The Development of Self-Teaching Aids for Library Skills for Morgan Junior High School

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Central Washington University

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THE DEVELOPMENT OF SELF-TEACHING AIDS
FOR LIBRARY SKILLS FOR MORGAN JUNIOR HIGH SCHOOL

A Master's Thesis
Presented to
the Graduate Faculty of
Central Washington State College

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

by
Reva Dale Bayless

August 1967
APPROVED FOR THE GRADUATE FACULTY

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Helen D. Patton
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. PROBLEM AND PURPOSE OF THE STUDY</td>
<td>1</td>
</tr>
<tr>
<td>The Problem</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the problem</td>
<td>1</td>
</tr>
<tr>
<td>Importance of the study</td>
<td>1</td>
</tr>
<tr>
<td>Procedures of the study</td>
<td>2</td>
</tr>
<tr>
<td>Limitations of the study</td>
<td>3</td>
</tr>
<tr>
<td>II. REVIEW OF THE LITERATURE</td>
<td>6</td>
</tr>
<tr>
<td>Functions of the School Library</td>
<td>6</td>
</tr>
<tr>
<td>Instructional Materials and Personnel in the School Library</td>
<td>9</td>
</tr>
<tr>
<td>Tentative Guidelines for Audiovisual Personnel and Equipment</td>
<td>11</td>
</tr>
<tr>
<td>Personnel guidelines</td>
<td>12</td>
</tr>
<tr>
<td>Equipment guidelines</td>
<td>12</td>
</tr>
<tr>
<td>Qualifications Desired for Instructional Materials Librarians</td>
<td>14</td>
</tr>
<tr>
<td>Organization of materials</td>
<td>14</td>
</tr>
<tr>
<td>Selection of instructional materials</td>
<td>16</td>
</tr>
<tr>
<td>III. PHYSICAL FACILITIES</td>
<td>17</td>
</tr>
<tr>
<td>IV. INSTRUCTIONAL AIDS FOR SELF-TEACHING LIBRARY SKILLS</td>
<td>21</td>
</tr>
<tr>
<td>V. EVALUATION</td>
<td>32</td>
</tr>
<tr>
<td>VI. SUMMARY AND IMPLICATIONS</td>
<td>35</td>
</tr>
<tr>
<td>FOOTNOTES</td>
<td>37</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>39</td>
</tr>
</tbody>
</table>
PROBLEMS AND PURPOSE OF THE STUDY

I. THE PROBLEM

Statement of the problem. The problem was the development, organization, and sequential use of visual materials in a junior high program of teaching library skills. The emphasis in the use of these materials was placed upon individual self-teaching. The types of materials used included charts, transparencies and sample card catalog cards.

Importance of the study. The acquisition of library skills by all students of the junior high school is a necessary adjunct to other learning. There is little question that, as knowledge expands and the understandings offered to students increase, these skills grow even more important than they have been in the past. It is axiomatic that in many subject matter areas knowing where to find the information becomes as important as the information itself.

It also is observed that the library offers many more services than in previous years. The complexity of the modern school library has grown.

"The population increase, accelerated technological developments, higher educational attainments by more and more people, and many other factors have played a role in
the student-use problem" (1:17-19).

Audiovisual services are in a period of transition. The cafeteria-type center with a simple film and equipment check-out system is rapidly being replaced by a complex organization offering to the teacher a wider range of services and a far greater variety of tools and techniques than ever before . . . Along with the standard projection and sound equipment and materials library, the teacher also may have the use of a duplicating center, audio laboratory, a single-room or overhead television unit, and a library of programmed materials. (2:594-595).

The study utilized various visual materials to make possible better learning on the part of students. In addition, the study enables better use of time on the part of the teacher-librarian. It also points ways toward more efficient use of the library by the students. Since the services of school libraries are increasing, it becomes very important that the means are sought by which these services are made more available to the students and teachers of the junior high school.

Procedures of the study. Since the study was designed to improve learning, it became a primary consideration to determine the areas of knowledge and skills which the students needed to acquire. For this purpose the Peabody Library Skills Test to seventh grade students was administered immediately after the beginning of the school year. This diagnosis revealed that these areas of study required attention:

1. Students needed to know where various classifications were located in the library. This implied a necessity
for understanding the Dewey Decimal System.

