, and a carbon of the letter sent to him was included with her own letter. Both the invitation and the letter to the principal stressed the importance of the invitation, and she was sure Mr. Branson would encourage her to go.

In the faculty lunch room, when the principal seated himself next to her that day, he said, "Well, I see they're rounding up the old grads among the librarians, too. I'd forgotten you'd gone to Wilson, but I hope you're planning to go for this meeting."

"Yes, I'd like to," Martha answered, "and I take it you're encouraging me to go. So that's all it takes, I guess. I wonder what's going on there."

14. The Architect Comes to School

"Until I came to this school, I would not have believed it," Sybil Rehoboth said at lunch. "As a matter of fact, I didn't believe it when they told me about it—seven-foot shelving in an elementary school materials center! Chairs and tables enough even for your class, which is the largest, plus our listening center, and it's not too bad. Of course, kids can't get around easily when a class is there, but it works. And I wouldn't have thought it possible."

"Take some credit for yourself," Grace Waldwick said. "You've made the place mean something to the kids, so they're willing to climb around like monkeys to get what they want from those high shelves, and you've fixed it so the younger ones can get what they need on the lower shelves. It wouldn't work every place, but I'm glad it does here, because I couldn't teach now, without the kind of center you've developed."

"Well, I guess that's twisting a compliment out of you," Mrs. Rehoboth said with a chuckle. "But it now looks as though it may not be that way much longer. The architect who's going to work on the new wing is coming in today, and Mr. Bozeman has asked me to meet with him in his office after three o'clock. That's why I'm armed with all this." She held up a manila folder bulging with papers.

"What is all that?"

"I've gone back over the last several years, to see what's been written about planning materials centers or libraries. And fortunately, I've always kept sketches, sort of, of the places I've visited myself, when I've gone to conferences, for instance.

15. The Case of Ogden's Opportunity

Neil Ogden came to the Sloatsburg High School to develop the fairly adequate library, administered by Hedy Lewis, into a strong center for all media used in the school. Miss Lewis had often said that she was convinced of the value of a media center but unsure of her abilities as a leader in developing it, so she was delighted with his appointment as media coordinator. Mr. Ogden consulted with her frequently as the time for planning a new physical facility approached. He also discussed some of the possible program changes with Dolly Malone, whose experience in communications as a Wave had made her the logical choice from the faculty for a teacher to administer the slowly growing collection of equipment and materials such as films and recordings. Mrs. Malone had made it clear that when a new facility was planned, she looked forward to a full-time position in the center, where there would be more opportunity for local production of videotapes, graphic materials, and slides. In the three years she had been at the high school, she had done some of this sort of work for teachers in her own home in the evenings, and the group of teachers working with her and contributing ideas for transparencies they would like to make or to have made had become what Mr. Ogden considered the best nucleus for further development of an alert faculty making the most effective use of media.

The prospect of funding from a foundation spurred new interest in plans for the new center. Charles Malverne, a longtime Sloatsburg resident, had recently been named to the board of the foundation, and he approached the high school principal at a meeting to suggest that the high school develop some kind of proposal. "I've told those Wall Street lawyers on the

16. Introduction to New Worlds

As a new elementary school librarian in the Anoka County school district, Marilyn Becker looked forward to working in a district large enough to have a school library supervisor, centralized processing, and the give-and-take offered by the fifteen elementary school librarians serving the district's fifty elementary schools. Her first two years' experience after college graduation had been as teacher-librarian in an elementary school in an eight-school district, and, as her interest and ability in handling the library had increased, she had realized this was the part of her job she wanted to keep. She had read with interest the report of a citizens' survey of the Anoka schools, especially the recommendation that every elementary school should have a librarian assigned to it, at least on a part-time basis. Her own assignment, she found when she reported for work one week before the school year began, was to two elementary schools, Evangeline and Franklin.

Miss Becker's first week of work was devoted to an orientation to the larger school district. She learned that another recommendation of the citizens' committee's had been that administration be decentralized to the extent of having one associate superintendent responsible for each of the four high schools and for the elementary and middle schools which were their "feeder schools." The term, feeder school, was new to Miss Becker, and she was amused to find this agricultural term used in a fairly sophisticated suburban district when she had never encountered it in the rural community where she had taught before. At the meeting of elementary school librarians, Dwight Benton, the school library supervisor, explained

17.
When the Elite Meet

One of the things which Esther Menard had promised herself to initiate, if the staff of the Tasewell Junior High School media center were ever sufficient to allow time for it, was a discussion group for the students. She had seen many films which did not fit neatly into an instructional unit, but which were wonderful beginnings for discussions. In the black community where Tasewell was located, she felt that one of the things most disastrously missing was the opportunity for students to discuss what they read and saw and heard with their teachers or even among themselves. She was sure that many of them lacked this same opportunity in their homes, and she had determined to provide it as soon as possible.

