

IDEAS FOR
SCHOOL LIBRARY
MEDIA CENTERS

collected by Blanche Woolls

Hi Willow Research and Publishing

P.O. Box 1801

Fayetteville, Arkansas 72701

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PREFACE

The idea for this book was conceived by its publisher. This idea was modified and refined with the selection of entries sent from the librarians who responded to a letter requesting such input.

Receipt of materials was acknowledged by Ruth Feathers, graduate assistant. Materials were further analyzed and sorted by Kerry Lamb, graduate assistant. Editorial assistance was given by David Titus, formerly with the Indiana State Department of Public Instruction and currently a doctoral student, University of Pittsburgh.

Two type faces were used for the book. The lighter lines are for content written or adapted by the editor. The heavier lines record information quoted directly from source materials which were sent to be included in the manuscript.

INTRODUCTION

As part of their duties, school library media specialists throughout the United States develop policies, plan programs and conduct special activities, initiate and revise forms, teach library skills and carry out other goals and objectives successfully. Unfortunately, few opportunities exist to share these "how-we-done-it-good" ideas outside the local area unless the sharing is done at a state or national conference. In many cases school library media specialists do not realize how innovative and interesting some of their procedures may be. For these reasons letters were sent in Spring, 1977 to selected school media specialists requesting their ideas for a "procedures manual." The examples which follow are a collection of tried and proven ideas generated by practicing school library media specialists and now being shared with the reader.

The manual is in the format of an organization's "cookbook" with each "recipe" identified by the name of the cook and the kitchen; each school library media specialist is identified with the school or school district. The addresses for the schools may be found in the Appendix. You are invited to look over the recipes. If you have the ingredients and if they fit your tastes, try them out.

The editor and publisher hope that this might become an annual publication. If you have ideas you are willing to share for another edition, please submit them to

Two districts sent their entire procedures manuals and these are both excellent. The Portland Public School Library Handbook from the Department of Educational Media, Portland (Oregon) Public Schools was submitted by Director Richard W. Gilkey. Printed in looseleaf format, each of the sections is coded numerically to allow replacement and to update without reproducing the entire manual. The Table of Contents page is reproduced below as an example of the information included in the manual.

PORTLAND PUBLIC SCHOOLS LIBRARY HANDBOOK

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APPENDIX

(The above was reproduced from Portland Public Schools Library Handbook.)

The Procedurals Manual for Media Centers of Prince George's County (Maryland) Public Schools which was sent by Ed Barth is also punched for a three-ring notebook. The Table of Contents pages are shown below as a second example of the information included and the organization of that information. Of special interest are the items included in the Appendix of that Manual.

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(The above was reproduced from Procedurals Manual for Media Centers.)

The remainder of Ideas for School Library Media Centers is divided into the following sections: Philosophy, Publicity (including general publicity and National Library Week/Children's Book Week), Blueprints of the Library, Circulation (including policies and procedures, cards, overdue notices, and circulation record), Acquisitions, Inventory, Inservice Training (including all manuals and library lessons), Special Programs, Helpful Hints, and Co-operation with other Libraries.

PHILOSOPHY

Media programs often exist with no stated goals or objectives. These goals and objectives should reflect the goals and objectives adopted by the local School Board. School library media specialists should be aware of the goals adopted for the school district and should pattern the services to be offered in the media center to meet the goals and objectives. Many school library media programs do not have stated services. One of the better publications listing services which might be offered is Services of a School Media Program. This publication contains the background papers and guidelines developed at a three-day workshop coordinated by David R. Bender and Rosa L. Presberry of the Maryland Department of Education August 5-7, 1975, and is published by the Division of Library Development and Services, School Media Office.

Mary Ake of the Laura Ingalls Wilder School lists Goals with some general information including the definition of the Learning Center.

GOALS:

To help develop whole children as they seek information for their classwork and their special bents, talents, and interests.

To help develop skilled life-long library users.

To challenge the exceptional child.

To help and support the teacher.

To support and improve curricula.

WHAT IS THE LEARNING CENTER?:

An extension of each instructional team providing additional space for the child to learn at her own rate of speed using the ways she learns best.

A school-wide catalytic agent.

A curricula backstop.

And where teachers receive help in planning for units of study.

And where the child develops responsibility and self-direction.

A training ground for methodical study and work habits.

A place where life-long library users develop.

Portland (Oregon) Public Schools Board of Education of School District No. 1 approved the following policy on academic freedom in the instructional program:

Freedom to learn and think is a requisite of education in the democratic society. Inquiry and the free exchange of ideas are vital to the process of learning. The teacher is central to the learning process.

In a public school system in a democratic society, academic freedom includes the freedom of the teacher to teach about controversial issues and to make available to the students a wide range of instructional materials and community resources.

Academic freedom in the instructional program also implies responsibilities. The teacher should seek to promote intelligent study based upon a broad range of ideas to be discovered and developed through reading, listening, viewing, and discussion. Recognizing that resources used in the classroom often will reflect a particular point of view, the teachers should strive by the use of additional resources to present a fair balance of ideas so that the students have full opportunity to investigate and consider various positions and to draw intelligent conclusions.

Academic freedom extends to students as well as teachers. Students must be free to pursue independent study and to make use of resources beyond those in the classroom. Moreover, if a student or parent has deep-seated moral, personal, or religious beliefs which make an item in the instructional program objectionable, the student must be permitted to pursue an alternative program in accordance with established procedures.

The public school is a unique community institution charged with the task of guiding each new generation to responsible maturity. Young people must have the opportunity to develop their powers of discovery, perception, understanding, and judgment assisted and encouraged by teachers and administrators committed to the principle that these powers are best nurtured by free and open inquiry.

The establishment of a philosophy of school library media center management and services can and should be a joint endeavor with administrators, teachers, students as well as school library media specialists.

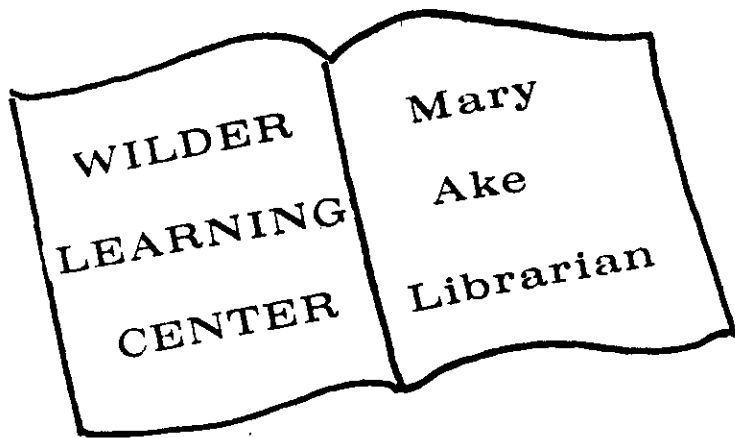
PUBLICITY

The section on Publicity is divided into two parts. The first includes those ideas and programs of general publicity followed by suggestions for publicity and public relations activities during National Library Week. There are also three examples of brochures in the section which follows on Blueprints.

GENERAL PUBLICITY

Mary Ake of the Wilder Learning Center has sent the information sheet given to all visitors to that library. Included also in her public relations examples is the brochure which was developed when the Littleton (Colorado) Schools were the 1976 winners of the Encyclopedia Britannica/American Association of School Librarians award. These two items are shown below.

The information sheet was reproduced on 8½"x11" paper, but the brochure measures 11" x 17" and was printed using black ink on yellow paper. It is folded two times with the caption "What Is Your Child Doing?" on the front fold.



FOR YOUR INFORMATION

Wilder Elementary is an open space school with a team teaching approach. The Learning Center is an extension of the open classroom.

In cooperation with the faculty, students may come to the Learning Center at any time. A pass system in use simply serves as direct communication between the librarian and teacher, so that each will know the purpose of the visit and the time due back in the pod. Children use the Learning Center individually and as independently as possible. Each child comes with a definite purpose in mind, either recreational reading, use of the audio-visual materials, instructional games, or assigned work.

A systems approach to library instruction has been developed and is in use in the Learning Center, *SYSTEMIZED LIBRARY INSTRUCTION* simply means a design to discover individual skill levels, instruction in the skills the individual needs, an assessment to be sure the individual leaves the sixth level with library skills required in the "Guidelines for Media Specialists"

Each student will be pre-tested to discover his certain knowledge of library skills. Each student will enter an individually planned program of instruction of library skills. At appropriate intervals, each student will be assessed and any additional individual instruction provided.

Skills to be learned in addition to the usual library-oriented ones include: use of audio-visual equipment, materials; the production of slides, filmstrips, transparencies, and prepared tapes.

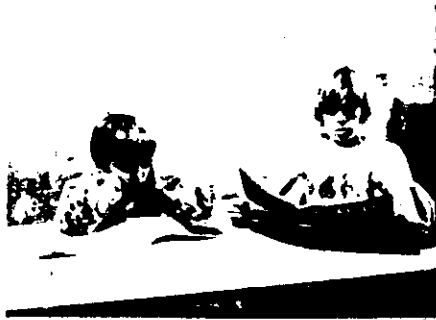
The systems approach utilizing pre-testing, planned exercises, and post-testing, will result in each child becoming a capable, lifelong skilled library user. This is the objective; one of the five goals of the Wilder Learning Center.

OTHER GOALS OF THE WILDER LEARNING CENTER ARE:

- To help develop whole children as they seek information for their classwork and their personal bents, talents and interests.
- To challenge the exceptional child.
- To help teachers in every possible way whenever their need occurs.
- To support and improve curricula.

Your Child Is Enjoying The School Media Center

1965



1976



What Librarians Are Doing . . .

For Students



School district six elementary libraries in competition with school libraries across the United States received the 1976 Encyclopaedia Britannica Educational Corporation—

American Association of School Librarians Award as THE SCHOOL LIBRARY MEDIA PROGRAM OF THE YEAR, recognizing excellence at the elementary level.

School District 6 librarians are professionals with either the Masters or Bachelors degree.

Harold Lord — Supervisor of Media Services

Ames
Centennial
East
Field
Franklin
Highland
Hopkins
North
Peabody
Punyon
Sandburg
South
Twin
Whitman
Wilder

Anne Emmet
Joyce Hamilton
Ann Grant
Fran Sawyer
Gail Walloway
Karen Garber
Susan Bruce
Sue Leneki
Janet Neville
Martha Ann Weber
Flo Vallance
Dorcas Evans
Ruth Block
Rebecca Donaldson
Gloria Spannagel
Mary Ale



The Littleton Public Schools had an audio-visual and library program prior to 1962, but in that year a major commitment was made toward revamping, reorganizing, reasserting the district efforts in the media field. Action was taken for the employment of a Coordinator of Library Services and a Coordinator of Audiovisual Services to provide district level leadership for the program. The first few years from 1962-1965 were consolidation years: an elementary school processing service established; room collections were centralized in each building; the district film collection was consolidated and a new distribution system was established. A great deal of public relations work was done with the community and the professional staff for the development of the instructional media center concept. The philosophy of the two Coordinators who believed they were dealing with the resources of learning rather than with their independent domains of library and audiovisual, resulted in what we have today -- a unified media program.

In 1966, Franklin Ele. School had a learn-teaching room remodeled into the first elementary school instructional media center. A professional was assigned as a half-time librarian. Because of the splendid job that she did in organizing the instructional media center, making it a visible showplace to the instructional staff and the administration, all other schools were clamoring to have their instructional media centers developed. A five year program was planned to implement instructional media centers in each of the elementary schools and to hire professional personnel. We now have media centers in all our elementary schools with a full-time media professional to serve the needs of students and faculties.

Curtis Media Services (CMS) is the district level support and administrative center which provides services related to personnel, media collections, coordination of the program, and liaison to other agencies. The CMS provides central processing of all elementary print materials; traveling clerks who serve with fifteen schools; work experience for high school students in the media program through STEP and other students who provide clerical assistance from a high school's distributive education program.

Consultation for the development of the media program is available through the office of the district Supervisor of Media Services.

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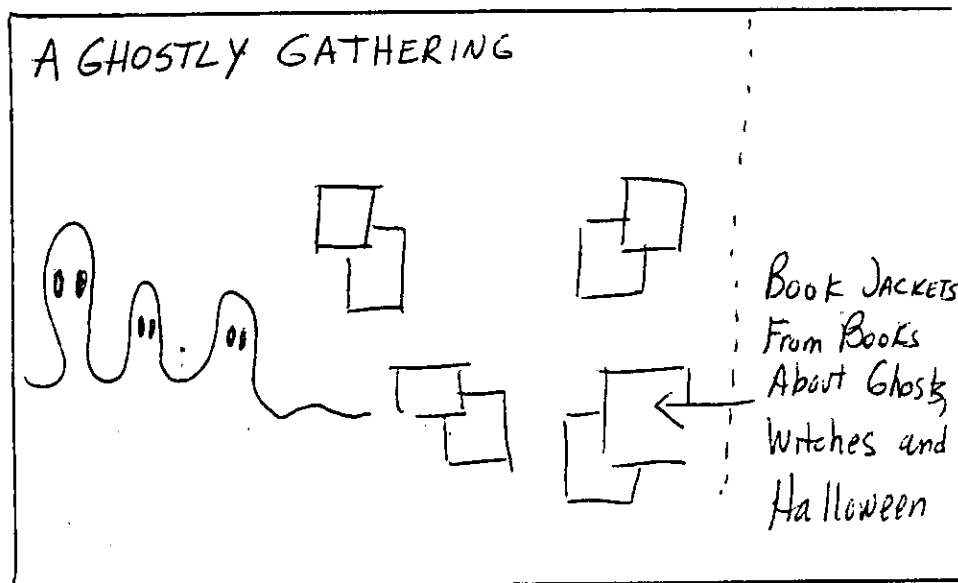
CURTIS MEDIA SERVICES

5895 South University Boulevard
 Littleton, Colorado 80121

What Is Your Child Doing?

Hope Botterbusch of Troy, Michigan sends a suggestion for maintaining a bulletin board card file. She wrote

I think that bulletin boards are an important part of the media center. They can advertise books, ideas, and announcements. I have several bulletin boards in my center that I change every month. So that this task does not consume too much of my time, I keep a card file of ideas and sketches. Ideas are drawn on 3"x5" cards and arranged alphabetically by subject or title. For example:



My ideas are not always original. I get them from magazines such as School Library Journal, Library Journal, Wilson Library Bulletin, and Ideas.

Sarah Chamberlain of the Trailwood School, Shawnee Mission (Kansas) Public Schools sponsors a spring pre-school story hour to promote the media center. The pre-schoolers involved are students who will be attending Trailwood in the fall as kindergartners. The children come to the library three times in the spring over a three-week period. Each week the children are in the library for an hour. During the hour the children hear stories, see filmstrips of favorite stories, watch older children doing puppet shows and flannel board stories for them. They also meet the music teacher, art, and physical education instructors. These specialists introduce the children to the activities in each of their areas. The program serves to promote community interest in the library as well as make the future kindergartners more secure in their school surroundings.

Maxine Drabert of Bradford (Pennsylvania) Area High School publishes annotated bibliographies, "BEST BOOKS -- according to the B.A.H.S. Students!" The reviews are written by the students themselves and are often accompanied by other lists such as "New and Readable Books in the Library."

Emilie B. Kohler of the Richboro (Pennsylvania) Elementary School dittos simple 8½"x11" calendars on colored paper (with illustrations) for each of the months of the school year. September is shown below.

RICHBORO - GOODNOE

S-E-P-T-E-M-B-E-R

When summer ends and fall begins!

BIRTHDAYS AND EVENTS

- | | | |
|----|--|-------------|
| 2 | Eugene Field - American poet and author | 1850 - 1895 |
| 4 | Phoebe Cary - American poet | 1824 - 1871 |
| 5 | The first Continental Congress met in Philadelphia in 1774 | |
| 6 | Labor Day | |
| 6 | Marquis de Lafayette - A Frenchman who helped America gain freedom from England | 1757 - 1834 |
| 7 | Anna Mary Moses (Grandma Moses) - painter | 1860 - 1961 |
| 8 | St. Augustine, Florida established - first permanent settlement in America | 1565 |
| 13 | Walter Reed - a doctor who made important discoveries about how diseases spread | 1851 - 1902 |
| 14 | The 150th Anniversary of the "Star Spangled Banner" | |
| 15 | James Fenimore Cooper - novelist | 1789 - 1851 |
| 15 | William Howard Taft - 27th president of the U.S. | 1857 - 1930 |
| 17 | U.S. Constitution approved in 1787 in Philadelphia | |
| 18 | Samuel Johnson - compiled one of the first dictionaries | 1709 - 1784 |
| 21 | Louis Joliet - French- Canadian explorer who, with Father Marquette, made the discovery that the Mississippi River runs into the Gulf of Mexico, not the Pacific Ocean, as believed. | 1645 - 1700 |
| 22 | First day of autumn in the Northern Hemisphere | |
| 24 | American Indian day | |
| 25 | Mercy Otis Warren - patriot, historian and leader for equal opportunities for women | 1728 - 1814 |
| 25 | Balboa discovered the Pacific Ocean in 1513. Why did he call the Ocean "South Seas?" | |
| 25 | Rosh Hashanah (Jewish New Year) - A shofar is blown to call Jewish people to worship. | |
| 27 | Samuel Adams - early American patriot who organized the Boston Tea Party | 1722 - 1803 |
| 27 | Mildred "Babe" Didrikson - outstanding woman athlete | 1914 - 1956 |
| 28 | Kate Douglas Wiggin - author whose <u>Rebecca of Sunnybrook Farm</u> was one of the most popular children's books of all time. | |

Come and visit our sea display !!!

NATIONAL LIBRARY WEEK

Beverly Bowen, Director of Public Information, Columbus (Ohio) Public Schools sent examples of National Library Week information distributed to principals in 1976 and 1977. These examples follow:

TO: ALL PRINCIPALS
FROM: BEVERLY BOWEN, DIRECTOR OF PUBLIC INFORMATION
SUBJ: NATIONAL LIBRARY WEEK 1976
DATE: March 17, 1976

On the reverse side of this memo is a copy of the resolution adopted yesterday by the Board of Education, recognizing April 4-10 as National Library Week.

This special week gives us an excellent opportunity to draw positive attention to our school system. Reading is recognized as being basic to all learning. We can point with pride to the progress that has been made in Columbus during the past few years--such as improved test scores in reading achievement and the development of library learning centers throughout the system.

We are working with local news media representatives on library-related stories scheduled to appear during this week. We also would ask that principals do three things:

1. Designate April 7 as a day for special recognition of the right-to-read. Request that all students and school personnel (both classified and professional) participate in a period of sustained simultaneous reading.
2. Encourage school personnel to engage in appropriate activities emphasizing the resources of library learning centers. The Department of School Libraries, under the direction of Hugh Durbin, has developed an extensive idea list which will be published in the March 19 issue of INTERCOM.
3. Share your Library Week activities with as many members of the community as possible. At the very least, include a paragraph in your parents' newsletter.

In many areas of the city, new library learning centers are the only visible evidence of the \$89.5 million building program approved by voters in 1972. This is a perfect time to draw attention to the district-wide progress of library development. Since the bond issue was passed, we have been able to build or remodel a total of 103 library learning centers. There are another 22 library projects under construction. When the entire program is complete, Columbus Public Schools will have a modern library learning center in every school--providing organized locations for the wide variety of instructional materials and learning experiences important to a complete education.

Note: The reverse of this memorandum contained the resolution which was signed by the seven Board of Education members.

TO: ELEMENTARY SCHOOL PRINCIPALS
FROM: YOUR FIELD LIBRARIANS
ABOUT: NATIONAL LIBRARY WEEK APRIL 17-23, 1977

Once again it is time to celebrate National Library Week in your school. Due to the budget crunch we must be more creative than usual with our displays and happenings, using only imagination and material at hand.

If your PTA or special faculty committee has funds available, there is a brochure available which offers posters, mobiles, bookmakrs, etc. for sale. Please telephone 17th Avenue Library - 225-2815, for a copy to be sent through the mail.

Some other types of activities that might be promoted are:

1. Have individual students decorate (by painting or pasting) a mural or posters on hallway bulletin boards, showing reaction to a book they are currently reading.
2. Have a "bookmark" contest, illustrating them to represent a student's favorite book. Columbus Public Library is also suggesting such a plan.
3. Have a contest to guess the circulation of books during Library week.
4. Have a contest to guess the total number of books in the LLC.
5. Have student announcements on the PA system each morning giving the specific time for school-wide silent reading, giving names of library volunteers, the student's own favorite book, facts such as the number of books about sports, for instance.
6. Decorate classroom doors to represent a teacher's favorite book.

These are just a sampling of ideas you might use during National Library Week. Creative teachers will continue to support and develop such activities.

GOOD LUCK and KEEP ON READING ! ! ! ! !

Beverly White, Consultant - Library Services, Shawnee Mission (Kansas) Public Schools sent the program for National Library Week as developed by Marcia Taylor, librarian at Ridgeview School. Sixth graders developed "interest centers" which were attractive and would appeal to other students in the school. These centers featured tennis, skateboarding, CB radios, go-carts, kites, baseball, and gymnastics as well as other topics. In each center was found books, audiovisual materials and equipment, and often materials for student activities. The highlight of the week was a "real-live go-cart parked in the middle of the library.

National Library Week at Price School, Birmingham (Alabama) was reported by Lynn Taylor. Activities included students making mini posters on the theme "Use Your Library" and displaying them in the main hall. The "Sunshine Circus," a small traveling production company performed a dramatic reading of a Dr. Seuss story, The Sneetches and Other Stories. The company also did a puppet show of an original story written and produced by the company called "Thems My Sounds."

The Learning Center Chess Tournament "national library week" is a very popular project and Mary Ake, Wilder Learning Center, reports that over 20 percent of the enrollment plays this game. A copy of the rules follows.

RULES

1. No talking; absolute quiet at all times.
2. Hold up your hand if you need help or have a question.
3. Unsportsmanlike behavior will not be tolerated! You will be disqualified and immediately removed from the tournament.
4. All decisions by the Judge are final.
5. Standard chess moves required.
6. If you touch a piece, you are considered to have moved that piece. Therefore, be careful only to touch pieces when actually making your move!
7. Castling is permitted if: king not in check; king and rook not moved previously.
8. In a stalemate game, the one who can not move shall be considered the loser.
9. Games must be over within 30 minutes. Games are timed, with the time left announced at 10 minute intervals.
10. Unfinished games will be decided by the Judge!

Kay Thomsen, Thornridge High School, Dolton, Illinois and her media center staff invite teachers and staff to

COME SEE WHAT'S NEW ...

Books	Cassettes
Filmstrips	Kits
Records	Slides
Pamphlets	Magazines
Film Loops	Pictures

and have coffee and cake from 1:00 - 3:00 p.m. in the Media Center.

Geraldine W. Bell, Coordinator of Media Resources, Birmingham (Alabama), purchases materials from the Children's Book Council for use during Children's Book Week. The celebration begins with a book tea in the library. Following refreshments, guests browse through the books on hand for a book fair. A committee of students makes posters on which they do their own interpretation of the Book Week theme. One is displayed in each classroom. Classes prepare a skit or song which has some relationship to a child's story. These are presented at an assembly program.

Beth Auwarter, Rolling Hills Elementary School in Bucks County, Pennsylvania, has library club members in grades two and three make banners during Children's Book Week. Members chose appropriate slogans about books and reading. Using crayons, each member designed a banner illustrating one of the slogans. Club members voted on the best six and groups were formed to make six large banners. Each banner was burlap, thirty-six inches by twenty-four inches. Three sides were fringed and the top was folded over one inch and stitched on the sewing machine. Club members cut felt and glued it on the burlap. Letters were traced and cut out of felt for the slogans. Yarn was also used to enhance the banners, and yarn pom-poms were made to hang from each side of the top stick. A bare wall in the library is now decorated with six colorful banners. They took four after school club meetings (four hours) to complete.

BLUEPRINTS OF LIBRARIES

To assist those involved in planning for a new building or an addition, Media Center Facility Design for Maryland Schools (mentioned in the Philosophy section) includes the "Design Process" and "Design and Development." Appendices include "Planning and Writing Educational Specifications for Media Center Facilities" and "Recommended Heights and Measurements for Furniture and Shelving in Media Centers."