2. Students needed to know how a specific entry could be found through the author, title and subject indexing in the card catalog.

3. Students needed to gain a better understanding of biographies and their availability in the library.

To meet these needs the second phase of the study was conducted. This involved the preparation of visual devices to enable the student to learn in these deficient areas. Since teacher time was limited, self-teaching through visual devices found in the library seemed the most appropriate answer to the need. These devices are discussed in detail in Chapter IV.

The third phase of the study required evaluation of the self-teaching program. A re-test was considered impractical because of the unavailability of an equated but different test. Therefore, conclusions were drawn largely from observation of student behavior and from the numbers of students using the library.

**Limitations of the study.** Concepts and understandings comprising the subject matter material for the study were drawn from the *Library Instructional Guide for Teachers and Librarians, Ellensburg Public Schools, 1964* (3). These concepts were selected and compiled by a library committee chosen for that purpose. It is, therefore, an official statement of
objectives for the library instructional program for the Ellensburg Public Schools. While these objectives provided a limitation upon the study, they also drew attention to specific needs held by the students of Morgan Junior High School.

Another factor limiting the study was the use of visual materials only. While audio materials could, perhaps, contribute much to better learning of library skills, the facilities for effective communication in these media were not immediately available. It seemed more pertinent to provide for media which were currently being used.

The study may have importance in other junior high schools. However, its aim was to improve the acquiring of library skills in Morgan Junior High School. This comprised a limitation upon the study in terms of the unique characteristics of that school.

The need for instruction in library skills and usage can be demonstrated in the statement: Skills which have previously been taught need to be reviewed and retaught with greater specialization at the higher grade levels.

The procedure and use of the school library changes at the junior high level. At the elementary level its use is on a regular supervised group basis. At the junior and senior high level it becomes an individual endeavor and experience. For this reason, while the basic goals for a
good library do not change, the ways to achieve them do.

The librarian no longer meets each class once a week, but is able to contact the students only as they come to the library individually. It becomes her duty to establish a program that will continue to develop and instruct every student in library skills even though the contact with each student is limited. Through cooperative planning by teachers and librarians this instruction should be provided when the need to use a particular skill arises in the classroom as the best type of instruction is that which is correlated with classroom work and not presented in isolated formal units. Careful delegation of duties and specific areas of instruction will enable the librarian and teachers to accomplish a good developmental library program. Working with the teachers is a necessary part of the role of the librarian in such a pro-
gram (3).
CHAPTER II

REVIEW OF THE LITERATURE

**Functions of the school library.** The school library's main concern is for the educational welfare of the students of the school. Their needs, in terms of the desirable behavioral changes, are the primary responsibility of the library.

Departure from tradition is indicated by the integration of instructional services in the library. It also follows that this becomes a controversial topic. Practices and attitudes are affected by this controversy. Typical of two opposing points of view are the following beliefs:

<table>
<thead>
<tr>
<th>SCIENTIFIC</th>
<th>TRADITIONAL</th>
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<tbody>
<tr>
<td>a. Belief that subject for its own sake is not important.</td>
<td>a. Dependence on subject transmission of information is important in itself.</td>
</tr>
<tr>
<td>b. An experienced-centered approach to learning.</td>
<td>b. Belief that transmission of information is important in itself.</td>
</tr>
<tr>
<td>c. Problem-solving through applications of the scientific method.</td>
<td>c. Individuals are left to develop their own application of learning.</td>
</tr>
<tr>
<td>d. Belief that isolated learnings have little or no transfer; rather that learning comes about by a manipulation of subject matter and experiences.</td>
<td>d. Belief that knowledge in and of itself is good for mental discipline.</td>
</tr>
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</table>
Some specific library activities in which students engage are indicated by Dr. Ralph E. Ellsworth:

What do students do in school libraries?

1. Find answers to specific questions that arise either from the teaching process or from ordinary curiosity.

2. Go alone or as a member of a committee sent to get information.
3. Carry out study hall assignments; that is, spend a specific amount of time studying in the library.

4. Find material for projects such as a written report, a book, a debate brief, or a research paper.

5. Learn how to use keys of a library-card catalogs, bibliographies, reference books, periodical indexes.

6. Look at motion-picture films, filmstrips, or other audio-visual materials. Study with a teaching machine, listen to phonograph records or tapes, listen and record voice for language study.