In addition to her constant nagging concern for the students whose scores were high or normal on intelligence tests, but whose school work was far below their expected potential, Mrs. Menard's interest was caught by the students in the second layer of ability—those who were not the honor students or the leaders. Very often teachers and others were prepared to make special efforts to see that top students worked up to and even beyond their best, because they saw in them the hope for futures that would include college and security. But it was the students in the second layer who were, she felt, in danger of being ignored completely in all of the school's programs. In any other kind of community, they might have been likely college material themselves, but here, infected by a kind of hopelessness which Mrs. Menard felt the community had, but to which she could never become reconciled, they were all too likely to be dropouts, either in fact or in feeling, as they went on in school. These were the students whom a

18. Discipline at Donora

Maxine Grove had completed her student teaching at Donora Elementary School, and had been pleased when Mr. Picher, the principal, suggested that she consider an appointment in the school district. Donora was near the farm which had been her home all her life, and she figured that a year or two of teaching in her own community and living at home could make possible the graduate work she hoped to take. She had experienced no particular problems caused by doing her student teaching in the same school she had attended as a child, although two of the teachers had been there since her own school days. One, Effie Glass, was the librarian who had been her eighth-grade teacher. Mrs. Glass had supervised her work in the library for the half of her student-teaching time that was allotted to the library. The other, Lee Gallitzin, seemed scarcely to remember her and had never been her teacher.

Miss Grove's first letter of appointment specified that she would teach fourth grade, with some responsibilities in the library. That was an assignment frequently given to first-year teachers, but in her own case, with her minor in library science and her interest in doing graduate work in that field, it was good news. She knew from her own experience that the assistant librarian often did little more than keep order during the two browsing periods in which the library was open for children from all classes, and which coincided with the two periods when Mrs. Glass taught mathematics to the seventh and eighth graders. But Miss Grove hoped to do something more than maintain the rigid discipline which Catherine Fox, the teacher she was replacing, had done.

19. The Case of the Knowing Newcomer

Beth Meigs, a new teacher at Scioto High School, came to town a few weeks before school opened to get settled in an apartment and to get acquainted with the community. One of her first visits was to the public library, where she applied for a borrower's card and introduced herself to the librarian, Selma Ziebach. Miss Ziebach remarked that it was a pleasure to have a teacher visit in person for a change, rather than to have to get acquainted over some misunderstanding about assignments after the start of school.

"Oh, I'm sure I'll be in often. I use the public library a lot, and there are magazines that I can't afford to subscribe to that I like to read. You'll be tired of seeing me before the year is over." Miss Ziebach was to remember that blithe statement later.

On that first visit, Miss Meigs looked through the card catalog to see whether a sampling of the titles she had used before for debates were there, as well as some of the books on a reading list she had prepared the year before for reluctant freshman readers. She was pleased with what she found, and told Miss Ziebach so. Miss Ziebach commented that she would probably find most of what she needed at the high school library as well, and added, "And I'm sure that Mr. Trout, the librarian there, will purchase anything you might request."

Even before she received the form from Mr. Trout asking her what books she might like to have placed on reserve for her classes, Miss Meigs had made it a point to visit the library in the school. Since she was to be teaching three sections of freshman English and a sophomore section in

20.
The Moonachie Apache *Makes Whoopee*

Nancy Demarest, the first girl to be editor-in-chief of the student newspaper at Moonachie High School, took her responsibilities seriously. She was determined that again this year, the *Apache* would take top honors in the state and national competitions for high school papers, and that it would also be read and respected by students and teachers. In the fall, the twenty-five-person staff had put their energies into supporting the student government drive to stimulate better citizenship throughout the school. There had been a series of "Weeks"—Clean-Up, Shape-Up, Hole-Up, and Crack-Up—which had campaigned respectively for anti-littering, physical exercise, reading, and humor. The *Apache* had the honor of announcing the room, class, and school winners of each week's contest for the best examples. In those weeks, the paper had no sooner hit the stands strategically located throughout the building than copies had been eagerly snatched up.