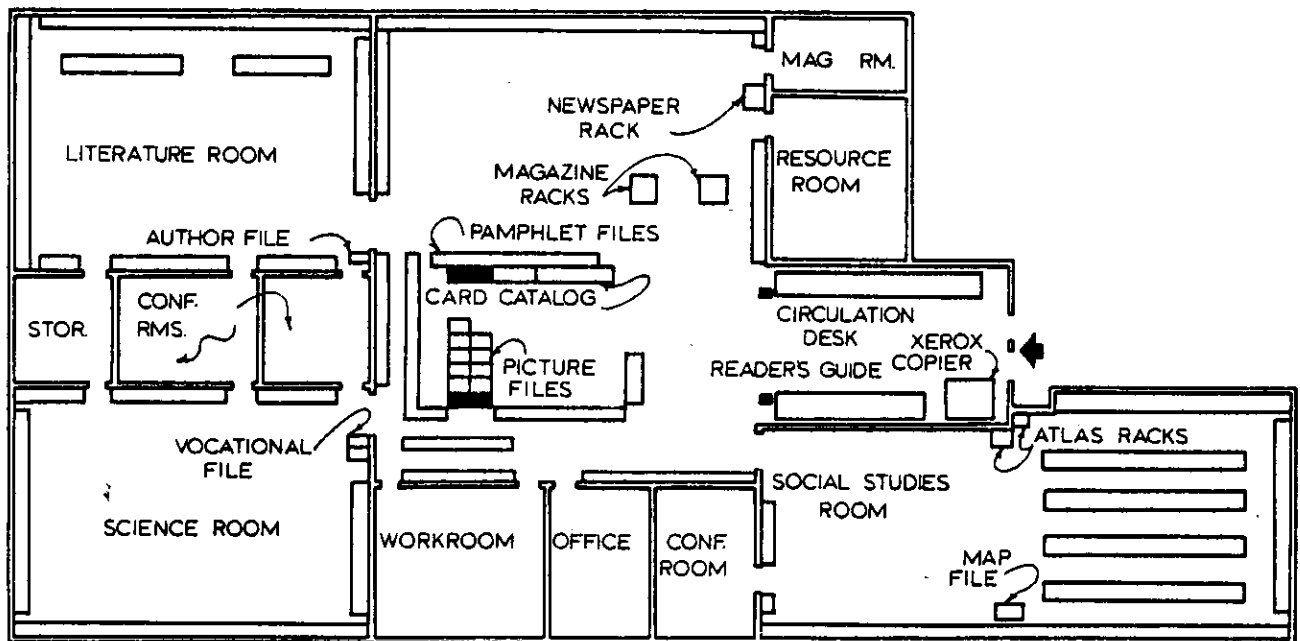
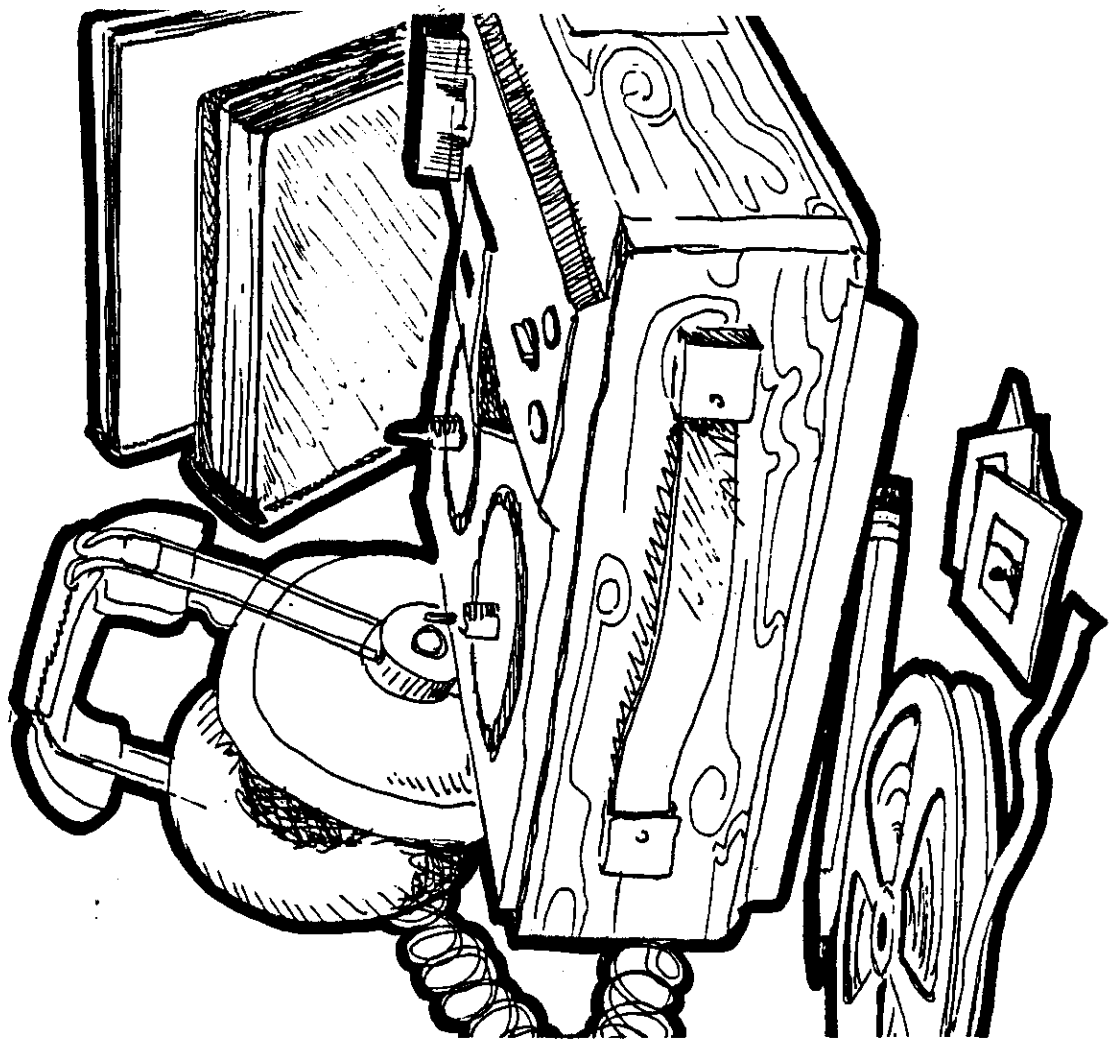
The entire January, 1977 issue of Ohio Media Spectrum is devoted to space and facility planning. This first issue of the official publication of the Ohio Educational Library Media Association was the combination of two publications, Ohio Association of School Librarians' BULLETIN and the Educational Media Council of Ohio's Educational Media in Ohio.

If the library media center is in operation, a blueprint or plan exists and the library layout should be shared with teachers, students and even parents. This has been done by three school library media specialists as part of their publicity, but the examples appear in this section as a "facility blueprint."

Dorothy Buckman, Holland (Pennsylvania) Elementary School uses an 8½"x11" sheet of paper folded in the center. The cover says "Welcome" and shows the school logo. The inside left lists the center's holdings and the schedule with the admonition, "Don't forget - the librarian is here to help you. Ask!" The right side lists the library rules and regulations. The back page is a simple sketch of the floorplan. This is presented to new families coming into the Holland Elementary School.

The brochure developed by L. D. Beeler of the Thornridge Library Media Center in Dolton, Illinois is shown below. It is printed on 8½"x11" yellow paper with brown ink.

thornridge library media center



THORNIDGE LIBRARY MEDIA CENTER

WELCOME . . .

The THORNRIDGE HIGH SCHOOL LIBRARY MEDIA CENTER
greet's you . . .

We urge you to become acquainted with our staff,
our collection, and our many resources.

WE OFFER YOU THE USE OF . . .

About 35,000 volumes for research and pleasure.

Over 160 current magazines.

19 Ninety drawers of pamphlets, clippings, pictures,
and display materials.

Over 800 maps and an excellent collection of atlases.

Almost 1200 recordings - music and the spoken word -
to be used in class or for your own listening.

Filmstrips and filmstrip-record combinations on a
variety of timely topics.

Film loops, tapes, slides.

The Reader's Guide to Periodical Literature and
over 80 magazines on Microfilm, some since 1947.

Three reading rooms and three conference rooms
that may be scheduled for classes or small groups.

Audio visual equipment for individual and small
group listening and viewing.

*So that everyone will have a chance to use whatever
he needs we have a few rules. Most books may be
borrowed for three weeks, magazines and pamphlets
for one week, and pictures, maps, and reference
books for overnight. Current magazines, microfilm
and AV material may be used in the library. Fines
are two cents or ten cents a day if not returned
when due.*

Ellen M. Stephanian, Shaker Heights (Ohio) High School also uses an 8½"x11" sheet of brown paper printed with black ink, but her brochure has two folds

Many school library media specialists include such floorplans in manuals which are distributed to students as a part of their orientation to the center.

CIRCULATION

This section describing circulation practices includes policies and procedures in use by several school library media specialists, one example of a circulation card, two examples of overdue notices and one circulation record for an entire year.

The Greensboro (North Carolina) Public Schools Media Services Department, as reported by Leonard Johnson, use the following circulation procedures:

School media centers in Greensboro use a variety of circulation procedures, most of which are designed to be more "self-service" than traditional systems. In the newer elementary schools, no charging desks have been purchased. Small tables located in at least two areas of the center are used as "check-out stations."

One effective system used in several schools has the student sign the book card, stamp the card and the book with the current date (materials are due when the student finishes with them) and file the book card in a pocket labeled with his name and attached to a board bearing pockets for all children in a specific room. When the student returns his books, he pulls the correct book card from his pocket on his room's board, inserts it in the book and either returns the book to the proper place on the shelves (grades 3-6) or places the book on a truck to be reshelved (grades K-2).

The following circulation practice is used in the N.H. Price Elementary school in Birmingham, Alabama.

Students in grades three-five write their own name on the borrower's card, write the date due on it and on the date due slip. They then place the card in a box on a "teacher's" desk which serves as the charging desk.

A fourth or fifth grader, whenever their class is in the library, gets a turn working the desk to check whether the date due has been written on the date due slip, and the student's complete name has been written on the borrower's card as well as the date.

FACILITIES

Study carrels
Conference rooms
Wired tables (for records, tapes)
Record players
Tape recorders
16mm projectors
8mm projectors
Super 8 projectors
slide storage, viewer
Television
Video tape recorders
Carousel projectors
Language lab facilities
Cable television
Book copier
Microform reader
Opaque projectors
Overhead projectors
Cassett recorders, players
AM/FM radio
College/occupational viewdeck

College/career room
T.E.G.O.--reference work of state
and federal officials with
telephone service for quick
reference

MATERIALS

28,000 books
150 periodicals
6 newspapers
Index service
 Biography Index
 Humanities Index
 New York Times Index
 Readers' Guide
 Social Science Index
Vertical file collection
College catalogs
Bibliographies
Pictures
Posters
Maps
Globes--earth and moon
Records
Tapes
Slides
Filmstrips
Sound slide sets
Sound filmstrips
Microfilm
Cassettes

STAFF

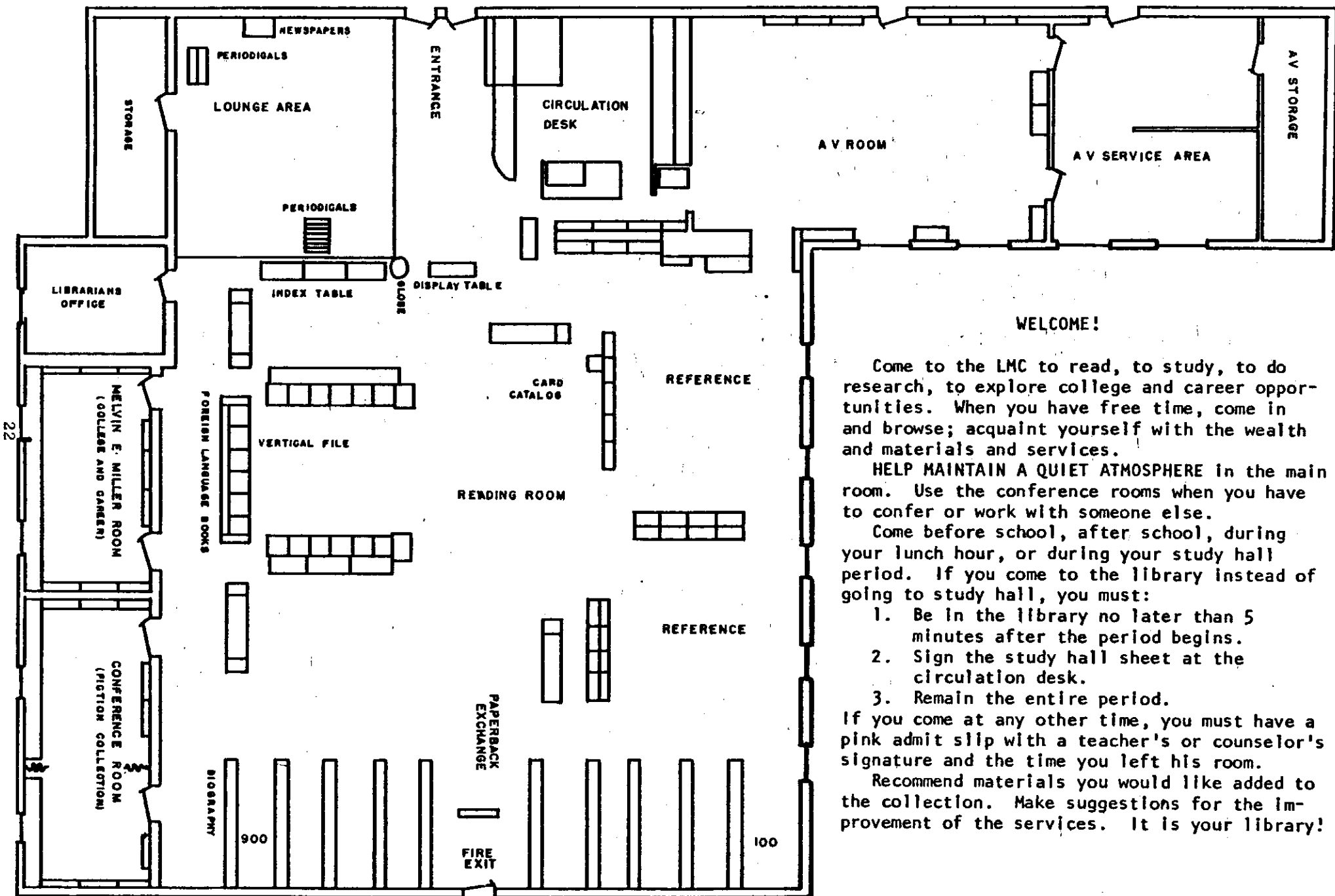
Mrs. Virginia Hoffman,
 Department Chairman
Mrs. Juanita McClure, Librarian
Mrs. Lois Miller, Library Aide
Mrs. Betty Thompson, Library Aide
Mrs. Julia Hough, Library Aide
Mrs. Rose Leslie, Library Secretary

HOURS

8:00 - 4:30 Monday - Friday

SHAKER
HEIGHTS
HIGH SCHOOL
1974-75
**LIBRARY
MEDIA
CENTER**

LMC
welcomes
you!



WELCOME!

Come to the LMC to read, to study, to do research, to explore college and career opportunities. When you have free time, come in and browse; acquaint yourself with the wealth and materials and services.

HELP MAINTAIN A QUIET ATMOSPHERE in the main room. Use the conference rooms when you have to confer or work with someone else.

Come before school, after school, during your lunch hour, or during your study hall period. If you come to the library instead of going to study hall, you must:

1. Be in the library no later than 5 minutes after the period begins.
2. Sign the study hall sheet at the circulation desk.
3. Remain the entire period.

If you come at any other time, you must have a pink admit slip with a teacher's or counselor's signature and the time you left his room.

Recommend materials you would like added to the collection. Make suggestions for the improvement of the services. It is your library!

Anita L. Inskip, Council Rock High School, Newton, Pennsylvania sent suggestions for circulation procedures for equipment. Council Rock High School is divided into two wings--grades 9-10 in one wing and grades 11-12 in the other. The library media center is located in the middle of the second floor. All the audiovisual equipment is decentralized into the teachers' instructional planning centers. In September the department chairperson arrives at the Library Media Center to pick up the assigned equipment for the planning center and signs a 5"x8" card for each piece. Each teacher in every department (except small departments as art, music) receives a list of all available equipment. The departments receive the pieces of equipment which would get daily use. The library media center circulations and stores one piece of extra equipment of the departments and for guest speakers. This method reduces "reserving" and makes maximum usage of all the audiovisual hardware.

Identification cards are also used at Council Rock High School. The identification card machine uses an embossed card with picture, name, address, student number and class year. All students, faculty and administrators use the identification card to check materials out of the library media center. Students new to the school receive a card as soon as possible. Ninth graders have their pictures taken in May while they are in eighth grade. In September they receive their cards and a brief orientation about the library media center. Eleventh graders get a new card, but tenth and twelfth grade students must save their cards from the previous year. The students' identification cards are used to record misconduct and misuse of the center. If a student's card is punched with a paper punch during one marking period, that student may only use the center with a teacher or during after-school hours. The identification card system has mushroomed and is currently used for sports functions, class functions, and discount rates at nearby stores.

Circulation procedures for Avondale Elementary School in Birmingham, Alabama were reported by Arlene Thornton. Rather than the standard one or two week circulation policy with books due five days per week, for the past two years books have been due once-a-week. Regardless of what day during a given week a book is checked out, it becomes due on the Friday of the succeeding week. This means that books may be out for almost two weeks (Monday to the next Friday) or one week (Friday to Friday), depending on the day the book was checked out.

This method is especially useful for schools with open or semi-open schedules because then children are allowed to come to the library at different times during the week in addition to their scheduled time, and this leads to confusion as to which book is due when. A child may end up with five books due on five different days. Confusing? Yes, especially for a child in the primary grades. Under the Avondale Elementary system the child knows all his books are due on Friday. Teachers can remind children on Thursday that the next day is Friday-Return-Books-To-Library-Day. Parents can even get into the habit of asking on Friday morning, "Do you have any books to return to the library today?" This method is also helpful in answering the many-asked question, "When is my book due?"

Circulation statistics are done every other day and overdues are done only once a week, on Mondays. On Monday afternoon, all book cards behind the previous Friday's date are pulled and sorted by grade. Having all overdue cards for a grade together has simplified reminding duties, providing an easy answer to the question, "Do I have a book due?" Class sorting also enables the librarian to congratulate or reward a class which has no overdue books.

Ms. Thornton states that Avondale Elementary with its 300 student enrollment is a comparatively small school and suggests that this method might not work for a larger school. However, in this situation it has been a time and energy saver.

Ellen Short, librarian at Council Rock Intermediate School--Newtown (Pennsylvania) reports circulation procedures at her school. Everything available for loan in the CRIS-N library has a circulation card. In addition to books this includes all audiovisual materials and equipment, jigsaw puzzles, and supplies such as cassette tapes, transparency sheets and pens. Book pockets with circulation cards are attached to all audiovisual materials except filmstrips. Each filmstrip has its own circulation card. These are filed by Dewey number in a tray located next to the filmstrip drawers. All audiovisual hardware is sequentially numbered and has a book pocket attached to it and its own circulation card. The book pockets are usually stapled on to a type of luggage tag which is tied onto the equipment case. Even extension cords can easily have these tags attached to them. The adaptors used to mysteriously disappear until they numbered them and made up a circulation card for them. These cards stay in the adaptor box until they are signed out. When a teacher needs equipment quickly it is a simple matter to take the cards and sign the name. Teachers and students now expect to find circulation cards dangling from project carts. Very rarely does a piece of equipment return with the pocket torn off.

Circulation cards from items out on loan are filed in the circulation tray by the following categories:

- three week loan (arranged by date)
- overnight
- magazines
- faculty
- overdues
- lost and/or missing
- type of equipment (microphones, slide projectors and others)

Under each type of equipment the cards are filed in numerical order. Thus, at a glance, it is easy to see what equipment is available to be borrowed or who has a certain item. It is also easy to teach the student helpers and parents to card materials being returned because the procedure is the same for everything.

At CRIS-N students sign out their own materials. A tray with a stack of date due cards and instructions is over the circulation desk. Students sign their cards, place them in the tray and take a pre-stamped date due card. Thus the clerk's time is not wasted supervising the students. Only rarely do students abuse the self-service signing procedure. Only four books were lost during the past year as a result of the wrong name being signed on the circulation card.

Angelene Whatley sent circulation procedures from Green Acres School in Birmingham, Alabama.

Grades 3, 4, and 5 are scheduled to come to the library twice a week for thirty minutes. Rather than trying to circulate materials on both of these scheduled days, one day is designated as "check-out" day and the second day is set aside for library skills, films, book reports, storytelling, free reading, and others. This schedule is a great aid to the librarian because she does not, for example, have to attempt to circulate materials and teach library skills in one thirty minute class period.

When an entire class is checking out materials, the students go to the shelves by tables. The students who are not at the shelves may listen to tapes or records at the listening center, watch instructional television, work with materials from the reading center, or read. As our library is somewhat small, this eliminates the problem of having from twenty-five to thirty children trying to make selections at once.

After a child has checked out his materials, he must return to his seat and occupy himself in one of the suggested activities mentioned above. This gives another student an opportunity to select his materials.

In order to eliminate the fuss over "who is going to stamp the books today?" and rather than assigning one or two students per class as library assistants, each child in a class has a week in which he or she serves as library assistant. The students serve in alphabetical order, and if a new student comes into the class, his name is placed at the end of the roll. If a student is absent, the next student on the roll takes his place and the absent student serves the following week.

Having each child serve as a library assistant limits jealousy and arguments among the children. It also enables them to feel that they are really a part of the library and that they are performing a very important job. Each child looks forward to the time when he or she will be able to perform the duties of the "Library Assistant for the Week."

L. D. Beeler, Thornridge Library Media Center, Dolton, Illinois sent a sample of the circulation card used for magazines and microfilm. It is shown to the right. The information is printed on a 3"x5" pink card with black ink.

THORNBRIDGE LIBRARY
Magazine/Microfilm Request

Mag. Title _____

Date of Issue _____
month day year

Pages of Article _____

FOR OFFICE USE ONLY!

Magazine Available Yes _____ No _____

Microfilm Available Yes _____ No _____

Teacher _____

Today's Date _____

Date Due _____

Student's Name _____

Year in School _____

Samples of overdue notices were sent in from two schools. Mary Ake of Wilder School, Littleton, Colorado sends a formal letter printed on Arapaho County School District Six stationery. The letter reads:

Dear Parent:

_____ has borrowed the following book(s) from the Learning Center at Wilder Elementary School. Since this is long overdue and your youngster has been repeatedly reminded to return the book(s), we assume it is lost. We would like to replace the book(s) immediately as it is needed by the other children. Checks may be made payable to Wilder Elementary School.

Thank you for your prompt attention to this matter.

Martha-Ann Weber at Damon Runyon Elementary School in Littleton uses four notices, each on a different color. These notices are reproduced below.

The first notice is printed on white paper on 3½"x8½" sheets.

Child's Name _____ Room Number _____

Date Due Call No. Author Title

Your child has checked out the above book which has never been returned to Runyon Library.

Reimbursement cost is _____.

We must have either book or money as soon as possible.

Sincerely,

Miss Weber

The second notice is printed on blue paper on a 4"x8½" sheet.

SECOND NOTICE

Child's Name: _____ Room No: _____

Date Due Call No. Author Title

Your child has checked out the above-listed overdue books.
Would you help him or her find them so that they can be returned to the library? Thank you.

Martha-Ann Weber
Librarian

The third notice is printed on peach paper on 5½"x8½" sheets. The information is format form as shown for the second notice. The fourth notice is also on 5½"x8½" sheets on yellow paper and is in format form as shown for second notice with the exception that the following statement is typed just under the "Fourth Notice" heading:

IF THE BOOK IS NOT RETURNED, YOU WILL BE CHARGED FOR IT NEXT WEEK!

Maxine Drabert sent a copy of the circulation report form for the Bradford (Pennsylvania) High School Library. This report is shown below.

CIRCULATION REPORT - SENIOR HIGH LIBRARY

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Total	Total	Increase	Decrease
General Works 000													
Philosophy 100													
Religion 200													
Social Science 300													
Languages 400													
Science 500													
Useful Arts 600													
Fine Arts 700													
Literature 800													
History 900-909 930-999													
Travel 910-919													
Biography 920-B													
Current Periodicals													
Pamphlets and Clippings													
Book Jackets													
Interloan from Carnegie													
Fiction													
Total													

ACQUISITIONS

The acquisitions policies of school library media centers may or may not be recorded and they may or may not be approved by the local school board. While such documents must be approved by the local school board to have any actual legal base, all school library media specialists should have a record of their selection procedures in case such procedures are questioned. Four school library media specialists sent their selection policies as well as procedures and forms for reconsideration of materials. The school systems represented are Bradford (Pennsylvania) Area Schools, Greensboro (North Carolina) City Schools, School District of Lancaster (Pennsylvania), and Shaker Heights (Ohio) City School District. All policies are reproduced on 8½"x11" paper.

BRADFORD AREA SCHOOLS

School Library Materials Selection Policy and Philosophy*

The best statement of our philosophy as school librarians and media specialists appears in the School Library Bill of Rights, and reads as follows: "School libraries are concerned with the generation understanding of American freedoms and with the preservation of these freedoms through the development of informed and responsible citizens."

In order to develop these responsible citizens, we must:

1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students.
2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
3. Provide a background of information which will enable students to make intelligent judgments.
4. Provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking.
5. Provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
6. Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

To this purpose we propose the following policy for the selection of instructional materials (books, periodicals, pamphlets and any non-book materials).

*This selection policy was double-spaced. It has been single spaced for reproduction here.

1. Literary quality is highly desirable in materials for young people, but not always the primary determinant. If poorly written materials in a particular field are the only materials available, they may be purchased despite mediocre quality.
2. Students have the right to information regarding a controversial issue. Therefore, they should be able to find in their libraries this information.
3. Books dealing with minority groups or with people of other nationalities should be of the type likely to promote understanding and to emphasize the essential humanity of all people. They should be free from stereotypes, caricatures, distorted dialect or other characteristics likely to give offense.
4. Books or materials on sex education may be bought whenever they present facts in an objective and dignified manner.
5. Books on religion will be bought if their purpose is to inform rather than to indoctrinate. Biographies of the leaders in all faiths will be bought if they meet all the standards for selection of materials.
6. Materials must be supplied for all types of readers. Therefore, a library may buy books which range from elementary levels to adult levels in difficulty.
7. Gift books should be judged by the same standards as books which are purchased. Books which do not meet the standards should not be accepted.
8. Clearing the shelves of outdated or unusable books is a part of selection of materials and must be conducted according to selection standards.