7. Locate quotations, excerpts, or data for speeches or projects.

8. Read just for fun of reading—-one book or a hundred.


10. Talk with other students.

What do teachers do in a library? Activities similar to the students, but they also

1. Confer with the library staff on relevant materials to use for class work: those appropriate for general presentation in the classroom, those most suitable for students working in small groups, and those appropriate for use on an individualized basis.

2. Preview films and filmstrips: confer on the purchase or rental of audio-visual materials, and on local production of same.

3. Consult with librarians on book purchases, on handling of special materials (pamphlets, sample magazines, government documents, etc.) on classification and cataloging problems, and on reader's problems and difficulties that the students may be having. (5:25).
This analysis of library usage by both students and teachers has been provided by Ellsworth. Concern also is with the goals, not only of the library, but with the total educational effort. William H. Allen provides this statement:

We believe that the role of education in a democratic society is to provide for the continuing development of the individual in our rapidly changing and expanding world. The goals of education in our culture have frequently been the subject of scholarly studies in recent years. From these studies it is apparent that the goals of education include the following:

a. to assist the individual to be a healthy and happy person;

b. to develop action interest in the health and happiness of all other persons;

c. to develop confidence in the individual's ability to recognize and analyze the big and little problems which confront him in daily living;

d. to develop confidence in the ability to apply his past experiences and developed skills in solving or resolving these problems in a socially acceptable manner.

In short, we believe that every individual should have full opportunity for his optimum development as a useful citizen...physically, mentally, socially, and emotionally—with strong emphasis on the development of his moral character. (6:92).

Instructional materials and personnel in the school library. Instructional materials operate as communication media. The conveying of concepts or ideas to the students utilizing those media is justification for their existence.

Some of the diversity of purposes and media is indicated by James W. Brown:
Audio-visual instructional materials is liberally interpreted to comprise the many substances and sounds which play important roles in teaching and learning. These are the realities of things that are seen, heard, felt, smelled, manipulated, organized, assembled, or taken apart during learning; they are the things that are read about, or thought about during learning; and they are the things that are remembered, recalled pleasurably, or used and re-used after learning . . .

Teachers have special need for two types of instructional materials: (1) Those which are likely to prove effective for use with groups containing individuals of widely varying backgrounds and abilities (2) Those which can be used advantageously for individualized instruction with a minimum of teacher assistance. (7:592).

Yet another viewpoint relative to librarian qualification is indicated by Jesse Shera.

We believe that the librarian of the future must be a scholar (not a pedant) whatever his library specialty may be, and that he will be characterized by two outstanding attributes: the first is intellectual breadth and depth, and the second is creativity. Care and feeding of the intellect is the responsibility of the librarian's professional education, for the librarian of the future must be much more than a skilled technician or artisan. He must be able to meet his patrons at least as an intellectual equal and he must be able to communicate effectively with them. His professional education must be university-wide, not restricted to any number of technically oriented courses (8:253).

The implication made by Shera in the statement above provides an image of the librarian as manager of a domain of great complexity and being the recipient of numerous problems of unique character requiring original and thoughtful solution. Dora Fogarty Walker, also dealing with the image of the librarian, provides this observation:

"To permit the librarian to engage in curriculum guidance, routine duties are shifted to one or more clerical
assistants who catalog books, films, and other materials in the IMC." (9:22).

The concept of the librarian related to the total curriculum is broadened.

The librarian is placed in the posture of one who understands and makes available instructional materials for any of the multitude of curricular needs. In this role the librarian's responsibilities as a creative influence upon curriculum are increased, while becoming a supervisor rather than a direct manipulator of technical processes.

_Tentative Guidelines for Audiovisual Personnel and Equipment_. The instructional materials center should be a central source of equipment and materials, providing economy of teacher time and effort and encouraging the use of all types of instructional materials and equipment. Following will be found tentative guidelines for audiovisual personnel and equipment:
### PERSONNEL GUIDELINES: SECONDARY SCHOOLS

<table>
<thead>
<tr>
<th></th>
<th>Weak</th>
<th>Good</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One audiovisual specialist per 60 teachers</td>
<td>One audiovisual specialist per 40 teachers</td>
<td>One audiovisual specialist per 20 teachers</td>
</tr>
</tbody>
</table>

In addition, appoint a city, county, district, etc., director with four or more secondary schools.