In the weeks between Christmas vacation and the end of the semester, the period which the dean of girls referred to as "the era of bad feeling," the *Apache* searched for a theme, a cause to carry it through the rest of the school year. When Nancy was invited, on January 4, to attend a high school press conference and workshop in nearby Newton, she went looking for a theme. She talked with other high school editors like herself, she listened to newspaper moderators pointing out the strengths and weaknesses of various papers, but it was only when one of Newton's most popular daily columnists spoke to the high school journalists in the afternoon that she felt she was getting somewhere.

"This is the Era of the Squeeze-Out," Jay Paterson, the columnist

21. The Case of the Preschool Program

In the village of Tupper Lake, elementary school libraries had begun only with the advent of federal funds under Title II of the Elementary and Secondary Education Act of 1965. Because of early interest in some kind of library program which had been shown by citizen groups, the district had provided funds for the staffing of the school libraries as they were set up. Shannon Zane considered herself fortunate to have stepped into a full-time position in an elementary school immediately after completing her master's degree in library science. The school to which she was assigned, Raeford, was one of three in the village which had full-time librarians. The eight other elementary schools had librarians for assignments ranging from one-fifth to one-half time. When Nan Woodruff, the curriculum director who had the major responsibility for school media programs in the district, had described the assignments to a meeting of the librarians and the principals, she had said, "Now, we know you librarians would all like to be full-time in one school, and that you principals would like to have them that way. However, we just can't swing that yet, financially. We have special federal funds for personnel in the three schools that are 'target' schools under Title One, and we've decided to make Raeford a demonstration school for the use of media. That's why those four have full-time librarians, but we expect that if all goes well in those schools, we should be able to make more full-time appointments in the other elementary schools."

Later, in a conversation with Bob Niles, the principal at Raeford, and Mrs. Zane, Mrs. Woodruff gave them more of the background for the assign-

22.
Views of Reference

Kenny Snyder bounded into the library one Tuesday morning with a friend, went straight to the librarian's desk, and greeted Marie Blount, the librarian on duty, with: "Hi, Miss Blount. You know everything. What're Winston Churchill's dates?"

"Born, 1874, died, 1965. I don't know everything, Kenny, but he was the same age as my grandfather, who died in 1963, so I'm not likely to forget."

Kenny turned to his friend, Rich Saluda. "See, she's good, isn't she? So we can use him all right."

"What are you going to use him for?" Miss Blount asked, with mild interest.

"Oh, we've got to write a paper for social studies, and it's got to be about somebody who overlapped the nineteenth and twentieth centuries. I wasn't sure Churchill was born long enough ago, but I thought he'd be great, because he's practically modern, and most of the kids can really remember something about him. He'll be a lot more fun than Pershing, Woodrow Wilson, or some of the other guys the kids are picking. Well, let's go, Rich."

Miss Blount looked after the two enthusiastic boys with a smile. Kenny pushed Rich toward the encyclopedias and busily showed him how to make the best use of the indexes, then went to the card catalog to begin his own search for materials. Just then, Pat Sneed, the head librarian, who had been revising some filing in the card catalog, walked back to the desk.

"Kenny's right, Miss Blount. You're good. I'm rather glad I happened

23. The Case of the Committee Chairman

Helen Spinard had been librarian at Glendale High School since it had opened, fifteen years ago. She managed to keep in close touch with the needs and interests of faculty and students, and to develop a library collection which usually satisfied their requests. For the past two years, she had been assisted by John Ralston, a teacher who had a state certificate as an audiovisual specialist. They had divided the work load fairly equitably, Mrs. Spinard felt. Both of them served on the reference desk, assigned times for use of audiovisual equipment and materials, and shared such responsibilities as orientation of classes to the library. Mrs. Spinard was definitely in charge, but she valued Mr. Ralston's willingness to learn, and the good communication they had achieved. With the enrollment at Glendale leveling off at 2,500 students, both staff members sensed a renewed zest and interest in the high school on the part of members of the community and teachers at the school. The reason for this seemed to be that, with school buildings no longer so crowded, and with the families now looking toward college for their children, there was growing concern for academic excellence.