These criteria for choosing materials are necessarily flexible to permit the library to buy those materials most likely to suit the school's specific needs. In addition to these guidelines for selection, each librarian must have complete knowledge of the curriculum as well as knowledge of the needs, interests and abilities of the students in each school. There are also basic lists which will aid the librarian in selection of materials. A few of the most respected are: Basic Book Collection series for elementary, junior or senior high school libraries; Standard Catalog series; and the various book review periodicals, such as School Library Journal and Booklist.

In regard to the censoring of materials, the Freedom to Read Statement adopted by the American Library Association Council is in accordance with our views as school librarians. It is as follows: "The present laws dealing with obscenity should be vigorously enforced. Beyond that, there is no place in our society for extra-legal efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.

To some, much of modern literature is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent serious artists from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters, taste differs, and taste cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others. We deplore the catering to the immature, the retarded, or the maladjusted taste. But those concerned with freedom have the responsibility of seeing to it that each individual book or publication, whatever its contents, price, or method of contribution, is dealt with in accordance with due process of law."

We, as librarians, believe that this policy will help us toward the achievement of useable instructional materials centers supplied with the best quality materials which will help students develop into critical thinking citizens. With this in mind, we recommend these formal steps to be taken in considering the re-evaluation of library materials:

1. Review of questioned materials should be treated objectively.
2. Inquiries regarding library materials may be directed to the librarian.
3. The form, "Request for Clarification of Printed and Published Materials" must be completed and submitted to the librarian so that a formal review process may be initiated.
4. The librarian will then inform the principal and a conference with the inquirer will be held.
5. If the conference at the building level has not satisfied the inquiry, the superintendent may appoint a review committee to render a decision.
6. The committee decision may be appealed to the school board by notifying the superintendent.

The "Request for Clarification of Printed and Published Materials" mentioned in point 3 above is reproduced on the following page.

Request for Clarification of Printed and Published Materials

Author _____ Type of Material _____
(novel, play, etc.)

Title _____

Publisher (if known) _____

School where material is located _____

Complainant represents:

_____ himself/herself

_____ name of organization _____

_____ other (identify) _____

1. To what do you object in this material? (Please be specific, citing pages)

2. What do you feel might be the result of reading this material? _____

3. Did you read the entire book? _____ If not, what parts? _____

4. Are you aware of the judgment of this materials by literary critics? _____

5. What do you believe is the theme of this material? _____

6. What would you like the school district to do about this material?

_____ Do not assign it to my child.

_____ Withdraw it from all pupils.

_____ Re-evaluate its worthiness.

7. What better quality material would you recommend in its place? _____

Signature

Address _____ Telephone _____

MATERIALS SELECTION PROCEDURE
GREENSBORO CITY SCHOOLS

PHILOSOPHY

The responsibility of the personnel of the Greensboro City Schools is to provide for all students the instructional materials, print and non-print, which will best serve to prepare the students for the kind of meaningful and productive place in society which each individual deserves. In order to achieve this task, it is necessary to select materials which will present a wide range of ideas and information to insure against the projection of biased or limited views of life. Democracy rests on the assumption that the educated, free man can be entrusted with self-determination. It should be recognized, however, that not every student has achieved the same level of intellectual ability or maturity; therefore, the professional staff is charged with the duty of assisting and advising the student in selecting and using those materials which will best serve his individual needs.

*OBJECTIVES

The following objectives will implement this philosophy:

To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.

To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

To provide a background of information which will enable pupils to make intelligent judgments in their daily lives.

To provide materials on opposing sides of contriversional issues so that young citizens may develop, under guidance the practice of critical analysis of all media.

To provide materials representative of many religious, ethnic, and cultural groups and their contributions to our American heritage.

To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the materials.

ROLES AND RESPONSIBILITIES

The Superintendent interprets the Selection Policy Document to administration and to the community at large.

* Policies and Procedures for Selection of Instructional Materials, American Association of School Librarians, 1970.

The principal interprets the Selection Policy Document to staff and to parents in the individual school.

The Materials Selection Committee is organized in each school along grade level or departmental lines with representation for each grade or department. The committee is appointed by the principal and includes the principal, the media specialist, and teachers. The principal may include parents, students, and/or other members of the community. The shared/divided responsibilities of the committee include budgeting, selecting, ordering and organizing all instructional materials.

SELECTION PRINCIPLES

Responsibility for evaluation of instructional materials is shared jointly by members of the staff and members of the Materials Selection Committee.

Evaluation of materials is a continuous process with adequate time for one or more of the following:

- .Examination, previewing, or field testing
- .Reference to reviews
- .Reference to reputable, unbiased professionally prepared selection aids

Suggestions and/or requests are submitted to a member of the Materials Selection Committee using the Preliminary Order Card.

The committee and sub-committees analyze print and non-print materials and evaluate critically the following areas:

- .Authenticity and/or historical perspective
- .Appropriateness and Interests
- .Reputation and significance of author/artist/composer/producer
- .Relationship to the curriculum and the collection
- .Technical Quality
- .Cost

Note: The same principles of selection which are used with purchased materials apply to free, donated, and existing materials.

PROCEDURES FOR HANDING REQUEST FOR RE-EVALUATION

1. The enquirer is requested to fill out the "Request for Re-evaluation of a Material" form and submit it to the Principal.
2. A standing Committee for Re-evaluation of Materials is appointed at the beginning of each school year by the Superintendent which includes parents, students, teachers, administrators, and lay-persons. From this group he will appoint a Review Team for each material in question.
3. A final decision will be made within sixty days by the Review Team. Until a final decision has been made, the material shall remain in use.

REQUEST FOR RE-EVALUATION OF A MATERIAL
School _____

INITIATED BY _____

Telephone _____ Address _____

REPRESENTING
Self _____ Organization or group _____
(name)

MATERIAL QUESTIONED
Book Film Filmstrip Record Other (Identify) _____

Title _____ Author _____

Publisher/Producer _____ Copyright date _____

1. Have you seen or read this material in its entirety?
2. To what do you object? (Please cite specific passages, pages, etc.)
3. What do you believe is the main idea of this material?
4. What do you feel might be the result from use of this material?
5. Have you read any reviews of this material?
6. For what age group might this be suitable?
7. What action do you recommend that the school take on this material?
8. What material do you recommend that would meet the same needs as the material in question?

Date _____ Signature _____

School District of Lancaster
Lancaster, Pa.

INSTRUCTIONAL MATERIALS SELECTION POLICY

I. PHILOSOPHY

The School District of Lancaster recognizes that the child is the center of the instructional program and that all instruction should be tailored to fit a child development pattern of education. All children do not learn things equally well, but all must have an equal opportunity in the pursuit of education.

The purpose of our instructional program shall be to develop individuals who can demonstrate basic training in desirable moral and ethical values as well as strong academic preparation for life.

It is this philosophy that guides the library media staff in the selection of all materials, print and non-print, that are placed in all library/media centers.

The library media staff is further guided by the philosophy of materials selection set forth in the School Library Bill of Rights for School Library Media Center Programs (approved by the American Association of School Librarians Board of Directors, Atlantic City, 1969).

The American Association of School Librarians reaffirms its belief in the Library Bill of Rights of the American Library Association. Media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians asserts that the responsibility of the school library media center is:

To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials.

To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.

To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethical standards.

To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.

To provide a written statement, approved by the local Boards of Education, of the procedures for meeting the challenge of censorship of materials in school library/media centers.

To provide qualified professional personnel to serve teachers and students.

II. GENERAL POLICY

The purchase of all media materials is legally vested in the School Board. The Board delegates to the library/media staff the responsibility to develop final recommendations for purchase. The actual selection of materials is the responsibility of professionally trained library/media personnel who know the courses of study, the methods of teaching, and the individual differences of students.

The library/media staff will choose materials that are keyed to the curricular and personal interests and needs of the students and faculty. Library/media personnel will be aided by initial purchase suggestions from administrators, supervisors, faculty, students and parents (community). The widest participation at this level is encouraged. The individual library/media person is responsible for the final evaluation and selection of materials.

III. PRINCIPLES OF EVALUATION AND SELECTION OF MATERIALS

Materials are defined as all print and nonprint resources, excluding textbooks, used by students and faculty in meeting the needs of the pupils who attend the school in which the library/media center is located.

The selection of materials is a continuous process which is dependent upon the following criteria:

- A. In selecting materials to purchase, the library/media specialist evaluates the existing collection and consults with teachers, coordinators, department chairpeople, supervisors, administrators, community representatives, and students for recommendations.
- B. The library/media specialists are aided in their selections by reputable, unbiased, professionally-prepared selection tools. Such tools include professional book selection aids, basic general lists, current general lists, special bibliographies for reference materials and for subject fields, and current reviewing media. See Appendix A.
- C. Additional purchase suggestions come from interlibrary loan, visits to book exhibits and state examination centers, examination of bookstore stock, publishers' samples seen at conferences, and texts and courses of study approved for use within the school district.
- D. In coordinating purchasing to ensure the development of a balanced media collection within a fixed budget, library/media specialists determine priorities among materials to be purchased. Evaluative criteria used to determine these priorities include the following:
 - 1. Facts presented should be accurate and up to date.
 - 2. Information should be logically arranged.
 - 3. Subject matter should hold the attention of the student.
 - 4. Format of the material should be attractive and durable.
 - 5. Illustrations should be pertinent and well executed.
 - 6. Each medium should meet a real or potential need.
 - 7. Each medium should exhibit literary and aesthetic quality.

IV. PROCEDURE FOR HANDLING OBJECTIONS AND CENSORSHIP

The review of materials questioned by the public will be treated objectively as an important routine action. Every effort will be made to consider the objections, keeping in mind the best interests of the students, the school, the curriculum, and the community. The procedure is outlined below:

- A. All criticisms not resolved at the building level will be made in writing using the Citizen's Request for Reconsideration of Instructional Material form to the appropriate building principal who will send copies to the building library/media specialist and the Director of Library/Media Services. The form must be filled out completely and signed so that a proper reply can be made. See Appendix B.
- B. The Director of Library/Media Services will appoint a Review Committee to function at the call of the Director upon receipt of a written complaint. The committee will consist of:
 1. The Director of Library/Media Services
 2. A school library/media specialist
 3. A member of the Superintendent's staff
 4. A building principal
 5. A teacher or subject specialist
 6. A member of the area PTA/PTO Council
 7. A member of the Board of Education
 8. A representative to the student body (secondary)
- C. The first meeting of the Review Committee will afford those persons or groups questioning materials an opportunity to meet with the committee and to present their opinions. The school library/media specialist involved in the selection of the questioned material will have the same opportunity.
- D. The committee will review the questioned material and all critical evaluations available. The material will be reconsidered with the specific objections in mind.
- E. The report of the Review Committee's decision will be completed within ten school days and submitted in writing directly to the complainant. The report of the committee will be the final action of the Review Committee. Information copies of the report will be sent to all building principals, all media personnel, and all members of the Review Committee, and all members of the Curriculum Committee.
- F. No material will be removed from use until the Curriculum Committee of the board has reviewed such report and has recommended action to the board.
- G. Appeal of the decision can be made to the Curriculum Committee of the School Board.
- H. If the decision results in keeping the material in a reserve area, the Library/Media Parent Permission Form will be used. See Appendix C.

V. GIFTS

The library/media specialists welcome books and other resource materials from individuals and organizations, but they reserve the right to refuse unsuitable materials. To be acceptable, the materials must be of the quality to meet the standards established for the selection of materials in the School District of Lancaster. It is understood that gift collections will be integrated into the general collection and do not warrant special housing. Library/media professionals dispose of gift materials that become out of date or worn.

VI. WEEDING, DISCARDING, REPLACEMENT AND DUPLICATION OF MATERIALS

Multiple copies of outstanding materials and materials in demand are purchased as needed. Need is determined by the library/media specialist. Worn items and missing items are replaced periodically. Weeding, the process of ridding the collection of out-of-date materials, is done on a continual basis. The disposition of materials will be accomplished in accordance with the School District's Disposition of Used Textbooks Procedure.

VII. AVAILABILITY

A copy of this materials selection policy and the accompanying forms will be available in each school library/media center and the main office.

Approved by the Board of School Directors - August 12, 1976.

APPENDIX A

The following are recommended selection aids; however, consultation is not limited to this listing.

Audio-visual Equipment Directory
Audio-visual Market Place
Basic Book Collection for Elementary Grades
Basic Book Collection for High Schools
Basic Book Collection for Junior High Schools
Book Review Digest
The Booklist and Subscription Books Bulletin
Bulletin of Center for Children's Books
Children's Catalog
Choice
Core Media Collection for Secondary Schools
Elementary English
Junior High School Catalog
Standard Catalog for High School Library
Horn Book
Learning Directory
Media and Methods
Media Review Digest
National Center for Audio Tapes
New York Times Book Review
Nicem Indexes
Paperbound Book Guide for: Colleges, High School, Elementary School
Previews
Resources for Learning
Saturday Review
Library Journal
School Library Journal
Top of the News
Wilson Library Bulletin

APPENDIX B
School District of Lancaster
CITIZEN'S REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIAL

INITIATED BY: _____

Telephone _____ Address _____

Complainant represents: self _____ or organization or group _____ (Name)

Material Questioned:

Book: Author _____

Title _____

Copyright date _____

Audiovisual: Type of media _____
(film, filmstrip, record, etc.)

Title _____

Other material: Identify _____

PLEASE RESPOND TO THE FOLLOWING QUESTIONS. IF SUFFICIENT SPACE IS NOT PROVIDED, PLEASE USE AN ADDITIONAL SHEET OF PAPER.

1. Why do you object to the material? Please be specific. Cite pages or frames

2. What of value is there in this material? _____

3. What do you feel might be the result of reading/viewing/or listening to this material? _____

4. For what age group would you recommend this material? _____
5. Did you read/view/hear the entire work or material? _____ If not, what sections? _____
6. Are you aware of the judgment of this material by critics? _____
7. Are you aware of the teacher's purpose in using this work or material? _____
8. Have you read any reviews of this material? _____ If so, cite source and comment

9. What do you believe is the theme or purpose of this work? _____

10. What would you prefer the school do about this material?
_____ Do not assign, recommend or show it to my child?
_____ Withdraw it from all students
_____ Send it to the Review Committee for reevaluation
_____ May be read with written permission of parents
11. In its place, what material of equal value would you recommend that would convey as valuable a picture and perspective of a society or a set of values?

Signature _____

Date _____

APPENDIX C
SCHOOL DISTRICT OF LANCASTER
LIBRARY/MEDIA PARENT PERMISSION FORM

Date _____

Dear Parent:

The resource listed and summarized below has been challenged for the reasons indicated in the summary. The School District of Lancaster Review Committee has examined the resource and decided it should be kept in a reserve area in the library/media center for more mature users. If a student wishes to borrow material from this shelf, he/she must first secure this summary sheet for parental review and approval.

Your son/daughter wishes to borrow the material listed and summarized below. Please indicate whether or not you approve. Sign and return this sheet.

TITLE _____

FORMAT _____

SUMMARY:

Signature of Principal

Signature of library/media specialist

Building

_____ I grant approval for this resource to be borrowed.

_____ I do not grant approval for this resource to be borrowed.

Signature of Parent

Date

SHAKER HEIGHTS CITY SCHOOL DISTRICT
SHAKER HEIGHTS, OHIO

F-138

SELECTION POLICY FOR SCHOOL LIBRARY MEDIA

The primary objective of the school's educational media center is to implement, enrich and support the educational program of the school. It is the duty of the center to provide a wide range of materials on all levels of difficulty, with the diversity of appeal and the presentation of different points of view.

To this end the Board of Education of Shaker Heights, Ohio accepts the School Library Bill of Rights for School Library Media Programs of the American Association of School Librarians as an expression of the responsibilities of the library media center.

Legal responsibility for the selection of library materials rests with the board of education. The superintendent operates within the framework of policies determined by the board and delegates to the library staff the responsibility to develop final recommendations according to board and administrative directives with recommendations from principals, department heads and teachers. The actual selection is the responsibility of professionally trained personnel who know the course of study, the methods of teaching and the individual differences of the pupils in consultation with administrative personnel, faculty and students. It is expected that students' and citizens' views will be considered in the development of recommendations whenever appropriate.

FAD/des/rp
Board adoption 11/2/71

(Note: The second page of this document repeats the School Library Bill of Rights which was endorsed by the American Association of School Librarians.)

I. CRITERIA FOR SELECTION

- A. Criteria to be considered in final selection of all materials added to the collection:
1. Is the material needed by this school?
 2. Is it among the best of its kind available?
 3. Does it implement or enrich the course of study?
 4. Are its contents, vocabulary and format suitable for the students?
 5. Does it have literary merit and interest appeal?
 6. Does it appear on one or more approved lists or in a reviewing media?
 7. Has some member of the staff read and examined the material and recommended the title for purchase?
 8. When appropriate has the area specialist been consulted?

9. Does it fulfill the responsibility of the school library as expressed in the School Library Bill of Rights for Library Media Programs?
 10. Does it contribute to a balanced presentation of the subject matter in relation to current holdings?
 11. Is the value commensurate with the cost?
- B. Materials offered to the schools as gifts are accepted with the understanding that they will be evaluated on the basis of the criteria set forth above and only those meeting these standards are added to the collection. Disposal of the remaining materials is left to the discretion of the individual school librarian.
- C. Sponsored materials should not only meet the same evaluation standards as any other items being considered for purchase but the following as well:
1. Is the primary purpose of the material to educate rather than to promote sales?
 2. Does the sponsoring concern display more advertising than is acceptable to our selection standards?

II. PROCEDURES FOR SELECTION

The selection of library materials shall be a cooperative continuing process guided by the librarian. Selection shall be made by examination of material when possible and/or from recognized authoritative bibliographies, selection aids, and reviews.

In specific areas the librarian follows these procedures:

- A. Multiple items of outstanding and much in demand media are purchased as needed. However, these items do not include supplemental text material.
- B. Worn or missing standard items are replaced periodically.
- C. Out-of-date or no longer useful materials are withdrawn from the collection.

III. CHALLENGED MATERIALS

In a democracy opinions differ, and occasionally there may be criticism of even the most carefully selected material. To consider properly and reply to any protest regarding recommended or adopted material, criticism of such material should be directed in writing to the local school principal and librarian. Should this procedure not prove satisfactory, the criticism should be directed in writing to the Superintendent through the Director of Library Media.

The statement must give the author, title, publisher, copyright date, and the exact nature of the objection being made. The statement must be signed and dated. As a convenience to the complainant, the "Request for Reconsideration of Learning Materials" may be used. These forms may be obtained from the office of the Director of Library Media.

The Superintendent, after conferring with the Board, will then appoint a suitable committee of teachers, librarians, administrators, and parents to review the material. The Director of Library Media will be a member of this committee.

The committee will:

- A. Read and examine materials referred to it.
- B. Check general acceptance of the materials by reading reviews.
- C. Weigh values and faults against each other and form opinions based on the material as a whole and not on passages pulled out of context.
- D. Meet to discuss the material and to prepare a report on it.
- E. File a copy of the report in the offices of the Superintendent and Director of Library Media, with copies to the members of the board, and make recommendations to the Superintendent concerning the disposition of the complaint.

The Superintendent, or his designated representative, will act upon the recommendation (s) of the committee and reply in writing within sixty (60) days to the person originating the objection.

The Request for Reconsideration of Learning Materials form covers two pages. The pertinent information is condensed below.

REQUEST FOR RECONSIDERATION OF LEARNING MATERIALS

It is the policy of the school district to accept written requests for reconsideration of learning materials used in our schools. Please use this form when initiating a request. Copies of the established procedure and additional forms are available in the office of the Director of Library Media. Completed forms should be addressed to the Superintendent of Schools.

Author: _____ Title: _____

Publisher: _____ Copyright date: _____

Request initiated by: _____

Address: _____ Phone: _____

School in which material is used: _____

Person making request represents: Himself _____ Group _____ Organization _____

1. To what do you object?
2. What do you feel might result from the use of the material?
3. Would you recommend this material for any age group?
Explain
4. Did you read or view the entire material?
What parts?
5. Are you aware of the judgment of this material by experts in the field?
6. What do you believe is the theme or purpose of the material?
7. What materials can you recommend in place of the above?

Date _____ 19 _____

 (Signature)

School library media specialists in the Portland (Oregon) Public Schools complete book evaluation cards. The evaluation form for high school book evaluation is shown below and the elementary book evaluation form is found on the top of the next page. Both are printed on 5 1/4"x7" white card stock with black ink.

Portland Public Schools

HIGH SCHOOL BOOK EVALUATION

Dept. of Educational Media

Recommended: Rejected List _____ Do not list _____	Excellent _____ Good _____ Fair _____	Suggested Subject Area _____ Reading Level _____ _____ _____	Interest Level Mature _____ Average _____ Below _____	_____ _____ _____	NonFiction _____ Fiction _____				
Author			Title						
Publisher			Date	Price	Length	Index	Illus.	Bib.	Format

COMMENTS:

Reviewer's Signature _____ School _____ Position _____ Date _____
 (See Other Side If Needed)

ELEMENTARY LIBRARY BOOK EVALUATION

FOR OFFICE USE ONLY

Recomm. for
Gen. Purchase.....
Recomm. for
Fed. Purchase.....
Rejected.....
Future Purchase.....

Author.....

Title.....

Publisher..... Copyright Date..... Price..... Type of Binding.....

Interest level..... Reading level..... Length.....

Correlation with Portland curriculum:

Evaluation:

Date reviewed..... Reviewer's signature.....

Read by teacher..... (Certified Personnel Only)

Read by student..... Position and School.....

(Use Other Side For Additional Comments)

Department of Educational Media

Portland, Oregon

INVENTORY

Ann T. Grant, East Elementary School, Littleton, Colorado reports her inventory procedures. One-third of the library is inventoried each year: Non-fiction; Easy and Biography; and Fiction and Story Collections. Reference is checked every year for encyclopedia volumes, and irregularly for other reference items. Volunteer parents and/or students put the sections to be inventoried in complete order. One person reads off the author or title and accession number from the shelf list card. If the book is on the shelf, no mark is made on the card; if the book is not on the shelf, a paperclip is put on the card's top edge, and a lightly pencilled 0 is put next to the appropriate number if there is more than one copy.

As inventory is taken, books are pulled for special treatment. To designate what is to be done, $1\frac{1}{2}$ "x12" colored paper markers are inserted in the books and they are stacked into groups according to the problem for each volume: red markers = need mending; blue = to be discarded; green = to bindery; yellow = no shelf list card; purple = typing of card and/or pocket needed; orange = any other problem such as mislettered spine.

If the book is put in the discard pile the words "Disc. 6/77" are written on the shelf list card next to the correct accession number. If that copy is the only copy in the library, the shelf list card is pulled for filing in the "dead" file and catalog set is pulled to go with it. The central office also keeps a record so that the book card is sent to this central record with any indication of additional copies remaining.

The form for inventory records of the Bradford (Pennsylvania) City School District is shown below. Immediately following this chart is a form for tabulating new volumes from the acquisition record which can be used in conjunction with the inventory record. Both forms are mimeographed on $8\frac{1}{2}$ "x11" white paper.

Bradford City School District

Senior High School Library Inventory

Librarian _____

Classifications	On Hand Beginning of year	Received During Sept.		Total as of Nov. 1	Received 11-1 to 6-1		Removed from Inventory			Balance Available for next year
		New	Recovered		New	Recovered	Unfit for use	Lost & Paid	Withdrawn	
000-General Works										
100-Philosophy										
200-Religion										
300-Social Science										
400-Languages										
500-Science										
600-Useful Arts										
700-Fine Arts										
800-Literature										
900-909-History 930-999										
910-919-Travel										
920-B- Biography										
F(inc. S.S.)-Fiction										
Total										

Pg.	1	2	3	4	5	6	7	8	9	0	TOTAL
000											
100											
200											
300											
400											
500											
600											
700											
800											
900											
910											
920 -B											
Fiction											
Total											

50

INSERVICE TRAINING

Inservice training as defined for this publication has many facets. The first includes manuals developed by school library media specialists which may be used as a basis for a workshop or may serve to inform the students and teachers of services and holdings through their existence. They also have historical benefit to show future librarians why or how certain procedures were followed.

Emily Kohler of Richboro (Pennsylvania) Elementary School has a twenty-two page publication with a table of contents as follows:

1. Poem
2. Library rules
3. Periodicals
4. Book reports--You can make book reports come alive
5. AV equipment available on loan--filmloop collection
6. Bibliographies--Thanksgiving and Christmas/Hannukkah

The manual is punched to fit a three-ring notebook and contains sketches to make it eye appealing.

Irving Morris, Louis D. Brandeis High School Annex, New York, New York developed the following questionnaire for an inservice session. He hoped to gather faculty input into the planning for a teacher resource center.

The Renewal Committee (Annex) is currently involved in setting up a Teacher Resource Center. The Center would be located at the Annex but would be open to all teachers at L.D. Brandeis - Annex and Main Building.

We need your advice and help for the best development of this Resource Center.

1. What professional periodicals would you recommend?

2. What sources of free and/or inexpensive materials can you share with us, and through us with the rest of the faculty? (Money ranging from none to little makes this very important.)

3. Are there any professional books you would like to see available at the Center?

4. Any suggestions for the betterment of this projected center?

a. _____

b. _____

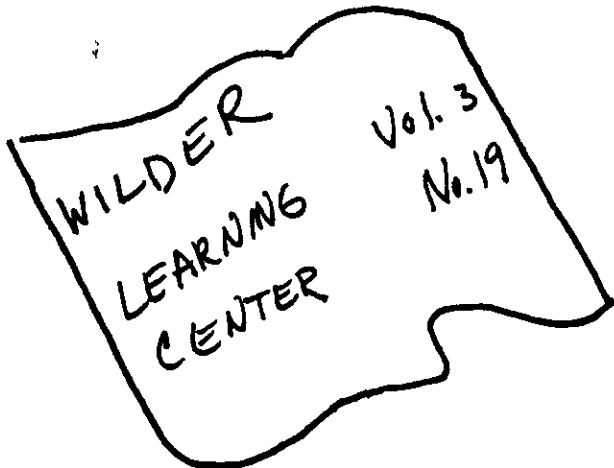
Arlene Thornton, Avondale Elementary School, Birmingham, Alabama reports that faculty members are sometimes as in need of library instruction as are their students, and are even more reluctant to participate.