### EQUIPMENT GUIDELINES: SECONDARY SCHOOLS

<table>
<thead>
<tr>
<th></th>
<th>Weak</th>
<th>Good</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>8mm Projector</td>
<td>1 available from central AV source</td>
<td>1 per building</td>
<td>1 per 15 teaching stations</td>
</tr>
<tr>
<td>16mm Projector</td>
<td>1 per 15 teaching stations</td>
<td>1 per 8 teaching stations</td>
<td>1 per 4 teaching stations</td>
</tr>
<tr>
<td>Filmstrip Projector (Combination Slide and Filmstrip)</td>
<td>1 per 16 teaching stations</td>
<td>1 per 8 teaching stations</td>
<td>1 per 3 teaching stations plus individual viewers in each classroom</td>
</tr>
<tr>
<td>2x2 Slide Projector (Automatic)</td>
<td>1 per 20 teaching stations</td>
<td>1 per 15 teaching stations</td>
<td>1 per 10 teaching stations</td>
</tr>
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</table>

Projection Stands: Secure as needed. Every piece of equipment that is moved from room to room should be on a stand. Stands should be purchased to serve function of the piece of equipment.
<table>
<thead>
<tr>
<th>Equipment</th>
<th>Availability</th>
<th>1 per building</th>
<th>1 per 20 teaching stations</th>
</tr>
</thead>
<tbody>
<tr>
<td>3½x4 slides</td>
<td>1 available from central AV center</td>
<td>1 per building</td>
<td>1 per 20 teaching stations</td>
</tr>
<tr>
<td>Overhead (10x10)</td>
<td>1 per 10 teaching-station</td>
<td>1 per 3 teaching stations</td>
<td>1 per classroom</td>
</tr>
<tr>
<td>Opaque Projector</td>
<td>1 per 20 teaching-stations</td>
<td>1 per 5 teaching stations</td>
<td>1 per 8 teaching stations</td>
</tr>
<tr>
<td>Tape Recorder Dual Speed-7 inch Reel</td>
<td>1 per 15 teaching stations</td>
<td>1 per 10 teaching stations</td>
<td>1 per 5 teaching stations</td>
</tr>
<tr>
<td>Record Player</td>
<td>1 per 20 teaching stations</td>
<td>1 per 15 teaching stations</td>
<td>1 per 8 teaching stations</td>
</tr>
<tr>
<td>AM/FM Radio</td>
<td>1 per building</td>
<td>1 per building plus central distribution</td>
<td>1 per 10 teaching stations plus central distribution</td>
</tr>
<tr>
<td>TV Receivers</td>
<td>1 per 20 teaching stations where programs are available</td>
<td>1 per department where programs are available</td>
<td>1 per classroom where programs are available. No more than 24 viewers per set.</td>
</tr>
<tr>
<td>Closed-Circuit TV</td>
<td>All new construction should include provisions for installation at each teaching station, and older buildings should be wired for closed-circuit television as needs develop.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
One permanently mounted screen per classroom.
No smaller than 70 x 70 with key-
stone elimination.
Screen for auditorium.

One permanently mounted screen per classroom
plus portable screens for individual or small
group use.
No smaller than 70x70 with key-
stone eliminator.
Screen for auditorium.


Qualifications desired for instructional materials librarians. Within the complex structure of today's school libraries, the selection of the librarian becomes an important task.

In writing on the subject of the librarian's public image, Walker indicates as important the characteristics of "burning interest in the subject, absolute sincerity, an ability to identify with the people one wishes to reach, and a profound desire to have a part in improving and vitalizing education." (11:22-24).

Organization of materials.

The IMC selects, orders, catalogs, and organizes all materials for use by student and teacher. Anything aiding instruction is an instructional material and thus a service of the IMC. We have pictures, models, maps, charts, and study kits, numbered and filed in their designated areas; community resource file lists people in the community who can serve as resource speakers on given subjects and indexes places
that are suitable for field trips. All materials are listed in the card catalog and distinguished by color. Schools using this method would continue by adding colors for programmed lessons, models, and exhibits. (12:25-28).