Some time earlier, Mrs. Spinard suggested at a faculty meeting the idea of a library faculty committee, and, with the endorsement of George Douglas, the principal, the committee was established. There were five members, one each from the three largest departments—English, social studies, and science—and two from the rest of the faculty. This year, the two appointed by Mr. Douglas, at Mrs. Spinard's suggestion, were Joan Ramsey, a home economics teacher, and Henry Melbourne, an industrial arts teacher, who was chairman of the committee. Mr. Melbourne accepted the chair-

24. The Case of Modular Madness

Henry Canton, director of the media center at Lapeer High School, was one of the most enthusiastic proponents of the school's transition to modular scheduling. He had had the opportunity to visit several high schools using this system of scheduling, and, although he was sometimes disappointed that the library programs he saw were not as innovative as he might have wished, he sensed the promise this kind of scheduling could hold for his school. The 1,800 students at Lapeer, and the faculty and staff were equally enthusiastic. Mr. Canton attributed much of this enthusiasm to the planning, discussion, and ideas for evaluation offered by Howard Kent, the principal, and his younger assistant, Tom Roscommon. Mr. Roscommon had the responsibility for instruction, in general, and was Mr. Canton's immediate superior.

There were problems when twenty-minute modules were tried for several weeks in the spring semester. Some of these were predictable. Graduating seniors, accustomed to forty-five minute class periods and feeling more casual about classes in the last days of school, took pride in being the biggest "goof-offs," spending their unscheduled modules lounging on the patio near the lockers or leaving the school campus when they thought they would not be missed. Ninth, tenth and eleventh graders, however, entered the experiment with gusto and were dismayed, but not unduly upset, when their individualized schedules led them into classrooms already filled to overflowing with students or left without a teacher, because of problems with the computerized schedulemaking. Their pride in being at the one school of the four in the township to try this new kind of scheduling, however, led

25. Sore Point at Sharp Corners

Vernon Coos had come to Sharp Corners as superintendent of schools, to succeed an elderly educator who was much respected in the town, but who had deferred many decisions on new suggestions and activities during his last years before retirement. The school board had taken its responsibility for choosing a successor seriously, and had hired a team of three consultants from the department of education of the nearest university to solicit and screen applicants from many parts of the country. The stability of the town was one of its prides, and the board indicated firmly it was looking for a superintendent who would settle in and become the community leader his predecessor had been. All of this had appealed to Mr. Coos, whose experience as curriculum consultant, principal, and teacher in several suburban communities made him anxious to put his own mark on a small school system.

The system included the high school, accredited by the state but lacking regional accreditation because of its severely limited science curriculum; the junior high school, which occupied the building vacated by the high school when its new facility had been built a decade or more ago; and four elementary schools. The elementary schools were almost paired. Two served the east and west sides of the town and had enrollments of approximately 400 students; another was twelve miles north of Sharp Corners and had become part of the school system only when the smaller community of Ferndale had reulctantly given up its own school district in order to affiliate with the new Sharp Corners High School; the fourth school, improbably named Empire, was seven miles southwest of the town,

26.
Consultant's Choice

The public school district of Glen Lyon had been increasing its staff in the central administration building on a fairly regular basis, and the fifth consultant employed in the curriculum department was Paul Farrell, who was to have responsibility for the media program in all of the twenty-three schools in the district. These included three high schools, seven junior highs, and thirteen elementary schools. The junior highs were in the process of being converted to middle schools, which would house grades five through seven, rather than grades six through eight, which had been the junior high grades. This meant that for two or three years the senior high schools would be crowded, probably beyond actual capacity, but, as the superintendent explained to the preschool staff meeting in the fall, the school board was gambling on some evidence of decreasing school enrollments in the future, and did not anticipate building another senior high school. Dr. Ithaca, the superintendent, was well aware of the seriousness of the gamble, and he made this clear at a meeting of the staff of consultants and administrators in the central building.

"This is the kind of situation where we are, in a sense, putting our careers on the line. I'm speaking just for myself, of course, but I know that if, in two or three years, the high school enrollments level off as we anticipate, and we can keep going with grades eight through twelve in our present buildings, with no double shifts and no wild schedules, we'll all be big heroes. On the other hand, if we get caught with a new subdivision or a switch to younger or bigger families which no one has predicted or planned on, we'll be caught right in the squeeze. We have enough land for a new

27. The Case of Extended Evenings

The school district and the public library of Torrington served the same population. Both had been affected by the consistent growth of population, the increased demands for a variety of materials required for instruction, and the problem of local finance with many young families purchasing their first homes and facing the prospect of taxation to provide necessary community safeguards and amenities. Sometimes considered a bedroom community for the nearby city of Stoughton, Torrington had some small, "clean industries" and numerous businesses of its own.