Audiovisual equipment is the best drawing card, since many educators are anxious to use the commercially prepared learning aides. An inservice workshop on audiovisual equipment, with time for hands-on experience, questions and handout sheets containing important facts to remember about the equipment was held. This needed workshop also provided the opportunity to show and explain the new software. For example, a lesson on using the filmstrip subject catalog was integrated into the lesson on threading the filmstrip projector.

A complete list of audiovisual titles--every filmstrip, record and cassette--in the library was given out to each faculty member and they were asked to attach it to their faculty handbook. This lengthy and time-consuming compilation listed the title, call number, and grade level for each item, and it is hoped that by having this list on hand, the faculty will make greater use of this resource.

New books or announcements of special interest to certain teachers are routed to those individuals and announcements of new materials or services are made frequently at faculty meetings. Personal contact, whether on a person-to-person basis or in a faculty meeting, results in better understanding and support than any written notices. Faculty members, of course, are solicited for purchase recommendations and are consulted on large purchases in their subject area.

Mary Ake, Laura Ingalls Wilder School, Littleton, Colorado, sends a notice to each teacher every Monday morning. A sample of this publication follows. The notice is printed on an 8½"x11" ditto master.



the LEARNING CENTER

COMMUNICATES

January 24, 1977

The ever popular "Lollipop Dragon" is the star of a newly acquired kit concerned with Career Education. Titled The Lollipop Dragon and the World of Work, it is to be found on the Professional Shelves.

"Winnie-the-Pooh" is deeply involved in another recently purchased series of sound filmstrips dealing with children and safe journeys to and from school. All aspects are covered from meeting strangers to "Pooh Rides the Bus." The Learning Center also has the McGraw-Hill safety series.

The Learning Center is happy to welcome the following new VIPS: Chris Chatham, Sandra Foy, Lois Ruffin, and Betsy Tracy. VIPS make the operation of the LC possible. Many thanks to each of the LC volunteers.

As always, the Learning Center is eager to provide resource material for Wilder Teachers. The note requesting such aid pinned to the Learning Center office bulletin board is greatly appreciated! The Wilder Speaker Resource box is being up-dated, and will be available in the Learning Center very soon. This resource was most useful in planning for the Career Awareness Day to be held in the Elderberry Pod (third and fourth grades) this Friday.

Sue Lenski (North Media Specialist) has prepared a very useful list of print/non-print materials for Bibliotherapy. The list has been checked for the Learning Center holdings, and is available for your use. Please ask your librarian for additional suggestions.

Bulletin Board: IT'S COLD, READ A BOOK!

Display Case: WINTER

Listening Post: WINNIE THE POOH & THE HEFFALUMP

Poetry Page: WINTER SOLSTICE

this week's thought: IT IS BETTER TO WEAR OUT THAN TO RUST OUT.



Inservice training in the Portland (Oregon) Public Schools is planned through a "Professional Growth Proposal." An example of one of these forms is condensed below.

P R O F E S S I O N A L G R O W T H P R O P O S A L
for special individual or group projects
(to be prepared in quadruplicate)

Person submitting project _____ Date _____

School _____ Present assignment _____

Type of project: (check appropriate one)

___ Course ___ Practicum ___ Study-Travel ___ Reading & Conference

___ Seminar ___ Workshop ___ Research _____

(Other)

Project title: _____

Instructor/Chairman/Coordinator _____

Project begins _____ and ends _____

Proposed number of inservice credits _____

(A minimum of 11 in-class hours -- 1 credit hour)

ATTACHED ARE THE DETAILS OF THE PLANNED PROJECT

Signature of Person Submitting Project _____

Approved by Building Administrator _____

Approved by Area Administrator _____

Authorized: Ass't Supt. of Personnel Services _____

A copy of the complete proposal as well as an outline of the specific sessions, the goals, the activities, the resource persons, and the evaluation procedures as well as the evaluative criteria follow.

PROFESSIONAL GROWTH PROPOSAL

Person submitting Project: Dorothy E. Elliott

Date: Sept. 18, 1975

School: Cleveland High School

Present Assignment: Librarian Media Specialist
Project Title: Effective Use of Instructional
Materials in the Media Center

Coordinator/Instructor: Dorothy Elliott

Project begins: October 7, 1975

Project ends: December 16, 1975

Proposed number of credits: 2

1. Overall project goal: To enable members of the teaching staff of the Cleveland High School to make effective use of the instructional materials in the Media Center.

2. Specific learning goals:

- a. Participants will gain knowledge of the District Instructional Materials policies re:
 - (1). Evaluation and acquisition of instructional materials.
 - (2). Academic freedom for teachers and students
 - (3). Controversial materials
 - (4). Use of copyrighted materials
- b. Participants will become familiar with other media centers and community agencies.
- c. Participants will become familiar with the selection, acquisition, processing, and distribution of textbooks and supplementary instructional materials from the book-room depository of the Media Center.
- d. Participants will gain knowledge of the many varieties of support services available in the Cleveland Media Center.
- e. Participants will become familiar with current books and related materials for young people that are available to supplement and enrich curriculum.
- f. Participants will become familiar with various Audio-visual equipment.
- g. Participants will become familiar with various new films from the Young Adult list of film.
- h. Participants will become familiar with various literary and social study reference tools and information services.
- i. Participants will design and produce supplementary learning materials.
- j. Participants will become familiar with the instructional program provided students in use of the Media Center Materials.

3. Evaluative Criteria:

- a. It is hoped that the teachers of Cleveland High School will have gained up-to-date and adequate information about the print and non-print materials and equipment to enable them to make effective utilization of the multi-media approach in their classes.
- b. Instructor observation of participants as they:
 - (1) Use Leroy Scribe and Template to design practical applications appropriate to teaching assignments
 - (2) Laminate above design
 - (3) Produce a color lift
 - (4) Participate in at least 1 symposium after reading selected book

EVALUATIVE CRITERIA QUESTIONNAIRE

	Yes	No
1. Did the course cover topics that you were wanting covered?		
2. Have you been able to use knowledge gained from the class with your students?		
3. Did the course help you to understand the support role of the Media Center?		

4. The presentations made in this course were helpful because:

5. I would like to have more help in the following areas:

6. Comments:

TITLE: In-Service Course: Effective use of Instructional Materials in the Media Center.

CREDIT: 2 hours

INSTRUCTOR/COORDINATOR: Dorothy Elliott

FOR: Cleveland High School

COURSE GOAL: Participating members of the teaching staff of Cleveland High School will be able to make effective use of the instructional materials in the Media Center.

SESSION	DATE	GOAL	ACTIVITY	RESOURCE PEOPLE	EVALUATION
1	10/7/75	<p>1. Participants will become familiar with the books and related materials for young people available in the media center to supplement and enrich the curriculum.</p> <p>2. Participants will become familiar with the Freshman library instructional program given at Cleveland.</p>	<p>Symposium: Book reviews relating to the central theme--communicating with hearing handicapped persons.</p> <p>Demonstration: Dorothy Elliott</p>	<p>Dave Aiken, chairman Jean Heintz Glenn Hill Helen Bowers Floyd Harmon</p>	<p>Teachers keep logs of perceptions and reactions. Bibliography handout germane to symposium theme. Do participants seem actively interested and take part in discussion.</p>
57 2	10/14/75	<p>Participants will gain knowledge of the Portland School District Instructional Materials Policies regarding:</p> <p>(1) evaluation & acquisition of instructional materials (2) academic freedom (3) controversial materials (4) copyright laws in terms of use of materials for classroom instruction</p>	<p>Presentation: Dr. Richard Gilkey, Director of Instructional Materials, PPS</p> <p>Film: copyright laws & use of copyrighted materials.</p>	<p>Dr. Richard Gilkey</p>	<p>Do participants show interest and ask questions?</p>

SESSION	DATE	GOAL	ACTIVITY	RESOURCE PEOPLE	EVALUATION
3	10/21/75	<p>1. Participants will become familiar with district and community media centers.</p> <p>2. Participants will become familiar with the organization and administration of instructional materials in the bookroom supplementary and textbook depository.</p>	<p>Presentations: Coordinating services with Mult. County Library.</p> <p>Utilizing materials in PPS District Professional Library.</p> <p>Administration & organization CHS bookroom depository.</p>	<p>Mrs. Ellis Seeley, Information Services, Mult. Co. Library</p> <p>Mrs. Jean Duhrkoop, Librarian, Dist. Professional Library.</p> <p>Mr. Floyd Harmon, CHS Curriculum Vice-Prin.</p> <p>Mrs. Alene Deverell Media Center Book Clerk.</p>	Do participants show interest and ask questions?
4	10/28/75	<p>Participants will become familiar with various new films from Central Depository.</p> <p>Participants will become involved in selection procedure.</p>	<p>Presentation: Selected new films from Young Adult lists.</p> <p>Selection and acquisition procedure discussed.</p>	Miss Joan Griffis, Media Coordinator Portland Public Sch.	Do participants express desire to review films for their subject matter areas?
58 5	11/4/75	<p>1. Participants will become familiar with current books and related materials available in the Media Center.</p> <p>2. Participants will become familiar with various social study references available in the Media Center.</p>	<p>Presentation: Symposium on four book reviews. All books have been or may be controversial.</p> <p>Presentation: Selected Social Study References:</p> <p>Annals of America & use of Conspectus Syntopican to the Great Books</p> <p>ORS., U.S. Code, 1975 legislative bills Supreme Court Reports.</p>	<p>Moderator, Dave Aiken Participants from class</p> <p>Dorothy Elliott</p>	Do participants show interest?

SESSION	DATE	GOAL	ACTIVITY	RESOURCE PEOPLE	EVALUATION
6	11/18/75	Participants will become familiar with various Audio-visual equipment.	Demonstration and laboratory work in production and design with visual maker and vacu-former.	Mr. Jim Baker, Media Coordinator, Portland Public Schools.	Are participants active and indicate they will use equipment?
7	11/25/75	Participants will become familiar with current books and related materials available in the Media Center. Participants will become familiar with various literary references and indexes.	Symposium. Four book reviews. Black authors. Presentation: Selected literary references and indexes.	Dave Aiken, moderator Class participants Dorothy Elliott	Do the participants take notes? Have the participants shown interest in the references presented?
59 8	12/2/75	Participants will become familiar with current books and related materials available in the Media Center. Participants will design and produce supplementary instructional materials.	Symposium. Four books on related theme. Demonstration: Lettering with LeRoy scribe and template. Laminating. Lab work: class members	Dave Aiken, moderator Class participants Mrs. Capi Reed Dorothy Elliott Mrs. Alene Deverell	Do the participants have production and design projects they wish to complete or have completed?

SESSION	DATE	GOAL	ACTIVITY	RESOURCE PEOPLE	EVALUATION
9	12/9/75	<p>Participants will become familiar with current books and related materials for young people that are available to supplement and enrich curriculum.</p> <p>Participants will design and produce supplementary instructional materials.</p> <p>Participants will gain knowledge of the many varieties of support services available in the media center.</p>	<p>Symposium: Four books presented by class participants on related theme.</p> <p>Demonstration and lab work: laminating, color lifts, thermal dittoes and transparencies, opaque projector, etc.</p>	<p>Dave Aiken, moderator</p> <p>Laura Hook Dorothy Elliott Alene Deverell Doris Grilley Julie Nielsen</p>	<p>Are the participants relating the reviews presented to their teaching needs?</p> <p>Are all the participants using the lab period to design/produce instructional materials for their use?</p>
10	12/16/75	<p>Participants will continue to become familiar with current books and related materials for young people.</p> <p>Participants will become familiar with various non-print materials and equipment...available in media center.</p> <p>Participants will gain knowledge of the many varieties of support service available in the media center.</p>	<p>Symposium: Four books reviewed by class participants.</p> <p>Demonstration and lab work: Previewing Fs-Tapes Sommer auf Sylt Fs-Cassette Prisons & Prison Reforms Kit Control of Life: Youth killers, etc.</p>	<p>Dave Aiken, moderator</p> <p>Laura Hook Dorothy Elliott Alene Deverell Doris Grilley Julie Nielsen</p>	<p>Are the responses to the handout evaluative questionnaire indicative that knowledge has been gained in the effective use of the media center</p>

One very important form of inservice training involves the education of all users in the correct procedures to follow so that they can get maximum use out of their library media center. Many school library media specialists have developed learning sequences for their individual buildings while in other districts this learning sequence is prepared at the district level. Many of these learning sequences are entire books within themselves and only part of these books will be reproduced here.

One school library media specialist, Nell R. Manuel, Alhambra School in Phoenix, Arizona sent SSRG: Study Skills for Reading which was developed by the School Libraries Division of Arizona State Library Association in response to a mandate from the Arizona Legislature that "each school district within the state should present reading, writing, and computation goals, objectives and evaluation instruments to the Arizona State Board of Education." The librarian/media specialists developed the necessary minimal study skills which are presented in this 82-page publication with the concluding statement:

In the final analysis, the best test of a students' competence in study skills is in his use of them. The teacher provides the need for their use. A good library media center and the librarian/media specialist working with the teacher and student can make learning experiences more effective.

The 58 objectives are developed and identified by grade level for grades K-12 with a suggested sequence and a pre-test when applicable. Objective 1 and Objective 58 are condensed below.

Objective Number 1 Category: Orientation in the Use of the Library Media Center
 Sub-Category: Introduction to the library media center
 Grade: Kindergarten

Behavioral Objective: After a tour of the library media center the student will answer orally where the easy books are located.

Performance Criteria: The librarian/media specialist will ask the students, at random, where the easy books are kept.

Objective Number 58 Category: Readers' Guide to Periodical Literature
 Grade: Nine through twelve

Behavioral Objective: Given a citation from the Readers' Guide and access to the pages of abbreviations in the front of every issue of Readers' Guide, the student will be able to give the full information for the abbreviated terms and indicate the author (where given) and the title.

Performance Criteria: Give the meaning of the abbreviated terms and list the author and title for the Readers' Guide citations given below.

1. New switch for old railroads:bicycle trail. R.M. Cleckner. il Parks & Rec 8:20-2 F '73
 - a. Title
 - b. Author
 - c. il
 - d. 8:
 - e. 20-2
 - f. Parks and Rec
 - g. F'73

2. Hank Aaron. H. Nipson. il pors Ebony 28: 144-6 S'73
 - a. Title b. Author c. pors d. il e. 28: f. 144-6 h. S'73
3. Don't knock the American System to me! il pors Nations Bus 61:38-9
 - a. Title b. Author c. pors d. 48: e. 61: f. Ap '73

The "Shaker Heights Schools Library Media Program" was submitted by Ellen M. Stepanian, Shaker Heights (Ohio) School District. Their program "outlines the fundamentals of good media research skills and literature enrichment by grade levels." Divided into one 19-page section and another 35-page section, the manual is printed on the length of the 8½"x11" sheet. The Middle Grades (Grades 3-4) Instructional Objectives are reproduced below. They are divided into seven categories.

- I. Media Center Orientation
 - Identify kinds of media (at ability level)
- II. Organization of Resources
 - Find materials correctly in the fiction collection
 - Locate AV equipment, including filmstrip projectors, cassette recorder, tape deck, film projectors, etc.
 - Find different categories of books according to the Dewey Decimal System
 - Locate the vertical file
- III. Selection of Resources
 - Choose a dictionary to find the meaning of a word
 - Distinguish between the content and purpose of a fiction and nonfiction book
 - Distinguish between the use of filmstrip, film, overhead, opaque, and slide and loop projectors
 - Distinguish between content of a dictionary and of an encyclopedia
 - Select correct volume (using alphabetical order of encyclopedia to find specific information)
 - Select correct materials for a specified topic
- IV. Utilization of Resources
 - Alphabetize to second letter of author's last name
 - Identify and use a book's index
 - Use filmstrip, overhead, opaque, and slide projectors
 - Identify a book's title page and table of contents
 - Identify copyright date and publisher
 - Use card and book catalogs to find call numbers
 - Use vertical files to obtain pamphlets, pictures, etc.
- V. Comprehensive and Study Skills
 - Summarize simple information
 - Use a book's index to locate information
 - Find words in a dictionary
 - Identify key words and key phrases in a reference work
 - Use guide words
 - Use encyclopedias, atlases, almanacs, telephone directories

VI. Production Suggestions

- Construct a model story book with a title, author, front, back, spine, table of contents, copyright date, publisher
- Construct a "handmade" transparency
- Make a tape recording
- Make a "machine-made" transparency

VII. Literature Enrichment

- Provide opportunities to experience and enjoy literature through listening, reading and discussing
- Provide opportunities to learn criteria for good writing and to experience good writing to meet challenge of developing tastes
- Develop knowledge of the literary heritage, authors and illustrators, history of children's literature, types of literature, standards for judging, and methods of studying literature
- Develop skills of literary criticism by extending meaning, heightening appreciation, and relating literature to life; that is, the ordered inquiry into the writing that children are reading
- Foster development of skills in listening, oral reading, story-telling, writing, reporting, and discussing
- Enrich content of curriculum by bringing new meaning in all areas of the curriculum
- Stimulate creative activities in writing, telling stories, using art media to convey ideas based upon books, rhythmic movement, and in creative dramatics
- Develop lifetime pattern of preference for reading fine books in contrast to a steady diet of television, spectator sports, and listless sitting

Shaker Heights utilizes "A Taxonomy of Literary Understandings and Skills" as developed by Charlotte Huck in Children's Literature in the Elementary School, New York: Holt, 1968, pp. 688-691, which are reproduced in the manual. Section II includes "Read-Aloud Books: a Selection for Kindergarten Through Grade Six." The book's author and title are given with a short annotation.

Herb Deutsch, Herricks Public Schools, New Hyde Park, New York, sent "Library-Media Curriculum for Grades K-9 in Behavioral Terms," a joint publication of the Herricks Public Schools and the Board of Cooperative Educational Services (BOCES) of Nassau County, Division of Research and Development, Nassau Regional Office for Education Planning.

The 40-page guide states "in behavioral terms the media research and communication skills which should be attained on each grade level." Activities (which are included with behavioral objectives) are to be accomplished through the joint efforts of classroom teachers and school media specialists. The library media specialist "at each level above kindergarten . . . will determine that previously introduced skills have been mastered." Each grade level is divided into six areas: orientation, organization of resources, selection of resources, utilization of resources, comprehension and study skills, and production. Seventh, eighth and ninth grades are combined and shown below

7th, 8th and 9th GRADES

I. Orientation

1. Names personnel
2. Knows functions and procedures of new library

II. Organization of Resources

1. Knows major sections of the new library
2. Knows location of yearbooks, quotation sources, indexes, literary sources, et. al.
3. Locates Facts on File (optional)
4. Locates 16 mm films (optional)

III. Selection of Resources

1. Select suitable source for quick summaries
2. Select suitable source for short factual articles including specialized reference books
3. Select suitable source for identification of poetry and quotations
4. Select readings with an eye to their authority, date relevance, usefulness, appropriateness, etc.

IV. Utilization of Resources

1. Obtain and use materials from various additional material available from the public library
2. Specialized uses of magazines
3. Use of Abridged Readers Guide
4. Use index in newspapers
5. Use reference books for specific subjects such as biographical sources, specialized atlases and gazetteers, unabridged dictionaries, advanced and specialized encyclopedias

V. Comprehension and Study Skills

1. Use preface, chapter headings, indexes and cross references of books as aids in research
2. Use formal outline as a tool in getting information from reading selections and aiding recall
3. Skim to find material relevant to a topic
4. Select relevant material for a given purpose from larger content
5. Compare figures in maps, graphs, statistical tables, etc. to make generalizations, to infer and to draw conclusions
6. Recognize digressions from the main idea of materials
7. Distinguish between fact and opinion
8. Identify unsubstantiated statements or facts
9. Distinguish between factual or emotional appeal of material
10. Evaluate material for accuracy and/or appropriateness
11. Write annotated bibliographies
12. Distinguish between a summary, a paraphrase and use of direct quotations

VI. Production

1. Make a video tape
2. Make a film
3. Make a detailed report using audiovisual materials and equipment

"Media Skills: A Guide for Researching, Choosing, and Using all Forms of Media, Levels K-6" was sent by Leonard Johnson from the Media Services Department, Greensboro (North Carolina) Public Schools. The guide is in looseleaf format and allows users to add their "own thoughts, ideas, and plans to the guide, making it as individual and as personally useful as possible." The committee developing the sequential outline though some skills would be taught "primarily by the classroom teacher, some by the media specialist, and some with close cooperation of the two." Pages are printed on colored paper: blue for K-2, green for 3-4, and yellow for 5-6. The skills book is divided into Citizenship, Selection of Media, Study Skills, and Audiovisual Skills. Citizenship K-2 is reproduced below.

CITIZENSHIP

Objective: Boys and girls will demonstrate a proper attitude toward the rights and property of others by sharing materials, entering the center quietly, browsing with a purpose, being polite, and leaving the center in good order.

- . Developing understanding of the need for media center program and policies
- . Holding new books
- . Turning pages
- . Using bookmarks
- . Keeping hands clean
- . Keeping books clean
- . Protecting books from weather, pets and younger children
- . Avoiding use of tape for mending
- . Circulating print and non-print materials properly
- . Handling audiovisual materials correctly

Ideas for Implementation

Small group discussion using books in media center

Use of a filmstrip or tape followed by discussion demonstrating right and wrong way to handle books

Materials: Filmstrip, Glad Book--Sad Book
Filmstrip, tape, & chart, Care of Books
Tape, Story of a Lost Book

Explaining circulation procedure by showing enlarged cards

Materials: Teacher-made transparencies
Poster board cards

Individual child practices signing card

Materials: Actual book cards

Child makes own bookmark

Materials: Construction paper; pictures from old books, catalogs, magazines, glue, sissors

Media Center Skills of the Prince George's County (Maryland) Public Schools was sent by Ed Barth. Presented in 26 text pages and 77 pages of appendix, printed front and back on 8½"x11" 3-hole punched paper, the manual covers skills for grade levels K-12 and states behavioral objectives, teaching activities and teaching aids. The behavioral objectives and teaching activities, divided by grade level, for the section, "Ability to Recognize and Appreciate Books of Value for the World of Reality and the World of Imagination" are reproduced below.

A. Stimulation of reading interest

1. Behavioral objectives: Students will be able to:

K-2 Identify Mother Goose, fairy tales and some of the best picture books.

Identify Mother Goose, fairy tales in non-print materials.

3-4 Show imagination and enthusiasm in reading by using varied book reporting techniques.

5-6 Show their reading stimulation through displays and oral or written book reporting devices.

7-12 Demonstrate their increasing appreciation of good poetry and prose through wide selection of: novels, short stories, plays, essays, biography, autobiography, historical or political non-fiction. Read for enrichment and for growth in social understanding and moral responsibility.

Develop an appreciation and show respect for the values and contributions of other cultures as expressed in their writings.

B. Significance of Media Centers

1. Behavioral objectives: Students will be able to:

K-2 Orally define the concept of a media center as a place that has different kinds of materials.

Tell what services the public library offers to students.

Tell how the library is a part of the community.

3-4 Present briefly the development of various kinds of libraries. Recall brief facts about Randolph Caldecott and John Newbery and the awards named for them.

5-6 Participate in the various activities offered by the public library, e.g. Films and lecture series, book discussion groups, and contribute to publications.

7-8 Show, through discussion, their understanding of the part libraries have played in the growth of America and of those people who have contributed most to the development of libraries.

9-12 Differentiate among the various special libraries such as government agencies, private industries, and Folger. (Probably for academic classes).

TEACHING ACTIVITIES

A. Stimulation of reading interest

- K-1 Teachers and media librarians read aloud from appropriate books.
Tell stories and use recordings and tapes.
Teach rhymes of Mother Goose.
Introduce media center concept: a source for a variety of materials.
Use films and filmstrips of children's literature, such as Weston Woods.
- 2 Teachers and media librarians read aloud from appropriate prose and poetry books.
Allow time in media center for browsing and borrowing.
Introduce fairy tales.
Have various ways of sharing books.
Show films and filmstrips of children's literature, such as Weston Woods, and use storytelling records and tapes.
Use combinations of books, filmstrips, tapes, etc.
- 3 Teachers and media librarians read aloud from appropriate prose and poetry books.
Allow time in media center for browsing and borrowing.
Introduce legends and folklore, prose and poetry forms.
Encourage free reading.
Talk about authors and illustrators.
Show literature films.
Teach how to use browsing techniques:
 .find if familiar with authors or illustrators
 .read chapter headings
 .read few paragraphs
Use various types of book reporting.
Encourage students to write and illustrate original folktales
- 4 Teachers and media librarians read aloud from appropriate prose and poetry books.
Explore background of authors and illustrators and why they wrote or drew as they did.
Encourage students to critically compare books on similar subjects.
Use book lists and reference to find right book for individual problems.
Present suitable literature films, filmstrips, records, and tapes.
- 5 Teachers and media librarians read aloud from appropriate prose and poetry books.
Allow time for browsing and borrowing.
Introduce myths.
Use various book reporting devices to motivate reading.
Have displays of book reviews, art work, etc.
Use student inventory to arouse curiosity and extend interest in wider reading choices.
Correlate fiction to enrich subjects, especially American history.
Train older students to work with younger students through a cooperatively planned program, in the following:
 .reading aloud
 .giving book talks
 .telling stories
 .helping plan dramatizations
 .presenting media

5 (continued)

Present suitable literature films, filmstrips, records, tapes, flannel boards.