The multitudinous nature of the tasks for which the IMC is responsible is delineated in the statement above by June Berry. These tasks logically bring to mind the qualifications which the director of such a materials center should possess. An analysis of these qualifications is found in the writing of R. L. Jones:

Some of the qualifications which a good prospect for director of materials services should have are:

1. A good general education (not less than a 4 year college degree) and specialized training in the field of materials.

2. Successful experience in working with instructional materials.

3. A general understanding of curriculum objectives, methods, and needs of all levels in the system.

4. An interest in curriculum improvements through the use of materials.

5. Mechanical aptitude and "know how."

6. Qualities of leadership with a personable friendly manner which will implement working relationships.

7. Ability to organize and administer.

It should be remembered however that no matter how carefully a director for materials may be selected or however well qualified he may be, he cannot function efficiently unless all in the system have the necessary understandings and skill to permit effective cooperative relationships. (13:50).
Selection of instructional materials. It is probable that not all libraries will contain precisely the same instructional materials and equipment. The problem of selection is tied to the specific needs which are indicated by the curriculum. Some indication of the importance of careful selection is made by Walker:

The selection of instructional materials and planning for their use is inseparable from curriculum planning... Planning for the effective selection and use of materials is an integral part of planning for the total program of instruction in the local school, in the administrative unit and at the state level.

... Materials have their optimum value only as teachers have the opportunity to exercise the initiative in planning for their use. School leaders must provide opportunities through which teachers exercise their function in planning.

Audio-visual materials, like other instructional materials, should be selected and used as a means of accomplishing particular learning outcomes for an activity or unit or work rather than as ends of themselves. (14:116).

Eleanor Ahlers also emphasizes the importance of selection of instructional materials:

Criteria set for accuracy of content, quality of writing, format, appropriateness to age group to be served, usefulness in the curriculum, and listings in approved reviewing media must still be applied if these collections are to help improve the instructional program. Balance must be maintained, and this necessitates and evaluation of the existing collection by teachers and the librarian.

... While the list of eligible materials is now extremely broad, each selection must be particularly appropriate to instruction in one or more of the "critical" subject areas covered. Yours is still the job of serving and helping teachers to do a better job of teaching. Know you have the opportunity to improve this service as you help them improve the instructional program. (15:97-102).
CHAPTER III

PHYSICAL FACILITIES

In referring to the American Library Association's Standards for School Library Programs, an editorial article states:

The Standards suggest, for example, that the size of the library be determined by student enrollment, to accommodate at least ten per cent of the student body in the reading room, with a rough allowance of 30-35 square feet per reader. For a school of 600 students, then, 1800-2100 square feet would allow for tables and chairs, traffic areas, shelving for most of the collection (figured at ten volumes per student), the circulation desk, catalog, and some equipment.

Another listening and viewing area should provide 800-1000 square feet if you include space for these activities in a school with 600-1200 pupils, or 1500-2000 square feet if you include space for storing materials and equipment, and administering the audio-visual collection. Other features of a modern library include conference rooms near the main reading room, at least 120 square feet in size; a classroom area next to the reading room; a professional library; and a work and office area for the business of running a library and preparing materials. (16:15-16).

In describing the excitement felt by a librarian with the opportunity to help plan a new library, E. Ben Evans also observes that the opportunity is likely to catch the librarian unprepared. He offers these suggestions for approach the task of library planning:

1. Review the functions of the modern school library (instructional materials center).

2. Enlist the support of your administrators and teachers.

3. Write educational specifications for the new library.
a. Objectives and description of your school library program.

b. Relationship of the library to other school facilities.

c. For each area: description of activities, estimate of space in square feet, number of persons to be accommodated, and relationships of areas to each other.

d. Furniture, specialized library and audiovisual equipment, number of books and other materials to be housed in each area.

e. Special requirements such as sound control, ventilation, lighting, etc.

Write these specifications with the help of a teacher committee and present them to the school administrator for suggestions and revisions. These specifications will be rewritten until all agree on an adequately detailed description giving the architect a clear picture of the library's requirements.

4. Confer with the school administrator and architect.

5. Encourage visits to libraries.

6. Give the architect opportunity to use his imagination and abilities.

7. Study the preliminary plans closely.

8. Put your comments in writing.

9. Keep a running list of items to be check at periodic conferences with architect and administrator.


The physical contents and layout of the library are described by Ellsworth in terms of function. He lists three main parts, each containing several assigned purposes:
Part A. Facilities for the Library-Teaching Staff
The Keys: catalog cards and reference books

Reference Circulation Desk.