Three senior high schools, grades ten through twelve, six junior high schools, grades seven through nine, and eighteen elementary schools, grades kindergarten through six, comprised the school district. Two elementary schools, one junior high, and Northpoint High School had been built in the past two years. This capital outlay had increased the financial problems of the school district.

The addition of one permanent branch library to the present public library arrangement had long been contemplated. One central library, built more than twenty years before, and staffed for the first years of its existence by women from a local church who were anxious to provide free library service to all, and two storefront branch libraries in rented quarters in busy shopping centers, were the only public library agencies.

Charles Chatom, the superintendent of schools, served as *ex officio* member of the library board, and had become increasingly concerned at frequent reference in board meetings to the problem of the "deluge of students" using the public library. Library staff members stated that many

28. New Positions in Manistee

Betty Rice experienced conflicting reactions as she started to prepare her recommendations on the work assignments for the first library technicians to be employed in the Manistee schools. Her tireless emphasis on the need for assistance with the nonprofessional aspects of library work seemed to have paid off. In the secondary schools, there had developed a good working arrangement, with high school students in the distributive education departments coming in to do typing, filing, and handling of the circulation routines. The same program had provided students to handle the distribution of films on loan, operation and minor repair of projectors, and production of some graphic materials for teachers. In her descriptions of this program, Mrs. Rice, as the district specialist for instructional materials, had always been proud of the fact that the school was using and training its own students, yet not exploiting them as volunteers, but transferring funds from the library budget into the distributive education fund, from which the students received their pay. She knew of no better arrangement.

The elementary schools, however, had presented a different problem. She felt that the materials specialist in each school was seriously handicapped by having so much behind-the-scenes work to do, while, for the most part, remaining responsible for a heavy schedule of classes. The fact that ordering and processing of materials was done at the district level cut off some of the work, but, as the elementary specialists pointed out to her, there was still a lot to do when materials arrived at the school. Each of them kept her own record of budget, and from her occasional examination of them, Mrs. Rice knew these were likely to be weird and wonderful

29. The Case of Considering a Center

At the request of Dr. Stephen Lorain, the associate superintendent in the Hardin school district, Mrs. Charlene Campbell, Hardin's library supervisor, made a survey to determine interest in, readiness for, and potential of centralized processing of instructional materials for her own district and the six others within the county. Hardin, with twenty-five schools, was the largest of the seven districts, and the only one with a library supervisor. Two districts, Brownsville and Paris, had coordinators for instructional materials with district-wide responsibility, and the other four smaller districts had high school librarians who assumed some responsibility for the library program in their districts. It was to these six people that Mrs. Campbell sent a brief questionnaire. One was returned, without having been filled out, by Helen Henderson, librarian at Altamont High School, in a district with five other schools, three of them elementary and two junior high. Miss Henderson had added a handwritten memorandum:

> Charlene—as you know, half the reason I'm here is to get away from the regimentation and red tape of a big system. Count us out of any plan for centralized processing. We don't have libraries in our elementary schools and at the rate we're going are not likely to. The junior high librarian and I share cataloging tools and keep in close touch, and neither of us would give up the chance to know what's in the new books. If there's anything else we can help with, let us know, but on this, count us out. See you soon, Helen.

Mrs. Campbell compiled the information received from the other

30. *Two Heads versus One*

Nine of the ten teachers who had signed up for the series of six in-service training sessions on utilization and production of nonprint materials were on hand for the fifth session. Cosette Muncie, audiovisual supervisor of the Gloversville school district, paced the group as she had in other weeks. She talked for about forty-five minutes on various ways of evaluating materials before purchase or use. Perhaps because she had stressed the desirability of previewing before use, three of the teachers went to the small group room to view a 16mm film to which she had referred in her talk. She had given them the review cards usually filled out by central staff members, and suggested they make comments on the film.

The form was fairly simple:

Title of Material:

Format:

Features (color, stereo, etc):

Publisher/Producer: Date: Price:

Appropriate grade level: Subject area:

Comment by teacher/staff member (noting reasons for evaluation, possible uses, etc):

Signature: Date evaluated:

The other teachers were working in the production area. Two of them had brought materials to drymount, and the rest were continuing work on