6 Teachers and media librarians read aloud from appropriate prose and poetry books.

Help students to develop standards for judging books and to realize there is:

- . "escape" reading
- . reading for stimulation of imagination
- . reading for solving personal problems
- . reading for appreciation of words and style
- . reading for information

Present suitable films, filmstrips, records, tapes to help stimulate reading interest

7 Expose students to critical comparison of books.

Help students to develop literary standards for judging books: e.g.

- . substantial themes
- . plots with action, unity, logical development, economy of incident
- . true to human nature
- . style that absorbs and interests reader

Correlate fiction with the study of countries for enrichment.

Show additional mythological books.

Present suitable films, filmstrips, records and tapes, etc. to help stimulate reading interest.

8 Emphasize the importance of correlating fiction to enrich content areas.

Develop guidelines for judging illustrations.

Present suitable films, filmstrips, records, tapes to help stimulate reading interest.

9-12 Have available briefly annotated bibliographies for

- . college-bound student
- . reluctant readers
- . slow readers
- . disadvantaged students
- . special interests of students

Have students prepare bibliographies with peer interests in mind.

Schedule book talks by school and public librarians.

Sponsor book discussion groups.

Explain mythology in connection with history.

Encourage students to share their creative talents by displaying their writings, film productions, art work and projects in the media center.

B. Significance of Libraries

K-1 Compare meaning of word LIBRARY and the concept of school media center. (Library houses only printed materials, media center concept includes all types of media, both print and non-print.)

2 Discuss library as part of community and continue concept of school media center.

- 3 Introduce brief history of libraries and kinds:
 - .public
 - .school
 - .college
 - .special
 Introduce students to life of Randolph Caldecott and the Caldecott Award books.
- 4 Extend the discussion of the school media center and history of libraries to include:
 - .P.G. County Memorial Library
 - .bookmobiles
 - .any others in area
 Introduce students to life of John Newbery and the Newbery Award books. Refer to Newbery records or tapes. Discuss value of personal libraries.
- 5 Visit public library.
 - Publicize the programs the public library has to offer.
 - Discuss the Library of Congress.
 - Show development of libraries from a storage place for books to a media center with free access to all types of materials.
- 6 Encourage participation in publications of the public library. Consider a visit to Library of Congress and Folger Library.
- 7 Teach history of libraries in growth of America.
 - Refer to:
 - .Andrew Carnegie
 - .Melvil Dewey
 - .Frederick Melcher
 - .aware of special libraries in metropolitan area
 - .government
 - .Library of Congress
 - .Bethesda Medical Library
 - .U.S. Department of Agriculture Library at Beltsville
- 9-12 Introduce Shakespeare and the Folger Shakespearean Library in the 9th grade or in senior high perhaps by means of a field trip. Discuss other types of libraries: e.g.
 - .Pentagon Library
 - .hospital libraries
 - .prison libraries
 - .private industry libraries
 - .all areas of the world (visitors visit our libraries to go build their own)

Sue Walker sent in the K-12 sequence of the Lancaster (Pennsylvania) School District. The K-6 skills and activities are integrated into the various curriculum areas and are shown in individual curriculum guides with designations of Librarian/Teacher (L/T), Teacher/Librarian (T/L) or Librarian (L). These library media specialists use The "Now" Library: A Stations Approach Media Center Teaching Kit as a basis for other skills training. Level Five "Social Studies" is reproduced here.

Social Studies - History

1. Students will be able to distinguish the difference between biographies with 920 and 921 call numbers. L/T
 - a. Discuss the difference between 920 and 921 call numbers. These questions and answers are helpful:
 1. What does the word BIOGRAPHICAL mean? Relating to the life of a person.
 2. What is the call number for individual BIOGRAPHY? 921 plus a letter
 3. What is the difference between individual and collectiv biography? The first is the life of one person; the second is the life of 2 or more people.
 4. Are the (call) classification numbers different? Yes
 5. What is different about the letters under the classification numbers? Individual biographies, the letter refers to the biographee; with collectiv biographies the letter refers to the author's last name.
 6. Why does this differentiation occur? Collective biography may have the lives of several people whose last names all start with differen letters.
 - b. Introduce the many collective biographies that "sit" on your library shelves. Example: Pets of the Presidents or other interesting ones and read a few chapters to the class.
 - c. Make cardboard book spines. Write titles and authors on the spine - omit call number. Put call numbers on separate piece of paper. Students must determine individual biography from collective biographies and accordingly match with the correct call numbers.

Social Studies - Geography

1. The student will be able to identify the different kinds of maps and information found in an atlas. L/T
 - a. Pre-requisite: "Snoopy Learns to Use the Atlas" packet.
 - b. "Now" Library Station 82, p. 124.
 - c. MAP SKILLS. Use the index or gazetteer of an atlas or a geographical dictionary to find one of each of these beginning with the letter in the box farthest to the left. Examples: See the second L.

Social Studies - Geography cont'd.

1. c. MAP SKILLS cont'd.

	City	Country	Island	Volcano	Mountain
M					
A					
P					
S					
K					
I					
L					
L	LONDON	LAOS	LIMNOS (Greece)	LANIN (Argentina)	LEPONTINE ALPS (Switz)
S					

E2. Students will demonstrate the ability to use the Geographical Dictionary as a specialized reference tool. L/T

- a. Give the students cards with questions and where the answers can be found in Webster's Geographical Dictionary. Example:
 1. What is the population of Lancaster?
 2. Where is the Snake River?
- b. Later give list of questions and let student determine which source (Atlas or Geographical Dictionary) to find the answer most quickly!
- c. Have students interview the school staff - asking for hometowns. When the list is compiled have students guess how many of the "staff hometowns" will be found in the Geographical Dictionary. Students will look up the answers; the one who comes the closest wins!

Social Studies - Social Living

1. Students will identify the folk tale/tall tale as a literary form. L/T
 - a. Discuss folk lore and tall tales and their relationship to the history of the country, culture, and heritage. Emphasize their origins, how they traveled and why they're still enjoyed today. Point out characteristics of TALL TALES - exaggeration, humor, historical basis. Use transparencies (one of map of U.S. and location of Tall Tales heroes). Filmstrips, records, and books.

Social Studies - Social Living cont'd.

1. b. Make crossword puzzles for students to complete after hearing and/or seeing a tall tale.
- c. Have students make a mobile of a tall tale hero.
- d. Have a "Liars Contest." Have students make up their own tall tale after the pattern and style of early tall tale legends, or, perhaps make a new entry for one that already exists.

Science

1. Students will describe the purpose of the Dewey Decimal system as related to classification. L/T
 - a. "Now" Library Stations: 51, p. 94; 52, p. 95; 53, p. 96.
 - b. Have the students discuss different ways library books could be arranged in the library (color, thickness, height, size of print, amount of pictures). Dewey's system arranges them by subject - What are the advantages?
 - c. Mr. Dewey's Naughty Boy. A final summing up of the unit on the Dewey Decimal system is the puzzle story found on the next page. This is appropriate for fifth and sixth graders. The children write above each number the subject it represents. They could have a sheet with the Dewey Decimal Classification System on it or they could walk around the library and look at the shelves.

STORY FOR MR. DEWEY'S NAUGHTY BOY.

700's real name was Arthur, after the king in 398, but to his friends he was 700. He wasn't really a bad boy when on his own. He didn't steal 332.4. He never scuffed his 685.3 because he was too lazy to scramble over 552 and 582.17. Experimenting with 540, playing 796.357, going 797.2, or watching 621.388 were his ideas of fun.

But 423 was not his favorite indoor 796! He literally hated 513 and tried to escape it in every conceivable way. Once with a 737 he short-circuited all the 537 in the 513 classroom on a rainy day.

One day after school his mother said: "Come, 700, I don't want to 947, but it's time for you to practice your 786.2. You can't spend all day making model 629.14."

"Oh, Mom," said 700, "skip the 371.33. I wish I'd been born in 972 where they aren't in such a rush. Even an 970.1 has more 790 than I do. Mike's mother doesn't care how much he 812."

"Never mind, my 523. Come right in here. It's time for you to 910. Don't slam that door! Don't go bumping that 749. That 666.1 is my best 951, and oh, you've broken it! You have the awfulest 395! A 636.2 in the house couldn't be worse. If anybody ever writes my 921, it will say I died young on account of my 364.36."

Science cont'd.

1. c. STORY FOR MR. DEWEY'S NAUGHTY BOY. cont'd.

She didn't, however, and 700 finally became a man, and now the whole thing is 930.

ANSWERS					
700	art	737	coin	666.1	glassware
398	folk tales	537	electricity	951	China
332.4	money	947	Russia	395	manners
685.3	shoes	786.2	piano	636.2	cow
552	rocks	629.14	airplane	921	biography
582.17	shrubs	371.33	lecture	364.36	juvenile
540	chemistry	972	Mexico		delinquent
796.357	baseball	970.1	Indian	930	ancient
797.2	swimming	790	fun		history
621.388	t.v.	812	plays		
423	English	523	sun		
796	sport	910	travel		
513	geometry	749	furniture		

Have the students make up their own story using the Dewey Decimal Classification System.

All Curriculums

1. Students will demonstrate the ability to use all the various types of AV equipment. L/T
 - a. Accordion folds
Demonstration
Slides
Supervise individuals practicing
Older students assist younger students in use of AV equipment.
 - b. See stations listed under LIBRARY/MEDIA SKILLS AND ACTIVITIES - LEVEL TWO, Language Arts - Listening, Skill 1. Include video tape cartridges and players.

Skills sequences for grades 7-12 are presented by skill, content and unit, curriculum unit, and instructor as shown by the seventh grade sequence reproduced below.

Skill	Content & Unit	Curriculum Area	Instructor
1. Students will become familiar with the location of various materials in the media center as well as the rules & regulations for the circulation of these materials. (Full name or first initial & last name on book card)	1. Library Orientation	1. Eng. Curriculum	1. Librarian
2. Students will demonstrate skill at locating materials in the media center via the card catalog.	2. Review of use of the card catalog with emphasis on "subject" entries	2. Could be incorporated with any area of curriculum	2. Librarian reinforced by classroom teachers
3. Students will identify mythology as a form of literature.	3. Unit on Mythology	3. Unit on Greece in World History	3. Eng. and/or Soc. Studies teacher, reinforced by Librarian
4. Students will compile a bibliography to accompany reports or projects when requested to do so.	4. Reinforcement of brief bibliographic form (title, author & page numbers, volume number for encyclopedias)	4. Any curriculum area	4. Librarian & classroom teacher
5. Students will identify & utilize cross references in indexes, encyclopedias, etc.	5. Introduction to cross reference ("see" & "see also")	5. Could be taught with review of card catalog	5. Librarian & classroom teacher
6. Students will define many types of literature	6. Book reports, etc. requiring the need to read several different forms of literature, as determined by the teachers involved.	6. Any curriculum areas determined by teacher	6. Classroom teacher
7. Students will properly operate all AV equipment located in the media center.	7. Introduction and/or review of the operation of AV equipment for individual use	7. Could be done with Library Orientation, or as need arises	7. Librarian

8. Students will take notes properly after reading an article

8. Introduction to and/or review of note taking

8. Any area of curriculum

8. Librarian/classroom teacher, reinforcing

Learning Activity Packages are available for many topics. "How to Prepare a Bibliography," was one chosen for this publication. This package contains 17 pages of workbook type questions with a three-page answer sheet and a bibliography. One section, "How to use the Thesaurus" is shown below. The original was double-spaced.

HOW TO USE THE THESAURUS

What is a thesaurus?

A thesaurus is primarily a dictionary of synonyms (different words meaning the same thing).

There are two basic types of thesauri, one with a topical arrangement and one with an alphabetical arrangement. You will learn to use the alphabetical one in this LAP.

Why Use a Thesaurus?

A thesaurus will help you to find the words to express yourself more clearly, more effectively and more precisely. It will help you locate a synonym for an overused word, it will help you add freshness to your writing, and it will help you express yourself when the words you want to use escape you.

Purpose of this LAP

The purpose of this LAP is to help you in writing compositions, reports, and term papers. It will also help you to avoid overworking certain words in the English language.

Background Information

There are over 17,000 individual entries for words that you are likely to need synonyms for in the thesaurus.

Do you want a substitute word for the noun, trip? Look up trip under the T's and see what you can find.

There are also more than 1000 major categories in the thesaurus which explore ideas in depth. At the end of each individual entry will be a reference to one or more of these major categories where the user can find all the possible synonyms for the word he is looking up.

What major category is suggested for the word trip?

The synonyms in each individual entry and major category are grouped according to the meanings of the word. The part of speech is also clearly identified.

The major categories are also fully cross referenced so that the user can further research certain aspects of a concept. Cross references at the end of the major categories will also refer the user to antonyms (words meaning the opposite).

Note: It is a good idea to have a dictionary close by when you are using the thesaurus. It is always a good idea to check the definition of the synonym you select for use.

Activities

1. Look up the word "say." How many synonyms can you find for this overused three letter word?
2. What major categories are you referred to?
3. Now how many synonyms do you have for the word say? List five new synonyms from each of the three main categories. Keep in mind that we are speaking of the word "say" as a verb.
4. Locate at least ten synonyms for the word "taste" as an adjective, as a verb, and as a noun.

Adjective: a. f.
b. g.
c. h.
d. i.
e. j.

Noun: a. f.
b. g.
c. h.
d. i.
e. j.

Verb: a. f.
b. g.
c. h.
d. i.
e. j.

5. What antonyms are you referred to for the word "taste?"
6. How many synonyms can you find for the word "teacher?" Pick out five that interest you.
 - a.
 - b.
 - c.
 - d.
 - e.
7. Locate five synonyms for the color "red."
 - a.
 - b.
 - c.
 - d.
 - e.
8. Write the following sentence in as many ways as you possibly can using the thesaurus to help you.
"It is raining cats and dogs."
example - It's precipitating felines and canines.

Individual school library media specialists have sent single lessons. These follow.

Karen Gerber, Highland Elementary School, Littleton, Colorado uses the following questions to identify the parts of a book.

Parts of a Book Task

Find a book with this call letter, ^FLen. Then answer these questions on your own paper.

1. The F on the spine stands for what?
2. The bottom letters in the call letter stand for what?
3. Give the author's full name.
4. Write the title of this book.
5. Copy the title page of this book.
6. Is there a Table of Contents? If so, how many chapters are there?
7. How many pages are in this book?
8. Is there an index in this book? If so, on what page is it?
9. Write the author's name the way you would if you were going to alphabetize it.
10. Does this book have any illustrations, charts, or graphs?

Kay Thomsen of Thornridge High School, Dolton, Illinois has developed a Multi-Ethnic Literature Library Research Project which she describes as "...a very effective unit for all levels--gifted and slow, juniors and seniors." The unit is shown below.

MULTI-ETHNIC LITERATURE LIBRARY RESEARCH PROJECT

Day 1 -- meet in library

- Select some ethnic group about which you would like to know more. Write the name of that group below and secure the teacher's initials at right. _____

- Use the Reader's Guide to Periodical Literature to find three (3) magazine articles dealing with problems faced by members of the ethnic group you are investigating. Fill out magazine request slips, make sure the library has the magazines. Give your slips to the clerk at the circulation desk in the library and secure her initials. (Only one of the three will be delivered on day 2.) _____
NOTE: If the magazines are more than two years old, they will be on microfilm.

- If you finish this work before the end of the period, work on the general information questions under "Day 7."

Day 2 -- Meet in library.

- Pick up your first magazine and the two remaining request slips at the circulation desk. Read the magazine article on your topic, and take notes on note cards. Record source information on a separate card, and show all of these cards to the teacher. _____
- Turn in the first magazine and the two remaining request slips to the circulation desk and secure clerk's initials. You may pick up the second magazine on day 3. _____

SAMPLE SOURCE CARD:

Author (or editor) Title of Article (for magazines only) Title of magazine or book Date of issue (mag.) or publication (book) Pages in source where inf. was found
--

SAMPLE NOTE CARD:

Last Name of Author	page number where inf. was found.
---------------------	---

If direct quotation is used, use quotation marks.
 They are not necessary if you summarize the ideas in your own words.

- If you finish this work before the end of the period, work on the general information questions under "Day 7."
- Day 3 -- Meet in library.
- Pick up second magazine from the circulation desk. Read the relevant article, take notes, make source card, and show all of these cards to the teacher.
- Return the magazine to the circulation desk. (Get clerk's initials.)
- If you did not find all the information you need in the first two magazines, request the third and pick it up tomorrow. If you have all the information you want, discard the third request slip.
- If you finish this work before the end of the period, work on the general information questions under "Day 7."
- Day 4 -- Meet in classroom.
- Write down the names of two people you could interview who might be able to give you more information or interesting opinions about your topic.
- Name of person: _____ Why chosen: _____
- _____
- _____
- Write down five questions you would like to ask each of these people when you actually conduct the interview. Plan specific questions which do not over-lap.
- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- Within the next three days (that is, by day 7), and on your own time, interview these people, record their answers to your questions, and be prepared to show the teacher the results of these interviews.
- Day 5 -- Meet in library.
- Check card catalog for the titles of two books which would have further information on your ethnic group.

- Write down the subject heading you looked under in the card catalog. Find these books on the shelves, and check their indexes to make sure there are relevant chapters, sections, or paragraphs. Check the books out, then make a source card for each, and bring the books and the cards to the teacher. (Subj. heading) _____
- At home TONIGHT read the parts of the first book you found which are relevant to your topic and take notes on 3 x 5 cards. You will have to show these note cards to the teacher tomorrow. _____
- If you finish this work before the end of the period, work on the general information questions under "Day 7."
- Day 6 -- Meet in library.
- Show teacher the note cards and source card which you made on the book you worked on last night.
- What are the names of two people who are identified in some way with the "cause" of the ethnic group you are investigating? _____
- 1. _____
- How involved: _____
- 2. _____
- How involved: _____
- Check the following sources for further information about these people. Make a source card for each source you consult. Current Biography, Who's Who, Who Was Why, Dictionary of American Biography
- If you finish this work before the end of the period, work on "Day 7."
- At home TONIGHT -- read and take notes on relevant parts of the second book which you found on your topic. You will show these to the teacher tomorrow.
- Day 7 -- Meet in the library.
- Show teacher the notes which you took on the book you worked on last night.
- Complete all following general information questions:
- 1. Try to find out how many persons are in this ethnic group in America. Use the Almanacs, census statistics, or any other source to discover this information. Keep a record of all sources you have consulted.
- Number of persons in U.S. _____ % of total U.S. population _____
- If the ethnic group you are investigating immigrated to America, where did they come from, and why? _____
- From: _____ because _____
- If you are investigating an American Indian tribe, find out where their home territory in American was before the European invasion.
- Record sources, Secure initials. Home territory: _____
- Location of reservation after invasion _____
- What social characteristics (class, religion, occupation, traditions) do members of this group seem to have in common? (Record this information on the back of page 2.) _____
- What is the unemployment rate among members of this group? _____
- How does this compare with the national average? _____
- What is the average educational level of persons in your group? _____
- How does it compare with the national average? _____

- How do you explain this? _____
- Look for a short poem which represents a common feeling of experience of the people you are researching. Consult Granger's Index. Make a source card, and copy the text of the poem on the back of page 3.

Day 8 -- Plan and outline a three minute speech to give to the class on your topic. When you finish the outline, present to teacher for initialling.

Days 9, 10, and 11 -- Presentation of speeches.

Grading -- One grade will be given for the thoroughness of your work in the library and the conscientiousness with which you kept up with the work sheet. There will also be one grade given for the speech you give to the class.

Outline:

Beth Eades and Hope Botterbush sent a copy of the Freshman Orientation Program for the library. They felt the program was "short, varied, and fun enough to keep squirming freshman interested long enough to actually learn how to use the media center." Classes are divided into three groups, two remaining in the classroom and one class coming to the library media center. The Media Center group are taken on a tour of the facilities. They also view a filmstrip about the card catalog and complete a worksheet. The second group views a filmstrip on the Reader's Guide in the classroom and completes the workbook prepared by the H.W. Wilson Company. The third group views a filmstrip which introduces them to reference sources and completes a worksheet. A scavenger hunt for all three groups in the media center is the final day's activity. Questions are written on 3"x5" cards and students must answer the reference question and cite the title and author of the source as well as the page number on which they located the answer. Students are awarded points for the number of questions answered and the grading for the unit is done by the English teacher. Questions on the card catalog are as follows.

A-AM drawer:

1. Does the media center have a book by Tom Alexander?
 - a. What is the title of the book?
 - b. Who is the publisher?
 - c. What is the copyright date?
 - d. How many pages does it have?
 - e. What does "illus" mean?
 - f. Where would you find this book?
2. What books has Patricia Acheson written?
3. What is the most recent book written by Antony Alpers?
4. Give the title of a book we have about South Africa. (Remember, you are in the A drawer; you'll find it here.)
5. Does the media center have anything about South Africa OTHER than books? What?
6. Who wrote "All Quiet on the Western Front?" What is the call number for this book?
7. Who wrote "The American car since 1775?" What is the call number for this book?
8. What is the title of a book by Ruth Rawson about acting?
 - a. Use the tracing. Under what other subject headings could you find more titles about acting?
9. Where would you find a book about Samuel Adams?
10. Look up "American Graffiti." Is this a book?
11. How many books on aeronautics does the media center have?
12. Name a book about early explorers in America.

Arlene Thornton, Avondale Elementary School, Birmingham, Alabama describes her library instruction and projects with students as follows.

Direct instruction in library skills is done primarily through individual lesson packets. The packets were designed in-house, each covering a small portion of material, such as fiction arrangement or alphabetization, and include a pre- and post- test. Standardized tests are given at the end of the fifth and eighth grades to determine comprehension. Many of the worksheets and projects outlines in the Library Curriculum Guide for the Birmingham City Schools, on which committee I served, are used for material introduction, practice and review.

Indirect, enrichment or subject-related library instruction is accomplished through various activities and assignments. A few of the programs I have found successful are described below.

I. Short-term (six week) Book Clubs are organized to encourage reading. I have found that six weeks is the maximum time if students are to maintain interest and feel a sense of accomplishment. Each club has a particular theme and appropriate gimmicks and rewards. For example, children earn "froot-loops" (painted reinforcement labels) for each book read and, when their bowl is full, attend a "cereal" party. This was strictly a home-made design, but many commercially made themes are very popular with the children. During Halloween, children earn "bones with books" to complete a skeleton.

II. Seventh and eighth graders are required to prepare a library program for the early primary grades. This assignment makes good use of student resources and talents. Some of the resulting programs were very professional and imaginative, ranging from puppet shows to how-to demonstrations to story telling with a make-believe TV set. The children were rated on their presentation, amount of preparation, and the ways they tied library services or materials into their finished program.

III. In the fifth grade, children are expected to write their own books and become child authors. After choosing a reasonable topic, such as an animal or a famous person, the child completes a fact sheet which involves his looking up information in a variety of sources. With these facts as background, but also using his own knowledge of the subject, he then writes a short book on this subject. The resulting book must have a cover, a title page, a table of contents, a minimum of three chapters, illustrations, a call number, and an index. To complete the project, the child does a set of catalog cards (author, title and subject cards) for his book. The books, arranged in Dewey classification, and the class' card catalog are displayed for the students and the PTA. This end of year project ties in all previous instruction and is an unequalled review.

IV. Fairytale themes are favorites for many grades and can be used in a multitude of ways.

With the younger grades I have a 6-week fairytale program, using four old favorites - Goldilocks, The Three Pigs, Jack and the Beanstock, and Little Red Riding Hood. First the fairytale is read, or a film shown, and then materials on that tale are given out, such as cross-word puzzles, coloring sheets or bowls of porridge. With the help of an overhead projector, I have constructed large, poster-board characters and using these, plus on-hand props, have the children act out the fairytale. Alternatives to the normal storyline are encouraged. For example, what might have happened if the bears were home when Goldilocks knocked? Finally a puppet theater and small fairytale characters are available for small student groups to put on their own shows during library free time. Combining characters from different tales for one show can have very interesting results.

For older students, I use folktales from other countries. After reading an assortment of foreign tales, the children try to see similarities between them and tales they are familiar with. They also try to pick out information about that country from the folktale, such as climate, dress, culture, etc. Finding the country on the map and collecting facts about each from the encyclopedia completes this project. The materials gathered can be used in a very affective bulletin board, with a world map in the middle and yarn arrows connecting the country and the folktale.

V. Of particular success for the 4th and 5th graders has been the "Just So Stories" by Kipling. Some of the stories are available on film, others on records, and the remainder are good reading material. For my program, I use three of the stories: How the Elephant Got His Trunk; How the Camel Got His Hump; and How the Whale Got His Throat. After presenting each of these stories, the children are given coloring sheets of the characters, plus some questions about the story. (Fifth graders enjoy coloring as much as first graders). The last question requires them to think of an alternative way the animal might have gotten his unusual characteristic. Some children will answer realistically (the parents had it), while others answer more imaginatively - the camel swallowed an upside-down army helmet. Finally the class is asked to think of other animals with unusual characteristics, such as lions' manes, giraffe's necks, etc. Children then write their own "just-so-story" to explain these oddities of nature.

Therese M. Hallman, Council Rock High School, Newtown, Pennsylvania describes her method of integrating library skills with classroom instruction as follows.

In various English and Social Studies classes, librarians visit the classrooms with overhead projectors; transparencies; audiovisual materials, books and reference sources that illustrate the unit being done. Often students are expected to complete term papers, reports, or oral reports in the classroom after gathering information in the library. The classroom visits serve to pinpoint to the students how to go about gathering the needed information. Use of the card catalog, Reader's Guide, New York Times Index, Biography Index, Education Index, Facts on File, and others are presented to extend the students' knowledge of the resources available to them in the school library, or in many college or public libraries. All transparencies correlate with the material to be covered in their unit or project.