Here records are kept of the transactions in which materials have been taken from their regular place in the library collections. This, plus work area, requires about 10'x12' or 120 square feet.

Quarters for the Staff.

a. Reference Consultation Room and/or Librarian's Office.

This room should be behind the consultation desk and easily accessible to readers for discussion with the librarian of library problems that are either private or a source of disturbance to others. It should be located so that when the librarian is sitting at her own desk she can observe the charging desk and the public catalog. In smaller schools this may also serve as the librarian's office.

A school librarian should expect to spend only one-half of her time on public service duty and should have the remainder of her workweek for the private study of materials. If she is to live up to her responsibility of being a reading counselor to students and a consultant to teachers on materials for the total instructional program of the school, then she must be allowed the time and place to keep up with the contents of new materials.

Her office will need a desk and two or three occasional chairs. She will probably want a typewriter attached to her desk, and perhaps a dictating machine, as it is not likely that she will have a secretary. She will sometimes need to bring in a mobile cart of books or audio-visual materials with which to work in the office and she should be provided with a bookshelf behind her desk. Space needed: about 10'x20', or 200 square feet.
b. Media Specialist's Office.

The media specialist's office requires a work area that is the counterpart of the librarian's office. Here he would meet with manufacturer's salesmen, examine new types of hardware for possible purchase, consult with students or technical aides, and in general carry out his tasks as supervisor of the media program. Space requirements: 200 square feet.


It should be located close enough to the circulation desk for easy accessibility by the charge librarian.

d. Technical Processes Room.

This should be a room where the acquisitions of the library can be catalogued and where maintenance and production of teaching materials can take place. In a small school some of these rooms may be combined.

The production of teaching materials may take a larger room with water, large table and room for the various types machines required.

e. Teachers' Preparation Room.

There should be a room for teachers to confer and plan, then to work without too much interruption and having to go too far to locate materials.

f. Studio and Control Room.

If possible, a school should have a room in which motion-pictures and closed circuit television can be produced or used. This could be the control for video-tapes, central information system or public address system. (18:143).

These suggestions, together with suggestions from numerous other sources, such as architects, administrators, teachers, and other specialists, have influenced the particular form of the new Instructional Materials Center at Morgan Junior High School.
The instruction at Morgan Junior High School will consist mainly of contact with individual students, but will have occasional large and small group lectures when the teachers need and request this service. The lectures will be followed by the use of the materials made available for individual study.

While it is possible to purchase many of the instructional materials for the purpose of teaching library skills, it was found necessary to produce some of them to better fit this individual program. Therefore, the following materials were produced:

**Dewey Decimal Charts:**

**Purpose:** To help students learn the Dewey Decimal classification system used in Morgan Junior High School Library.

**Materials:** White railroad board or Bristol board, black felt tip pen, clear plastic contact shelf paper, lettering pen and ink, plasti-tak.

**Process:** Cave man cartoons taken from *Junior Libraries*, February, 1961, were drawn on the white Bristol board with the
felt pen. A covering of the plastic shelf paper was put on top. This makes it possible to write on the surface with chalk or crayon and is easily cleaned. General classification 100-900 were lettered on Bristol board cards 3 7/8" x 3". Call numbers of books in the library were lettered on cards 3" x 3". A 3 x 5 card, giving correct classification is taped to the back of each chart. The child is encouraged to match classification numbers and call numbers with the correct chart and study the group classification.

Usage: Students go to the shelves and find books with corresponding classification numbers as those on the small cards.

Parts of a book:

Purpose: To give examples of parts of a book encouraging the student to recognize the parts in another book.

Materials: Pages taken from discard books, clear plastic-contact shelf paper, plastic spine to hold them together.

Process: Remove parts of book desired, trim, then cover with plastic on both sides. This protects and preserves the pages. Leave
1/4" overlap on the left hand side of the page. Slip plastic spine on to hold the parts together.

Usage: Students will compare the parts of books prepared to parts of books on the shelf.

Catalog cards and Biography Transparencies:

Purpose: 1. To show the different types of catalog cards one might find.

2. To show the difference between Individual Biography and Collective and the number that goes with each.

Materials: Master originals from 3M Company English #9; transparency film, mounts and tape.

Process: Run the film through the therm-o-fax, secure the film to the mount with tape, adjust the overlays so they fall in the correct position.

Usage: Project on overhead projector then find the books on the shelf to fit the classification number.

Sample card catalog:

Purpose: To show students the difference in the types of cards that make up the card catalog and to show the way cards are arranged in the catalog.

Materials: The first drawer in the card catalog
and Wilson cards or cards from some other reliable sources such as Library Journal or Alanar.

Process: The drawer will be divided into four sections. The first section will have the author cards arranged in alphabetical order. The second section will have title cards, the third will have subject cards all arranged as they would be in the catalog. The fourth section will have samples of each author, title and subject cards arranged as they would be in the catalog.

Usage: Student can compare sample drawer cards with regular catalog cards and be able to find the books on the shelf. Sample drawer cards being duplicate cards of regular catalog cards enables this.
The Three Main Types of Catalog Cards

I. Author Card

539 Haber, Heinz

The Walt Disney story of our friend the atom. Simon & Schuster 1956

165p illus

Spine title: Our friend the atom

A story of the atom "which traces the history of atomic research, and of the scientists who contributed the many discoveries... The conclusion explains how man can have the benefits of enormous power, of better health, of more food... if the atom is properly used." Publisher's note

Quarto volume

1 Atomic energy

2 Atoms

Title: Our friend the atom

58W1551 (W) The H. W. Wilson Company

Line 1. Last and first name of author.

Line 2. Title of the book.

Line 3. Publisher and date of publication.

Line 4. Number of pages and illustrations.

Following are a few words telling what the book is about.
## II. Title Card

**The Walt Disney story of our friend the atom**

<table>
<thead>
<tr>
<th>Call Number</th>
<th>Title</th>
<th>Author</th>
<th>Publisher</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>539 Haber, Heinz</td>
<td>The Walt Disney story of our friend the atom</td>
<td>Simon &amp; Schuster 1956</td>
<td>165p illus</td>
<td></td>
</tr>
</tbody>
</table>

*Spine title: Our friend the atom
A story of the atom "which traces the history of atomic research, and of the scientists who contributed the many discoveries... The conclusion explains how man can have the benefits of enormous power, of better health, of more food... if the atom is properly used." Publisher's note
Quarto volume

1 Atomic energy 2 Atoms 3 Disney, Walt

**Title of the book.**

**Line 1.**

**Name of author.**

**Line 2.**

**Line 3 and down are the same as the author card.**
III. Subject Card or Cards

ATOMS

Haber, Heinz
The Walt Disney story of our friend the atom. Simon & Schuster 1956
165p illus
Spine title: Our friend the atom
A story of the atom "which traces the history of atomic research, and of the scientists who contributed the many discoveries... The conclusion explains how man can have the benefits of enormous power, of better health, of more food... if the atom is properly used." Publisher's note
Quarto volume
1 Atomic energy
2 Atoms
539
58W1551
(W) The H. W. Wilson Company

ATOMIC ENERGY

Haber, Heinz
The Walt Disney story of our friend the atom. Simon & Schuster 1956
165p illus
Spine title: Our friend the atom
A story of the atom "which traces the history of atomic research, and of the scientists who contributed the many discoveries... The conclusion explains how man can have the benefits of enormous power, of better health, of more food... if the atom is properly used." Publisher's note
Quarto volume
1 Atomic energy
2 Atoms
539
58W1551
(W) The H. W. Wilson Company

Line 1. Subject.
Line 2. Name of author.
Line 3 and down are the same as the author card.
This shows that the same book can have more than one subject card.
Master Dewey Decimal chart and cards:

Purpose: The chart and cards have symbols for the Decimal Classification. The chart will be displayed in a prominent place. The cards will be placed with the proper classification section. They will be used for easy and quick identification by students when using the library.

Materials: White railroad board and Sheaffer cartridge Glideriter pen, India ink and brush.

Process: Symbols and classification were drawn on the railroad board with the pen.