This "beforehand briefing" on available resources and how-to-do tactics has been found to save the students needed time and frustrations when they enter the media center to begin their research.

Lynn Taylor, Price Elementary School, Birmingham, Alabama described activities for fourth and fifth grade students.

Currently a fourth grade and a fifth grade class come to the library for skills in conjunction with the C.I.P. reading program. The reading teacher sends the librarian a group of students for skills. Usually there are six to a group. This group comes for eight days, fifty minutes per day. During this time one skill area is concentrated upon. Using the center

approach with pre- and post-testing an attempt is made to individualize the instruction to meet the needs of the group. After the entire class has had some instruction in a skill area, groups are rotated and emphasis is placed on another skill area. To date work has been done with dictionary, encyclopedia, title page, table of contents, and index skill centers. A folklore center is in the development stage as well as one for alphabetizing.

Last year the school served students in grades one through eight. Skill centers were used with upper grades in the areas of card catalog usage and the Dewey Decimal System of Classification. These areas are taught informally now. Plans are to have skills in card catalog and Dewey for fifth next year and for some third graders in the CIP reading program.

Claudette Bearden, Fairmont School, Birmingham, Alabama, sent the following project suggestions.

An activity which has proven both educational and enjoyable has been "Media Match." Directed toward middle grades and played by two or more players, students in this activity learn software that can be used with various pieces of hardware by matching the appropriate pairs. We found it best to place the instructions and score cards on one side of the board. The game is modeled after the television quiz show, Concentration, such that the playing board consists of numbered squares. Under each of these numbered squares is the name of a piece of hardware or software. The object of the game is for students to match the appropriate items under each of these numbered squares.

Follow-up activities used to complete the study of Lois Lenski's Strawberry Girl by an eighth grade class included a map cut from styrofoam of the United States (Art teacher, Mary Self aided students with this.) showing the locations of her regional stories. Sketches of Birdie, the central character in the book and book jackets designed by the students.

From Ravenna (Ohio) City Schools came the following A.V. Activity Syllabus and Assignments.

<u>Week</u>	<u>Activity</u>
1	Equipment utilization
2	Graphics - lettering
3	Graphics - tracing and enlarging
4	Transparencies
5	Transparencies - addition of color
6	Visual maker - preparing a slide-tape presentation
7	Drymounting and laminating
8	Color lifts
9	Class presentation

Week Assignment

- 1 Demonstrate proficiency in the use of the following:
 - Cassette recorder
 - Drymounting press
 - Filmstrip projector
 - Light board
 - Motion picture projector
 - Opaque projector
 - Overhead projector
 - Slide projector
 - Sound filmstrip projector
 - Study mate

- 2 Prepare samples of the following kinds of lettering:
 - Primary
 - Clip art
 - Vinyl
 - Dry transfer
 - Speedball

- 3 Prepare samples of the following:
 - Tracing
 - Enlarging:
 - Overhead
 - Slide projector
 - Opaque projector

- 4 Prepare samples of the following:
 - Acetate transparency
 - Thermo fax transparency

- 5 Prepare samples of the following:
 - Colored transparencies
 - Acetate
 - Thermo fax

- 6 Prepare the following:
 - Flat
 - Slide

- 7 Prepare samples of the following:
 - Drymounting
 - Laminating

- 8 Prepare samples of the following:
 - Color lifts
 - Hot, Cold slide

- 9 Class presentation of all your assignments

When students have demonstrated proficiency in the use of all the designated equipment and completed all the assignments, they will be issued an A.V. Aide Identification Card.

Angelene Whatley, Green Acres School, Birmingham, Alabama shared the following skill.

After teaching the lesson on the biography section of the library, the students are divided into pairs. One student in each pair serves as the interviewer and the other student is the interviewee. The interviewer must find out as much information as possible about the other person and then write a biography about the person. The interviewee in turn must write an autobiography. The two papers are presented to the class and comparisons are made.

Students have often served as assistants in the library. Hope Botterbush describes the program at Clearwater Central Catholic High School as follows.

There are two types of student assistants for which they receive 1/2 credit for a full year of service. One type of assistant is Media Center Assistant. The other type is Audiovisual Assistant.

All student assistants are given a copy of the manual and they are responsible for knowing the information that is included in it.

A schedule of duties is posted at the circulation desk and the student is responsible for the duties to which he is assigned.

The publication, "Student Assistants' Manual," from the Media Center at Clearwater Central Catholic High School includes Policy, Card Catalog, Magazines and Magazine Indexes, Services of Student Assistants, Detailed Explanation of Duties, and Checklist. A copy of the Checklist and Schedule of Duties is included below.

CHECKLIST

Check each item as you learn them, fill in the date that you accomplish the task.

Circulation records:
Magazine records:
Magazine shelving and retrieving:
Book carding:
Book shelving:
Reading shelves:
Mending books:
Book jackets on books:
Overdue notices:

A/V equipment
Specify:
Other:

Fines:
Clipping newspaper:
Use Reader's Guide:
Use card catalog:
Vertical File filing:
Typing:
Specify:
Pull books for reserve collection:
Bibliography:
Specify:

MEDIA CENTER ASSISTANT

SCHEDULE OF DUTIES

WEEK OF _____

Before School	Task	Read Shelves
Lisa Hunt	<u>1</u>	<u>000-099</u>
PERIOD 1 Bob Larrow	<u>1,5</u>	_____
PERIOD 2 John Coppersmith	<u>4,5</u>	_____
PERIOD 3 Jeff Drake	<u>1,5,7</u>	_____
PERIOD 4 Debbie Pipkin John Paul	<u>4,2</u> <u>1,3,6</u>	_____ _____
PERIOD 5 Laura Rankin	<u>4,2,7</u>	_____
PERIOD 6 Beth Miller Julie Moschella	<u>2,7</u> <u>4,5</u>	_____ _____
PERIOD 7 Larry Wilder Bev Logan	<u>4</u> <u>4,11</u>	_____ _____
AFTER SCHOOL	_____	_____

1. Circulation Desk Duty	7. Project work
2. Magazine Duty	8. Clip current events from newspapers
3. Overdue notices	9. Bulletin board
4. AV assistant	10. Art work
5. Shelve books	11. Daily circulation
6. Work Box	12. Mail-in & out

Kay Thomson of Thornridge High School Library, Dolton, Illinois, sent the "Thornridge High School Library for Library Assistants." Mimeographed on two sheets of pink paper folded to make four sheets contains the following information.

INTRODUCTION

Welcome to the Thornridge High School Library. As Library Assistants you are an important part of the library staff. This handbook is designed to be a guide to those tasks which make possible many of the services of the library.

There are four librarians and three clerks in the Thornridge Library. The clerks are Mrs. Crisman, Mrs. Sexton, and Mrs. Kirby. Miss Beeler is the head librarian and Mrs. Campbell, Miss Jungels and Miss McCarthy are the assistant librarians. Miss Jungels will be your immediate supervisor. Please give her your full cooperation in whatever you are asked to do.

The library assistant program is designed:

1. To give students an opportunity to develop personal skills in using all types of library tools.
2. To have early access to new books and magazines.
3. To develop personality and special abilities.
4. To explore library service as a vocation.

QUALIFICATIONS OF LIBRARY ASSISTANTS

The following qualities and requirements are desirable in a Library Assistant:

1. An interest in libraries and reading.
2. A schedule permitting you to work in the library regularly each week.
3. A grade average of B or better, maintained throughout the school year.
4. Good citizenship record and good standing with all faculty members.
5. Legible handwriting.
6. Infrequent absence or tardiness.
7. Reasonable initiative and powers of observation.
8. A pleasing personality.
9. Personal neatness.
10. The ability to get along with the library staff.
11. A desire to learn and grow.
12. A willingness to take corrections easily.
13. Efficiency in the performance of library duties.
14. A wholesome attitude toward work.
15. Some special ability in art, typing, or lettering.

All library assistants will be on probation for one quarter. If at that time you cannot meet the requirements, you will be scheduled back into study hall.

At the end of each semester you will receive a report of your progress in the library. This report will also be given to your counselor.

DUTIES OF LIBRARY ASSISTANTS

1. Arrange returned books in proper order to be put on the shelves.
2. Read shelves.
3. Keep the shelves neat and in order.
4. Run errands for the librarians and clerks.
5. Deliver passes to study halls.
6. Deliver books, magazines, and newspapers to departments.
7. Set up microfilm reader for students.
8. Refile pamphlets into the vertical pamphlet file.
9. Refile pictures into the vertical file.
10. Keep paperback, newspaper, and magazine racks in order.
11. Put newspapers on the racks.
12. Straighten tables and chairs.
13. Keep the library neat and orderly.
14. Assist in assembling bibliographies requested by teachers.
15. Help plan and set up displays.
16. Put library notices in alphabetical order.
17. Paste bookjackets, clippings.
18. Mount vertical file materials.
19. Clip newspapers and magazines.
20. File new materials after subject headings have been assigned.
21. Assist in taking inventory.

SCHEDULE OF DUTIES

1. Check with Miss Jungels for your duties for the day.
2. Deliver passes and/or other material.
3. Pre-shelve your books.
4. Check the rooms for books and magazines.
5. Refile pamphlets, pictures, etc., into the vertical file.
6. Take care of extra assigned duties.
7. When everything is done, sit down in the AV media room and read or do your homework.

LIBRARY BEHAVIOR

1. You are expected to set the example for the other students by speaking, working, and moving quietly. Develop the habit of being courteous and pleasant. Do not create noise and disturbance anywhere in the library.
2. It is a library rule that there be no chewing gum or eating candy in the library.
3. Do not leave the library without a pass.
4. Do not stand at the circulation desk.
5. Do not go to the workroom except when delivering.
6. When you finish all of your work, get a book and read.
7. When asked a question by a student, immediately refer the student to a librarian. Library assistants are not to do reference work.

LIBRARY ASSISTANT EVALUATION

1. Library behavior
 2. Completeness of work
 3. Keeping library neat
 4. Relationship with library staff
 5. Personal appearance
 6. Willingness to accept correction
 7. Attitude toward work
- ACCURACY, RESPONSIBILITY, AND NEATNESS IN
8. Delivering
 9. Filing
 10. Lettering
 11. Pasting
 12. Stapling
 13. Shelving books
 14. Shelf reading

Attendance:

Days tardy Days absent

Gets passing grades in all subjects:

Yes No

Qualifies for another semester as library assistant

Yes No

Grade for semester:

Pass Fail

COMMENTS:

Library Assistant _____

Librarian _____

The "Handbook for Students" sent by Adrienne Cameron was prepared for students in the IMC Course at East High School, Madison, Wisconsin. Its contents page includes IMC course; shelf order; circulation of materials--checking out, etc. Students in the IMC course are to

Help organize the collections and keep them in order. They are also expected to complete lessons in library skills and techniques. They have a unique opportunity to become acquainted with many books and other materials. The course thus provides work experience, practice in special study skills, and the opportunity for frequent encounters with many subjects in a variety of media.

The work experience emphasizes that a student be pleasant, courteous, helpful, dependable and punctual. Students must show initiative in using time wisely. They must develop skill in performing clerical and mechanical tasks.

An important objective of the work is to acquire study skills. Toward this objective, the student reviews library techniques and acquires skills through use of instructional aids such as workbooks and library instruction manuals. The material covered will include classification systems, types of catalog cards, the use of the Reader's Guide to Periodical Literature, vocabulary dealing with the parts of a book, special filing rules, and use of various reference sources. Students electing to work mainly in the audio-visual section will receive specialized instruction.

Many school library media specialists are able to encourage adult volunteers. Arlene Thornton of Avondale Elementary School, Birmingham, Alabama, describes her "Use of Outside Resources--Parents" as follows.

Parent volunteers have for years been of outstanding help in card filing, typing or checking out of books, but these talents are only the "tip of the iceberg" when it comes to using parents as library resources.

For our audiovisual project, we used parents extensively to read books on tape for the cassette collection. This not only avoided a one-voice, dull syndrome, but, more importantly, it made the project more of a school affair.

Being of limited artistic ability, I have found that there are many artistic parents. This has been an important resource particularly on major decorative projects such as painting a wall of trees in the easy section to make a "picture book park."

Parents with special knowledge on a subject, such as geology or a certain country, can also provide wonderful library programs. If the parent is reluctant to give a program or scheduling is a problem, always suggest a display. Most people are willing to lend the school their materials for very impressive displays.

Using parents to build up our slide collection is my next major project. Parents are asked to either donate extra slides, or allow us to copy the slides they took on their trips. This does not have to mean out-of-the-country trips, but any trips to well-known or scenic places. Slides on anything from Disney World to the Grand Canyon to Greece are sought, and parents are usually very willing to make this material available. Any tourist pamphlets or fact sheets are also included in our requests. These materials can be developed into a substantial library resource.

Two school districts, Council Rock (Richboro, Pennsylvania) and Columbus Ohio, sent their volunteer inservice schedules for 1976-1977. These are reproduced on the next two pages.

COUNCIL ROCK SCHOOL DISTRICT
Richboro, Pa. 18954

LIBRARY VOLUNTEERS WORKSHOP SCHEDULE

1976

<u>DATE</u>	<u>SESSION</u>	<u>SCHOOL</u>
September 29	Orientation	Richboro Intermediate
October 6	Card Catalog - Filing Cards	Holland Intermediate
13	Orientation to Audiovisual Materials and Equipment	Rolling Hills
20	Mending	Goodnoe
27	Field Experience/Typing	High School/Assigned Schools
November 3	Field Experience/Typing	High School/Assigned Schools
10	Field Experience/Typing	High School/Assigned Schools
17	Share Experiences/Evaluation	Churchville
October 25 - November 17	Elective Sessions as follows: Additional Field experiences in libraries Work in district processing center Work at production center (high school) Storytelling Assist with Christmas Booklist compilation	

WORKSHOP REQUIREMENTS

1. Complete 15 questions of TEST YOUR SKILLS (using encyclopedias, atlases, and almanacs) - due November 17.
2. Complete SCAVENGER HUNT - due November 17.
3. Attend a minimum of eight sessions in order to be considered a clerical substitute in any of the district libraries.
4. Make a commitment to serve as a volunteer in our district for the remainder of the school year in one or more of the following ways:
 - a. Work regularly in a school for a minimum of two hours a week.
 - b. Work regularly at the district processing center for a minimum of two hours per week.
 - c. Work regularly for a minimum of two hours per week on a specialized task in any school, e.g. mending books, typing catalog cards, filing catalog cards, storytelling.

To: Elementary School Principals
From: Susanna Swade, Supervisor
Elementary Libraries
Liz Wolf, President
Columbus Council P.T.A.
Frances A. White, Professional Assistant
Volunteer Services Office
Subject: Library Workshops
School Year 1976-77

Workshop Dates:

October 6-7-8-1976 "Open House" at the 17th Ave. Central Library.
Three tours each day will be held - 9:00 A.M.,
10:30 A.M. and 1:00 P.M. Parking is limited.
Car - pooling is suggested.
Areas to be visited would be: Cataloging,
Book Selection, Professional Library, and the
Elementary Library.

Pre-Registration for tours should be sent to
17th Ave. Library. (See enclosed form)

November 11, 1976 9:00 A.M. - 3:00 P.M. - "Creative Ideas
Fair" - at Central High School, Edwin L.
Peters, Memorial Auditorium.

Each LLC will be asked to submit such items as
bulletin board ideas, library activities, games,
displays, etc. for exhibition at this fair.

January 25, 1977 Book Mending and Book Binding
A.M. and P.M. sessions - Fort Hayes Career
Center. Representatives from Demco Library
Supply Co. and George A. Flohr Binding will
present the program.

Attendance will be limited to 50 per session.

Pre-registration will be necessary.

March, 1977 Human Relations - Team Building Activity

These workshops are for your library aides, library volunteers, potential
library volunteers, and any other interested persons.

We invite you to have your school represented at any or all of the activities
scheduled for this school year.

Please mark your calendars with these dates. Thanks for your interest and
co-operation.

Approved: Hugh Durbin
Dr. Howard Merriman

Several other school library media specialists have developed handbooks or manuals for volunteers. Martha Ann Weber, Damon Runyan Elementary School, Littleton, Colorado, produced "Runyan Media Center Handbook" on half sheets and covered by a construction paper cover. This dittoed manual contains the following sections: Media Center Policies, Processing New Books, Especially for Library Mothers, Checking in Procedures, Check-out Card Arrangement, Services We Can Supply, Sections of the Media Center, Checking Out Procedures, and Arrangement of AV and Book Call Numbers.

Parents who volunteer for Damon Runyan complete the following form. The librarian schedules them on this form and also keeps a shelf reading assignment sheet.

Name: _____ Mrs. : _____
(First and Last) (Husband's First Name)

Address: _____ Zip: _____

Phone: _____ When working in library _____
(e.g. Monday a.m.)

Name of oldest child in bldg. _____

Name of child's homeroom teacher: _____

IF VOLUNTEERING AS A SUBSTITUTE LIST-

WHEN I CANNOT BE CALLED TO SUBSTITUTE: (See instructions below)

a.m. _____

p.m. _____

(List the days you cannot be called in the morning. Do it also for the afternoon. If you cannot work at all in the mornings, or in the afternoons, write all the days. e.g. M T W Th F)

Three other Littleton, Colorado school library media specialists, Ann T. Grant of East Elementary School, Karen Gerber of Highland Elementary and Mary Ake of Wilder Elementary School, sent their volunteer manuals. Karen Gerber titled her manual "Where the Action Is or Where Is the Action" and describes the Action, Facilities, Arrangement, Policies, Services for Teachers and Volunteer Responsibilities. Ann Grant's "Aide Handbook" includes Library Procedures for Volunteer Aides, Arrangement of the Library, Charge-Out Procedures and Book Return, the Card Catalog, and General Comments. Mary Ake's manual also gives suggestions for "Helpful Service," a map of the library, Operation and Circulation, Arrangement and Identification of Materials, Dewey Decimal System, Subject Headings and Class Numbers Most Requested in Elementary Schools, Using the Card Catalog, and Vocabulary.

Catherine Robichaux, Schott Elementary School, Birmingham, Alabama, sent her Aide's Manual. The manual's contents include

How to fill out order cards
How to fill in accession record
Where to put accession numbers and library stamp
How to put book labels on
How to type card and pocket
How to wrap books
How to check out materials and machines. How to check in
audiovisual materials and machines.
How to check in books
How to organize circulation cards and fill in circulation record
How to shelve books and magazines
How to organize classroom collections for grades K-3
How to alphabetize catalog cards
How to operate machines
How to check new sets of catalog cards and where to write
call numbers

Hope Botterbusch sent the "Handbook for Media Center Volunteers" from Clearwater (Florida) Central Catholic High School. She describes her program as follows:

The volunteer program is comprised of parents who want to donate their time to be of service to the school. The program has a chairperson who recruits volunteers by telephone. She, in turn, directs anyone who is interested in working in the Media Center to me. I have two ladies, serving as co-chairperson, set up work schedules, arrange for substitutes, and handle my problems with the volunteers. This makes it possible for me to be involved only with the training of the volunteers.

I found that the key to my successful volunteer program is (1) to make the volunteers feel that they are needed by always having work for them to do, and (2) not to get involved with any problems in scheduling, absenteeism, etc.

Before the volunteers begin working in the Media Center, we have a meeting to get to know one another, tour the Media Center, and to go over the handbook that everyone receives. About the second week of their work, I write a thank you note to all the volunteers just to let them know that what they are doing is appreciated. At Christmas I send them another note. During National Library Week in April, we have a luncheon for the volunteers and we give volunteer service awards.

This program has been very successful for us and the volunteers have been an important part of our media program.

The "Handbook's" Table of Contents includes Policies and Responsibilities, Regulations, Misc. Regulations and Procedures, Firedrill Procedures, Arrangement of Books on the Shelves, Dewey Decimal Classification Divisions, Circulation Procedures, Using the Card Catalog, and Basic Filing Rules.

She lists the responsibilities of the Chairperson as follows:

1. Know your Media Center, its books, staff and unique features.
2. Recruit volunteers.
3. Working with Media Specialist, assign volunteers to scheduled times and duties.
4. Bring questions or problems to the attention of the Media Specialist.
5. Under the direction of the Media Specialist, give special attention to helping teachers and students in finding and using materials.
6. Attend any meetings or workshops and read available materials to gain a better understanding of the Media Center.
7. Generate enthusiasm.

Susanna Swade of the Columbus (Ohio) City Schools submitted the "Handbook for Volunteer Services in the Elementary School Libraries 1975-1976." This "Handbook" was prepared through the cooperative efforts of the Department of School Libraries and Volunteer Services of Columbus Public Schools, and the Columbus Council of PTA. The first page encourages "you . . . as a Library Volunteer, can be a 'Significant Other' in a child's life." The table of contents includes

You, as a Library Volunteer
 Library Terms
 Common Abbreviations
 Purpose, Library Tasks, Services (Book Processing, Filing, Circulation, Shelving Books, Reading Shelves)
 School Library Procedures
 The Teaching of Library Skills
 Suggestions for Service to Individuals
 Ways to Handle Children and Groups
 Preparation of Displays and Exhibits
 Division of the Dewey Decimal System
 Simple Filing Rules for Elementary School Libraries
 Media Accession Codes
 Abbreviations
 Definitions
 Filmstrips
 Work Sheet for Cataloging Filmstrips

SPECIAL PROGRAMS

Special programs provide the school library media specialist the opportunity to set aside the routine tasks of the school library media center and to offer an introduction to something different, new and exciting. The following school library media specialists have sent examples of their deviations from the normal program in their centers.

Gloria Lloyd of the Department of Instruction, Board of Education, Lakewood, Ohio, sent in the Read-to-Win Report. When the Ohio Department of Education granted Read-to-Win Program awards (red, white, and blue iron-on patches) to 1,656 Lakewood students, K-8, these students had:

1. Read more than he/she had previously read.
2. Kept a record of the number of books.
3. Told what the book meant the most to him/her.
4. Told why he/she felt he/she had made a reading gain.
5. Completed an application.

Five schools--Garfield, Hayes, Lincoln, Harding, and Horace Mann--qualified for a school award when the principal wrote a brief description of how the program was implemented in the school. Archie Griffin, former Ohio State football star, signed the letter inviting each child to participate in the program which ran from November 15 to December 15. Reading score boards were devised for each child's reading record. More than 16,351 books were read during the program. Sample materials used in the program are shown on the next pages.

LAKWOOD PUBLIC SCHOOLS

Lakewood, Ohio
November, 1976

To: Principals and Media Specialists

From: Judith K. Meyers, Coordinator, Media Services, K-8
Richard F. Dutro, Coordinator, Language Arts, K-8

Re: Read to Win

What are we going to do?

Motivate children to read through the Ohio Department of Education's Read to Win program.

How do we do it?

Tell them about the handsome red-white-and-blue Reading Winner iron-on patch award they can win by playing. A photocopy of the patch heads the Archie Griffin letter.

When do we start?

November 15 - December 15.

Who can play?

Any child, K-8.

How do we go about it?

Each building develops its own plan.

What comes first?

Children receive an invitation signed by Archie Griffin to be on the Read to Win team and an explanation of how the game is played. Point out the photocopy of the patch on the letter.

What next?

Interested children pick up reading score boards in the LRC.

Then what?

Children read as many of whatever kinds of books they choose, from whatever source they choose and record the titles on their reading score boards.

Are there any limits to the number of books read?

No.

Anything else?

Each child may decorate the helmet on his or her score board.

Contests and tournaments may be set up.

First downs and touchdowns may be set up on score boards in LRC's and halls.

Groups may set a collective reading goal -- ten yards at a time -- from here to Cleveland Stadium, Buckeye Stadium, the Rose Bowl, the Super Bowl, etc.

Groups or individuals may pledge to read the yardage gained by their favorite players or favorite team in any given game.

All of you can dream up some more ideas to motivate reading through this program.

What happens at the end?

Each student completes an application for the Read to Win team letter.

Who signs?

The media specialist.

What's the criterion?

The reader should read more books than he has previously read.

What does that mean?

Use your best professional judgment. Consult with teachers and principals as necessary. When in doubt, take two steps back and punt.

What do you do after you sign?

Send all applications to the IMC by December 20. Keep a list of the names of children who complete applications, just in case. Applications will be forwarded to the Ohio Department of Education in one package. ODE will send iron-on patches for everyone by return mail.

Is that all?

Nope. After you've done all this, sit back, put your feet up on your desk, give yourself a good pat on the back, and get ready to enjoy the holidays, for you will most assuredly be a Reading Winner, too, for your fine participation in carrying out a program designed to help meet one of our school district's basic goals for the year.



Hi!

Reading is important to all of us. It helps us to learn in school and to get jobs when we grow up. How about each of you and your whole school teaming up with me to run for the goal to be better readers? I'm passing the ball to you. Run with it by reading more and better.

Let me know the yardage you've made by each of you applying for a team letter or an Archie Griffin Read To Win School Award. All of you can be lifetime readers and winners.

Good luck.
Your Friend,

Archie Griffin
Archie Griffin

READING SCORE BOARD

Write the titles of the books you read on each ten yard marker beginning at your goal line. Each book read is a first down. Ten books take you over your opponent's goal line for a reading touchdown. The L.R.C. has more score boards for additional games.