Usage: Students are able to find specific sections by identification of symbols from the large chart and the sectional symbol.
<table>
<thead>
<tr>
<th>Shelf</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>500</td>
<td>Pure Science</td>
</tr>
<tr>
<td>600</td>
<td>Applied Science</td>
</tr>
<tr>
<td>700</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>800</td>
<td>Literature</td>
</tr>
</tbody>
</table>
900 World Geography

921 Biography

J Fiction
CHAPTER V

EVALUATION

It should be noted that evaluation of the instructional material program is a constant process. Some observations of evaluative processes are provided by Robert De Kieffer:

An audio-visual program will grow and develop like all other phases of school activities. In order to determine its effectiveness, such a program must be constantly and continuously evaluated.

... Evaluation of school activities involves the identification and formation of major objectives, their definition in terms of student behavior, and the construction of reliable, valid, and practical instruments for appraising the specific phases of such behavior.

Evaluation and curriculum planning go hand in hand because comprehensive evaluation provides evidence of the degree to which basic curriculum purposes and being realized. This evidence may lead to new curricular purposes and policies which may, in turn, provide new or changed objectives to be evaluated by new methods of techniques. (19:1-4-29).

More specific reference to the factor of co-operative achievement as a criterion for evaluation is provided by Lucien Kinney:

B. Further Suggestions for Co-operative Achievements.

1. Recognize and make use of the three standards for evaluation—the requirements of society, the performance of other individuals and groups, and self-improvement.

2. If possible, secure an old examination, administer it to a comparable class, and ascertain the relative achievements.

3. Ask a group of employers to evaluate the preparedness of the persons they employ.
4. Try to ascertain the effects of personality traits upon achievement; upon growth in leadership.

5. Devise a scale for measuring progress in social relationships.

6. Make a survey of instances in which pupils subscribe to propaganda appeals.

7. Arrange a series of possible sources for a particular topic in the order of their probable reliability (20:215).

The frequency of questions regarding the location of classified items in the library is considered a factor in determining the worth of the study. It was observed that, after the first month of the program, these questions declined markedly. At the same time, larger numbers of students were using the library. This is taken as an indicator of the success of the self-teaching devices, even though there are other factors which can be considered as influential.

It has been noted that the numbers of students using the library increased. In addition, these greater numbers of students spent more time in the library. It was impossible, due to limited personnel, to keep strictly accurate records on the numbers of students and the amount of time each spent in the library. However, a conservative estimate is that the library usage increased over the period of the school year by about 30%.

Also noted by the end of the school year was an increase in the numbers of biographical books checked out.
While these evaluative factors cannot strictly be attributed to the use of self-teaching devices located in the library, due to the presence of other variables, a general observation is that library usage was increased due to their use.
CHAPTER VI

SUMMARY AND IMPLICATIONS

Some results of the study were referred to in Chapter V, Evaluation. A summary of the results would include:

1. An observed increase in the use of library facilities by greater numbers of students for longer periods of time. This greater usage is estimated at 30%.

2. A marked decrease in frequency of questions relative to location of items in the library.

3. An increase in the frequency of books of biographical content being checked out.

Qualification of these results was referred to briefly in Chapter V, also. Among the many factors which can be considered as contributing to the variables influencing the study are:

1. A possible increase in teachers requiring student use of the library.

2. A possibly improved rapport between students and library personnel.

3. The physical environment of the library.

4. A possible overall improvement in attitudes toward learning from the previous year's seventh grade.

From what can be determined at this point, the materials prepared as part of this study will contribute to an improvement
of the library skills instructional program. The use of self-teaching devices has been established, however. It can be assumed that their continued use will result in refinement of these devices.

It should be noted that this study contributes to a specific school with its particular learning setting. Whether inferences can be drawn which might contribute to other libraries in other schools is impossible to determine at this time.

A summarizing comment, appropriate to this study, is offered by David W. Beggs:

"For generations we have taught as we were taught, largely by listening to the teacher. Yet we know this results in less efficient learning than when students are highly involved and active in the learning process.

. . . American education is on the move. New curricula, better patterns of organizing for instruction, and the instructional materials center are signs of the time. While the concept of the center now is well accepted, its application still leaves much to be developed, recommended and explored. (21:602-604).

This particular school district is aware that there is much to be gained by exploring and encouraging new media for instruction. There exists a positive attitude of cooperation among the teachers and administrators toward the instructional materials program."
FOOTNOTES


BIBLIOGRAPHY