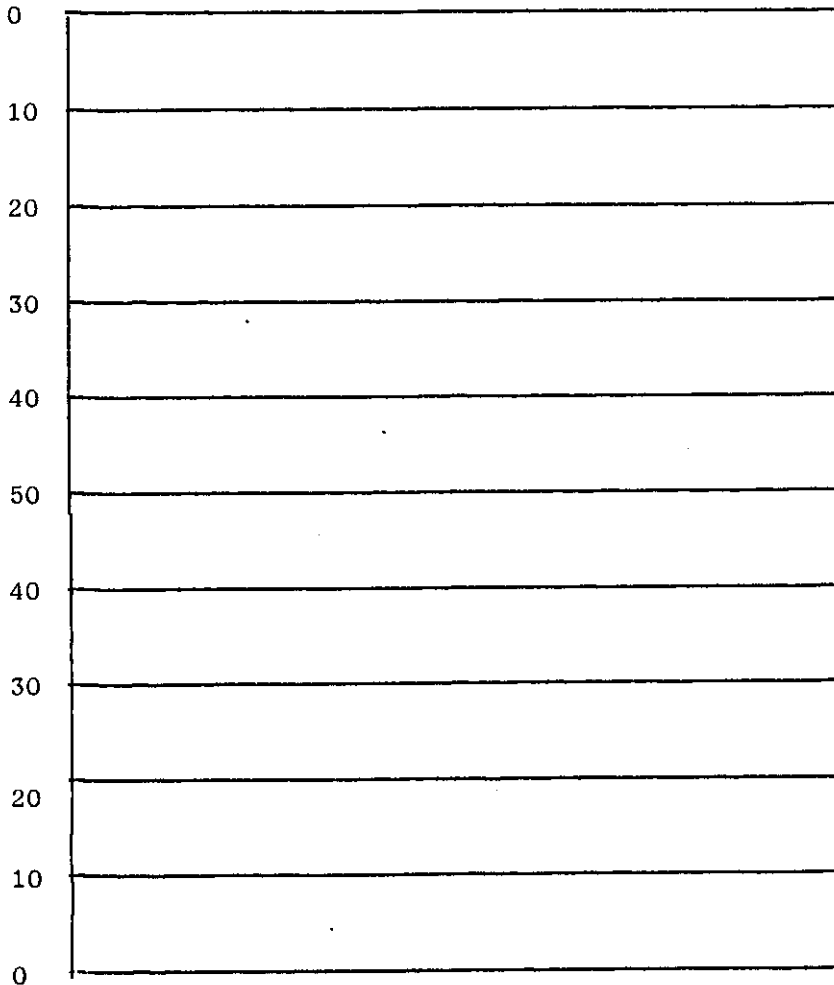
Name _____

School _____

Grade _____

Teacher _____

Your Goal Post



Opponent's Goal Post

School Read to Win Awards

Principals, too, can become Reading Winners. A school may receive a Reading Hall of Fame Award by becoming involved in a total school reading project. To qualify your school, prepare a brief description of your efforts and the results. Complete the application below. Send it to the IMC on the same date--but under separate cover so we won't get the school awards lost among the student awards--as you send in student applications. That date is December 20.

SCHOOL APPLICATION FOR THE READ TO WIN AWARD

The following activities have been carried on in our school to secure gains in reading and to motivate our students to read more:

School Address:

Principal's Signature



Hi!

Reading is important to all of us. It helps us to learn in school and to get jobs when we grow up. How about each of you and your whole school teaming up with me to run for the goal to be better readers? I'm passing the ball to you. Run with it by reading more and better.

Let me know the yardage you've made by each of you applying for an "All American Reader" emblem or the Hall of Fame School Award. All of you can be lifetime readers and winners.

Good luck.
Your friend,

Archie Griffin
Archie Griffin

STUDENT APPLICATION FOR AN ALL AMERICA READER EMBLEM

1. I have read _____ (number) of books.
2. The book which meant the most to me was _____

3. I feel that I've made reading yardage because _____

Name _____

School Address

School _____

Grade _____

Teacher's Signature _____

SCHOOL APPLICATION FOR THE READING HALL OF FAME AWARD

The following activities have been carried on in our school to secure gains in reading and to motivate our students to read more:

Principal's Signature

School address:

STUDENT APPLICATION FOR A READ TO WIN TEAM LETTER

1. I have read _____ (number) of books.

2. The book which meant the most to me was _____

3. I feel that I've made reading yardage because _____

Name _____

School _____

Grade _____

School Address

Teacher's Signature _____

SCHOOL APPLICATION FOR THE READ TO WIN AWARD

The following activities have been carried on in our school to secure gains in reading and to motivate our students to read more:

Principal's Signature

School address:

Beth Auwarter, Rolling Hills Elementary School, Council Rock School District (Pennsylvania) shared her plans for "Young Author's Day."

A Young Authors' Day can be an exciting and rewarding experience for students. At Rolling Hills School, all students grades two to five participated by writing stories. Creative ideas came alive on paper and students felt like real authors. Illustrations were added and many children bound their books using simple binding techniques. Everyone was getting ready for Young Authors' Day.

Students were informed about each visitor coming to the school so they could choose those authors with whom they wished to meet.

The day arrived. Thirteen special guests came, including authors, illustrators, newspaper writers, a songbook writer, a composer and a representative from a book bindery. The visitors were each assigned to a location where they met their group of students. An informal forty-five minute session included a discussion by the "author" of how he gets ideas, experiences with publishing, and sharing his works with the children. The students then shared their books with the "author." After a recess there was a similar period where each visitor met a second group of students.

The guests lunched with teachers completing an enjoyable morning for all involved. Each visitor was remunerated twenty-five dollars from book fair profits and student council funds.

The afternoon workshops were directed by teachers to show different illustrating and binding techniques. Again students chose two workshops. Workshops included marblizing batik, watercolor, drawing on fabric, finger-painting, cartooning, tie dye and scrap printing.

On the following day an assembly was held. Each student who wrote a book was awarded a certificate. The best stories, as judged by impartial teachers, were announced. These student authors were awarded badges or books as recognition of their work.

Students, teachers and our visiting authors and illustrators all found the Young Author experience to be an exciting one. Students discovered that books are written and illustrated by real people.

This was not a library centered activity, but a school-wide one, revealing that books and reading are important throughout the school. Many students donated their original books to the library where they circulate and are enjoyed by other students.

Ellen Short of the CRIS-N School, Council Rock School District (Pennsylvania) submitted the monthly program ideas for a wide variety of topics. Last year the publisher of the magazine Amateur Boxing came to the school to give a lecture/demonstration on both publishing and boxing. Other lecturers included an expert on ESP, the book editor of the Philadelphia Inquirer; a fireman; an expert on Moravian Christmas customs; and a cat show, with twenty cats, seventy-five students, teachers, and parent on-lookers, and a professional cat breeder for the judge. The invitation to participate in the Cat Show follows.

Cat Show!

sponsored by C.R.I.S. Newtown LIBRARY

Date: May 2, 1977

Time: 2:10 - 3:00

limited entry to 20 cats and/or kittens.

Rules:

1. Cat must be brought to school at 2:00.
2. A carrier or leash is necessary (to keep problems down!)
3. Official entry blank must be filled out and returned.

RIBBONS! - PRIZES! - FUN!

and hopefully, you'll gain knowledge about your cat and it's care.

Student's name: _____

Cat's name: _____

Cat's age: _____ Color: _____

Circle one - Long Hair / Short Hair

Circle one - Purebreed _____ / "domestic"

Parent signature: _____ (see "Rules.")

For each of the other programs 100 tickets are distributed. The program is advertised through posters, the public address system and the daily school bulletin. Tickets are free, merely acting as a pass for the student to miss his/her regularly scheduled class to attend the program, provided the teacher approves. The morning of the program a dittoed list of everyone who signed up to attend is distributed. During the program, behavior is usually very good. Misbehaving students are not invited again. Book and media displays and bulletin boards on the topics of each program are set up. When the tickets are "sold out," as they frequently are, audiovisual helpers videotape the program so others can see it later. Faculty, administrators, the school newspaper student reporters, and local newspaper reporters are invited to attend the library programs.

Many suggestions for program ideas come from students who may volunteer a parent or family friend. Speakers are also obtained by watching the local newspapers and consulting the list of community resource persons distributed by district coordinator of library-media services, Anita Inskip.

While some students only attend the library programs to get out of class, the librarian feels the good public relations and the enthusiastic support of most students is reward for the additional work involved in locating speakers and planning the programs.

Herb Deutsch of the Herricks Union Free School District, New Hyde Park, New York reported the \$10,000 ESEA Title II Special Purpose Grant from the Bureau of School Libraries, New York State Education Department. Students of the Herricks High School were given access to an opportunity to discover and study country music through a collection of recorded music, films, books, musical scores, periodicals and related materials. The project was planned to allow the exploration of aural and visual communications in an archive of materials from colonial days up to contemporary times.

The objective of providing a collection of proud music of America that almost passed from the scene, and rarely recognized in history and music texts, is to help young people to remember our humanity and respond constructively to what was an ebullient, bustling, growing America, rattling forth on mighty wheels of steel. Country music, with its divisions of old-timey, traditional, ballads, country-blues and contemporary Nashville is a memory vehicle, a welcome refresher lesson in Americana--its history and culture. . . .

For Herricks High School, the unique grant--the only one ever given for this theme--will stimulate students to hear, analyze, and compose many styles of music or expression related to courses offered by the Social Studies, English and Community School.

Gloria Lloyd, Media Librarian, Taft Elementary School, Lakewood, Ohio, send two slide/tape productions made by the 4th grade and 5th grade enrichment classes. The 4th grade produced "Money" and the 5th grade "Pioneer Life." The script for "Pioneer Life" is reproduced here.

We hope you will enjoy the following presentation that the students in the Taft fifth grade enrichment program prepared. It is about the pioneers of America.

The pioneer clothes were completely different from ours because in those days they did not have the materials we have today.

In those days ornaments were worn on shoes. One pair of shoes was the Colonial Patterns. The children and many adults went barefoot much of the time. Few pioneers had boots and shoes. They wore homemade moccasins and shoepacks made of hide. Shoepacks resembled moccasins but covered the ankles and had solid soles. For warmth or comfort, the pioneers stuffed dry leaves or deerskin in the moccasins.

All the clothes were made by the mother. They made their clothes on a spinning wheel or a loom. To make the clothes the mother used flax and wool from the sheep. The pioneer housewife spun linen yarn from flax and wool yarn from the wool of sheep. She wove the yarn into cloth which she used to make shirts, bonnets, trousers, coats, dresses, shawls, and nightgowns. Spinning and weaving took a long time but even more time was needed to grow flax and raise sheep. They also made garments out of sheepskin like those worn by the Indians.

The women wore a white hat, a colored dress and a white apron. The girls wore white hat with colored material in the middle of it, a colored dress and a white apron. The father wore a colored shirt and pants down to his knees. The boys wore white shirts and pants down to their knees like their fathers.

Many frontiersmen wore a deerskin hunting shirt, trousers and coats. The shirt fitted loosely and hung down to the thighs. It had no buttons and was held in place by a belt. Instead of a collar, the shirt had a cape, perhaps trimmed with fringe. Deerskin clothing when it was wet became cold and stiff. It felt uncomfortable next to the skin.

A man in deerskin usually wore underclothes of linsey-woolsey a homemade material of part linen and part wool. Linsey-woolsey was the favorite material of a pioneer housewife for making clothes for herself and the children. She used deerskin only if she had no cloth.

Most pioneer women wore a petticoat and a dress that resembled a smock. The petticoat was worn as a skirt, not as an undergarment. In winter, women wore a shawl of wool or linsey-woolsey. Pioneer boys and girls wore the same kind of clothes as their parents.

This now proves that pioneer clothes were different from ours.

One of the chores of the pioneers was cooking meals. Women and older girls did this. When the women were in the fields, the older girls did the cooking. They cooked over an open fire.

When the pioneers needed water, the small boy had to walk to a near-by stream with the yoke.

Also, when the pioneers needed butter the girls and women made it in the butter churn. They had to put cream in the churn and churn with an up and down motion.

Another household chore was ironing. The women and girls did this. They had to put the iron in the fireplace so that it could get good and hot. The iron was very heavy because it was cast iron.

Carding was a chore of the pioneer life. The girls and boys did this between the ages of 4 & 6. Carding is the first step in making clothes. It was done by a pulling apart motion.

Candles too were a chore. The wicks were made from cotton. The cotton was made from tow-string, then dipped in tallow or bees-wax.

Grinding coffee was a chore too. It was done by the women. Coffee beans were put in a coffee mill, then ground into small bits.

The remaining two sections of this script relate "Crafts" and "Games."

HELPFUL HINTS

This section of the procedures manual contains the "helpful hints" or miscellaneous items which did not "catalog" neatly into other sections. Included in this section is information from the Columbus (Ohio) Public Schools of activities which are conducted when weather--in this case, snow--closes schools.

Although the "Winter of '77" brought about the closing of school buildings heated by gas, the Elementary Library was able to operate in full strength during the period known as "SCHOOL WITHOUT SCHOOLS," within the Columbus Public School System. Our greatest asset--hundreds of thousands of books available to teachers and students (kindergarten through 12th grades)--took on more significance during the critical three week period.

The most important service to the teachers and students was accessibility of our building for tours. Greeting guests included brief introduction and explanations of the operations performed in a centrally located processing facility. A resume of shipping and receiving areas, work performed in cataloging department, explanation directed to the adults of the availability of professional materials, a run-down on elementary library services directed to schools with Learning Centers and those without.

During this time questions raised by teachers and/or students were answered by an Elementary Librarian. Detailed explanation of the number of books to be checked out by the boys and girls, instructions to the teachers about the return of books after the three-week period via school mail were given to each session. While each group was in the Elementary Library area, professional guidance was supplied by three librarians based at the facility year around and five Field Librarians that came with their assigned schools to help out during their scheduled time. All helped the boys and girls to select and check out their quota of five books per child/adult.

Through the public relations work of the Elementary Library Supervisor and fifteen Field Librarians, a flyer announcing tours at the 17th Ave. facility was drawn up. The impact of this information and the "foot-work of these individuals spreading the word to 126 elementary schools, to thousands of classroom teachers searching for educational experiences for their students, brought about an influx of calls to the Elementary Library from individuals wishing to schedule bus loads of students. Due to the large number of bookings, some groups overlapped, causing a traffic problem at the assigned check out desk. During these times it was necessary to assign additional help.

Statistics collected during the three week period illustrates that the time was well spent within the walls of the central library. In all, a total of 29 different elementary schools made arrangement for tours, 74 teachers and 44 additional adults (aides, volunteers, parents and others) escorted 1329 boys and girls to the location. There were 6,639 volumes checked out from the Elementary Library collection during the period.

Angelene Whatley, Green Acres School, Birmingham, Alabama, submitted a series of "helpful hints." The first described decorating hints. The fifth grade library assistants made two displays for the library. These displays were seen by other students who, in turn, wanted to make something to be exhibited in the library. Thus began the "Library Display Project." The project was voluntary and the children could create any type of exhibit on any topic of their choice. There was no deadline for turning in the projects, and before many weeks had passed so many displays had been presented that exhibits are rotated at intervals so that all projects can have equal time on exhibition.

Green Acres School also has a "read and color" reading center in the library. Each month a new topic is chosen for the center. Pictures to be colored, along with books on a chosen topic, are placed in the center. Each time a child reads a book from the center, he/she writes the author and title of the book on his/her picture. The child must read four books on the chosen topic before coloring the picture. The picture, when completed, is placed on display in the library.

Several suggestions were presented for the Green Acres library assistants. The assistants organized a newspaper staff consisting of editor, writers, reports. The librarian served as typist. A bi-monthly newspaper including news about students, teachers and the library was published as well as a bi-monthly "Fun Line," a booklet containing original poems, games, puzzles, and stories submitted by the students in the school. The newspaper staff is responsible for advertising the publications, securing the material to be published, editing the submitted material, and compiling the material. Once the material is typed, staff duplicates copies, staples the copies and sells the publications. Both publications are ten-cents per copy. Money made from the sale of the publications is used to finance other projects undertaken by the library assistants.

The library assistants also present original plays and puppet shows for each of the principal holidays and special days. They write, produce, audition actors and actresses, and act in the productions. They make puppets for the puppet shows, draw scenery for the plays and advertise the productions. At the end of the presentations, centered around such days as Halloween, Christmas, Valentine's Day, and Easter, library assistants give candy to the children in the audience.

The library assistants produced a magic show in which there was great audience participation written into the script. The children really enjoyed being able to attempt to do the tricks rather than just being able to see them performed.

A memo which follows from Martin L. Mitchell and Susanna Swade informs other Columbus (Ohio) school librarians of "School Without School" activities.

SUBJECT: SUGGESTIONS FOR ALTERNATIVE LIBRARY ACTIVITIES DURING THE "SCHOOL WITHOUT SCHOOL" PERIOD

1. If you are the librarian in a host school, it is suggested that you be available daily to help your guest librarian(s) to best utilize LLC Facility.
2. Be available as a resource person for teachers and their faculty and students in your assigned building(s).
3. If teachers from your building(s) plan activities at or with the Public Library, you may want to accompany them.
4. You may choose to volunteer your services for any of these planned Columbus Public Library activities that we are presently aware of --

Video Tape Workshop

Career Talks

Book Clubs/Film Program

Story Hours

To do so contact: Ms. Tamsen Dalrymple - 461-7464

5. Explore community resources as possibilities of extending education, e.g. acquaint yourself with the library buildings of special libraries such as Battelle, Borden, Bell Telephone, Synagogue Libraries; various film libraries and the booking requirements for their use as listed in the Columbus Film Council Directory of Central Ohio film collections, also the specialized resources of local universities and colleges.
6. Use some time to examine the new collection of review books at 17th Avenue. Your review cards will be available at 17th Ave. on Friday February 3.
7. On days when your pupils are using alternative locations, you may wish to provide any necessary resources as requested.
8. Make students and teachers aware of availability of materials from 17th Avenue.

Library club members at the Rolling Hills Elementary School, Council Rock School District (Pennsylvania) chose famous historical characters about whom they wished to find information. After doing the research, pictures were drawn of the character and a few sentences were written about why he was famous. A ball of newspaper was covered with strips of papier mache to make puppet heads. Features were added with paint and hair. Volunteer mothers helped sew costumes for each puppet.

A report of the Thornridge High School Library/AV Advisory Committee was sent by Kay Thomson. This committee involves the community in the library programs. Some members are librarians, and the committee meets twice a year. In the report which was shared, six student members were named to the committee.

Barbara G. Hack, Columbus (Ohio) Public Schools sent the script for "The Elementary School Library Learning Center: An Extension of the Classroom." This was written and produced by Barbara with a grant from the Columbus Public Schools. The script is reproduced below. The presentation was 75 slides with audible signals to move the narration with the pictures.

The Elementary School Library Learning Center: An Extension of the Classroom
Written and Produced by Barbara G. Hack with a grant from the Columbus Public Schools

School Photography - Hugh D. Laughlin; Text Photography - Tim Best
Narrator - Susanna Swade

The Library Learning Center has grown in concept from its early history as a library to the present definition which is a center where learning is the purpose for its existence.

During the last decade the Library Learning Center has gained in popularity in numbers as well as concept. If this growth is to continue, the classroom and the Learning Center must become as one.

How then is the Library Learning Center an extension of the classroom? The Library Learning Center as an extension of the classroom has the following features:

1. The learning Center provides a place where all media--books to audio-visuals--with their equipment can be stored, cataloged and used.

Browsing areas are provided for the student to look at books, magazines

or audiovisuals.

The card catalog provides an access to ALL MATERIALS in the Library Learning Center.

Ready access to ALL INFORMATION--book to a-v--makes the Library Learning Center a vital place to the students as well as the teacher.

2. The Learning Center can provide a place where school projects can be planned and carried out.

a study in plant growth

a place where club meetings can be held

producing and enacting plays for their classmates

art displays by the students in the school

special projects--such as sewing "Peter's Pocket."

3. The Learning Center can provide an atmosphere which is open, friendly and where students can develop their creativity.

Creating a story and making it into a book to be shared with others

An older student helping a younger student

An intermediate students reading a story to a primary class

Individual students producing a filmstrip of a story they created

Recording on tape original stories for the enjoyment of other students in the school

Creating a puppet show from a fairy tale.

Stimulating interests on special topics by story-time.

4. The Learning Center provides a place for the appreciation of the arts.

Listening to classical records in a group

Researching well-known artists as to their life experiences

Studying art prints of modern artists.

5. The Learning Center should be an area where students can pursue enrichment activities

Students embroidering appropriate symbols on a bicentennial hanging.

Observing the life cycle of ants

Caring for the fish in the aquarium

studying reptiles.

6. The Learning Center should be a place where students can explore a topic in several media. The LLC should help the student develop his ability to think critically.

Books on reference can help define the questions

When facts are compared from various sources, they must agree or the student must search the information for the most accurate facts.

The student learns more when he can see, hear and manipulate his problem in order to solve it.

7. The Learning Center should provide an area where the environment is conducive to group learning.

The conference room is an excellent place where small groups of students can work together.

A large table with audio-visuals accessible to all students provides an adequate area for group work.

A table provides a study center.

8. In the Learning Center it is important to have areas for independent learning and where the individual student can find an environment to meet his needs.

The Learning Center must be well organized for the student to find all facts.

An area where reading is fun

Areas away from the main activities help the individual child to concentrate on the work she is doing.

Every Learning Center should provide that special area where an individual student can pursue his interests.

9. The Learning Center should serve the students and teachers as a media production area.

The students can make a-v materials such as tape recordings

Both students and teachers can mount pictures

Or laminate posters for special projects

10. The librarian in the Learning Center can provide valuable assistance to develop curriculum.

The librarian can work with the individual teacher

Or the librarian can plan with teachers in a grade level group on organizing units with all media included. Thus, the Learning Center can provide the information and the librarian can provide the guidance as teachers innovate and explore more effective ways of motivating students.

The librarian can give orientation to the students in order that they can use the Library Learning Center more effectively.

11. The Learning Center has various methods of scheduling its daily program for students.

In Columbus we have Library Learning Centers which have assigned times when the teacher brings the class to the center to browse and select a book of their choice. These periods of time range from 20 minutes to 45 minutes in duration.

There are Library Learning Centers in the elementary school in which all the time is unscheduled and the students come and go as their needs demand.

In these cases, the carrels can be used

And students can pursue independent research.

However, the majority of our elementary schools combine the two methods in order that every student in our school system will be in the Library Learning Center at least once every week. Having just reviewed the program for the Library Learning Center, now let us look at the physical plant within the school.

In Columbus Public Schools the Learning Centers have come under the following categories: Here we see conversion of existing space to a Library Learning Center.

This is a remodeled multi-purpose room.

Some schools have new additions to existing buildings.

Many new schools were designed with the Library Learning Center as an integral part of it.

Here is a centrally located LLC in a new building.

In Columbus Public Schools we have had a continuous growth of Learning Centers. In 1972, there were 22 elementary school Library Learning Centers which met minimum state standards with book collections and equipment. In 1976, there were 61 Library Learning Centers which met minimum state standards. The goal for the 1976-1977 school year is for all the elementary schools to have a Library Learning Center.

In 1972, our elementary Library Learning Centers were staffed with only seven certified librarians. In 1976, we have 21 certified librarians who serve 125 elementary schools.

The ratio of one certified librarian to every six schools in the Columbus system leaves the elementary buildings with the services of the professional librarian on a part-time basis only. In order to provide for the comprehensive program described in the previous slide presentation it is suggested that a full-time librarian be assigned to each elementary school.

At present in Columbus, we have 95 educational aides in our elementary Library Learning Centers. This educational aide is in the Learning Center at all times.

There are 12 schools in our system which have no aide and so must rely on volunteers to have their libraries open to the students.

Can the Library Learning Center be an extension of the classroom? Yes, it can. With the changing philosophy of our school system and with the combined efforts of the librarians and teachers, there will be an atmosphere of a total learning experience for every student in the Columbus Public Schools.

The Library Learning Center will truly be the center for learning.

Arlene Thornton, Avondale Elementary School, Birmingham, Alabama, described the birth and growth of an audiovisual center. The three major objectives of the center were

1. Sufficient equipment and space to accommodate 20 children working independently and up to 35 children for group presentations.
2. A quantity of materials in a variety of grade levels and subjects.
3. Easy accessibility by students to ALL materials and equipment.

The teachers' lounge, adjacent to the library was chosen to house this center. One section of the room was designated for records, another for cassettes (and all equipment was placed on a large 9'x12' rug), and the final area for listening and viewing was placed on a long table in a far corner. Besides the color and decoration of the media materials, a number of poster pictures were made to depict the characters and stories available in the audiovisual center such as Corduroy, Curious George and Ping.

All materials in the center are directly accessible to the students and there are no restrictions beyond proper care as to their use. Students may browse freely and this has resulted in students attentively viewing and reading the captions on filmstrips on very diverse subjects. The attraction of the audiovisual media overcomes many student's basic avoidance of factual material.

Susanna Swade describes the development of a half-hour television program on literature for intermediate grades.

Date: Thursday evening, February 3, 1977 at 8:30 p.m.

Telephone rings. Caller asks this question: Would the Library Department be interested in presenting a half hour television program on literature for Intermediate Grades beginning February 14 through February 25?

Well, the elementary librarians of the Columbus Schools were willing and eager to meet this challenge as a part of the School Without Schools program under which the Columbus City Schools operated during the month of February.

With a volunteer corps of five elementary librarians, one elementary library supervisor, one 2nd grade classroom teacher, and one "borrowed" literature teacher from a parochial high school (with some background in television) as our producer, "Between Book Covers" a T.V. program emphasizing libraries, literature, and children was created. One week (February 7-11) of preparation time was available for this team to outline, develop, and present ten "Live" half-hour programs on Channel 6-WTVN-TV in Columbus. The team searched for an appropriate name for the presentation and finally agreed on "Between Book Covers." This title was expanded each day as we, the library team, at the TV studio, and our viewers, at home, explored between the covers of a variety of books appealing to the intermediate grade students. We did find out, however, that our viewing audience ranged from 2nd graders to adults.

Our daily format included a "feature" section of about 15 minutes in length, a five minute read-aloud story segment, and a five minute library skills activity. Our features included such things as book reviews of stories from other lands, demonstrations from books that told us "how to do" various things such as how to make "Flibbers" or how to crochet a pot holder; a visit by Freckles, the Polecat from the Columbus Zoo in conjunction with an overview of books that explained the feeding and caring of pets, and other animals; and a delightful approach to Presidents' Day, February 21st, when the "Wives" of Presidents Washington, Lincoln, Jefferson, and Teddy Roosevelt shared many little known facts about these men, and thus, introduced our listening audience to the fascinating world of biographies.

The Thirteen Clocks by James Thurber, Local Columbus author, and The Lemming Condition by actor, Alan Arkin, were the two stories read aloud during our two weeks of television time. Each day a portion of the story was read and continued the following day.

Liber, the Library Mouse, a pink and gray crocheted hand puppet, was born amidst the snow and chilly temperatures of that February. His creative methods of presenting the related library skills of the day's program were apparently well received by our viewers. Upon our return to regular school in March, some students approached their field librarian and wanted to know if Liber, the Library Mouse, would come to their school and put on a "whole" show.

The puppet theater was properly labeled "Mouse House" with its very own mailbox to receive incoming fan letters. Throughout the two weeks of the program, Liber presented and discussed such items as the author, title, and subject catalog cards, call numbers, the Dewey Decimal Classification; various reference tools, periodicals; care of books; and Newbery award winners. These

topics were incorporated into the program where it was most appropriate so that the library skill was not taught in isolation, but when it was pertinent.

The daily experience of presenting each program "live" at the Channel 6 (WTVN-TV) studio was always that of apprehension, nervousness, concern, and then ultimately, of satisfaction as the floor manager would indicate "wind it up" - the show is over.

We, however, in the elementary division of the library department of the Columbus Public Schools know that the show is never really over -- as we continue to provide library media service to the boys and girls in our schools.

Bonnie Kloerner, Wylam Elementary School, Birmingham, Alabama, describes the development of the library there.

When I first visited the school, I found a room piled with books, mostly old and outdated. Since that first visit, much as been done to transform a cluttered, depressing room into an organized, cheerful library. More importantly, the library isn't just a room filled with "library materials" but it's filled also with children who are seeking to learn and to enjoy.

When children in first and second grades return books, cards are replaced by the student aide or the librarian and, on occasion, are given back to the students to shelve. Primary lessons are taught earlier on how to shelve easy books so that each child understands the system--that easy books are kept on alphabetical shelves, but not in alphabetical order.

In grades three through eight, a number of students from each class attending the library have been trained to check-out materials, to card, and to shelve books. To streamline the acquisition procedures and filing of catalog cards, aides have been chosen from seventh and eighth grade. These aides have displayed great interest in learning all areas of library work.

Believing that one's surroundings have a great effect on one's attitude the aides and librarian have worked to make the school library an attractive place. Pictures of fairy land characters and animal pictures were purchased to attach to the plain brown shades on the library windows. Inexpensive, brightly colored figures ranging to twenty-seven inches in height are available for the room or bulletin boards.

Third graders the past year created a puppet show. They wrote the script, made the puppets, and conducted the performance--a show about witches. Classes have used craft books to make finger puppets for Halloween, angels for Christmas, and Valentines for parents. By using craft books students discovered they want to read and use these books to make other things. Several children shared the items they made at home.

COOPERATION WITH OTHER LIBRARIES

Two school districts, Shawnee Mission (Kansas) Public Schools and Shaker Heights (Ohio) City School District sent information concerning cooperation with other libraries. These suggestions are given below.

COOPERATION BETWEEN:

Shaker Heights Public Schools Share the Wealth
and Shaker Heights Public Library

FURTHER INFORMATION FROM:

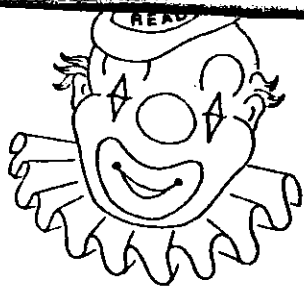
Ellen Stepanion, Coordinator of Library Media
Shaker Heights City School District

DESCRIPTION: The Shaker Heights public schools in cooperation with the Shaker Heights Public Library each year sponsor a summer reading program to encourage reading for pleasure. The child, the teacher and the school media specialist compile a list of personalized reading suggestions. The public librarians help each child locate these and other appropriate books. In the fall the child's new teacher finds this a valuable introduction to his/her personal reading interests. This is not an assignment, but an opportunity to further the joys of reading. A description of the program is in School Media Quarterly, Winter, 1976, page 174. For a copy of a pamphlet related to this program, send a stamped, self-addressed legal size envelope to Ellen Stepanion at the above address.

Shawnee Mission Public Schools cooperate with the Johnson County Public Library System in a summer reading program. The theme for 1977 was "The Secrets of Reado the Clown. The "Reado" booklets (reproduced below) were available at both public and school libraries, and children who read books at either source collected balloons to add to their booklets. The balloons were colored self-stick dots. One balloon was collected for each book read. The program began May 31 and continued through September 1. This program involved sixteen school libraries and seven public libraries. The idea for "Reado" was suggested by Emma Adams and Donna Gentile of the Olathe Public Library, Olathe, Kansas.

The booklets were printed in green ink on green paper which was 8½"x11" folded half to make an eight-page booklet.

WHAT BOOKS DID YOU READ?



Fiction: _____
 Fiction: _____
 Fiction: _____
 Mystery: _____
 Just for fun: _____
 Just for fun: _____
 Poetry: _____
 People: _____
 Animal Book: _____
 Fact Book: _____
 Folk Tale: _____
 Science (500): _____
 Your choice: _____
 Your choice: _____
 Your choice: _____
 Bonus Book: _____
 Bonus Book: _____
 Bonus Book: _____

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Remember---Don't clown around---

READ!!!!

A World of Adventure

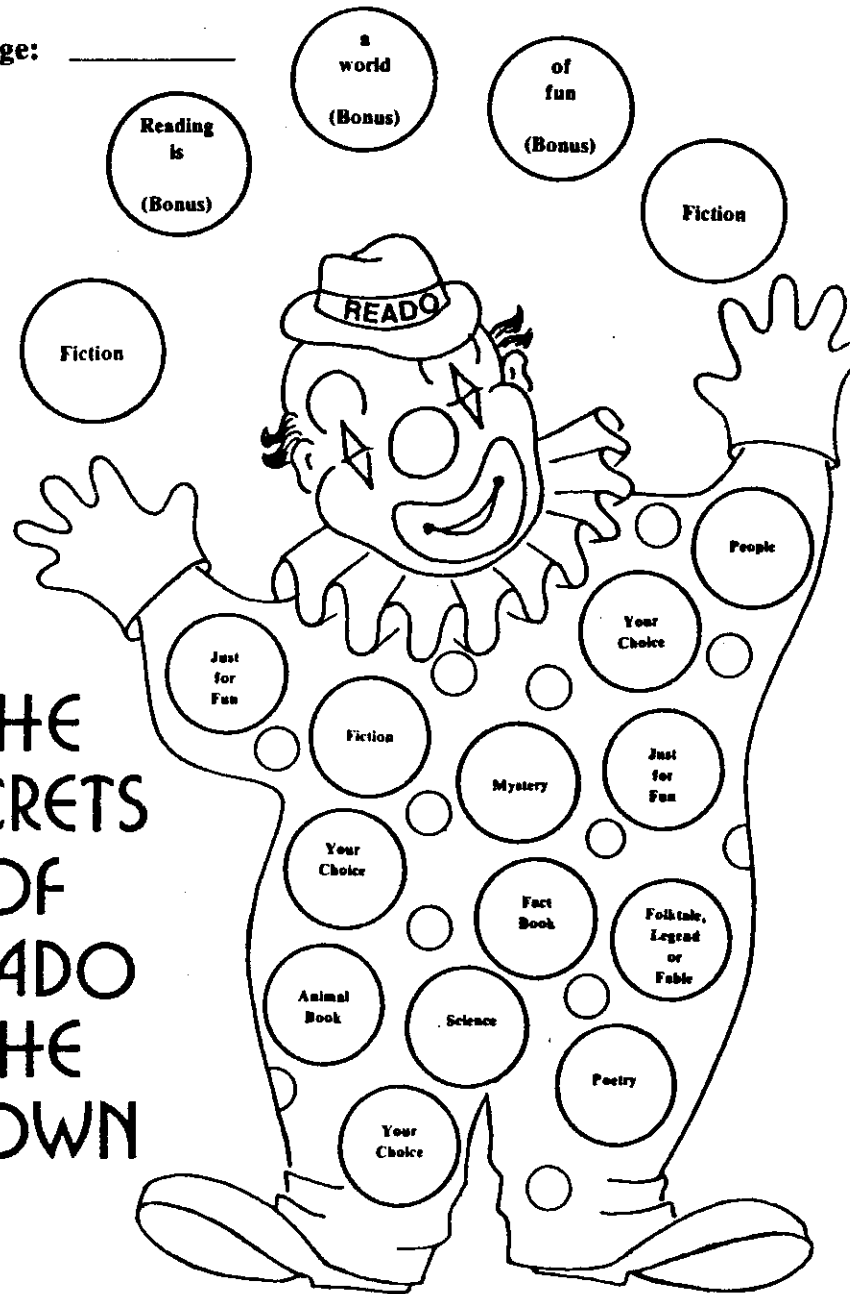
awaits you!!

*Idea suggested by Emma Adams & Donna Gentile,
 Olathe Public Library*



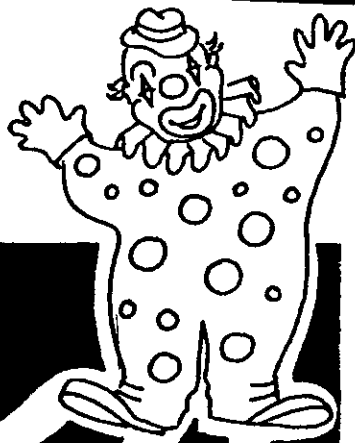
Name: _____

Age: _____



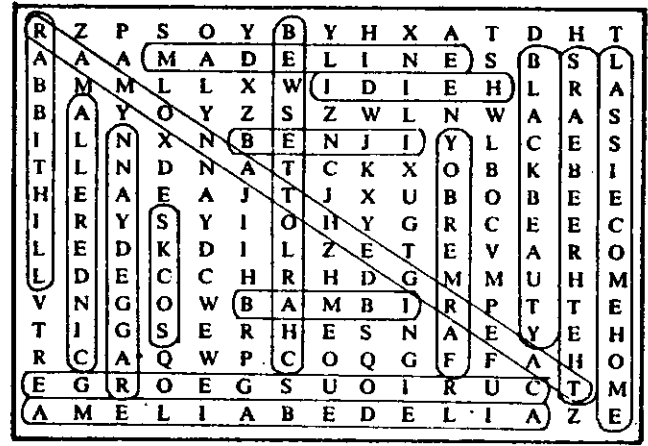
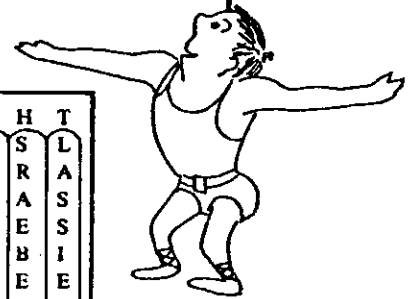
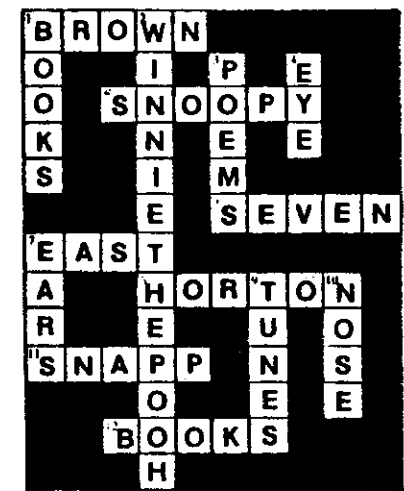
THE SECRETS OF READO THE CLOWN

Reado needs his balloons!
Can you help him get them?



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ANSWER PAGE



Reado's Secret (hold up to a mirror)

Program! You have completed the Summer Reading Hours! You have completed the Summer Reading Program!

THE MYSTERY OF THE MISSING BOOKS

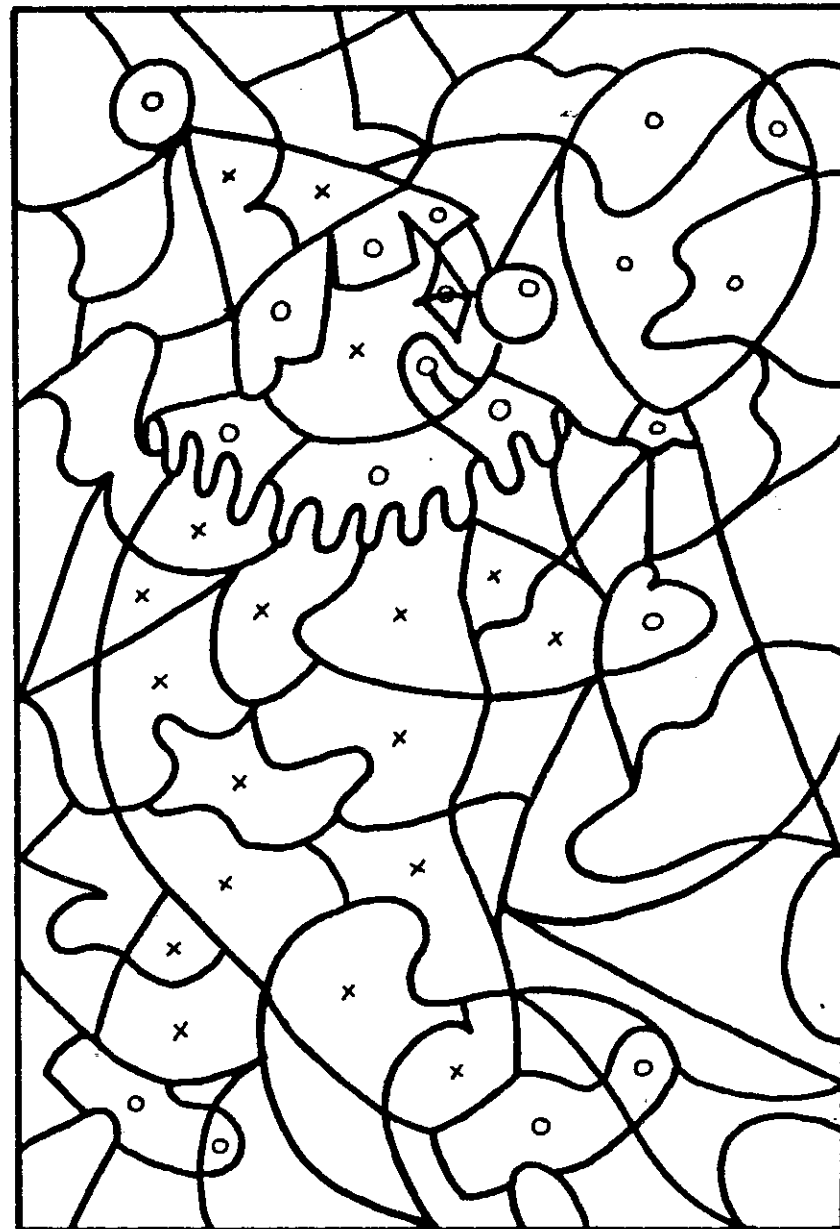
Search for the books listed below. When you find them, circle them, then cross the book off the list. Each book title is in a straight line, either forward, backward, up, down, or diagonal.

R	Z	P	S	O	Y	B	Y	H	X	A	T	D	H	T
A	A	A	M	A	D	E	L	I	N	E	S	B	S	L
B	M	M	L	L	X	W	I	D	I	E	H	L	R	A
B	A	Y	O	Y	Z	S	Z	W	L	N	W	A	A	S
I	L	N	X	N	B	E	N	J	I	Y	L	C	E	S
T	L	N	D	N	A	T	C	K	X	O	B	K	B	I
H	E	A	E	A	J	T	J	X	U	B	O	B	E	E
I	R	Y	S	Y	I	O	H	Y	G	R	C	E	E	C
L	E	D	K	D	I	L	Z	E	T	E	V	A	R	O
L	D	E	C	C	H	R	H	D	G	M	M	U	H	M
V	N	G	O	W	B	A	M	B	I	R	P	T	T	E
T	I	G	S	E	R	H	E	S	N	A	E	Y	E	H
R	C	A	Q	W	P	C	O	Q	G	F	F	A	H	O
E	G	R	O	E	G	S	U	O	I	R	U	C	T	M
A	M	E	L	I	A	B	E	D	E	L	I	A	Z	E

AMELIA BEDELIA
 BAMBI
 BENJI
 BLACK BEAUTY
 CHARLOTTE'S WEB
 CINDERELLA
 CURIOUS GEORGE
 FARMER BOY

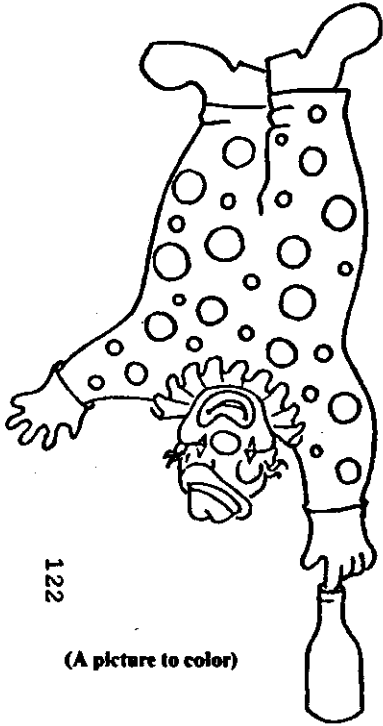
HEIDI
 LASSIE COME HOME
 MADELINE
 RABBIT HILL
 RAGGEDY ANN
 RAMONA THE GREAT
 SOCKS
 THE THREE BEARS

A MYSTERY PICTURE



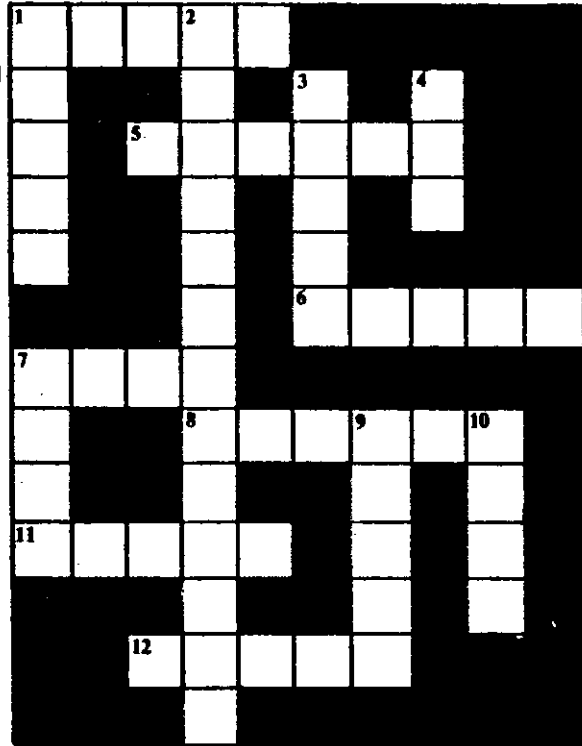
Color o spaces red.
 Color x spaces yellow.

(Answers on last page.)



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(A picture to color)



Across

Down

- 1. Encyclopedia _____
- 5. Charlie Brown's Dog.
- 6. Snow White and the _____ dwarfs.
- 7. North, south, _____, west.
- 8. Dr. Seuss's elephant.
- 11. Snipp, _____, and Snurr.
- 12. What we read.

- 1. Library
- 2. Christopher Robin's bear.
- 3. Rhymes.
- 4. What you see with.
- 7. What you hear with.
- 9. Songs.
- 10. What you smell with.

(Answers on last page)

In stories and poems many things come in threes. From the clues can you find out who these threesomes were?

- A. Names of Peter Rabbit's 3 sisters and brothers:

- B. These 3 lost something and could not have any pie:

- C. Names of 3 boys who have adventures together in books by Nan H. Agle:

- D. 3 animals in a silly poem by Edward Lear; one had a ring in his nose:

- E. 3 Mother Goose characters who went sailing in a tub:

- F. A girl with golden hair wandered into their house:

- G. Each of these 3 animals tried to build a house but only one succeeded:

- H. These 3 animals together get rid of their enemy who lives under a bridge:

- I. 3 whose tails were going to be cut off:

ANSWERS

A. Flopsy, Mopsy and Cottontail; B. Three Little Kittens; C. Abercrombie, Benjamin, and Christopher; D. Owl, pussycat and piggywig; E. Butcher, baker and candlestick maker; F. Three Bears; G. Three Little Pigs; H. 3 Bill Goats Gruff; I. 3 Blind Mice.

APPENDIX
ADDRESSES OF CONTRIBUTORS

ADDRESSES OF CONTRIBUTORS

- Bedford Area High School Library
 Interstate Parkway
 Bedford, Pa. 16701
 Elaine Drabert, Librarian
- Birmingham Board of Education
 P.O. Drawer 10007
 Birmingham, Alabama 35202
 Geraldine W. Bell, Coordinator
 Fairmont School--Claudette W. Bearden
 Wylam Elementary--Bonnie Kloerner
 Schott Elementary--Catherine Robichaux
 N.H. Price Elementary--Lynn Taylor
 Avondale Elementary--Arlene Thornton
 Greenacres School--Angelene Whatley
- Clearwater Central Catholic High School
 100 Haines Bayshore Road
 Clearwater, Florida
 Eileen Botterbusch, Librarian
- Columbus City Schools
 100 E. State Street
 Columbus, Ohio 43215
 Anna Swade, Supervisor
 Elementary School Libraries
 Bowen, Beverly
 Mack, Barbara
 Mitchell, Martin C.
- Council Rock School District
 1000 King Ford Road
 Richboro, Bucks Co., Pa. 11854
 Patricia L. Inskip, Coordinator
 Rolling Hills Elementary--Beth Auwarter
 Holland Elementary--Dorothy Buckman
 Council Rock High School--Therese Hallman
 Richboro Elementary--Emilie B. Kohler
 Council Rock Intermediate--Ellen Short
- Greensboro Public Schools
 100 North Eugene Street
 Greensboro, North Carolina 27402
 Donald Johnson, Media Services Department
- Lakewood Board of Education
 10000 Warren Road
 Lakewood, Ohio 44107
 Gloria Lloyd, Taft Elementary School
- School District of Lancaster
 225 W. Orange Street
 Lancaster, Pa. 17604
 Sue Walker, Coordinator
- Littleton Public Schools
 Littleton, Colorado 80120
 Laura Ingalls Wilder Elementary--Mary Ake
 Highland Elementary--Karen Gerber
 East Elementary--Ann T. Grant
 Damon Runyan Elementary--Martha-Ann Weber
- Madison Metro School District
 East High School
 2222 East Washington Avenue
 Madison, Wisconsin 53704
 Adrienne Cameron, Librarian
- Maryland Department of Education
 Division of Library Development and Services
 School Media Office
 Baltimore-Washington International Airport
 Baltimore, Maryland 21240
 David Bender
 Rosa Presberry
- New Hyde Park: Herricks Public Schools
 Library Media Department
 New Hyde Park, New York 11040
 Herb Deutsch, Director of Instructional Media
- New York: Louis D. Brandeis High School Annex
 155 West 65th Street
 New York, New York 10023
 Irving Morris, Librarian
- Phoenix: Alhambra Schools
 3001 W. Hazelwood
 Phoenix, Arizona 85017
 Nell R. Manuel
- Portland Public Schools
 Department of Educational Media
 631 N.E. Clackamas Street
 Portland, Oregon 97232
 Richard W. Gilkey, Director

Prince George's County Public Schools
Upper Marlboro, Maryland
Barth, Coordinator

Petersburg Catholic High School
Petersburg, Florida
Eades, Librarian

Waker Heights City School District
600 Parkland Drive
Waker Heights, Ohio 44120
Len M. Stephanian, Coordinator

Lawnee Mission Public Schools
Lawnee, Kansas, 66204
Verly White, Consultant, Library Services
Trailwood School--Sarah Chamberlain
Ridgeview School--Marcia Taylor

Wornridge Library Media Center
Wornridge High School
Ply Blvd & Cottage Grove Road
Wilton, Illinois 60419
L. D. Beeler, Librarian
Kay Thomsen, Librarian

Ake, Mary 6,8-11,16,26,52-53,93,111
Auwarter, Beth 17,105
Barth, Ed 3-5,66-69
Bearden, Claudette W. 83
Beeler, L.D. 17-19,26
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Bender, David 6
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Bowen, Beverly 14-15
Buckman, Dorothy 17

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Chamberlain, Sarah 12
Deutsch, Herb 63-64,107
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Mitchell, Martin L. 111
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Ravenna Ohio City Schools 83-84
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Stephanian, Ellen M. 20-22,43-47,62-63,118
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Taylor, Marcia 20,15
Thomsen, Kay 16,77-80,86-89,111
Thornton, Arlene 23-24,51-52,81-82,90,115
Walker, Sue 36-42,69-76
Weber, Martha Ann 26-27,93
Whatley, Angelene 25,85,110
White, Beverly 15,118-122